

The Impact of Aviation Management Students' Fear of Missing Out (FoMO) Levels on Unemployment Anxiety

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Article Info

Received: 15 June 2023

Revised: 24 August 2023

Accepted: 13 September 2023

Published Online: 09 October 2023

Keywords:

Aviation

FoMO

Unemployment Anxiety

Aviation Management

Fear of Missing Out

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RESEARCH ARTICLE

<https://doi.org/10.30518/jav.1331688>

Abstract

The purpose of this study is to determine whether the fear of missing out levels of aviation management undergraduate students have an impact on their unemployment anxiety. In this study, explanatory research method was applied. In this direction, a questionnaire was applied to the students of the aviation management department of a foundation university. The sample of the research consists of 137 undergraduate aviation management students. The data obtained as a result of the applied questionnaire were analyzed with the SPSS 25.0 package program. Exploratory factor analysis, independent t-test, one-way ANOVA analysis, pearson correlation analysis and cluster analysis were used in the study. As a result of the analyzes carried out, it was concluded that aviation management students' fear of missing out has an effect on unemployment anxiety.

1. Introduction

Ever since individuals have existed, they have instinctively feared losing or missing something they have or plan to have. The fear of losing or missing out is not always something tangible and physically present. It can also be something personal and intangible, such as an image or perception. Therefore, individuals may have both tangible and intangible fears of losing or missing something, depending on the circumstances at the time.

In today's conditions, there are many concerns that university students experience. One of these concerns is unemployment. According to a report by the Turkish Statistical Institute (TÜİK), the unemployment rate in Turkey as of June 2022 was 10.3%, while the unemployment rate among the young population (15-24 years old) was 20.4% (TÜİK, 2022a). Considering that approximately thirteen million individuals constitute the young population in Turkey (TÜİK, 2022b), the probability of being unemployed after university graduation may be considerably high.

In this context, the problem of the study is to determine whether Aviation Management students are afraid of missing the courses, trainings, national or international news, and events in the branch in which they have been educated and whether their fear of missing out affects their unemployment anxiety. It is believed that the results of the research will help to understand the job anxiety of Aviation Management students and will be a guide for the university, student clubs, and aviation-related organizations in the private sector.

In the rest of the study, the second part consists of fear of missing out and the third part consists of unemployment anxiety. The fourth section presents the methodology of the study. While the findings are listed in the fifth section, the findings of the study are discussed in the sixth section.

2. Fear of Missing Out (FoMO)

It is said that fear of missing out is a widespread worry that one may have rewarding experiences that others do not have and a desire to stay connected to what others are doing (Przybylski, Murayama, DeHaan, Gladwell, 2013:1841). Most often, social media and social platforms are linked to fear of missing out. People with a high fear of missing out may feel obliged to check their social media accounts more frequently to stay up to date with the plans and activities of people around them, even if fear of missing out is not necessarily a problem exclusive to social media users (Oberst, Wegmann, Stodt, Brand, Chamarro, 2017:53). Fear of missing out is explained as the increase in anxiety, incompleteness, and anger that individuals experience when using social media platforms such as Facebook, Twitter, and Instagram, which are highly visual (Wortham, 2011). Fear of missing out, especially on social media, is a result of individuals' curiosity about their surroundings, a sense of belonging, the need for popularity, the satisfaction of having discovered something, and the search for novelty and diversity (Beyens, Frison, Eggermont, 2016). Fear of missing out is the concern that you may lose out on other people's posts about their experiences through social media

platforms and their lives worth seeing (Riordan, Flett, Cody, Conner, Scarf, 2021). According to Blum (2016; as cited in Tanhan, Özok, Tayiz, 2022), fear of missing out is the negative feeling arising from the individual's absence in the photos shared by his or her friends. Oxford Dictionary (2023), defines fear of missing out as the worry that an interesting or exciting experience will take place somewhere other than the individual.

Although in theory, fear of missing out is mostly associated with social media, there are definitions in the literature that are independent of social media and focus on the individual himself or herself. Grohol (2011; as cited in Albayrak, 2021) defined fear of missing out as a real emotion that affects an individual's social life and relationships. Fear of missing out can be defined as the fear of being deprived of the social environment in which the individual is, of being excluded, and of not being able to stay in communication with the environment (Çopuroğlu, 2021: 4302). The phrase "fear of missing out" refers to a collection of persistently unfavorable thoughts that other people have better lives than one's own (Tanhan et al., 2022: 75). Fear of missing out is the feeling of tension, anxiety, and emptiness that arises because of the individual's desire to know the events, situations, and what other individuals are doing in their lives and because of being deprived of these (Tanhan et al., 2022: 77). The individual who feels the fear of missing out wants to make sure that he or she chooses the best possible option among the alternatives in the choices he or she has made or will make (Milyavskaya, Saffran, Hope, Koestner, 2018).

Przybylski et al. (2013) developed a fear of missing out scale consisting of ten statements. Moreover, this scale is the most widely used fear of missing out scale in the literature, but only one statement focuses on online fear of missing out (Çelik, Özkara, 2022: 5). This has been criticized because the scale does not focus on social media (Çelik, Özkara, 2022: 9). In the study conducted by Przybylski et al. (2013), it was concluded that fear of missing out is often seen in individuals who are psychologically suffering from a lack of love and respect. In the same study, it was revealed that fear of missing out is more common in young people and individuals with low life satisfaction. Another result of the study is that fear of abduction is common among students (Przybylski et al., 2013; McCoy, 2016).

In order to quantify the degree of fear of missing out, Gökler, Aydın, Ünal, Metintaş (2016) conducted a Turkish adaptation research of the scale created by Przybylski et al. (2013) and translated the fear of missing out into Turkish as Fear of Missing Out (FoMO).

Fear of missing out can be summarized with a general definition: it is a state of depression, anxiety, and stress experienced as a result of situations such as not being able to be involved in the events taking place around the individual, not being able to impose oneself on one's environment, being aware of the existence of individuals who have a better life than oneself and envying this situation, and missing some material or moral opportunities. This condition is defined as a type of anxiety disorder, or unnecessary regret.

