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DETERMINATION OF THE UNIVERSITY STUDENTS' OPINIONS ABOUT CORONAVIRUS (COVID-19) GLOBAL OUTBREAK

RESEARCH ARTICLE

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Abstract:

The rapid spread of the Coronavirus (COVID-19) epidemic has become a global threat. In this context, this study aimed to determine the university students' opinions about the COVID-19 global outbreak. The research was conducted on 344 university students from different universities in Turkey for the 2019-2020 academic year's spring term. Within the scope of the research, literature, researches, and current publications on COVID-19 were examined. The scanning model was used because it aimed to describe the current situation as it is. In the study, the Questionnaire for Determining the Opinions of University Students on the COVID-19 Global Outbreak prepared by the researchers was used to collect data. Such research was needed due to the lack of sufficient research on university students' views on the COVID-19 global pandemic. As a result of the research, it was determined that university students have positive opinions as well as negative views about the COVID-19 global pandemic. 214 of the university students (62,2%) stated that they were worried about the epidemic, 277 (80,8%) were upset when they thought of COVID-19, and 287 (83.4%) stated that they found COVID-19 fatal. As a result of the research, approximately 92% of university students stated that they were affected by COVID-19. On the other hand, 12 (3,5%) of the participants stated that they were confident in the protection from COVID-19 and 332 (96,5%) were not confident. 16 of the participants (4.7%) stated that they were not psychologically affected by COVID-19, while 328 (95,3%) were psychologically affected. Of the university students, 158 (46,3%) were psychological, 140 (41,1%) sociologically, 28 (8,2%) economically and 18 (4,4%) They stated that they were affected by the direction. In this study, looking at the impact of COVID-19 on the family relationships of university students, 93 (27,2%) of the participants stated that it was negatively affected, 112 (32,7%) did not affect it, and 137 (40,1%) positively affected. Due to the strong family ties in Turkish culture, the negative impact is considered to be low As a result of this research, university students also stated that although they were negatively affected by the COVID-19 global pandemic, they also had positive aspects such as the development of family relationships.

Key Words: COVID-19, university student, pandemic.

ÜNİVERSİTE ÖĞRENCİLERİNİN KORONAVİRÜS (COVID-19) KÜRESEL SALGININA YÖNELİK GÖRÜŞLERİNİN BELİRLENMESİ

Öz: Koronavirüs (COVID-19) salgınının hızla yayılması küresel bir tehdit haline gelmiştir. Bu kapsamda, bu araştırmayla üniversite öğrencilerinin COVID-19 küresel salgınına yönelik görüşlerinin belirlenmesi amaçlanmıştır. Araştırma, 2019-2020 akademik yılı bahar döneminde Türkiye'deki farklı üniversitelerde eğitim gören 344 üniversite öğrencisi üzerinde yapılmıştır. Araştırma kapsamında COVID-19 ile ilgili literatür, araştırmalar ve güncel yayınlar incelenmiştir. Araştırmada var olan durumu olduğu şekilde betimlemeyi amaçladığı için tarama modeli kullanılmıştır. Araştırmada veri toplamak amacıyla araştırmacılar tarafından Üniversite Öğrencilerinin COVID-19 Küresel Salgınıyla İlgili Görüşlerinin Belirlenmesi Anketi hazırlanmıştır. Üniversite öğrencilerinin COVID-19 küresel salgınına yönelik görüşleriyle ilgili yeterli araştırma bulunmaması nedeniyle böyle bir araştırmaya ihtiyaç duyulmuştur. Araştırma sonucunda, üniversite öğrencilerinin COVID-19 küresel salgını ile ilgili olumsuz görüşlerin yanı sıra olumlu görüşlere de sahip olduğu tespit edilmiştir. Üniversite öğrencilerinin 214'ü (% 62,2) salgından endişe duyduklarını, 277'si (% 80,8) COVID-19'u düşündüklerinde üzüldüklerini ve 287'si (% 83,4) ise COVID-19'u ölümcül bulduklarını belirtmişlerdir. Araştırma sonucunda, üniversite öğrencilerinin yaklaşık % 92'si COVID-19'dan etkilendiklerini belirtmişlerdir. Buna karşın, katılımcıların 12'si (%3,5) COVID-19'dan korunma konusunda kendine güvendiklerini 332'si (%96,5) ise kendilerine güvenmediklerini belirtmişlerdir. Katılımcıların 16'sı (% 4,7) COVID-19'dan psikolojik olarak etkilenmediklerini 328'i (% 95,3) ise psikolojik olarak etkilendiklerini ifade etmişlerdir. Üniversite öğrencilerinin, 158'i (% 46,3) psikolojik yönden, 140'ı (% 41,1) sosyolojik yönden, 28'i (% 8,2) ekonomik yönden ve 18'i (% 4,4) ise her yönden etkilendiklerini belirtmişlerdir. Bu araştırmada, COVID-19'un üniversite öğrencilerinin aile ilişkilerine etkisine bakıldığında, katılımcıların 93'ü (% 27, 2) olumsuz etkilendiğini, 112'si (% 32,7) etkilemediğini ve 137'si (% 40,1) ise olumlu yönde etkilediğini belirtmişlerdir. Türk kültüründeki güçlü aile bağları nedeniyle, olumsuz etkinin düşük düzeyde kaldığı düşünülmektedir. Araştırma sonucunda, üniversite öğrencileri COVID-19 küresel pandemisinden olumsuz etkilendikleri yönler olmasına karşın aile içi ilişkilerin gelişmesi gibi olumlu yönlerinin bulunduğunu da belirtmişlerdir.

