




<http://www.tayjournal.com>

<https://dergipark.org.tr/tr/pub/tayjournal>

Examining the Situations Experienced by University Students After Covid-19 Pandemic

 Vedat Aktepe, Assoc. Prof. Dr., Corresponding Author
Nevşehir Hacı Bektaş Veli University, Türkiye
vedat.aktepe@hotmail.com
Orcid ID: 0000-0001-5259-9340

 Hayrettin İnan, Manager
Ministry of National Education, Türkiye
hayrettin4033@gmail.com
Orcid ID: 0000-0003-4078-5925

Article Type: Research Article

Received Date: 01.01.2023

Accepted Date: 02.04.2023

Published Date: 05.04.2023

Plagiarism: This article has been reviewed by at least two referees and scanned via a plagiarism software

Doi: 10.29329/tayjournal.2023.543.01

Citation: Aktepe, V., & İnan, H. (2023). Examining the situations experienced by university students after Covid-19 pandemic. *Türk Akademik Yayınlar Dergisi (TAY Journal)*, 7(2), 329-357.

Abstract

In this research, it is aimed to reveal the situations experienced by university students regarding Covid-19 pandemic and its aftermath. The research was conducted by a qualitative research design, and data were collected using a semi-structured interview form from 31 junior students attending a Faculty of Education. The collected data were analysed by content analysis. As a result of the research, it is understood that the students are satisfied to have returned to face-to-face education. Overcrowded school and dormitory make it difficult to comply with the measures taken, and cause problems related to cleaning. It has been found that the rate of compliance of students with pandemic measures at school is higher than in dormitories. The majority of students identified having problems with wearing masks, obeying social distancing and following hygiene rules. It is understood that Covid-19 pandemic has made life difficult and people unhappy and hopeless. It is found that people have been bored with the pandemic, they have been worried about the risk of infections, so they socialize and communicate less and treat each other more coldly.

Keywords: Post Covid-19 pandemic, university, student, their experiences.

Introduction

The Novel Coronavirus Disease [Covid-19], which appeared in December 2019 in Wuhan, China, caused acute respiratory tract illness in humans and turned into a pandemic affecting the whole world in a short time (Lu, Wu, Wan, Li, Zuo, Qin, & Zhang, 2020). In Türkiye, where the first case was observed in March 2020, nearly 17 million cases were detected and more than 100 thousand people lost their lives (Buluk & Eşitti 2020). In this context, measures such as quarantine, lockdown, travel restrictions, social distance were taken; entertainment, collective organizations, festivals, weddings, trainings, congresses, culture, art and sports events were banned or cancelled (Aktaş, Büyükaş, Gülle, & Yıldız, 2020). Due to these measures, business life was also affected, economic recession and job losses were experienced. As people could not leave their homes, the pandemic affected people socially and psychologically. People became more stressed, anxious, unhappy and hopeless during the pandemic process (Karataş, 2020). Covid-19 pandemic has also changed people's daily life practices, indoor and outdoor habits. The way people communicate and interact has changed or become more restricted (Koca and Tural, 2021) and it has changed the value judgments and ethical approaches of society (Çobanoğlu, 2020).

One of the areas primarily affected by Covid-19 pandemic was education (Aral, Fındık, Öz, Karataş, Güneş, & Kadan, 2021). Globally, schools were closed all over the world, distance education was applied, and the education sector was seriously affected (Wong & Tang, 2021). Due to reasons such as technological impossibilities, infrastructure inadequacies, lack of distance education experience of teachers and students, inequality between students, characteristic features of distance education, sufficient efficiency could not be obtained from distance education (Yurtbakan & Akyıldız, 2020; Ramos-Morcillo, Leal-Costa, Moral-Garcia, & Ruzafa-Martinez, 2020; Avcı & Akdeniz, 2021; Metin, Gürbey, & Çevik, 2021). In this regard, the inequality that existed between students who had the necessary equipment for distance education and students who did not have this equipment showed itself more in this process. In this connection, students who were disadvantaged in terms of their location, in places where the communication infrastructure was not sufficient were not able to get expected efficiency from distance education. Measures such as lockdown restriction, social distancing rule and closing of schools had an impact on the socialization, character, social relations and psychology of students (Aral et al., 2021). In addition, it was determined that there were an increase in aggression, stress, anxiety, fear, depression, insomnia, lack of motivation, and anorexia levels of students during the pandemic period.