Within the scope of this definition and research, the first hypothesis of the study is as follows:

H1₀: Demographic factors are not effective in Aviation Management students' FoMO levels.

H1₁: Demographic factors are effective in Aviation Management students' FoMO levels.

H1_{1a}: The age of aviation management students and their about FoMO level differs significantly.

H1_{1b}: The gender of aviation management students and their about FoMO level differs significantly.

H1_{1c}: The income of aviation management students and their about FoMO level differs significantly.

H1_{1d}: The internship of aviation management students and their about FoMO level differs significantly.

H1_{1e}: The work experience of aviation management students and their about FoMO level differs significantly.

H1_{1f}: The following aviation-related content on social media of aviation management students and their about FoMO level differs significantly.

H1_{1g}: The participation in aviation-related content on social media of aviation management students and their about FoMO level differs significantly.

H1_{1h}: The acceptance of a job offer that is lower than their skill or education level of aviation management students and their about FoMO level differs significantly.

H1_{1i}: The acceptance of a job offers without insurance of aviation management students and their about FoMO level differs significantly.

H1_{1j}: The embarrassment of aviation management students and their about FoMO level differs significantly.

H1_{1k}: The acceptance to work in a different sector of aviation management students and their about FoMO level differs significantly.

H1_{1l}: The GPA of aviation management students and their about FoMO level differs significantly.

H1_{1m}: The class of aviation management students and their about FoMO level differs significantly.

H1_{1n}: The average time spent on social media per day of aviation management students and their about FoMO level differs significantly.

3. Unemployment Anxiety (UA)

Anxiety is described as the feeling of fear, tension, unease, or restlessness that is anticipated from an ambiguous or unknown source (Townsend, 2016). Yıldız, Yeniçeri, Öngel (2019: 20) explain anxiety as the fear and tension that arise when an individual feels threatened. Anxiety is a state of worry and uneasiness that arises in relation to a personal situation that is uncertain as to whether it will occur in the present or in the future; in a sense, it is not even likely to occur (Şahin, 2019: 119).

One of the situations that individuals may worry about in their lives is unemployment anxiety. The International Labor Organization (ILO, 2020:10) emphasizes being unemployed, being able to work, and looking for a job in its definition of unemployment. In other words, the individual should not be currently employed but should be ready to start working at any time and be in search of a job.

Although in the past it was sufficient to be a university graduate to find a job, today's high unemployment rates, the large number of universities and the large number of graduates from these universities, and the little or no work experience of university students increase unemployment anxiety among

students (Dursun, Aytaç, 2009). While unemployment is bad enough for everyone, among young people who graduate from their schools with big dreams, the feeling that society does not need them becomes widespread due to the high unemployment rate (Gücenmez, 2022: 221).

During their university education, students' anxiety levels are affected by many situations, such as the city where they study, the socio-economic structure, the environment within the university, housing problems (Dursun, Aytaç, 2009), their plans for the future, their wishes, their responsibilities, the idea of leaving their friends when the university ends and the idea of not being able to contribute to their family (Çakmak, Hevedanlı, 2005), their gender, personality, stress tolerance level, academic success, and the social environment (Aydın, Tiryaki, 2017), and their gender, a knowing that they will be a member of a professional group at the end of their university education causes students to worry about not finding a job (Geylani, Çiriş Yıldız, 2022). Especially in the last semesters of the university, the biggest source of anxiety for students is future anxiety (Dursun, Aytaç, 2009). The concern of not finding a job causes students' anxiety and hopelessness to increase (Dursun, Aytaç; 2009).

University students may engage in undesirable behaviors including depression (Tekin, 2015), suicide (Statt, 1994: 157), rage, alcoholism, and drug misuse as a result of unemployment anxiety (Gücenmez, 2022: 222)

Dursun, Aytaç (2009) found a significant relationship between the hope of finding a job and trait anxiety in their study using the Spielberger state-trait anxiety scale. State anxiety can be summarized as the anxiety felt by the individual due to intense pressure and stress, while trait anxiety can be summarized as the individual's integration of anxiety into his or her life and interpreting the situations he or she is in as intense pressure and stress. The study also revealed that female students experienced higher levels of anxiety than male students and that students with internship, part-time, or full-time work experience experienced less unemployment anxiety than students with no work experience.

Özder, Birinci, Zaifoğlu, Işıktaş (2018) developed the "pre-service teachers' unemployment anxiety scale" in a study conducted on pre-service teachers. The scale consists of 14 items and 4 dimensions. The validity and reliability of the scale tested on university students by Korkmazer (2020) were tested, and it was revealed that the "Unemployment Anxiety" scale is a valid and reliable tool.

Ateş (2019), in his study conducted on students and graduates of the aviation management department and conducted on 2767 individuals, revealed that students between the ages of 18 and 25 have higher unemployment anxiety. While 55.6 percent of the participants stated that they could accept jobs below their education level, only 5.3 percent stated that they could work without insurance. In the study, 19.1 percent of the participants thought that if they could not find a job, their reputation among their family and friends would decrease, and 19.7 percent thought that their self-confidence would decrease. In this study, 46.4 percent of the participants stated that they would consider doing a job outside their field of study if they were unemployed.

In their work titled development of the future anxiety scale of university students, Geylani, Çiriş Yıldız (2022) created the 19-item "Future Anxiety in University Students" scale.

In his study, Pelek (2022) found that unemployment decreases with age and that women are more likely to be unemployed. These results are consistent with the high rate of

youth unemployment in our country and the disadvantage of women in working life in a patriarchal society.

Within the scope of this definition and research, the other hypotheses of the study are as follows:

H2₀: Demographic factors are not effective in Aviation Management students' unemployment anxiety.

H2₁: Demographic factors are effective in Aviation Management students' unemployment anxiety.

H1_{1a}: The age of aviation management students and their about unemployment anxiety differs significantly.

H1_{1b}: The gender of aviation management students and their about unemployment anxiety differs significantly.

