

Evaluating Wellbeing and Worries of University Students during Covid-19 Pandemic

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Abstract: Covid-19 has created a huge uncertainty due to not having a cure and vaccine and worries affecting the wellbeing of students, leading to physiological symptoms and dissatisfaction in their life. Because of Covid-19 pandemic, universities have continued their education in distance during 2019-2020 spring semester. Hence, students have followed classes from distant by using digital technologies and they have been evaluated from their home works or online exams. The aim of this study is to evaluate the worries and satisfaction level of students during Covid-19 pandemic and to find differences according to gender, residence place, study year and universities. 340 students from three universities (Bingöl, Atatürk and M.Sıtkı Koçman) were surveyed online by a google form. Statistical methods: descriptive statistics, t-test, One-Way ANOVA, Mann-Whitney U Test, Kruskal Wallis Test and Pearson Correlation are used to analyze data by using SPSS 20 statistical software. 22, 4% of students' family, friends or relatives have had Covid-19 and 5,6% of them have lost their relatives due to the pandemic. Unemployment of a family member or losing a part-time job have worsened the economic status of students. Worry about not finding job after graduation, worsening relationships, and negative effects of the pandemic on semester and graduation finishing are major concerns of students. On average, practicing 47,3 minutes physical practice per day has decreased to 26,2 minutes per day. The students have low satisfaction level and more satisfied students have less worries. Furthermore, females have higher worries than males. Students living in a village have better relationships with friends while they have the worst life conditions. According to universities, Bingöl University students have the worst life conditions and more worries.

Key Words: Covid-19 , Wellbeing, Satisfaction

Üniversite Öğrencilerinin Sağlık ve Kaygılarının Covid-19 Salgını Sırasında Değerlendirilmesi

Öz: Kovid-19(Koronavirüs), tedavisi ve aşısı olmaması nedeniyle büyük bir belirsizlik ortaya çıkarmış ve öğrencilerde psikolojik semptomlar ve yaşam memnuniyetsizliği meydana getirerek sağlık ve refahlarını etkileyen kaygılara yol açmıştır. Kovid-19 pandemisi nedeniyle üniversiteler 2019-2020 bahar döneminde eğitimlerine uzaktan devam etmişlerdir. Böylelikle öğrenciler dijital teknolojileri kullanarak dersleri uzaktan takip etmiş, performansları ise ev ödevleri ya da çevrimiçi sınavlara göre değerlendirilmiştir. Bu çalışmanın amacı, Kovid-19 pandemisi sırasında öğrencilerin endişelerini ve memnuniyet düzeylerini değerlendirmek ve

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cinsiyet, ikamet yeri, eğitim yılı ve üniversitelere göre farklılıkları tespit etmektir. Üç üniversiteden (Bingöl, Atatürk ve M.Sıtkı Koçman) 340 öğrenci, hazırlanan Google anket formunu internet üzerinden doldurmuştur. SPSS 20 istatistik yazılımı aracılığıyla bilgisayara aktarılan araştırma verisi tanımlayıcı istatistikler, t-testi, Tek Yönlü ANOVA, Mann-Whitney U Testi, Kruskal Wallis Testi ve Pearson Korelasyonu teknikleri ile analiz edilmiştir. Öğrencilerin % 22,4'nün ailesi, arkadaşları veya akrabaları Kovid-19 hastalığına yakalanmış, %5,6'sı ise hastalık nedeniyle yakın akrabalarını kaybetmiştir. Mezun olduktan sonra iş bulamama endişesi, ilişkilerin kötüleşmesi, salgının sömestr ve mezuniyet bitimine olumsuz etkileri öğrencilerin en büyük endişeleri olarak tespit edilmiştir. Normal zamanlarda günde ortalama 47,3 dakikalık fiziksel hareket, salgın döneminde günde 26,2 dakikaya kadar düşmüştür. Öğrencilerin memnuniyet düzeyi düşük olarak bulunmuş ve memnun öğrencilerin daha az endişeye sahip olduğu ortaya çıkmıştır. Ayrıca, kız öğrencilerin erkek öğrencilere oranla daha yüksek endişe düzeyinde oldukları görülmüştür. Yaşam koşulları daha kötü olmasına rağmen köyde yaşayan öğrencilerin, arkadaş ilişkilerinin daha iyi olduğu sonucuna ulaşılmıştır. Son olarak üniversitelere göre yapılan karşılaştırmalarda Bingöl Üniversitesi öğrencilerinin en kötü yaşam koşullarına ve daha çok endişeye sahip oldukları tespit edilmiştir.

Anahtar Kelimeler: Koronavirüs, Kovid-19, İyi-oluş, Memnuniyet

GENİŞLETİLMİŞ ÖZET

Çalışmanın Amacı: Bu çalışmanın amacı Kovid-19 salgını boyunca öğrencilerin endişeleri ve memnuniyet düzeyini ölçmek; cinsiyet, ikamet yeri, eğitim yılı ve üniversitelere göre farklılıkları tespit etmektir. Ayrıca, Kovid-19 salgınının küresel etkilerine ve farklılıklarına literatür kısmında değinilecektir.