In addition, the social life habits of the students also changed and caused many psycho-social problems (Çiçek, Tanhan, & Tanrıverdi, 2020; Duan & Zhu, 2020; Huang, Han, Luo, Ren, & Zhou, 2020; Lin, 2020). Besides these short-term consequences, it can be said that the pandemic will have long-term effects on education, educational problems during the pandemic period will negatively affect the futures of students, the generation educated during the pandemic period will not reach its real potential, will suffer from educational deprivation, and lifelong productivity will decrease. Increasing in unhappiness, uneasiness, poverty and crime rates among the young population were also expressed as other possible long-term consequences of the pandemic (Balci, 2020).

When the literature is examined, it will be seen that there are a large number of domestic and foreign researches on the effects of Covid-19 pandemic on education (Aktan Acar, Erbaş, & Eryaman, 2021; Aruta, Balingit, & De Vera, 2022; Bozkurt, 2020; Daniel, 2020; Demir, Dağ, Çelik, Gürsoy, & Temur, 2022; Gökmenoğlu & Doğan, 2022; Livari, Sharma, & Venta Olkkonen, 2020; Pressley, 2021; Sarışık, Gürel, Uslu, & Dönmez, 2022; Saygi, 2021; Tarkar, 2020). The majority of these studies periodically covered the period when the pandemic first appeared and spread all over the world, and when face-to-face education was paused. On the other hand, it can be said that the pandemic measures were partially abolished and the number of scientific studies investigating the effects of the pandemic on education decreased after the transition to face-to-face education. In addition, research on the effects of Covid-19 pandemic on education has mainly focused on the effects of distance education. In this research, answers to questions such as the effects of the pandemic in the dormitory, apartment, family, school and environment after the Covid-19 pandemic, how students met their post-pandemic measures, how students evaluated the transition process to face-to-face education were searched for. Due to the Covid-19 pandemic, face-to-face education put on hold for a year and a half. At the beginning of the 2021-2022 academic year, face-to-face education started again at all levels of education. How students perceive the post of the Covid-19 pandemic, how they evaluate the transition process in the family, lodging, dormitory, school and environment is not yet sufficiently known, as it is not the subject of scientific research yet. For these reasons, this research is considered important. In the research, within the scope of the return to face-to-face education, it is aimed to reveal the situations that university students have experienced after the Covid-19 pandemic. In this regard, the study tries to reveal situations experienced by university students in the transition to return to face-to-face education after Covid-19 pandemic. In this context, in this research, the conditions at university, at their house, dormitory (affiliated to Higher Education Credit and Dormitories Institution [HECDI]) or lodging they reside and their observation in family environments and in relationships with friends were determined based on teacher candidates' opinions.

Method

Research Model

This research was carried out by using the explanatory/descriptive case study model from qualitative research approaches. Since the research aims to evaluate the Covid-19 pandemic process and the face-to-face return to education of prospective teachers studying at the university, to reveal the situations they experienced during this process in detail and as a whole, the explanatory/descriptive case study model was preferred. In the descriptive/descriptive situation study, the situation is explained and defined by providing descriptive information about a situation (Davey, 1990). An in-depth analysis of the situations/s is carried out within the framework of the purpose of the research (Creswell, 2007).

During the analysis, systematic information and data are collected and examined thoroughly (Chmiliar, 2010), and it is important to investigate a current and real phenomenon, which specific in itself, so the results are not generalized (Stake, 1995).