H1_{1c}: The income of aviation management students and their about unemployment anxiety differs significantly.

H1_{1d}: The internship of aviation management students and their about unemployment anxiety differs significantly.

H1_{1e}: The work experience of aviation management students and their about unemployment anxiety differs significantly.

H1_{1f}: The following aviation-related content on social media of aviation management students and their about unemployment anxiety differs significantly.

H1_{1g}: The participation in aviation-related content on social media of aviation management students and their about unemployment anxiety differs significantly.

H1_{1h}: The acceptance of a job offer that is lower than their skill or education level of aviation management students and their about unemployment anxiety differs significantly.

H1_{1i}: The acceptance of a job offers without insurance of aviation management students and their about unemployment anxiety differs significantly.

H1_{1j}: The embarrassment of aviation management students and their about unemployment anxiety differs significantly.

H1_{1k}: The acceptance to work in a different sector of aviation management students and their about unemployment anxiety differs significantly.

H1_{1l}: The GPA of aviation management students and their about unemployment anxiety differs significantly.

H1_{1m}: The class of aviation management students and their about unemployment anxiety differs significantly.

H1_{1n}: The average time spent on social media per day of aviation management students and their about unemployment anxiety differs significantly.

H3₀: There is no relationship between the level of fear of missing out and unemployment anxiety among Aviation Management students.

H3₁: There is a positive relationship between Aviation Management students' level of fear of missing out and unemployment anxiety.

4. Method

In this study, explanatory research approach was used. The research population is 274 students studying in the Aviation Management program of a foundation university in Istanbul. 137 students pursuing their degree in aviation management at a foundation university make up the study's sample.

The number of students for the population and sample of the study was determined through the Yükseköğretim Program Atlası (YPA). The number of male and female students in each class was also determined through YPA. Students enrolled in 2022 were considered as the first class, students enrolled in 2021 as the second class, students enrolled in 2020 as the third class, and students enrolled in 2019 as the fourth class. According to this evaluation, the sample of the study was calculated.

The stratified sampling method was used as the sampling method. The data were collected face-to-face using the questionnaire method on a voluntary basis. Analyses were carried out with the SPSS 25.0 package program.

4.1. Scaled Used

The section makes up the questionnaire given to the participants. The scale created by Przybylski et al. (2013) to gauge fear of missing out has 10 statement in the first segment. The second part of the questionnaire includes the scale developed by Özder et al. (2018) to measure unemployment anxiety, which consists of fourteen statements and four dimensions. The last part of the form includes statements regarding the demographic data of the participants. These statements were taken from Ateş's (2019) study.

4.2. Assumptions and Limitations of the Study

In this study, it is assumed that the participants answered the questions and statements sincerely and honestly. However, the general limitations of research in the social sciences also apply to this study, and the reliability of all quantitative data is limited by the characteristics of the data collection methods.

5. Findings

With the use of several tests, including demographic data, reliability analysis, t-tests, ANOVAs, and factor analyses, this study is intended to examine the research hypotheses. The details of each test's outcomes are presented in this section.

5.1. Sociodemographic Informations

Male students make up 60.6% of the participants. 64.2% of the students are between the ages of 18 and 22. The majority of the students (89.8%) have incomes below the minimum wage. Students with a GPA (overall grade point average) of 2.51 or above constitute 59.8% of the sample. Only 32.1% of the students participating in the study had previous work experience, while only 16.1% of the participants had an internship in aviation.

In addition, 22 of the students participating in the study were in their first year, 24 in their second year, 45 in their third year, and 46 in their fourth year.

Sociodemographic information is shown in Table 1.

In addition to sociodemographic data and scale questions, the participants were asked to answer questions about how much time they spend on social media, whether they would accept a job offer below their level of education and experience, whether they participate in or follow aviation-related news or events, whether they would accept to work without insurance, whether they would look for another job if they could not find a job in the aviation sector, and whether they would feel embarrassed towards their family and friends if they could not find a job in the aviation sector.

Table 1. Sociodemographic information

	Gender	n			%	
	Female	54			39.4	
	Male	83			60.6	
	Age					
	18 - 22	88			64.2	
	23 – 30	49			35.8	
	0 - 8.506 TL (minimum wage and below)	123			89.8	
	8.507 TL and above (minimum wage and above)	14			10.2	
	GPA					
	1.01 – 1.50	6			4.4	
	1.51 – 2.00	17			12.4	
	2.01 – 2.50	32			23.4	
	2.51 – 3.00	44			32.1	
	3.01 – 3.50	35			25.5	
	3.51 – 4.00	3			2.2	
	Work experience					
	Yes	44			32.1	
	No	93			67.9	
	Internship					
	Yes	19			16.1	
	No	118			86.1	
			Female	Male	n	%
	1st Class	9	13	22	16.1	
	2nd Class	12	12	24	17.5	
	3rd Class	16	29	45	32.8	
	4th Class	17	29	46	33.6	

Social media is used by 55.5 percent of respondents for 2-3 hours each day, 32.1 percent for 4-5 hours, and 10.2 percent for 6 hours or more. 70 percent of respondents said they would

reject any job offers that were below their level of education and experience. In addition, 131% of respondents said they would not accept a job without insurance. 61.3 percent of

respondents have taken part in aviation-related activities, even though 88.1 percent of respondents follow information connected to aviation. 38.7% of the respondents said they didn't do anything linked to aviation. However, 61.3 percent of those surveyed engaged in activities connected to aviation. If they were unable to obtain employment in the aviation

industry, 87.7% of the respondents said they would hunt for another career. Only 4.4% of those surveyed, however, said they would take an uninsured job. These findings reveal broad trends in the planning of careers in the aviation industry. Table 2 provides details on these claims.