Anahtar Kelimeler: COVID-19, üniversite öğrencisi, pandemi.

Introduction

According to the World Health Organization, after the acute respiratory syndrome (SARS) epidemic, which was effective in the early 21st century, around 8000 people felt ill and 744 died from this epidemic (WHO, 2003). The EBOLA virus, which emerged in Africa afterward, also created an important public health problem. The EBOLA virus is associated with a case death rate of 30% to 90% depending on the virus types. The spread of the disease from person to person has increased due to the lack of necessary precautions in hospitals and social life in Africa (Feldmann, H. and Geisbert, T.W., 2011; Hartman, A.L., Towner, J.S. and Nichol, S.T., 2010). The emergence of COVID-19 in Wuhan, China is also affecting the world rapidly and its effect is still increasing. The number of cases worldwide has exceeded 7 million and the number of deaths is progressing towards 500,000. Transmission of COVID-19 from person to person is mainly by air (Guan et al., 2020).

It has been identified as a pandemic by the World Health Organization after the COVID-19 that emerged in China in December 2019. The COVID-19 was first discovered as a virus whose origin has not yet been discovered and affects all humanity. It was reported that the COVID-19 cases originated from the seafood and wild animal market in Wuhan, China in late December 2019. Afterward, an increase in the virus was observed in different places and crowded markets (Yu et al., 2020). Many countries have implemented restrictions that only allow significant activities. The Chinese government has taken urgent and extraordinary measures. These measures have been successful in controlling the outbreak. Governments around the world are currently fighting pandemics. Although the available information on COVID-19 is limited, it is constantly evolving. Regarding the treatment of this outbreak, the knowledge and experience in SARS-CoV and MERS-CoV outbreaks are used the COVID-19, which spread rapidly to other parts of China and then to the whole world, has been declared an epidemic by the World Health Organization (WHO, 2020). Due to this epidemic, almost everywhere in the world, death events are taking place and all humanity is fighting against it. This destructively affects all humanity and has brought the social interaction of humanity to slow down in many countries (Bao et al. 2020).

All evidence has shown that COVID-19 can be transmitted from person to person. It has been determined that it is transmitted from person to person by droplet or air. The number of people who are caught in COVID-19 and who lost their lives is increasing day by day. Deaths are also observed in healthcare workers due to their constant virus exposure (Guan et al., 2020). The epidemic has been increasing steadily since the beginning of 2020. It is thought that the apparent situation does not reflect the reality due to undetectable cases and reporting deficiencies (Li et al., 2020). The Chinese government has taken extraordinary measures to control the outbreak. Due to this epidemic, deaths occur almost everywhere in the world and all humanity struggles with this. According to a report published in the United States (USA), public and personal

protective measures must be taken to reduce the spread of COVID-19. A questionnaire conducted on adults across New York, Los Angeles, and the United States between May 5 and 12, 2020 found that adults highly support staying at home and taking the necessary measures to prevent the spread of COVID-19. Most of the participants reported that they would feel insecure if restrictions were removed (CDC, 2020). In their research, López and Rodó (2020) concluded that providing social awareness and taking the necessary measures will be 99% effective in preventing both the current epidemic and the emergence of a second wave. In this context, paying attention to social distance and individual precautions reduces the rate of spread of the epidemic. In this process, new measures and effective treatments for the epidemics emerge one after another. Recently, the plasma treatment method has been used and vaccination studies are also ongoing.

The COVID-19 epidemic affects many individuals sociologically, psychologically and economically, especially those who have lost their relatives due to this epidemic, those who are hospitalized, quarantined, those who have limited social communication due to the epidemic, and university students who receive their education through distance education (Wang, et al., 2020). Students who are far from the school environment also encounter many difficulties in this process. For example, this epidemic has been shown to have psychological effects on students, schools, colleges and universities in China (Q. Chen et al., 2020; Yang et al., 2020; Li et al., 2020). In this context, when the literature is examined, it is seen that there is not enough study about the psychological status of university students exposed to the COVID-19 epidemic. As part of this study, previous studies on the psychological effects of SARS and influenza outbreaks have been reviewed (Rubin, G.J.; Potts, H.W.W.; Michie, S., 2010; Leung, G.M.,2003; Leung, G.M., 2009). Therefore, the need to determine the university students' opinions about the COVID-19 global outbreak has emerged. In addition to the risk of death worldwide, the outbreak also created psychological pressure on people (Xiao, 2020; Duan, 2020). This situation destructively affects all humanity. Due to the epidemic in many countries, social interaction between people has been adversely affected (Bao et al. 2020).