Araştırma Soruları: Bu çalışmada, üniversite öğrencilerinin genel yaşam memnuniyet düzeylerinin önemli ölçüde düşük, endişe düzeylerinin ise yüksek olduğu; ayrıca yaşa, üniversiteye ve öğrenim yılına göre önemli farklılıklar olduğu varsayımlarına dayanmaktadır. Öğrencilerin sağlıklarının kötü olduğunun göstergeleri; daha düşük fiziksel aktivite yapmak, Kovid-19 salgını ile ilgili mevcut ve gelecekteki durum hakkında daha fazla endişeli olmak ve Kovid-19 salgınına yakalanmaktır.

Literatür Araştırması: Bu konunun yeni olması nedeniyle bu alanda yapılan çalışmaların sayısı azdır fakat hızlı bir şekilde artmaktadır, bundan dolayı yakın zamanda yapılan neredeyse tüm çalışmalardan faydalanılarak literatür kısmı hazırlanmıştır. Yapılan çalışmalarda genellikle Kovid-19 hastalığının yaşam memnuniyeti ve insan psikolojisi üzerine etkilerine değinilmiştir. Diener vd. (1985)² tarafından kullanılan Yaşam Memnuniyeti Ölçeği kullanılarak öğrencilerin yaşam memnuniyet düzeyi ölçülmüştür. Ahmed vd.(2020)³ ve Smith vd. (2020)⁴ tarafından yapılan çalışmalarda Çin'de insanlar

²Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). Satisfaction With Life Scale (SWLS): The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

³Ahmed M.Z., Ahmed O., Aibao Z., Hanbin S. , Siyu L., Ahmad A. (2020) Epidemic of Covid-19 in China and associated Psychological Problems, *Asian Journal of Psychiatry*,51. <https://doi.org/10.1016/j.ajp.2020.102092>.

⁴Smith L. vd. (2020) Correlates of symptoms of anxiety and depression and mental wellbeing associated with Covid-19: a cross-sectional study of UK-based respondents, *Psychiatry Research*, 291, <https://doi.org/10.1016/j.psychres.2020.113138>.

arasında yüksek oranda tedirginlik, depresyon, zararlı alkol kullanımı ve daha düşük zihinsel iyi-oluş tespit edilmiştir. Kovid-19'dan korunmak için henüz bir aşının olmaması, durumun belirsizliği ve karantinalar; stresin ana sebepleri olduğu ve zihinsel sağlık sorunlarını arttırdığı tespit edilmiştir. Aile ve arkadaşların enfeksiyona yakalanması, karantinada olma ve mevcut ekonomik durumun kötüleşmesi endişeleri daha da artırmaktadır. Ayrıca, kız öğrencilerin endişe seviyelerinin ve gelecek kaygılarının erkek öğrencilerden daha yüksek olduğu bulunmuştur. Sosyal medyada güvenilir olmayan bilgilerin varlığı endişeleri artıran diğer önemli bir unsurdur.

Yöntem: Araştırma verisini elde etmek için Google formu aktarılan anketin erişim linki üniversitelerde öğrenci oldukları bilinen kişilere e-posta ve diğer sosyal medya araçları aracılığıyla gönderilmiştir. Ankette öğrencilerin Kovid-19 hastalığı ile ilgili deneyimlerini “Evet” veya “Hayır” olarak belirtmeleri istenmiştir; Kovid-19 sonuçlarına ilişkin endişeler beşli Likert ölçeği (1=“Kesinlikle katılmıyorum”, 5=“Kesinlikle katılıyorum”) ile ve Yaşam Memnuniyeti Ölçeğine ait önermeler ise yedili Likert ölçeği(1=“Tamamen Katılmıyorum”, 7=“Tamamen Katılıyorum”)ile ölçülmüştür. Üç üniversiteden katılımcılara ait veriler, ANOVA, t-testi ve parametrik olmayan istatistiksel testler kullanılarak karşılaştırılmıştır. Ayrıca, değişkenler arasındaki ilişkileri tespit etmek için korelasyon yöntemi kullanılmıştır.

Ankete katılım gönüllük esasına göre yapılmıştır. Pourhoseingholi, Vahedi ve Rahimzadeh(2013)⁵ tarafından önerilen örnekleme yöntemi baz alınarak , % 6,3 prevalans oranı (Wand vd.,2020)⁶; % 3'lük tip 1 hata ve% 95'lik doğruluk oranına göre en az 252 kişiye anket yapılması gerekmektedir. Çok sayıda değişken ve grup içi karşılaştırmalar göz önüne alınarak 340 üniversite öğrencisi çalışmaya dâhil edilmiştir.