Table 2. The intensity of participants' agreement with the statements

Approximate time spent on social media in a day		
	f	%
1 hour	3	2.2
2 - 3 hours	76	55.5
4 - 5 hours	44	32.1
6 hours and more	14	10.2
Would you accept a job offer that is less than your skills or education?		
	f	%
Yes	41	30
No	96	70
Would you accept to work without insurance?		
	f	%
Yes	6	4.4
No	131	95.6
Do you follow aviation-related content (events and/or pages) on social media?		
	f	%
Yes	123	89.8
No	14	10.2
Do you / have you participated in activities related to Aviation on social media?		
	f	%
Yes	84	61.3
No	53	38.7
Would you feel embarrassed if you could not get a job in the aviation sector after graduation. would you feel embarrassed towards your family and friends?		
	f	%
Yes	110	80.3
No	27	19.7
If you cannot find a job in the aviation sector. would you consider working outside the aviation sector?		
	f	%
Yes	119	86.9
No	18	13.1

5.2. Validity and Reliability

The scales used in this investigation have relatively good reliability ratings, according to the reliability table. The UA scale's Cronbach's Alpha value is 0.882, whereas the FoMO scale's score is 0.837. Additionally, the scale's FoMO, UA, and Independent Statements values yielded a Cronbach's Alpha score of 0.871. These findings demonstrate the consistency and dependability of the measures. This study offers the high dependability metrics necessary to carry out reliable research.

Table 3. Cronbach's Alpha

	Cronbach's Alpha	N
FoMO	.837	10
UA	.882	14
FoMO, UA and Independent Expressions	.871	32

To determine whether the FoMO data was suitable for exploratory factor analysis, KMO and Bartlett's tests were first applied to the data. The KMO sampling adequacy criterion is between 0 and 1, and factor analysis cannot be applied if this

coefficient is less than 0.5 (İslamoğlu, Alnaçık, 2019: 437). In conclusion KMO and Bartlett tests, it was seen that the data were normally distributed and suitable for factor analysis.

Table 4. Kaiser-Mayer-Olkin and Bartlett Test for FoMO

Kaiser-Mayer-Olkin (KMO) test	Bartlett tests		
	Chi-Square	df	Sig.
0.786	605.947	45	.000

Saraçlı (2011) determined that the most meaningful rotation method for factor analysis is varimax. Therefore, varimax was preferred as the rotation method in factor analysis. In the factor analysis, it was seen that all statements on the fear of kidnapping scale were included in a single dimension. If the factor loadings are 0.4 and above, it can be said that there is a significant loading (İslamoğlu, Alnaçık, 2019: 441). The results of the factor analysis for fear of abduction are presented in Table 5.

Table 5. Factor analysis for FoMO

	FoMO
FOMO3	.807
FOMO4	.720
FOMO10	.709
FOMO1	.687
FOMO9	.675
FOMO7	.609
FOMO2	.597
FOMO5	.574
FOMO6	.546
FOMO8	.454
Explanatory Factor (%)	100

KMO and Bartlett tests were performed to check the suitability of the data for factor analysis. In conclusion KMO and Bartlett tests, it was seen that the data were normally distributed and suitable for factor analysis. KMO and Bartlett test results for UA are presented in Table 6.

Table 6. Kaiser-Mayer-Olkin and Bartlett Test for UA

Kaiser-Mayer-Olkin (KMO) test	Bartlett tests		
	Chi-Square	df	Sig.
0.820	685.237	66	.000

For the factor analysis of UA, as in the FoMO, varimax was used as the rotation method. If the factor loadings are 0.4 and above, it can be said that there is a significant loading (İslamoğlu, Almiaçık, 2019: 441). In the factor analysis, it was observed that the Environment3 factor was distributed evenly across multiple dimensions. The Environment3 factor was removed, and the analysis was conducted again. In the repeated analysis, the Labor7 factor was also removed from the study since it contributed to multiple dimensions with less than a 0.100 difference between factor weights.

The UA scale, which originally consisted of 4 dimensions, was determined to have 3 dimensions because of the analysis. As can be seen in Table 7, the unemployment and environment dimensions are intertwined and emerged as a single dimension. The results of the factor analysis for UA are presented in Table 7.

Table 7. Factor analysis for UA

	Labor	Environment with Trait Anxiety	Education
Labor1	.865		
Labor3	.836		
Labor4	.669		
Labor6	.646		
Labor2	.556		
Labor5	.449		
Environment2		.898	
Environment1		.793	
TA1		.687	
TA2		.639	
Education1			.769
Education2			.582
Cronbach's Alpha	.843	.779	.612
Explanatory Factor (%)	26.495	19.703	17.517
Total Explanatory Factor (%): 63.715			

The FoMO levels of individuals were determined using cluster analysis. Then, an independent sample t-test was

applied. Cluster analysis is a type of multivariate analysis that enables the classification of similar objects or individuals (Yükselen, 2000: 234). In this study, K-Means clustering, one of the non-hierarchical clustering methods, was used. In K-means clustering, the number of clusters is determined by the researcher (Nakip, Yaraş, 2017: 569). In this study, the number of clusters to be determined for the relevant analysis was evaluated as "2," representing the groups with high FoMO and those with low FoMO. In K-Means clustering analysis, the number of repetitions (iterations) of cluster formation processes is one of the points to be considered. While Nakip, Yaraş (2017: 569) suggest that the cluster formation process should be repeated at most 10 times, İslamoğlu, Almiaçık (2019: 454) show that it can be repeated 20 times in their example. In the analysis conducted in this study, the number of repetitions was found to be 3 by testing both suggestions (Iteration History).

In the continuation of the analysis, the distance between the two clusters was found to be 6,612, and then the number of observations per cluster was determined. Group 1 consists of individuals with a high FoMO, while the second group consists of individuals with a low FoMO. The number of observations per cluster is given in table 8.

Table 8. Number of observations per cluster

	f	%
Cluster		
1	72	52.55
2	65	47.45
Total	137	100

5.3. Testing Hypotheses

Before performing the t-test to test the hypotheses, the normal distribution of the data was checked. Skewness values falling outside the range of ± 1.0 to ± 1.0 indicate a substantially skewed distribution (Hair, Black, Babin, Anderson, 2019: 48). Accordingly, the fact that the data obtained in the study are within the range of ± 1.0 indicates that the data are normally distributed, and the hypotheses can be tested with the t-test.