Regarding the COVID-19 outbreak, a new psychological crisis intervention model has been developed using internet technology to help individuals better cope with their psychological problems. In this new model, doctors, psychiatrists, psychologists, and social workers utilized their internet platforms to provide psychological support to patients, their families, and healthcare professionals. This model is thought to provide a solid foundation for developing a more comprehensive psychological crisis response intervention system that can be applied to urgent social and psychological problems. The Emotion Hypothetical Model of Psychological Crisis Intervention in COVID-19 Epidemic (J., Zhang, W. Wu, X. Zhao & W., Zhang, 2020) is given in Figure 1.

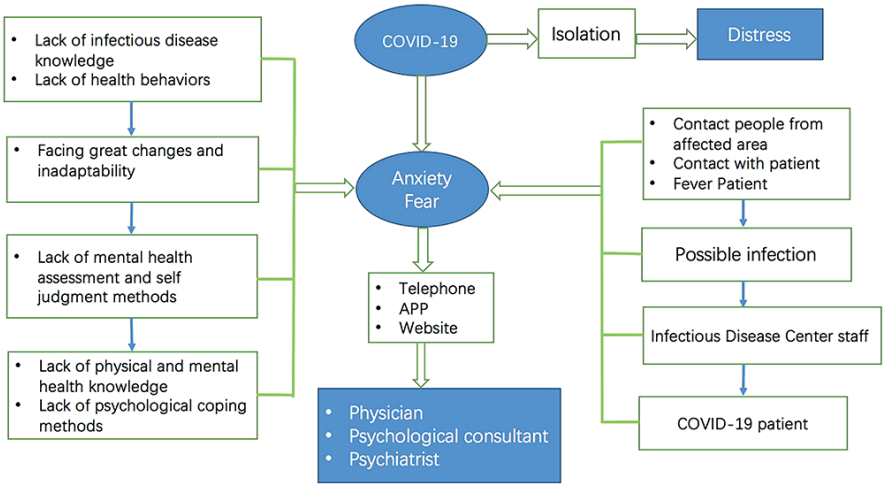

Figure 1. The Emotion Hypothetical Model of Psychological Crisis Intervention in COVID-19 Epidemic.

In the first stage of the COVID-19 epidemic in China, more than half of the respondents were found to have moderate to severe psychological effects and about one-third to have moderate to severe anxiety. The psychological crisis intervention needs to be dynamic to suit its different stages during and after the outbreak. During the outbreak, psychologists and psychiatrists should actively participate in the psychological intervention process of the disease. At this stage, the psychological crisis intervention involves two simultaneous activities: (1) intervention for fear of disease, mainly carried out by doctors and supported by psychologists; (2) interference with adaptation difficulties, especially by social psychologists. Among these, serious mental problems (eg. violence, suicidal behavior) are managed by psychiatrists. The rapid integration of governments and non-governmental organizations into the internet-based model during the outbreak will enable more effective management of the psychological crisis. In this model, the pyramid structure of psychological crisis management is created. At the bottom of the pyramid are communities that mainly provide psychosocial support. Psychological support services (helpline, online counseling, etc.) are used to identify and assist target groups in need of intervention (J, Zhang, W., Wu, X. Zhao, and W. Zhang, 2020). Research shows that some problems continue in patients who are recovering. The media focuses on the psychological, sociological, and economic effects of the outbreak (Folkmanand & Greer, 2000). In this context, this study aimed to determine the views of university students on the COVID-19 global epidemic.

Method

Participants

The research group of this study is the 2019-2020 academic year spring semester students from 9 different universities in Turkey. The target audience is undergraduates studying at universities in Turkey. The simple random sampling method was formed by graduate students. In this study, the situation of the participants was examined using the questionnaire we prepared during the COVID-19 outbreak.

Data Collection Tool

This research, which focuses on the determination of the university students' opinions about the COVID-19 global outbreak, was designed with a relational scanning model from the questionnaire model research. In the relational scanning model, the relationship between two or more variables is examined. In this model, the aim is to reveal whether the relationship has changed, and to what extent it has changed (Karasar, 2012). As the data collection tool, the Questionnaire for Determining the Opinions of University Students on the COVID-19 Global Outbreak was used. The researchers prepared the questionnaire questions by scanning the literature. Researchers have elaborated on the latest updates on the COVID-19 outbreak and the thoughts of doctors, sociologists, psychologists, and people about the outbreak. In determining the questions in the questionnaire form prepared for the purposes of the research, the relevant literature and previous studies on this subject were examined. The questions prepared by the researchers were examined by four experts. The Questionnaire for Determining the Opinions of University Students on the COVID-19 Global Outbreak is a structured questionnaire. This questionnaire was used to collect data in the study. With this questionnaire, it was aimed to determine the university students' opinions about the COVID-19 global outbreak. As a result of the examinations, a 32-item questionnaire form was prepared by Şengün and Toptaş. Of these, 30 are questionnaire type questions and 2 are open-ended questions. For the reliability of the study, the result of .79 was reached in the "Cronbach Alpha" test applied through the SPSS 22.0 package program. According to the results obtained from the reliability test of the study, it can be accepted that the questionnaire applied is "quite reliable". The data of the research were collected through Google Forms due to the COVID-19 pandemic. Those who participated in this questionnaire were based on volunteerism. A short explanation was given to the participants before the questionnaire. The researchers asked the participants to answer 30 questions of the questionnaire as 'yes' / 'no' or with options and answer the last 2 questions are open-ended.