Sonuç ve Değerlendirme: Katılımcıların %5,9'u anketin uygulandığı dönemde Kovid-19 semptomları gösterdiklerini ve %5,6'sı yakınlarının Kovid-19 nedeniyle öldüğünü belirtmişlerdir. Katılımcıların %48,2'sinin yakınları veya kendileri işlerini kaybetmiş ve Kovid-19 salgını nedeniyle %65,9'unun ekonomik durumu kötüleşmiştir. Kız öğrencilerde daha yüksek oranda endişe tespit edilmiş ve mezuniyet sonrası iş bulmama korkusu daha yüksek olmuştur. Özellikle son sınıf öğrencilerde iş bulamama oranı iki cinsiyet için de yüksek çıkmıştır. Kırsal bölgelerde yaşayan öğrencilerde daha düşük yaşam memnuniyeti bulunmuştur. Ayrıca, Bingöl üniversitesi öğrencileri diğer iki üniversiteye göre daha düşük memnuniyet göstermişlerdir.

⁵Pourhoseingholi, M. A., Vahedi, M., & Rahimzadeh, M. (2013). Sample size calculation in medical studies. *Gastroenterology and hepatology from bed to bench*, 6(1), 14–17,

⁶Wang, C.; Pan, R.; Wan, X.; et al. (2020) Immediate psychological responses and associated factors during the initial stage of the 2019 corona virus disease (Covid-19) epidemic among the general population in China, *Int J Environ Res Public Health*, 17(5), 1729.

<https://doi.org/10.3390/ijerph17051729>

Sürekli evde kalmak zorunda kalan öğrencilerde, fiziksel aktivitelerinin azalması sonucu (günlük ortalama 47,3 dakikadan 26,24 dakika düşme) yüksek oranda strese ortaya çıkmıştır. Ayrıca, panik ve korku yaratan çevrimiçi platformlarda yapılan paylaşımlar öğrencilerin üzerindeki stres oranını artırmıştır. Bazı öğrenciler, kaldıkları yerde bilgisayar ve internet erişimine ihtiyaç duyduklarını belirtmişlerdir.

Araştırma sonuçlarına göre şu öneriler yapılabilir: İnsanların yaşamlarını ve işlerini etkileyen depresyon gibi psikolojik sorunlara yönelik tedbirler alınmalıdır. Öğrenciler, evde fiziksel hareketler ve spor yaparak stres miktarını azaltabilir. Öğrencilerin morallerini iyileştirmek ve endişelerini azaltmak için üniversiteler tarafından psikolojik danışmanlık hizmetleri verilebilir. Ayrıca, salgın döneminde son sınıf öğrencileri için iş bulma danışmanlığı ve ekonomik sorunları olan öğrenciler için mali destek sağlanabilir.

1. Introduction

Middle East Respiratory Syndrome (MERS), Zika virus, Ebola virus, Yellow Fever, traditional influenza and the new Covid-19 are types of epidemics having global importance, affecting many countries (Berchin and Guerra, 2020). First cases of Covid-19 were reported at the end of 2019 in Wuhan city/China (Ma et al.,2020). World Health Organization (WHO) has announced Covid-19 caused by SARS-CoV-2 as a global pandemic on March 2020 (Smith et al.,2020). Due to reproductive rate of the virus and high globalization, Covid-19 has affected millions people around the World and has caused to more than 500,000 deaths until July 2020. Social and economic life and health of people have been affected negatively, endangering world's livelihood and wellbeing (Berchin and Guerra, 2020). Weaker health systems, limited resources and lower socioeconomic status can make the life of people challenging (Vieira et al.,2020). Widespread unemployment, closure of many small and independent businesses, geopolitical discourse about globalization and an economic recession are secondary risks of Covid-19 (Berchin and Guerra, 2020; Montgomery & Macdonald,2020; Shammi et al.,2020). Furthermore, deprivation, hunger, stress and social conflicts can be created due to the Covid-19 lockdown and socioeconomic crisis. Food and nutritional deficiency were main problems among vulnerable poorest people due to loss of livelihood (Shammi et al. ,2020). Doctors, healthcare staffs especially women, police forces, volunteer organizations at the frontline, and bankers are at higher risk (Matthewman and Huppatz, 2020; Shammiet al.,2020).

Symptoms of Covid-19 infection appear after an incubation period of approximately 5,2 days. The average time from the beginning of Covid-19 to death ranges from 6 to 41 days, with a median value of 14 days. This period varying according to the age of the patient and the state of the immune system is shorter in patients over 70 years old. The most common symptoms at the onset of Covid-19 disease are fever, weakness, anorexia, cough, fatigue and dyspnea.

Other symptoms are sputum removal, headache, vomiting, hemoptysis, diarrhea, dyspnea, and lymphopenia. Respiratory distress, sepsis, and septic shock have been seen on critically ill patients requiring intubation and intensive care treatments (Kutlu, 2020; Smith et al.,2020).

The first confirmed case of Covid-19 in Turkey was reported on March 10, 2020 and the first death from Covid-19 in the country was announced on March 17, 2020. Some restrictions have been introduced to decrease the mobility of society in Turkey. Closing all schools and universities, suspended family visits of staffs in prisons, maintaining physical distances, some travel bans within cities and from high-risk countries, quarantine for citizens returning from these countries , closing shops and entertainment venues, not leaving home for people younger than 20 years and older than 65 years and people having immune system deficiency and chronic diseases, banning private vehicles inputs and outputs in 31 largest cities including Istanbul and Zonguldak cities , wearing face masks in crowded areas, curfew just for weekends etc. are some steps taken during the pandemic in Turkey (Kutlu, 2020).