Study Group

The study group consisted of a total of 31 voluntary junior students studying at the department of Primary Education at Nevşehir Hacı Bektaş Veli University at the beginning of 2021-2022 academic year. Since one of the researchers works at the department of Primary Education at Education Faculty, it was easier to reach the participants, so the research was conducted by this study group. The working group of the research was determined by the purposeful sampling method. Purposeful sampling is a method that is used a lot in qualitative research; it is very useful in terms of labor, time and material (Patton, 2002). In addition, in line with the purpose of the research, it was considered that the purposeful sampling method would be appropriate in terms of providing rich information content about the situation and providing an opportunity for in-depth examination (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2020). The demographic information of the study group is indicated in Table 1.

Table 1. *Demographic information of the study group*

Prospective Teachers		n	%
Gender	Female	25	81%
	Male	6	19%
Residence Situation	HECDI Dormitory	25	81%
	Lodging	3	9,5%
	House	3	9,5%

When Table 1 is examined, while 6 participants were male (19%), 25 of them were female (81%). Among the participants, 25 participants stayed in HECDI dormitories (81%), 3 participants lived in lodgings (9.5%) and 3 participants (9.5%) lived at home.

Data Collection Tool

The data of the research were collected through a semi-structured interview form consisting of 5 open-ended questions. While preparing the questions in the interview form, the literature was reviewed, the prepared interview questions were asked to three academicians and their opinions were taken to make the questions clear and understandable. The questions prepared in advance by the researchers in a certain order give them the opportunity to answer the necessary questions by preventing both the researchers and the participants from turning to other areas (Büyüköztürk et al., 2020). The interview form was applied to 3 prospective teachers, and in the light of the feedback, the interview form consisting of 4 questions was increased to 5 questions and the interview form was finalized. In this context, answers to the following questions were sought in the interview form: With the transition of universities to face-to-face education, regarding post Covid-19 pandemic;

1. What are your observations at school?
2. What are your observations about the house, lodging or dormitory you are staying in?
3. What are your observations in your family?
4. What are your observations in your friends?
5. What are your observations around you?

Data Collection and Analysis

38 junior students, prospective classroom teachers, were given information about the research during the lesson, and the interview form was mentioned. Within the scope of the research, it was stated that the names would be kept confidential and those who volunteered would participate, they were told to answer the questions in the interview form sincerely. Since it was thought that it would take time to answer the questions in the interview form, it was not applied during the lesson, so the interview form was sent to 38 students on the class list via e-mail. A total of 31 teacher candidates (82%) participated in the research voluntarily. They sent the interview form via e-mail within about 2 weeks. The interview forms were printed, and each interview form was numbered and coded as (Participant1: P1, Participant2: P2,, Participant31: P31). Thus, the confidentiality of the participants was protected. The data of the research were analysed with the content analysis technique. In content analysis, data were processed deeper than descriptive analysis, and some unnoticed concepts and themes can be discovered. The collected data can be conceptualized logically and themes can be created as a result of the organization (Şimşek, 2009). The content analysis technique which is frequently used and benefitted from in qualitative research and social sciences, is one of the most commonly used (Hsieh and Shannon, 2005) and is a repeatable systematic method in which encodings are made according to certain rules and expressions are summarized with categories (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2020). The interview forms of each participant were examined in detail, the data were analysed one by one and divided into determined themes, categories and codes. Thus, the information obtained was analysed deeply, and the data were explained and interpreted in the tables by taking the frequencies (f) into account. In addition, giving direct coverage to the opinions of teacher candidates participating in the research, comprehensive analysis of the findings, the credibility of research questions, answers and results (Streubert and Carpenter, 2011) are important for the reliability of the research. Moreover, questioning whether the findings reflect the truth during the data analysis process, auditing and confirming them through the participants supports the validity of the research (Yıldırım & Şimşek, 2018). Conducting content analysis is a scientific approach that aims to provide scientific information by allowing systematic and objective/impartial examination of written materials (Holsti 1969; Tavşancıl & Aslan, 2001). In order to ensure the consistency of the research, all types of operations performed from the beginning to the end of the study were explained in detail, and so as to ensure consistency between coders, errors detected were corrected by obtaining expert opinions from three academicians during the analysis of the data. Finally, to ensure internal validity and reliability, the results obtained from the participants were coded by three expert academicians. As a result, Miles and Huberman's (1994) reliability consistence between encoders was calculated as 89%. According to Miles, Huberman and Saldana (2014), it is stated that the coders should be in the range of 85% to 90%.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Nevşehir Hacı Bektaş Veli University Scientific Research and Publication Ethics Committee

Date of ethical review decision= 30.11.2022

Ethics assessment document issue number= 2100146913

Findings

In this part of the research, the findings obtained for the research questions were examined in the order and explained in tables.