Data Analysis

The data of the study were collected from university students with Google Forms. All procedures conducted were approved by the Ethics Committee of Karamanoglu

Mehmetbey University (95728670–044, 11.06.2020-E.12466). To ensure the validity and reliability of the data, participants were asked not to write a name to the questionnaire. Research data, during the 2019-2020 academic year spring was collected from 344 students in nine universities in Turkey using Google Forms. Due to the epidemic, this method was preferred because education was carried out in universities through distance education and it was aimed to reach many university students in different regions. At the same time, thanks to Google Forms, data loss in electronic media is prevented. In this context, detailed information about the sensitivity of the research was given to the students in the universities where the research links were sent in terms of the quality of the data. The data were analyzed with SPSS 22.0 package program. Descriptive statistical analysis was used to determine participants' opinions on COVID-19 in relation to demographic data.

Findings

The data of 344 participants who completed the questionnaire were analyzed. The percentage and frequency distribution of demographic information of university students is given in Table 1.

Table 1. The Percentage and Frequency Distribution of Demographic Information for University Students

Variables	Categories	f	%
1. Gender	Female	283	82,3
	Male	61	17,7
2. Age	17-19 year	28	8,2
	20-22 year	226	66,3
	23-25 year	70	20,5
	26 year or more	20	5
3. Grade Level	1st Grade	83	24,3
	2nd Grade	34	10
	3rd Grade	112	32,8
	4th Grade	101	29,6
	Master student	11	3,2

For the sample, 344 undergraduate and graduate students from these 9 universities participated in the study. Among the participating students, 283 (82.3%) were female and 61 (17.7%) were male. Looking at the age of the students; 28 (8.2%) age 17-19, 226 (66.3%) age 20-22, 70 (20.5%) age 23-25 and 20 (5%) 26 it is seen that it is above age. Looking at the grade levels of the students; 83 students (24.3%) at the 1st-grade level,

34 students (10%) at the 2nd-grade level, 112 students (32.8%) at the 3rd-grade level, 101 students (29%) 6) at the 4th-grade level and 11 of the students (3.2%) are at the graduate level. The descriptive analysis value of the participants regarding the COVID-19 outbreak is given in Table 2.

Table 2. The Descriptive Analysis Values of the Participants Regarding COVID-19 Outbreak

		YES	NO
1.	Do you know what COVID-19 is?	340(%98.8)	4(%(%1,2)
2.	Do you know about the symptoms of COVID-19?	342(%99)	2(%(%1)
3.	Do you know the ways of transmission of COVID-19?	343(%99,7)	1(%(%0,03)
4.	Do you think you have taken the necessary measures against the COVID-19?	319(%92,7)	25(%7,3)
5.	Are you paying attention to social distance?	319(%92,7)	25(%7,3)
6.	Do you wear a mask when you go out?	316(%92,1)	27(%7,9)
7.	Do you think the mask protects you against COVID-19?	169(%49,1)	175(%50,9)
8.	Do you think COVID-19 is deadly?	287(%83,4)	57(%16,6)
9.	Is there anyone around you who has COVID-19?	293(%85,2)	51(%14,8)
10.	Do you think someone in your family could get COVID-19?	175(%51)	169(%49)
11.	Did COVID-19 affect you?	292(%84,8)	52(%15,2)
12.	Do you think you are likely to get COVID-19?	189(%55,1)	155(%44,9)
13.	Are you worried about getting COVID-19?	214(%62,2)	130(%37,8)
14.	Do you upset when you think of COVID-19?	277(%80,8)	67(%19,2)
15.	Are you experiencing bodily changes (sweating, etc.) when you think of COVID-19?	44(%12,3)	300(%87,7)
16.	Are you trying to stay away from people reminding COVID-19, TV and internet?	44(%39)	210(%61)
17.	Do you have difficulty falling asleep or falling asleep?	151(%44,2)	192(%55,8)