Increased usage of technologies and distance learning have been applied as more than 2 billion students have been educated by distance learning practices (Berchin and Guerra, 2020). Due to the constraints of physical and material conditions, orientation to distance education applications has become an inevitable necessity. 770 million learners worldwide (students, etc.) were affected by the closure of schools and universities. In this sense, the distance education approach has been put into the use as the easiest and most feasible solution to ensure the sustainability of education due to the virus spread all over the world (Yamamoto and Altun, 2020).

In this study, it is aimed to measure the wellbeing of students through evaluating their experiences during the pandemic, their satisfaction with life, worries and physical activities duration during the pandemic.

2. Literature Review

An appropriate level of stress is necessary for body and can improve defense mechanism of body. But, too much stress, psychosomatic and somatic symptoms can be developed, turning to psychological problems and mental illness (Liu et al.,2020). Risk of interpersonal conflicts leading to divorces, worries, violence and psychiatric disorders can affect the immune systems and its response and expression of positive emotion, reducing treatment adherence and recovery (Ma et al.,2020; Vieira et al.,2020). Not working and not exercising as usual can affect the health and wellbeing of people. It is found from study of Zhang et al. (2020); people who exercised more than 2.5 hours during the outbreak were more satisfied and were less negatively affect by severity of Covid-19 pandemic in their location (Zhang et al.,2020).

Excess of information from unreliable sources as information coming from non-experts causing uncertainty, misinterpretation of health care

recommendations, underestimating the severity of the disease and risk of feelings of insecurity, fear, panic, anxiety and disconnection between science and politics as categorized misinformation; stress, depression, anxiety, low immune system, and socio-economic difficulties categorized under wellbeing; quarantine, isolation, social distancing and community action categorized under preventive measures and low socio-economic status, homeless, elderly persons in nursing homes, migrants, prisons and disabled people as a kind of vulnerable groups are found as the main important groups of pandemic found by Vieira et al.,(2020). There was 36, 8% rate of poor mental health from study; applied to 932 participants in United Kingdom compared to non-pandemic 25% average (Smith et al.,2020).High rate of anxiety, depression, harmful alcohol use, and lower mental wellbeing were found among people in China. Not finding a vaccine for curing Covid-19 is another stress factor that unavailability of vaccine, unpredictability of the situation, and quarantine for indefinite periods are stress sources, increasing mental health problems. Infection of family and friends, death of closed one and widespread economic damage can make the situation worse. Furthermore, male used more alcohol than female and 21 and 40 years old people were on a more vulnerable position regarding their mental health status and alcohol consumptions (Ahmed et al.,2020; Smith et al.,2020).Physical discomfort or physical distress due to severe fever, breathlessness, and cough, and fear of developing complications have caused to mental problems like depression. Being guilt about the infection transmission to their family members, and community stigma can also worsen the depression. It is found from study of Ma et al. (2020) that there is a positive correlation with depression if a family member is infected with Covid-19. Moreover, female patients have a higher rate of depression (Ma et al.,2020).Decreased motor activity, changes to diet, and less exposure to sunlight during Covid-19 pandemic besides physical distancing and lockdowns can be other reasons of negative psychological effects: fear, anxiety, and worry and depression causing to suicides. Unemployment, homelessness, relationship breakdowns, domestic violence, and worsening physical health are other reasons of negative physical disorders. Psychotic patient adherence was found to be low for protective measures and with infection control measures that people with schizophrenia did not want to be isolated (Brown et al.,2020).

Self-isolation/social distancing can cause people to become more anxious, angry, stressed, agitated, and withdrawn following worry, fear or nervousness. Feelings of sadness and/or a loss of interest in activities are outcomes (Smith et al.,2020).One of the important results of the research of Karataş (2020) is that the post-traumatic growth levels of the participants increased by 30,5%. Posttraumatic growth level was relatively higher in women and high school graduates (Karataş, 2020).

It is stated that one in five college students has a mental disorders around the World. Anxiety, depression, and substance abuse, difficulty in sleeping and

stress have increased during lockdowns. In-person classes were suspended in many universities and students have been educated online. Loneliness and isolation; disconnections from friends and partners have increased psychological symptoms leading to suicide and substance abuse. Uncertainty and abrupt disruption of the semester increased the anxiety among students. Many research projects and internships of them were ended, jeopardizing their study; delaying their graduation meaning extra costs and time loses. Furthermore, losing their on-campus jobs have created financial hardship and mental health outcomes (Zhai and Du, 2020). The threat to the life and life necessities, the efficacy of prevention and control measures create somatic symptoms among the college students. Short supply of masks, alcohol and other products at beginning worried students. Gastrointestinal symptoms that students suspect of being infected is another source of somatic symptoms (Liu et al.,2020). 139 university students were surveyed in USA to search sleep behaviors that nightly time in bed devoted to sleep has had increased during Covid-19 pandemic (Wright et al.,2020).