Table 9 shows the results of independent t-test according to FoMO level and demographic characteristics. When Table 9 is examined, it is seen that the p value is less than .05 for the variables of age, gender, internship status and following aviation-related content on social media. These parameters significantly differentiate the FoMO levels of aviation management students. Considering this, hypotheses H1_{1a}, H1_{1b}, H1_{1d} and H1_{1f} are accepted.

When the variables of income, work history, participation in aviation-related social media content, accepting job offers below their skill or education level, accepting job offers without insurance, feeling embarrassed when they cannot find a job in the aviation sector, and accepting to work outside the aviation sector are analyzed, it is seen that the p value is greater than .05. As a result, there is no significant difference between students' FMO levels and their income, work experience, participation in aviation-related social media content, accepting a job offer below their skill or education level, accepting a job offer without insurance, feeling embarrassed when they cannot find a job in the aviation sector or accepting to work outside the sector. Hypotheses H1_{1c}, H1_{1e}, H1_{1g}, H1_{1h}, H1_{1i}, H1_{1j} are rejected.

Table 9. Independent t-test by FoMO and demographic characteristics

Dimension	Groups	N	Mean	Standard Deviation	p value
Age	18-22	88	1.55	.501	.025
	23-30	49	1.35	.481	
Gender	Female	54	1.59	.496	.026
	Male	83	1.40	.492	
Income	0- 8.506 TL (minimum wage and below)	123	1.48	.502	.719
	8.507 TL and above (minimum wage and above)	14	1.43	.514	
Internship	Yes	19	1.16	.375	.002
	No	118	1.53	.501	
Work experience	Yes	44	1.55	.504	.256
	No	93	1.44	.499	
Following aviation-related content	Yes	123	1.43	.497	.004
	No	14	1.86	.363	
Participation in aviation-related content	Yes	84	1.50	.503	.455
	No	53	1.43	.500	
Acceptance of a job offer that is lower than their skill or education level	Yes	40	1.38	.490	.108
	No	95	1.53	.502	
Acceptance of a job offer without insurance	Yes	6	1.67	.516	.339
	No	131	1.47	.501	
Embarrassment	Yes	110	1.49	.502	.440
	No	27	1.41	.501	
Acceptance to work in a different sector	Yes	119	1.50	.502	.195
	No	18	1.33	.485	

One-Way ANOVA is used to determine whether there is a significant difference between three or more independent groups (İslamoğlu, Alnaçık, 2019: 323). In order to perform the One-Way ANOVA analysis, the variances of the groups must be identical. This homogeneity is measured by Levene's test.

Homogeneity of variances was tested with Levene's test. Levene's test was found to be ,000 for GPA, ,000 for class and ,191 for average time spent on social media per day. These results show that GPA and class groups are not homogeneously distributed, but homogeneously distributed for the average time spent on social media per day. When Table 10 is examined, the groups are not homogeneous in GPA and class dimension. For this reason, the Welch indicator was examined for GPA and class groups and the p value was taken into consideration.

The p-value of the Welch indicator for GPA groups was found to be ,230 and the p-value of the Welch indicator for grade groups was found to be ,000. The p value for the average daily time spent on social media is ,842. This result shows that the grade point average and the time spent on social media per day do not differ on the FoMO levels of aviation management students, but the grade level does. As a result, hypothesis H1_{1m} is accepted, while hypotheses H1₁₁ and H1_{1n} are rejected. One-way ANOVA test results are given in Table 10.

Table 10. One-Way ANOVA by FoMO level, GPA and class and the average time spent on social media per day

Dimension	Groups	N	Mean	F value	P value
GPA	1.01 - 1.50	6	1.33	1.397	.230
	1.51 - 2.00	17	1.41		
	2.01 - 2.50	32	1.38		
	2.51 - 3.00	44	1.55		
	3.01 - 3.50	35	1.57		
	3.51 - 4.00	3	1.00		
Class	1st Class	22	2.00	21.743	.000
	2nd Class	24	1.67		
	3rd Class	45	1.42		
	4th Class	46	1.17		
The average time spent on social media per day	1 hour	3	1.67	.276	.842
	2-3 hours	76	1.49		
	4-5 hours	44	1.43		
	6 hours or more	14	1.50		

Post-hoc analysis was used to determine the groups that differed between the classes. Since the variances were not homogeneous according to Levene's test, Games-Howell test was used in the post-hoc analysis. Games-Howell test is used when the variances are not homogeneous, and it is a more powerful post-hoc test than other tests (İslamoğlu, Alnaçık, 2019: 330). According to the results of the analysis, the FoMO levels of the students in the first and fourth grades differed significantly with all other grades and among themselves. This finding can be interpreted as that the FOMO levels of aviation management students are lower in freshmen students

compared to other students and higher in students who are about to graduate compared to other students.

Demographic factors such as age, gender, internship status, following aviation-related content on social media and current grade affect students' FoMO levels. It is an important finding that age, gender, internship status, following aviation-related content on social media and current grade affect the FoMO level. Considering the importance of the findings, hypothesis H1₁ is accepted.

To test the hypotheses for UA, independent t-test and One-Way ANOVA analyses were conducted, respectively. The tests were performed separately for the 3 dimensions that emerged because of the factor analysis and were decisive in the acceptance and rejection decisions of the hypotheses.

When the significance levels are analyzed in Table 11, the p value for the labor dimension is 0,003. This value emphasizes that there is a significant difference between the labor dimension and age. However, when the p values of environment with trait anxiety and education dimensions are examined, it is seen that they are (.263 and ,380). According to these results, hypothesis H2_{1a} is rejected.

When Table 12 is examined, the significance levels of labor (p = 0,135), environment with trait anxiety (p = 0,357), and education (p = 0,577) dimensions were found to be greater than 0,050. This value indicates that there is no significant difference between the dimensions of unemployment anxiety and gender. Accordingly, hypothesis H2_{1b} is rejected.