As seen in Table 2; 340 participants (98.8%) of the participants answered YES to question number 1: "Do you know what COVID-19 is?" whereas 4 participants (1,2%) of the participants said NO; 342 participants (99%) of the participants answered the question number 2: "Do you know about the symptoms of the coronavirus?" YES

whereas 2 participants (1%) the of participants said NO; 343 participants (99,7%) of the participants answered YES to the question number 3: "Do you know the ways of transmission of the coronavirus?" whereas 1 participant (0.03%) said NO; 319 participants (92,7%) of the participants answered YES to the question number 4: "Do you think you have taken the necessary measures against the coronavirus?" whereas 25 participants (7,3%) the of participants said NO; 319 participants (92,7%) of the participants answered YES to the question number 5: "Are you paying attention to social distance?" whereas 25 participants (7,3%) the of participants said NO; 316 participants (92,1%) of the participants answered YES to the question number 6: "Do you wear a mask when you go out?" whereas 27 participants (7,9%) the of participants said NO; 169 participants (49,1%) of the participants answered YES to the question number 7: "Do you think the mask protects you against the coronavirus?" whereas 175 participants (50,9%) the of participants said NO; 287 participants (83,4%) of the participants answered YES to the question number 8: "Do you think COVID-19 is deadly?" whereas 57 participants (16,6%) the of participants said NO; 293 participants (85,2%) of the participants answered YES to the question number 9: "Is there anyone around you who has the coronavirus?" whereas 51 participants (14,8%) the of participants said NO; 175 participants (51%) of the participants answered YES to the question number 10: "Do you think someone in your family could get the coronavirus?" whereas 169 participants (49%) the of participants said NO; 292 participants (84,8%) of the participants answered YES to the question number 11: "Did COVID-19 affect you?" whereas 52 participants (15,2%) the of participants said NO; 189 participants : (55,1%) of the participants answered YES to the question number 12: "Do you think you are likely to get the coronavirus?" whereas 155 participants (44,9%) the of participants said NO; 214 participants (62,2%) of the participants answered YES to the question number 13: "Are you worried about getting the coronavirus?" whereas 130 participants (37,8%) the of participants said NO; 277 participants (80,8%) of the participants answered YES to the question number 14: "Are you upset when you think of the coronavirus?" whereas 67 participants (19,2%) the of participants said NO; 44 participants (12,3%) of the participants answered YES to the question number 15: "Do you experience bodily changes (sweating, etc.) when you think of the coronavirus?" whereas 300 participants (87,7%) the of participants said NO; 44 participants (39%) of the participants answered YES to the question number 16: "Are you trying to stay away from people reminding the coronavirus, TV and the internet?" whereas 210 participants (61%) the of participants said NO; 151 participants (44,2%) of the participants answered YES to the question number 17:"Do you have difficulty falling asleep or sleeping?" whereas 192 participants (55,8%) the of participants said NO. According to these findings, almost all of the university students know what COVID-19 is, the symptoms of COVID-19, the ways of transmission of COVID-19, the necessary measures against the COVID-19, paying attention to social distance, wearing a mask when they go out. In addition, the vast majority of respondents stated that COVID-19 is deadly, that COVID-19 affects

them, and they are turned upside down when they think of COVID-19. Nearly half of the participants stated that the mask protected against COVID-19, one of their families could catch COVID-19 and also they stated that they are more likely to get COVID-19. 62% of respondents stated that they were worried when they heard about COVID-19, 39% said they avoided things that remind them of COVID-19, and 44% had difficulty falling asleep. The frequency distribution of COVID-19 for activities increasing the duration of university students' daily life is given in Table 3.

Table 3. The Frequency Distribution of COVID-19 for Activities Increasing the Duration of University Students' Daily Life

	f	%
Time spent on the Internet	83	24,1
Sleep time	66	19,2
Time spent on social media	71	20,6
Hand washing time	26	7,6
TV watching time	11	3,2
Worship and praying	10	2,9
Phone time with friends	7	2
Time with the family	70	20,3

As seen in Table 3; when participants were asked which activities in their daily lives had an increase in their duration; 24,1% of the participants said the time spent on the Internet, 20,6% of the participants answered the time spent on social media, 20,3% of the time spent with the family, 19,2% of the time spent with sleep, 7,6% of the time spent with hand washing, the time spent with watching TV 3,2%, 2,9% during the time spent with prayer and prayer, and meeting with friends on the phone. It was observed that there was an increase of 2,9% in the duration. It was also observed that most of the participants have an increase in the duration of internet use, sleep time, social media use, and time spent with the family. In addition, there was an increase in handwashing time, TV watching time, praying time, and phone conversations with friends. The frequency distribution of COVID-19 for activities that decrease the duration of university students' daily life is given in Table 4.

Table 4. The Frequency Distribution of COVID-19 for Activities that Decrease the Duration of University Students' Daily Life

	f	%
Time spent outside	229	66,8
Meeting with friends	69	20,1
Course study time	31	9
Time spent shopping	15	4,1

As seen in Table 4; when participants were asked which activities in their daily lives had a decrease in their duration; 66,8% of the time spent outside, 20,1% of the time meeting with friends, 9% of the time of the study, and 4,1% of the time spent in shopping. According to the findings of the research, it was observed that the time spent with friends, primarily the time spent outside, the time spent in course study time and shopping decreased. The effect of COVID-19 on university students' psychological well-being level is given in Table 5.