3. Method

This study survey was derived from an international preregistered project (Rogowska et al.,2020). The study aims to examine the wellbeing of undergraduates in Turkey. The cross-sectional survey study will examine general physical health, worries and satisfaction with life during Covid-19 pandemic. Undergraduates at three universities (Bingöl University, Atatürk University and Muğla Sıtkı Koçman University) will be compared. It is hypothesized that university students have significantly lower levels of self-rated general satisfaction of life and high level of worries and also there are significant changes according to age, university and study year. The worst indices of wellbeing are related to lower levels of physical activity, higher concerns about current and future state related to the Covid-19 outbreak, and higher experience with coronavirus disease.

An informed consent question was added to the e-questionnaire, and each participant consented to participate in the survey. The sampling technique explained by Pourhoseingholi ,Vahedi and Rahimzadeh (2013) and used in the study of Özdin and Özdin (2020) based on an expected prevalence of 6.3% (Wang et al.,2020) is used. The calculation showed according to Type 1 error of 3% and study power of 95% that at least 252 individuals would be needed in the e-questionnaire.

Data are collected from an online cross-sectional survey via e-mail with an invitation to participate in the study that they are a student at university. Satisfaction With Life Scales (SWLS) and worries scale are used in that study. Experience with coronavirus disease will be measured as a simple answer (“Yes” or “No”) and the concerns about coronavirus consequences include five statements as the second part of the sentence on a scale 1-5(1 = “I strongly

disagree” -5 = “*I definitely agree*”). Current experience with coronavirus disease, the concerns related to the coronavirus pandemic, and physical activity during the Covid-19 pandemic outbreak will be assessed on the response scale. Participants from three universities will be compared by using ANOVA, t-test and non-parametric statistical tests. Furthermore, correlation will be used to measure the association of variables.

4. Results

57,4% of participants are females and 42,6 % of them are males.68,5 % of them live in big cities or metropolis while just 14,1% of them live in small villages, showing that they are in big risk of Covid-19 when high rates of Covid-19 in big cities are considered as in Istanbul. 80,6 %of students are undergraduate students(2 or 4 years programs) and 7,1% of them are master or PhD students. Furthermore, 45,5% of participants (154 students) are at their last year study as shown in Table 1.

Table 1:Demographic Parameters

Demographic Parameter		Frequency	Percent(%)
Gender	Female	195	57,4
	Male	145	42,6
	Total	340	100,0
Place of Residence	Village	59	17,4
	A small town	48	14,1
	Big city	99	29,1
	Urban Agglomeration(Metropolis)	134	39,4
	Total	340	100,0
Level of Study	Undergraduate	274	80,6
	Master & PhD	24	7,1
	Two Years Programs	42	12,4
	Total	340	100,0
Year of Study	1,00 Year	59	17,4
	2,00 Years	47	13,8
	3,00 Years	59	17,4
	4,00 Years	154	45,3
	≥5,00 Years	21	6,2
	Total	340	100,0
University	Atatürk Unv.	153	45,0
	Bingöl Unv.	152	44,7
	M.Sıtkı Koçman Unv.	35	10,3
	Total	340	100,0

The survey was carried out at three universities: Bingöl University established in 2007, Atatürk University established in 1957 and Muğla Sıtkı Koçman University, established in 1992. 45% of participants are from Atatürk

University and 44,7% of them are from Bingöl University while 10,3 % of them are from Medical Secretariat Department, Muğla Health Services Vocational School as shown in Table 1. The majority of students are from Faculty of Economics and Administrative Sciences (43,5%) mainly from Atatürk University, Faculty of Health Sciences(35,2%) mainly from Bingöl University, Two-Year Associate Degree Program(9,4%),Faculty of Science and Literature (6,5%) and Engineering Faculty (2,4%). The minimum age and maximum age are 19 years and 47 years respectively and the average of age is $22,89 \pm 3,06$ that the majority of participants can be categorized as young university students.

Table 2: Consequences of coronavirus (Covid-19)

Consequences of coronavirus (COVID-19)		Frequency	Percent(%)
Have you had any symptoms that could indicate Covid-19 infection?	Yes	20	5,9
	No	320	94,1
	Total	340	100,0
Have you been tested for Covid-19?	Yes	11	3,2
	No	329	96,8
	Total	340	100,0
Were you hospitalized for Covid-19 ?	Yes	1	0,3
	No	339	99,7
	Total	340	100,0
Did you have to be in strict quarantine for at least 14 days in isolation due loved ones' Covid-19 infection?	Yes	18	5,3
	No	322	94,7
	Total	340	100,0
Has anyone in your family, friends or relatives been infected with Covid-19?	Yes	76	22,4
	No	264	77,6
	Total	340	100,0
Has any of your relatives died of Covid-19?	Yes	19	5,6
	No	321	94,4
	Total	340	100,0
Have you or a loved one lost job due to the Covid-19?	Yes	164	48,2
	No	176	51,8
	Total	340	100,0
Are you currently experiencing a worsening situation of your functioning or economic status due to the effects of the pandemic?	Yes	224	65,9
	No	116	34,1
	Total	340	100,0

5,9% of participants (20 students) have shown Covid-19 symptoms during survey period: 16 May-10 June 2020 and just 3,2% of them were tested for Covid-19. One of them was hospitalized during that period. 5,3% of them are in 14 days in isolation since their loved ones had Covid-19. However, 22,4% of them stated that their family, friends or relatives have had Covid-19 and 5,6% of them stated that their relative had died due to Covid-19. Another big problem of Covid-19 is unemployment that 48,2% of them stated that their loved ones have lost job and 65,9% of them have had a worsening of functioning or economic status due to Covid-19 pandemic as shown Table 2.