Table 13. Independent t-test by UA and income

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	0 - 8.506 TL (minimum wage and below)	123	3.45	.965	.004
	8.507 TL and above (minimum wage and above)	14	3.95	.499	
Environment with Trait Anxiety	0 - 8.506 TL (minimum wage and below)	123	2.91	1.027	.138
	8.507 TL and above (minimum wage and above)	14	3.35	1.219	
Education	0 - 8.506 TL (minimum wage and below)	123	3.05	1.086	.043
	8.507 TL and above (minimum wage and above)	14	3.67	1.011	

When Table 14 is examined, the significance levels of labor (p = 0,000) and environmental trait anxiety (p = 0,025) dimensions were found to be less than 0,050. The p value of the education dimension was found to be 0,541. This value indicates that there is no significant difference between the education dimension of unemployment anxiety and internship. Accordingly, hypothesis H2_{1d} is accepted.

Table 14. Independent t-test by UA and Internship

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	19	4.34	.542	.000
	No	118	3.37	.921	
Environment with Trait Anxiety	Yes	19	3.46	1.031	.025
	No	118	2.88	1.037	
Education	Yes	19	3.26	1.122	.541
	No	118	3.09	1.090	

Table 11. Independent t-test by UA and age

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	18-22	88	3.34	1.032	.003
	23-30	49	3.78	.666	
Environment with Trait Anxiety	18-22	88	2.88	1.047	.263
	23-30	49	3.09	1.057	
Education	18-22	88	3.18	1.150	.380
	23-30	49	3.01	.981	

Table 12. Independent t-test by UA and gender

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Female	54	3.67	1.239	.135
	Male	83	3.39	.664	
Environment with Trait Anxiety	Female	54	3.06	1.089	.357
	Male	83	2.89	1.028	
Education	Female	54	3.05	1.040	.577
	Male	83	3.16	1.129	

When Table 13 is examined, the significance levels of labor (p = 0,004) and education (p = 0,043) dimensions were found to be less than 0,050. The p value of the environment with trait anxiety dimension was found to be 0,138. This value indicates that there is no significant difference between the environmental trait anxiety dimension of unemployment anxiety and income. Accordingly, hypothesis H2_{1c} is accepted.

When Table 15 is examined, the significance levels of labor (p = 0,000) and education (p = 0,007) dimensions were found to be less than 0,050. The p value of the environment with trait anxiety dimension was found to be 0,711. This value indicates that there is no significant difference between the environmental trait anxiety dimension of unemployment anxiety and work experience. Accordingly, hypothesis H2_{1e} is accepted.

Table 15. Independent t-test by UA and work experience

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	44	3.86	.650	.000
	No	93	3.33	1.008	
Environment with Trait Anxiety	Yes	44	3.00	.851	.711
	No	93	2.94	1.138	
Education	Yes	44	3.45	.888	.007
	No	93	2.96	1.147	

When Table 16 is analyzed, a significant difference is found between the dimensions of UA and the status of following aviation-related content. Considering these results, hypothesis H2_{1f} is accepted.

Table 16. Independent t-test by UA and following aviation-related content

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	123	3.10	1.000	.000
	No	14	1.71	.562	
Environment with Trait Anxiety	Yes	123	3.26	1.030	.000
	No	14	1.89	.836	
Education	Yes	123	3.64	.863	.000
	No	14	2.25	.598	

When Table 17 is analyzed, a significant difference is found between education, one of the dimensions of UA, and participation in aviation-related content. However, no significant difference was found between the IA dimensions and labor and Environment with Trait Anxiety. Considering these results, hypothesis H2_{1g} is rejected.

Table 17. Independent t-test by UA and participation aviation-related content

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	84	3.08	.988	.089
	No	53	2.76	1.128	
Environment with Trait Anxiety	Yes	84	3.27	.988	.031
	No	53	2.86	1.205	
Education	Yes	84	3.69	.907	.003
	No	53	3.21	.922	

Table 18 shows that there is a significant difference between education and acceptance of a job offer that is lower than their skill or education level. However, no significant difference was found between acceptance of a job offer that is lower than their skill or education level and labor and environment with trait anxiety dimensions. Considering these results, hypothesis H2_{1h} is rejected.

Table 18. Independent t-test by UA and acceptance of a job offer that is lower than their skill or education level

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	40	3.18	1.097	.148
	No	95	2.89	1.022	
Environment with Trait Anxiety	Yes	40	3.33	1.027	.161
	No	95	3.04	1.115	
Education	Yes	40	3.92	.521	.000
	No	95	3.32	1.028	

When Table 19 is analyzed, no significant difference is found between the dimensions of UA and acceptance of a job offer without insurance. Considering these results, hypothesis H2_{1i} is rejected.

Table 19. Independent t-test by UA and acceptance of a Acceptance of a job offer without insurance

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	6	3.58	.944	.140
	No	131	2.93	1.051	
Environment with Trait Anxiety	Yes	6	3.83	.683	.102
	No	131	3.08	1.098	
Education	Yes	6	3.75	.545	.516
	No	131	3.49	.953	

When Table 20 is analyzed, no significant difference is found between the dimensions of UA and embarrassment. Considering these results, hypothesis H2_{1j} is rejected.

Table 20. Independent t-test by UA and embarrassment

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	110	2.90	1.032	.183
	No	27	3.20	1.118	
Environment with Trait Anxiety	Yes	110	3.15	1.112	.405
	No	27	2.96	1.008	
Education	Yes	110	3.48	1.020	.533
	No	27	3.57	.502	

When Table 21 is analyzed, a significant difference was found between education and acceptable to work in a different sector. However, no significant difference was found between acceptable to work in a different sector and labor and environment with trait anxiety dimensions. Considering these results, hypothesis H2_{1k} is rejected.