Table 5. The Effect of COVID-19 on University Students' Psychological Well-Being Level

	f	%
I am very well	63	18,3
I'm fine	147	42,7
I'm a little sluggish	37	10,8
I don't feel well	97	28,2

Looking at Table 5; 63 (18,3%) of the participants felt very well, 147 (42,7%) felt well, 37 (10,8%) felt a little sluggish, 38 (11%) did not feel well and 59 (17,2%) stated that they did not feel well at all. According to Table 5, only 28% of respondents stated I don't feel well. In the study conducted by Bilge, Y., and Bilge, Y. (2020), "Examining the effects of coronavirus epidemic and social isolation on psychological symptoms in terms of psychological resilience and coping styles", the COVID-19 epidemic and social isolation, and dysfunctional coping with stress while there is a detrimental effect on the psychological symptoms of individuals, it has been also found that robustness has a protective effect. The effect level of COVID-19 on university students is given in Table 6.

Table 6. The Effect Level of COVID-19 on University Students

	f	%
Did not affect at all	26	7,6
Somewhat impressed	45	13,1
Moderately affected	95	27,7
Impressed	94	27,4
Very impressed	83	24,2

When Table 6 shows the perception level of COVID-19 on university students; 26 (7,3%) of the participants were not affected at all, 45 (13,1%) were slightly affected, 95 (27,7%) were moderately affected, 94 (27,4%) were affected and 83 (24,2%) was found to be very affected. According to Table 6, approximately 92% of university students stated that they were affected by COVID-19. The areas where COVID-19 affects university students are given in Table 7.

Table 7. The Areas Where COVID-19 Affects University Students

	f	%
Psychologically	158	46,3
Socially	140	41,1
In economic way	28	8,2
In all respects	18	4,4

When Table 7 is examined, 158 of the university students (46,3%) were psychologically, 140 (41,1%) socially, 28 (8,2%) economically and 18 (4,4%)) stated that they were affected in every way. The level of COVID-19 affecting university students' psychology is given in Table 8.

Table 8. The Level at which COVID-19 Affects the Psychology of University Students

	f	%
Did not affect at all	16	4,7
Somewhat impressed	60	17,4
Moderately affected	78	22,7
Impressed	97	28,2
Very impressed	93	27

When the effect level of COVID-19 on university students is examined in Table 8; 16 of the participants (4.7%) were not affected at all, 60 (17.4%) were mildly affected, 78 (22.7%) were moderately affected, 97 (28.2%) were affected and 93 of them (27%) were found to be highly affected. When Table 8 is evaluated in general, it is understood that 16 (4.7%) of the participants were not psychologically affected by COVID-19, while 328 (95.3%) were psychologically affected. University students' confidence in being protected from COVID-19 is given in Table 9.

Table 9. University students' confidence in being protected from COVID-19

	f	%
I never trust	12	3,5
I trust a little	29	8,4
I trust moderately	115	33,4
I trust	153	44,5
I trust very much	35	10,2

When Table 9 is examined, 12 of the participants (3.5%) did not trust themselves in protection from COVID-19, 29 (8.4%) had some confidence, 115 (33.4%) were moderately confident, 153 (%) were 44.5), 35 of them (10.2%) trust themselves very much. When Table 9 is evaluated in general, it can be said that 12 (3.5%) of the participants are confident in their protection from COVID-19 and 332 (96.5%) do not trust themselves. The impact of COVID-19 on family relationships of university students is given in Table 10.

Table 10. The Impact of COVID-19 on Family Relationships of University Students

	f	%
Negatively affected	93	27,2
Did not affect at all	112	32,7
Affected positively	137	40,1

In Table 10, when the level of COVID-19 affecting family relations among university students is examined; it was observed that 93 (27,2%) of the participants were negatively affected, 112 (32,7%) were not affected at all, and 137 (40,1%) were positively affected. In this study, when we look at the effect of COVID-19 on the family relationships of university students, it is seen that it affects negatively at the level of 93 (27,2%), does not affect it at the level of 112 (32,7%) and positively affects it at the level of 137 (40,1%). In this study, an interesting finding emerged. Due to the strong family ties in Turkish culture, the level of negative impact is considered below. It has been

supported by research that family relationships have a positive effect on university students' exposure to coronavirus. Similarly, in the study conducted by Yıldırım, P. K., Yıldırım, E., Otrar, M., & Şirin, A. (2015), a significant negative relationship was found between psychological resilience and autonomous self-construal. Brown, S. M., Doom, J. R., Lechuga-Peña, S., Watamura, S. E., & Koppels, T. (2020) also found that parental support can have positive perceptions on stress due to COVID-19. Due to the strong family ties in Turkish culture, the negative impact level of COVID-19 on university students is thought to below. In this context, it can be said that family relationships have a positive effect on university students' exposure to the epidemic. The negative aspect of the COVID-19 outbreak according to university students is given in Table 11.