Table 3: Descriptive statistics of worries, physical exercise and satisfaction

Items	N	Min.	Max.	Mean	Std. Deviation
Worries(1(Completely Disagree)- 5(Completely Agree))					
Worry1-Completing the semester and graduation	340	1,00	5,00	3,6529	1,49635
Worry 2-Finding a job and professional development	340	1,00	5,00	3,9618	1,24860
Worry 3-Financial situation (e.g. subsistence during studies)	340	1,00	5,00	3,8441	1,26297
Worry 4-Relationships with loved ones, family	340	1,00	5,00	3,6618	1,31264
Worry 5-Relations with colleagues, friends	340	1,00	5,00	3,6882	1,29094
Physical Exercise					
PE1: How many days a week did you practice physical exercise or sports activity at home or away; at the university, in clubs or at the gym in the last month?(0(never)-7(every day))	340	0,00	7,00	1,8000	2,04550
How many minutes a day (on average) did you practice?	340	0,00	580,0	26,244	43,74668
PE2: How many days a week did you do physical exercises or sports activities at home or away; at the university, in clubs or at the gym, within a month before Covid-19 general quarantine? (0(never)-7(every day))	340	0,00	7,00	2,9324	2,09328
How many minutes a day (on average) did you practice?	340	0,00	700,0	47,373	68,29434
Satisfaction with Life(1(Completely Disagree)- 7(Completely Agree))					
Sat 1-In most ways, my life is close to ideal	340	1,00	7,00	3,6588	1,65491
Sat 2-The conditions of my life are excellent	340	1,00	7,00	3,2912	1,64754
Sat 3-I am satisfied with my life	340	1,00	7,00	3,4500	1,81452
Sat 4-So far, I have gotten the important things that I want in life	340	1,00	7,00	3,4912	1,63387
Sat 5-If I could live my life again, I would change almost nothing	340	1,00	7,00	2,7735	1,87009

In the worries section “I am afraid that the current situation associated with the coronavirus pandemic (Covid-19) may negatively affect” is measured with 1-5 Likert-Scale that Covid-19 will affect finding a job mostly with $3,96 \pm 1,24$ mean (Agree). This result can be also due to the majority of participants (45,3%) are last year students. Decreased economical activities, lockdowns and uncertainties can be main reasons of that worry. Furthermore, their financial

situation would be affected as the second highest worry of students as shown in Table 3. Moreover, they are afraid that their relationships with friends, loved ones and colleagues would get worse and their semester and graduation may be affected negatively. From these results it can be said that Covid-19 has created a great panic and worry for students due to uncertainties related to finishing time of Covid-19 and economic pressures as many students supporters or family members have lost their jobs.

When Satisfaction with life scale is measured, it can be said that students are not happy with their current life with $2,77 \pm 1,87$ and about half of them sated that their life is close to their ideal life that they want to make changes in their life if they can. They are neutral about satisfaction of life and excellent life conditions (Neither Disagree nor Agree) as shown in Table 3. These results support our hypothesis that students have low satisfaction level, which can be due to lockdowns, economical problems, fear of infections, social media shares etc. The average of doing sport weekly is 1,8(about two days) in the last month during Covid-19 as shown in Table 3 and they do 26,24 minutes practice on average per day. It is seen that they did more exercise on daily basis with 47,3 minutes practice on average before Covid-19 that the closure of gyms and sport centers could be a reason of that decrease. As it is found in the study of Zhang et al., (2020) that who exercise more are more satisfied and it is suggested that people should do home exercises to improve their moral and life satisfaction.

Based on test of normality of Kolmogorov-Smirnov and Shapiro-Wilk tests, items according to gender are not normally distributed ($p < 0,05$), hence, independent samples Mann-Whitney U Test is applied. There are significance differences according to gender that females worry more about completing semester and graduation with $3,83 \pm 0,104 (P = 0,004 < 0,05)$ and females think that it will be more difficult to find a job with mean of $4,08 \pm 0,09 (p = 0,005 < 0,05)$. Hence, they worry more for their financial position and financial relationship as shown in Table 4. In general, it can be said that females worry more about the effects of Covid-19, which is also supported in the study of Ma et al., (2020). For the satisfaction scale, there are not significant differences according to gender.