Table 21. Independent t-test by UA and acceptable to work in a different sector

Dimension	Groups	N	Mean	Standard Deviation	p value
Labor	Yes	119	2.91	1.040	.172
	No	18	3.27	1.104	
Environment with Trait Anxiety	Yes	119	3.14	1.080	.465
	No	18	2.94	1.186	
Education	Yes	119	3.40	.905	.001
	No	18	4.16	.914	

Table 22 shows the results of the One-Way ANOVA analysis conducted to determine whether there is a difference between the UA dimensions and GPA groups. The homogeneity of variances was tested with Levene's test. As a result of Levene's test, it was seen that the p value of all dimensions was above .050. As a result of the ANOVA test, significant differences were found between labor and environment with trait anxiety dimensions. Therefore, hypothesis H2_{1l} is accepted.

Post-hoc analyses were performed to determine between which groups there were significant differences. Since the variances were homogeneous and there were no excessive n-value differences between the groups (Field, 2009: 374), the Gabriel test was preferred in the post-hoc analysis.

As a result of Gabriel analysis, a significant difference was found between the GPA 1.51-2.00 and 2.51-3.00 groups in the labor dimension. In the Environment with Trait Anxiety dimension, a significant difference was found between the 2.01-2.50 and 3.51-4.00 groups.

Table 22. One-Way ANOVA Test of UA dimensions by GPA Groups

Dimension	Groups	N	Mean	F value	p value
Labor	1.01 - 1.50	6	3.41	3.614	.004
	1.51 - 2.00	17	2.93		
	2.01 - 2.50	32	3.21		
	2.51 - 3.00	44	3.82		
	3.01 - 3.50	35	3.60		
	3.51 - 4.00	3	4.22		
Environment with Trait Anxiety	1.01 - 1.50	6	3.70	2.918	.016
	1.51 - 2.00	17	2.82		
	2.01 - 2.50	32	2.60		
	2.51 - 3.00	44	3.14		
	3.01 - 3.50	35	2.87		
	3.51 - 4.00	3	4.33		
Education	1.01 - 1.50	6	2.75	1.333	.254
	1.51 - 2.00	17	2.64		
	2.01 - 2.50	32	3.14		
	2.51 - 3.00	44	3.26		
	3.01 - 3.50	35	3.14		
	3.51 - 4.00	3	4.00		

Table 23 shows the results of the One-Way ANOVA analysis conducted to determine whether there is a difference between the UA dimensions and Class groups. The homogeneity of variances was tested with Levene's test.

As a result of Levene's test, it was determined that the variances were homogeneously distributed in the dimensions of labor (p = ,224) and education (p = ,196). In the environment with trait anxiety dimensions, the p value is ,006. Since the variances are not homogeneously distributed in the environment with trait anxiety dimensions, the Welch value will be taken into consideration.

When Table 23 is analyzed, it is seen that there are significant differences between all dimensions. Post-hoc analyses were conducted to determine which groups the differences were between. Gabriel analysis was preferred for

the labor and education dimensions, whose variances were homogeneously distributed, and Games-Howell analysis was preferred for the environment with trait anxiety dimensions, whose variances were not homogeneously distributed.

According to Gabriel analysis, a significant difference was found between the 1st class group and all other class groups in the labor dimension. In the education dimension, a significant difference was found between the 1st class group and all other class groups. As a result of the Games-Howell analysis conducted for the Environment with Trait Anxiety dimension, significant differences were found between the 1st class group and other class groups.

According to the result of Table 23, hypothesis H2_{1m} is accepted.

Table 23. One-Way ANOVA Test of UA dimensions by Class Groups

Dimension	Groups	N	Mean	F value	p value
Labor	1st Class	22	2.33	23.341	.000
	2nd Class	24	3.50		
	3rd Class	45	3.58		
	4th Class	46	3.99		
Environment with Trait Anxiety	1st Class	22	2.01	9.158	.000
	2nd Class	24	2.88		
	3rd Class	45	3.24		
	4th Class	46	3.17		
Education	1st Class	22	1.90	16.267	.000
	2nd Class	24	3.58		
	3rd Class	45	3.48		
	4th Class	46	3.09		

Table 24 shows the results of the One-Way ANOVA analysis conducted to determine whether there is a difference between the dimensions of UA and the average time spent on social media per day. Homogeneity of variances was tested with Levene's test.

As a result of Levene's test, it was determined that the variances were homogeneously distributed in the dimensions

of labor (p = ,224), environment with trait anxiety (p = ,421), and education (p = ,718). The p value is less than ,05 in the dimensions of work and education. Since the variances are not homogeneously distributed for these dimensions, Welch value will be taken into consideration.

When Table 24 is examined, no significant difference was found between average time spent on social media per day in all dimensions.

According to the result of Table 24, hypothesis H2_{1n} is rejected.

Table 24. One-Way ANOVA by UA level and average time spent on social media per day.

Dimension	Groups	N	Mean	F value	P value
Labor	1 hour	3	3.61	.256	.367
	2-3 hours	76	3.49		
	4-5 hours	44	3.45		
	6 hours or more	14	3.70		
Environment with Trait Anxiety	1 hour	3	2.75	.996	.421
	2-3 hours	76	3.01		
	4-5 hours	44	2.77		
	6 hours or more	14	3.28		
Education	1 hour	3	3.16	.449	.718
	2-3 hours	76	3.15		
	4-5 hours	44	2.98		
	6 hours or more	14	3.35		

When the results of the sub-hypotheses formed based on hypothesis H2₁ were examined, no significant difference was found between age groups, gender groups, participating in aviation activities on social media, accepting a job offer below their abilities or education or refusing to work without insurance, the embarrassment that students who cannot find a job in the aviation sector will feel towards their environment, and the approach to working in different sectors when they cannot find a job in the aviation sector and unemployment anxiety.

However, students' income status, internship status, work experience, following aviation activities on social media, academic grade point average and grade level differ in the dimensions of unemployment anxiety. According to these results, hypothesis H2₁ is accepted.

Pearson correlation analysis was applied to test hypothesis H3₁. Correlation analysis is an analysis with two or more variables. As a result of the correlation analysis, a correlation coefficient (r) is calculated. The correlation number can take a value between -1 and +1. A negative coefficient indicates an inverse relationship between the variables, while a positive coefficient indicates a positive relationship. The closer the coefficient is to 1, the stronger the relationship (Islamoğlu, Almaçık, 2019: 357).