Table 11. The Negative Aspects of COVID-19 Outbreak According to University Students

	f
Totally negative	12
Psychologically adversely affecting people	85
Affecting social life negatively	80
Avoiding lessons and not focusing on lessons	64
People being unemployed, economy being negatively affected	51
Threatens human health, being contagious and can result in death	51
Crisis at home, increased time to stay at home	45
Distance education is not as effective as face-to-face education	18
Staying apart from our loved ones	13
Making people addicted to the internet	10
Affecting family relationships negatively	9
Affecting people negatively in terms of health	8
Physically affect people negatively	7
Cleaning disease	2
Excessive stress of senior students	2
Worrying about my family members	1
Increased watching TV	1
Increased phone call time	1

The positive aspect of the COVID-19 outbreak according to university students is given in Table 12.

Table 12. Positive Aspects of the COVID-19 Outbreak According to University Students

	f
Family time allocation and improvement of communication within the family	77
Understanding the importance of cleanliness	44
Rest and spare time for yourself	38
Decreasing environmental pollution and self-renewal of nature	31
Understanding the value of health	12
Better understanding of the value of everything	10
Acquiring new hobbies or spending time on hobbies	9
Spending less money and no unnecessary shopping	7
Having the opportunity to prepare for the exam (KPSS)	7
Know the value of what they have	10
Understanding the value of life	5
Distance education without going to school	7
Creating individual and social awareness in terms of values	17
Increasing the rate of reading books	5
Decreasing crises between countries, decreasing conflict and crime rates	3
Better understanding of the value of the people we love	4
Raising awareness of people for nature	3
More worship and prayer	5
Ensuring that we do not understand the value of social life	5
Spending time on things he/she likes	1

A very important medium of acculturation is family. This finding is interpreted as Turkish society as a relational society. It can also be interpreted as the fact that children want to be with their parents as a result of the over-patronizing parents in recent times. In the family, "relatedness" and parent-child bond play an important role in the acculturation process (Kağıtçıbaşı, Ç. 2005). When the researches in Turkish culture are examined, as stated by Karaca, Çağlar, and Cinemre (2009) and Kara (2013), it is thought that Turkish society has some traditional/cultural expectations about women, unlike men, and therefore women have fewer opportunities to participate in leisure time activities. Participants stated that one of the positive aspects of COVID-19 is staying at home and taking advantage of their leisure time. This finding is also an interesting finding. Nowadays, spending time with the family has decreased. On the other hand, the time spent with the family has increased due to the limitations caused by COVID-19.

Conclusions and Discussions

This study aims to determine the university students' opinions about the COVID-19 global outbreak. In this study, it was observed that university students felt bad due to the COVID-19, they had a fear of getting sick at any time, the fact that permanent deaths negatively affected them, they could not focus on their lessons, and they were constantly worried about family members. They also stated that they could not go out and that their families were economically and socially affected. University students stated that this epidemic disconnected people from social life and made them dependent on the internet. They emphasized that the environment of fear and panic occurred due to the epidemic, they could not do face-to-face lessons, they gained weight due to their constant stay at home, and they experienced crisis and distress.

In this study, it was found that approximately 92% of university students were affected by this epidemic. 214 (62.2%) of the university students stated that they were worried about the epidemic, 287 (83.4%) thought that COVID-19 was fatal. These situations are similar to Wang et al's (2020) research on the perceptions of the virus. Wang et al. (2020) concluded that quarantine and curfew practices caused anxiety over university students in their research. Xiao, Kmietowicz et al. (2020) have found in their research that this anxiety situation in university students may worsen and cause anxiety disorders. Bao et al. (2020) also emphasized that the increase in the number of patients and death increases anxiety. Ayittey et al. (2020) concluded that in some countries, a significant reduction of masks and disinfectants, sensational, and erroneous news causes anxiety and fear in society. Moreno et al. (2019) concluded that university students' income level, living with parents, a relative, or acquaintance is effective in coping with the epidemic.

As a result of the findings of this study, it was revealed that the students living with their families were positively affected by this situation. The students stated that their relations with their families were generally positive during their stay together at home. At the same time, this finding leads to the conclusion that students need to spend more time with their families. Similarly, due to the strong family ties in Turkish culture, the level of negative impact is considered below. It has been supported by research that family relationships have a positive effect on university students' exposure to COVID-19. Liu (2013) also emphasized that outbreaks cause concern for students. He also noted that outbreaks exerted economic pressure in societies. He emphasized that living with parents is an effective positive factor in reducing anxiety. Similarly, in the study conducted by Yıldırım, P. K., Yıldırım, E., Otrar, M., & Şirin, A. (2015), a significant negative relationship was found between psychological resilience and autonomous self-construal. Brown, S. M., Doom, J. R., Lechuga-Peña, S., Watamura, S. E., & Koppels, T. (2020) also found that parental support can have positive perceptions on stress due to COVID-19. Due to the strong family ties in Turkish culture, the negative impact level of COVID-19 on university students is thought to below. In this context,

it can be said that family relationships have a positive effect on university students' exposure to the epidemic.