Table 4: *Asymptotic significances by Mann-Whitney U Test with 0,05 significance level for gender*

Item	Gender	N	Mean	Std. Error	Sig.	Decision
Completing the semester and graduation	Female	195	3,8359	0,10471	0,004	Reject the null hypothesis
	Male	145	3,4069	0,12552		
	Total	340	3,6529	0,08115		
Finding a job and professional development	Female	195	4,0821	0,09149	0,005	Reject the null hypothesis
	Male	145	3,8000	0,09913		
	Total	340	3,9618	0,06771		
Financial situation (e.g. subsistence during studies)	Female	195	3,9590	0,09135	0,016	Reject the null hypothesis
	Male	145	3,6897	0,10242		

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	Total	340	3,8441	0,06849		
Relationships with loved ones, family	Female	195	3,7077	0,09733	0,291	Accept the null hypothesis
	Male	145	3,6000	0,10376		
	Total	340	3,6618	0,07119		
Relations with colleagues, friends	Female	195	3,8103	0,09701	0,006	Reject the null hypothesis
	Male	145	3,5241	0,09840		
	Total	340	3,6882	0,07001		
In most ways my life is close to ideal	Female	195	3,5333	0,11775	0,146	Accept the null hypothesis
	Male	145	3,8276	0,13784		
	Total	340	3,6588	0,08975		
The conditions of my life are excellent	Female	195	3,2154	0,11980	0,307	Accept the null hypothesis
	Male	145	3,3931	0,13394		
	Total	340	3,2912	0,08935		
I am satisfied with my life	Female	195	3,4000	0,12831	0,613	Accept the null hypothesis
	Male	145	3,5172	0,15354		
	Total	340	3,4500	0,09841		
So far I have gotten the important things that I want in life	Female	195	3,4564	0,11706	0,676	Accept the null hypothesis
	Male	145	3,5379	0,13597		
	Total	340	3,4912	0,08861		
If I could live my life again, I would change almost nothing	Female	195	2,7282	0,13802	0,443	Accept the null hypothesis
	Male	145	2,8345	0,14908		
	Total	340	2,7735	0,10142		

One Way-ANOVA is applied according to residence place that there are significant changes ($p < 0,05$) “*Relations with colleagues, friends*” and “*The conditions of my life are excellent*” items. Students at village showed better relationships with friends with mean of $4,05 \pm 0,13$ when compared to overall $3,68 \pm 0,07$ mean. However, they had the worst conditions of life with a mean of $2,64 \pm 0,19$ and students living in big cities have better life conditions with $3,54 \pm 0,14$ that students at villages need to help their families for farming and caring animals.

Kruskal Wallis Test is applied to find differences between two-years programs, undergraduates, and master & PhD students that there are not any significant differences ($\text{Sig.} > 0,05$). Furthermore, Kruskal Wallis Test is applied to find differences according to study years; there are significant differences ($\text{Sig} < 0,05$) for “*Completing the semester and graduation*” and “*Finding a job and professional development*” items that master and PhD students do not worry much for semester and graduation with mean of $2,85 \pm 0,38$ while students at second year worry more with mean of $4,0 \pm 0,19$. Fourth years and master or PhD students worry mostly about finding a job with means of $4,2 \pm 0,09$ and $4,0 \pm 0,28$ respectively. Furthermore, Kruskal Wallis Test is applied to find differences according to university; there are significant differences ($\text{Sig} < 0,05$) for “*The conditions of my life are excellent*” item that students at Atatürk ($3,58 \pm 0,12$) and M.Sıtkı Koçman University ($3,31 \pm 0,33$)

think their life conditions are better when compared to Bingöl University students (2,9868±0,13068). According to Bingöl University and Atatürk University students comparison, there are significant differences by t-test for “Completing the semester and graduation” that the Atatürk University students (3,8105 ±0,12639) may be affected more negatively about completing semester and graduation than Bingöl University students (3,48 ±0,11).

Students satisfied more with life have negative correlations with worry items. There are significant positive correlation between Physical Exercises (PE) and satisfaction and negative correlations between PE1 and worries items as shown in Table 5 and Table 6.

Table 5: Pearson Correlation

Item	PE1	PE2	Worry 1	Worry 2	Worry 3	Worry 4	Worry 5
PE1	1	,212**	-,126*	-,045	-,048	,021	-,055
PE2	,212**	1	,098	,010	-,013	,001	-,019
Worry 1	-,126*	,098	1	,449**	,258**	,188**	,257**
Worry 2	-,045	,010	,449**	1	,556**	,276**	,417**
Worry 3	-,048	-,013	,258**	,556**	1	,208**	,285**
Worry 4	,021	,001	,188**	,276**	,208**	1	,599**
Worry 5	-,055	-,019	,257**	,417**	,285**	,599**	1
Sat 1	,185**	,048	,006	-,092	-,121*	-,040	-,049
Sat 2	,169**	,024	-,089	-,106*	-,152**	-,140**	-,124*
Sat 3	,128*	,034	-,112*	-,150**	-,143**	-,067	-,100
Sat 4	,187**	,116*	-,034	-,059	-,047	-,049	,018
Sat 5	,034	-,002	-,064	-,072	-,082	-,023	-,054

As people do more physical activities, their stress level can be decreased. Hence, it is advised to do more sport activities during COVID-19 period while students stay more inactive during the pandemic period.