Table 25: Pearson correlation analysis for the relationship between FoMO and UA dimensions

	Environment		
	Labor	with Trait Anxiety	Education
Pearson Correlation	.477**	.285**	.248**
Sig. (2-tailed)	.000	.001	.003
N	137	137	137

** p=0.01

As a result of the Pearson correlation analysis, significant and positive relationships were found between FoMO and all the UA dimensions. While there is a moderate relationship between FoMO and the labor dimension, there are weak but significant relationships between FoMO and the environment with trait anxiety, and education dimensions. As a result of the Pearson correlation analysis, hypothesis H3₁ is accepted.

The results for the main hypotheses of the research are shown in Table 26.

Table26. Hypothesis results

	Hypothesis	Results
H1 ₀	Demographic factors are not effective in Aviation Management students' FoMO levels.	Rejected
H1 ₁ :	Demographic factors are effective on Aviation Management students' FoMO on levels.	Accepted
H2 ₀	Demographic factors are not effective in Aviation Management students' unemployment anxiety.	Rejected
H2 ₁	Demographic factors are effective in Aviation Management students' unemployment anxiety.	Accepted
H3 ₀	There is no relationship between the level of fear of missing out and unemployment anxiety among Aviation Management students.	Rejected
H3 ₁	There is a positive relationship between Aviation Management students' level of fear of missing out and unemployment anxiety.	Accepted

6. Conclusion and Discussion

The purpose of this study is to determine whether the fear of missing out levels of aviation management undergraduate students have an impact on their unemployment anxiety. For this purpose, in addition to the fear of missing out (FOMO) and unemployment anxiety (UA) scales, answers to some questions were also sought with the support of the literature. It has significant findings on the relationship between fear of missing out and unemployment anxiety.

First of all, the low age of the students participating in the study and the high level of fear of missing out observed in 52.55 per cent of the sample support Przybylski et al. (2013). In the same study, it was also found that students had high levels of fear of missing out. This finding is also supported in line with the analyzes conducted.

Gender, having done an internship in the aviation sector, following aviation activities and the grade of the students are effective on the level of fear of missing out. Income, work experience, participating in aviation activities, *accepting* to work in a job that is lower than their ability or education, accepting to work without insurance, embarrassment to family and friends if they cannot find a job in the aviation sector, approach to working in a different sector, grade point average

and time spent on social media in a day are not effective on the levels of fear of missing out.

According to the analysis done for both fear of missing out and unemployment anxiety, the dependent variable is impacted by following aviation activity. Participating in aviation-related activities, however, had no impact on this of the factors. The covid-19 epidemic is considered to be connected to this condition. During the epidemic, there was no physical difference between following and participating because everything was done online. As a result, sometimes students may have meant that they were participating in the activity when in fact they were following it.

Income status of the students, having done an internship in the aviation sector, following aviation activities, having previous work experience, the level of success and the level of success of the students are effective on the unemployment anxiety of the students. Age, gender, participation in aviation activities, approach to working in a job below the level of ability or education, approach to working without insurance, embarrassment to family or environment in case of not being able to find a job in the aviation sector, approach to working in different sectors and daily social media usage time aviation management students' unemployment concerns has no effect on it.

Among aviation management students, those with previous work experience were found to have lower unemployment anxiety than students without work experience. This finding supports the studies of Dursun, Aytaç (2009).

It was found that aviation management students who are in their final year have higher unemployment anxiety than students who are in lower grades. This supports the findings of Dursun, Aytaç (2009).

In addition, differences were also found between students in terms of gender and academic grade point average in terms of experiencing unemployment anxiety. These findings support the findings of Aydın, Tiryaki (2017).

While 55.6 percent of the participants in Ateş's (2019) study stated that they would accept a job below their education level, only 30 percent of the participants in this study stated that they would accept a job below their education level. In addition, in both studies, most of the students stated that they would not accept working without insurance. 80.3 percent of the students who participated in the study stated that they would feel embarrassed if they could not find a job in the aviation sector. This situation does not support Ateş (2019). In the same study, the rate of those who would consider working in a different sector if they could not find a job in the aviation sector was 46.4 percent. This rate is 86.9 percent in our study. The unemployment rate between 2019 and 2023, the youth unemployment rate, and the large number of graduates from aviation management departments may cause students to consider working in different sectors. In terms of unemployment anxiety, income, having done an internship in the aviation sector, having previous work experience, following aviation activities, academic grade point average and the class of the student affect unemployment anxiety.

One of the most important findings of the study was that strong and positive relationships were found between fear of missing out and unemployment anxiety. These results show that these two concepts are interrelated and affect students' experiences and perceptions.

The results of this study shed light on university students' attitudes towards career planning and the aviation industry. It

is concluded that students' fear of missing out and unemployment anxiety levels may affect their job choices and attitudes towards the industry.

Furthermore, seminars enlightening students on the use of social media are encouraged to raise awareness about the potential repercussions of fear of missing out. Monitoring social media use and understanding effective ways of using social media can help regulate levels of fear of missing out.

Finally, given the potential impact of unemployment anxiety and fear of loss on students' attitudes towards the sector, career counselors and guidance services should take these aspects into account and help students manage these fears. Workshops that provide information on job search tactics and job interviews can minimize the fear of unemployment and help students enter the field with more confidence.

Such educational and supportive interventions can help students cope more effectively with fear of missing out and unemployment anxiety and can have a positive impact on their career goals and attitudes towards the aviation industry. In conclusion, this study is important for university students' career planning and labor market entry.

For future studies, it may be recommended to investigate behaviors such as depression, suicide, alcohol or substance abuse, which are among the consequences of unemployment anxiety.

Ethical approval

This study protocol received ethical approval from the Bartın University's Ethics committee chairman, dated 25/03/2022 and numbered 2022-SBB-0112.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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Cite this article: Tayfun, O. (2023). The Impact of Aviation Management Students' Fear of Missing Out (FoMO) Levels on Unemployment Anxiety. *Journal of Aviation*, 7(3), 393-405.



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