1. Findings on Students' Observations about School in Post Covid-19 Pandemic

All of the participants shared their observations about school after switching to face-to-face education again. It has been found that they have both positive and negative observations about the measures taken at the university and its environment. The results are given in Table 2.

Table 2. Findings on students' observations about school in post Covid-19 pandemic

Theme	Category	Code	f
Positive	Pandemic Measures Taken at University	P5., P7., P12., P16. The measures taken are gratifying	4
		P1., P15., P17., P20., P24., P26., P28., P29., P30. Care is being taken against the virus and precautions are being followed.	9
		P2., P7., P15., P24., P26., P28. Classes are divided into groups to prevent crowdedness	6
		P2., P7. There is a disinfectant for use in different parts of the building	2
		P1. Those who do not follow the rules are warned	1
		P2., P26. Fever is measured at the entrance to the school	2
	Return to Face-to-Face Education	P5., P13., P18., P24., P31. I realized that I miss school.	5
		P5., P6., P9., P20., P23., P24. The value and importance of face-to-face education was understood	6
		P23., P27., P31. It's nice to be able to communicate with friends face to face again	3
		P12., P17., P27., P30. The school environment is nice, the people are respectful, understanding, and helpful	4
Negative	Failure to Comply with Pandemic Measures at University	P4., P9., P11., P15., P21., P25., P26. The environment is crowded (library, dining hall, canteen)	7
		P3., P10., P21., P25., P26. Social distancing is not observed	5
		P1., P2., P3., P8., P9., P10., P11., P13., P21., P25. The mask is not worn	10
		P2., P10., P19., P21., P28. Areas of use (floors, toilets, etc.) are not clean enough	5
		P2. Everyone swipes cards in the same place	1
		P9., P11. Vaccination is not given importance	2
	The Impact of the Pandemic on Social Relations	P11., P16. Even if they have symptoms, students do not take tests to avoid being quarantined	2
		P13., P21., P24., P30. People treat each other coldly and distantly	4
		P13., P19. Because the mask hides facial expressions, it becomes difficult to communicate healthily	2
		P6., P14., P21., P24. It has been difficult to get used to face-to-face education and communication again	4
The Impact of the Pandemic on Classes	P19., P28. The lessons in pandemic conditions cannot be processed efficiently enough	2	
	P13., P28. It is very difficult to process lessons for hours with a mask	2	
	P15. Integrity cannot be achieved between the two classes because the classes are divided	1	
The Impact of Pandemic on Daily Life	P3., P24., P26. Half of the classes continue online	3	
	P21., P22. The measures taken make life difficult	2	
	P12. The lack of social events due to measures makes life more boring	1	
		P8., P10. Repairs to be made during the non-educational period at the building have started after students arrived	2

When Table 2 was examined, the observations of the participants about school were divided into 2 themes: positive and negative. Positive opinions were collected in 2 categories. According to the data obtained from the findings, it was understood that the participants were satisfied with having returned to face-to-face education again, eliminating school longing and respectful school environment. In the meantime, it seems that they are also satisfied with the pandemic measures taken at the school. In this context, they are satisfied with the students' careful attitude towards the coronavirus, the processing of lessons by dividing to prevent overcrowding in classrooms, and the measurement of fever at school entrance. Negative opinions were collected in 4 categories. These are: the effect of the pandemic on the measures taken at school, the effect on social relations, the effect on lessons and the effect on daily life. Some participants believe that the measures taken at school are not sufficient, mask, distance and hygiene rules are not followed. Another finding is that even after the pandemic, people have cold and distant behaviors towards each other. In addition to this, some participants stated that the courses could not be processed efficiently enough, some courses were conducted online, and they could not get enough benefit from the training provided. Due to the concerns felt after the pandemic, not performing activities for precautionary purposes also negatively affects daily life. The direct statements of the participants about their observations in their school after Covid-19 pandemic process are as follows:

“There are constant signs of illness at school. But there are no test cases or controls. The reason most people do not get tested is because they do not want to be quarantined. There is no vaccine control situation at the school. In addition, the situation of wearing a mask at school is very neglected. There is serious accumulation in the library and dining halls. In this case, it is impossible not to capture the corona in these environments, which are both stuffy and crowded.” (Participant 11). “With the opening of the schools, I started going to school two days a week, and in the observations, I made during this process, I saw that most people had difficulty adapting to the school and classroom environment. As a result of being away from formal education for a long time, it has caused problems such as inability to express oneself, especially in students, and not focusing on the lesson for a long time.” (Participant 14). “I have noticed that the number of students is less. Compared to the first year I came, the student density in the building is less. I also observed that the majority of students at school follow the mask rule.” (Participant 30).

2. Findings on Students' Observations About House, Lodging or Dormitory They Stayed in Post Covid-19 Pandemic

The participants who stayed in lodgings or dormitories shared their observations. It was determined that the students who stayed at home did not express an opinion. It can be said that the opinions of the participants who stayed in the lodgings were generally positive, while those who stayed in the dormitories were generally negative. The findings of the participants' observations about house, lodging or dormitory are given in Table 3.

Table 3. Findings on students' observations about house, lodging or dormitory they stayed in post Covid-19 pandemic

Theme	Category	Code	f	
Positive	Pandemic Measures Taken in the Dormitory	P12. The measures taken are gratifying	1	
		P12. The rooms are cleaned 2-3 times a week	1	
		P27. Dormitory services are sufficient	1	
		P4., P12. The Internet quota and speed are sufficient	2	
		P16. Those who do not wear masks in the dormitory are warned	1	
	Dormitory Environment	P12., P17. The dormitory environment is good, the people are respectful, understanding and helpful	2	
		P27. It's nice to be back in dormitory after locked in the houses	1	
	Lodgings	P7., P10., P25. I am comfortable in the apartment; the services are enough	3	
	Negative	Failure to Comply with Pandemic Measures in Dormitory	P1., P2., P3., P8., P9., P10., P11., P20., P22., P24. The queues in the dining halls are very long and crowded	10
			P9., P10., P11. The rooms are crowded	3
P2., P10., P15., P19., P21., P26. The rooms are not cleaned enough.			6	
P2., P18., P19., P22., P24. There is a cleaning problem in the dormitory.			5	
P.21 The situation in the dormitory is worse than before.			1	
P9., P11. There is no HES code and test requirement in dormitories			2	
P1. Staying too much in closed environments			1	
P2., P9., P11. It is unhygienic for everyone to be fingerprinted at the same point at the entrance to the dormitory			3	
P2., P15., P22. Cutlery is not cleaned enough			3	
P2. Bread is given without bags as done before			1	
Problems in Dormitory		P2. Old linens continue to be used	1	
		P2., P17., P18., P20., P21., P22., P31. Students do not comply with the measures	7	
		P1., P2., P3., P8., P11., P15., P20., P21., P22., P24., P28., P31. The mask is not worn	12	
		P2., P3., P8., P10., P21., P22., P31. Social distancing is not observed	7	
		P1., P2., P21., P22., P26. More than four people get on the elevator	5	
		P9., P19., P24., P30. Because the food is bad, we can't eat enough, which makes us vulnerable to the virus	4	
		P16., P19., P24., P26., P30. Food prices are high.	5	
		P3., P8., P10., P26., P30. Internet is not enough in the dormitory for online classes.	5	
		P9., P11. It is depressing that an ambulance comes to the dormitory 2-3 times every day.	2	
		P2., P10. Repairs to be made during the non-educational period started to be made when the student arrived	2	
Problems in Lodging	P6. Lodging fees are high	1		