Table 6: Pearson Correlation

Item	Sat 1	Sat 2	Sat 3	Sat 4	Sat 5
PE1	,185**	,169**	,128*	,187**	,034
PE2	,048	,024	,034	,116*	-,002
Sat 1	1	,648**	,609**	,539**	,373**
Sat 2	,648**	1	,672**	,540**	,391**
Sat 3	,609**	,672**	1	,622**	,525**
Sat 4	,539**	,540**	,622**	1	,425**
Sat 5	,373**	,391**	,525**	,425**	1

5. Discussion and Limitations

Female gender, low physical activities and poor self-rated health status are risk factor increasing psychological impacts (Smith et al., 2020). In this

study, it is found that females worry more than males and they think it will be more difficult for them to find a job after graduation. Many students family member have lost their job during pandemic and so, the economic worries of students have increased as stated by Smith et al., (2020) that the surveys was carried out during self-isolation/ social distancing that females, younger age groups, people with lower annual income, current smokers and people having physical multimorbidity showed higher level of mental problems, which is also supported with this study. Hence, college student mental being due to disruptions of education and career planning can be affected and universities are to response that problem by advising through digital technologies like by offering virtual office hours. Alternative plans, for trainings and projects are to be developed in order to fulfil their graduation. Social support and encouraging them can be done by university counseling centers as stated by Liu et al., (2020).

There are still digital divides affecting young generations and can be a career option. Education is to be shaped based on needs, influencing education of young generations that they are equipped with important skills and competencies of digital properties to improve them and allow them understanding virtual life better (Livari et al., 2020). The fact that social networks turn into political tools, as they have an increasing impact on public opinion, also has an impact on people's perception of politicians and government institutions (Karataş, 2020). The Covid-19 pandemic has increased the sense of curiosity and willingness to receive news that it is emphasized and so, constant news tracking increases people's stress level (Karataş, 2020). Restriction of media exposure rumors which is creating fear or underestimating outbreak and following reliable news media, psychosocial training, utilizing the online counseling platform, certain care for vulnerable people and rehabilitation program can be done with these new technologies as stated by Ahmed et al., (2020) in their studies. International networks and strengthened relationships by the technological advances enable greater knowledge transfer for sharing good practices and experiences (Berchin and Guerra, 2020).

Reducing the transmission risks can be done by staying at home, shopping just for necessary things, doing exercise alone, and helping vulnerable people and less traveling (Smith et al., 2020). Looking at the current discussions about Covid-19, one of the most frequently mentioned issues is that "*nothing will be the same as before*"(Karataş, 2020) and "*it is a punishment; a sign that the world is coming to an end, and a sign for human kind*" is psychotic explanation of pandemic (Brown et al., 2020) that new approaches and supports are to developed by governments to decrease the negative situation. Telehealth technology can be used to help people for mental health problems by online and mobile-based technologies.

One of the main discussion in Turkey is that released information about Covid-19 are not trustable and the number of Covid-19 cases are higher than official numbers, which creating huge stress on students. Some science people state that official numbers are not trustable and low numbers have been shown from online media sources. Transparency of information and trusting governments can be an effective way of fighting Covid-19. Hence, it is expected that social media is not political platform during Covid-19 pandemic and students are to be informed more transparently.

Lockdown can limit the spread of Covid-19 (Zhang et al., 2020). Protecting physical health social distancing, the use of protective masks, and hand washing can affect individuals' wellbeing (Vieira et al., 2020). Creating social solidarity can bond people together for physical and emotional support that we are all in this together (Matthewman and Huppatz, 2020). Social network ties, social support, network structure, and participation in social activities are necessary to have a better mental health (Smith et al., 2020).

This study has some limitations: it is relied on an observational survey and the sample is not a national representative. Focus was to examine the differential effects of students during the Covid-19 pandemic for policymakers. Hence, these results cannot be generalized for these three universities to due low sample, but, it can give a general opinion about students' wellbeing during Covid-19. The most recent studies are added to this study to determine the impacts of Covid-19, which are parallel to the findings of that study. It is aimed to apply another survey as an extension of this study on October-November, 2020 in the second wave in order to find changes in students' wellbeing during the pandemic.

Conclusion

Having worsening functioning and economic situation due to Covid-19 pandemic is a major problem for students that some of their closed ones or they have lost their jobs and they worry about finding a job after graduation. Losing face-to-face contact with friends and low level relationships have increased the stress among students and some of them were afraid of not finishing the semester. Their physical activities have decreased and lockdowns have created high stress on them especially with shares done in online platforms.

Students can carry out home exercises and some counseling services can be provided by universities to improve their moral and to decrease their worries. Students at villages show low life satisfaction condition that they may need internet connection and some computers in the place where they stay so that they can carry out their distance education. Moreover, job finding counseling for last year students and financial supports for students having economic problems are to be given during the pandemic period.

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