Shigemura et al. (2020) stated that when they compare urban and rural areas in terms of economic, cultural, and educational resources, the urban economy is relatively better in terms of welfare and opportunities for citizens. For example, health and education opportunities in cities are better than in towns and villages. Better health conditions increase the chance for infected individuals to survive the virus. Tang et al. (2020) also emphasized the importance of informing the public about how to prevent the epidemic and taking the necessary measures to stop the epidemic. Woodgate et al; Gentili et al. (2020) emphasized that living with parents has positive perceptions of reducing anxiety. However, they also noted that parents with psychological problems can cause emotional and anxiety disorders in children. World Health Organization, 2020; Song et al. (2019) also stated that relatives or acquaintances infected with COVID-19 may cause anxiety in university students due to the possibility of COVID-19 transmission. Kernan (2019) also emphasized that COVID-19 can cause stress factors, economic stress factors, academic delays, and various problems in daily life for university students.

It was determined that university students showed anxiety symptoms during the epidemic. Peng et al. (2012) stated that epidemic diseases negatively affect the economy. Due to the epidemic, some families are losing their income sources and students may be worried about this situation. Tang et al. (2020) stated that the government made various restrictions on travel due to the epidemic in China, which also caused anxiety over society. Kwok et al. (2020) stated that due to the epidemic, all primary and secondary schools were closed in China and Hong Kong, education at universities was postponed or carried out through distance education. These measures undoubtedly have various perceptions of education and training. Social support was found to show a negative correlation to university students' anxiety level (Thompson et al., 2016; Q. Chen et al., 2020). Social support not only reduces psychological pressure during epidemic diseases but also has an impact on attitudes. This shows that effective and sound social support has positive perceptions of society (Bai et al., 2005).

In this study, it was found that approximately 92% of university students were affected by this epidemic. University students stated that the COVID-19 epidemic has also positive perceptions besides negative perceptions. 214 (62,2%) of the university students stated that they were worried about the epidemic, and 287 (83,4%) thought that COVID-19 was fatal. They concluded that living in urban areas, living with parents, and having a stable family income are protective factors for university students. However, a relative or acquaintance infected with COVID-19 has been found to cause anxiety in university students.

COVID-19 epidemic, unprecedented strict quarantine measures, and isolation in China have affected people's lives in many ways. It also triggered several psychologi-

cal problems, including anxiety, depression, and panic disorder. Research by Qiu, J., Shen, B., Zhao, M., Wang, Z., Xie, B., and Xu, Y. (2020) investigates the psychological effects of the COVID-19 outbreak on China's general population. It is important because it is the first study. Research by Mei et al. (2011) also shows that such outbreaks have many psychological effects on university students, such as anxiety, fear, and anxiety. Another result of this study is that students are mostly psychologically affected negatively.

The COVID-19 affects society psychologically, socially, and economically. This situation affects daily life negatively. It was found that academic delays were positively associated with the anxiety level of university students, whereas there was a negative relationship between social support and anxiety (Gentili et al., 2020). The war with COVID-19 requires an all-out struggle. Lessons learned from MERS and SARS outbreaks guide COVID-19. The outbreak needs to be tackled at the macro level, not at the micro-level. The COVID-19 outbreak started to spread first in China and then to other countries. The methods used by China to combat the outbreak have been a guide for other countries. Later experiences from other countries also contributed to the research literature on pandemics. COVID-19 pandemic has effects on the individual, national, and international levels (Pakpour and Griffiths, 2020).

There are several studies investigating the psychological impact during outbreaks such as Severe Acute Respiratory Syndrome (SARS) and H1N1. In one study, 3,7% of public cases were found to have experienced symptoms of depression since the SARS outbreak, with 9.6% of the "affected group" (either themselves or their friends and family quarantined or suspected of being infected) (Ko et al., 2006). In another study, 17,3% of healthcare workers had significant mental symptoms during the SARS epidemic (Lu et al., 2006). Mak et al. (2010) and Lam et al. (2009), it was found that over 40% of SARS survivors in both experienced PTSS (Posttraumatic Stress Symptoms) once again during the outbreak.

As a result of this research, it was observed that university students were negatively affected by the epidemic. University students should be supported psychologically and socially. Universities are required to do the necessary studies in this regard to get rid of the negative perceptions of the epidemic. Another study showed (Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J., 2020) that the prevalence of PTSS in the most affected regions of China was 7% one month after the COVID-19 outbreak. It was found that women were affected more negatively in terms of cognition and mood due to the epidemic compared to men. In addition to the necessary measures to overcome the epidemic, professional and effective mental health services should be planned.

The COVID-19 pandemic and dysfunctional coping methods for it have negative effects on the psychology of individuals. In this context, it is thought that the psy-

chological resilience of university students related to COVID-19 should be supported. Preventive and crisis-oriented guidance should be provided for university students. University students need to be taught how to effectively control their emotions in such epidemic situations. In this context, preventive psychological support services should be provided to university students before such crisis events. In addition, various training can be given remotely to reduce the negative effects of the epidemic. Due to the strong family ties in Turkish culture, the level of negative impact on university students was also found below. How important family ties are in this study has been found to be. In this context, various training can be given to strengthening various family ties.

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