When Table 3 was examined, the participants who stayed in the lodgings or dormitories shared their observations. It was determined that the students who stayed at home did not express an opinion. It can be said that the opinions of the participants who stayed in the lodgings were generally positive, while those who stayed in the dormitories were generally negative. In this context, the observations of the participants about the house, lodging or dormitory are given in 2 themes: positive and negative. Positive opinions were collected in 3 categories. It was understood that some participants considered the pandemic measures taken in the dormitory adequate and appropriate, they liked their dormitories and were happy to stay there. Negative opinions were collected in 3 categories. Some participants did not find the pandemic measures taken in the dormitory sufficient and thought that students did not comply with these measures adequately. Another finding is that some participants stated that they were

bothered by different kinds of problems in the dormitory, that the services of the lodgings were adequate and that the fees were expensive. The direct statements of the participants about their observations in house, lodging or dormitory where they resided after Covid-19 pandemic are as follows:

“During this process, I noticed that although cleaning, distance, and masks should be paid more attention, especially in places like dormitories, most people do not wear masks. Especially during the mealtime in the dormitory, I noticed that a lot of people were waiting in line to form a queue. There was not so much intensity before. At the same time, I have seen that no one cares about the crowd when getting on elevators. Even if it is very crowded, they try to get into it. The dangers of having everyone finger-pointing at the same place in and out of dormitories and refectory have not been considered. As in the past, bread is given in the refectory without bags. While cutlery should be washed well in the refectory, sometimes used forks are given only by hand through water in cases there are not enough forks. During the time the schools were closed, no deficiencies were corrected in the dormitory. The washing machines that used to be broken are still broken, the places that need to be repaired are still not repaired. In addition, when we came to the dormitory, they had to give us new linens, but the linens that had been used before was given after washed. Even in the past, a new linen with its package was always given every year. In short, there has been no good change in the dormitory in any way, and measures have not been tried to be taken.” (Participant 2). “I'm staying in the dorm. I have troubles from time to time. This is about food and cleaning the room. The taste of the dishes can be better, and the prices can be reduced. Food is provided with money, yes, but this amount can be increased. I think the importance that should be given to cleaning the dormitories due to the pandemic is not enough.” (Participant 19). “Everyone in the room is very respectful to each other, there is no one doing distractions while studying or dealing with something. Everyone uses the common area very well and carefully. This allows everyone to wake up cheerful and start a good day instead of seeing glum faces when we wake up. I do not see as many big problems in dorm as everyone says. Our room is cleaned 2 times a week, and if it is not enough, we also do a little cleaning. The Internet speed is enough in most parts of the dorm, it never affects someone who takes an online class, because the Internet connection is good in the study rooms. There is a great improvement in the food of the dormitory compared to the first week. And I want to add this: It is very difficult to please everyone where 700-800 people stay.” (Participant 12).

3. Findings on Students' Observations about Their Family in Post Covid-19 Pandemic

The findings regarding the observations of the participants about their family are given in Table 4.

Table 4. Findings on students' observations about their family in post Covid-19 pandemic

Theme	Category	Code	f
Positive	Satisfaction with the return to face-to-face education	P5., P6., P7., P13., P18., P30., P31. The family is pleased that face-to-face education has begun	7
		P5., P13. The problems between siblings got better when they left the house	2
	Compliance with pandemic measures	P12., P14., P15., P29. Family members are wary of the risk of infection	4
	No change	P2., P23. No differences were observed in the family	2
Negative	Concern about the risk of infection	P3., P7., P8., P10., P15., P19., P20., P21., P22., P24., P25., P26., P27., P28., P30., P31. The family is worried about the risk of infections	16
		P9., P11. No face-to-face meeting with the family because of the concern that the virus can be transferred from school to the family	2
	The costs of face-to-face education	P3. It upsets the family that only half of the lessons are face-to-face, and it costs so much	1
		P19. Family is struggling because face-to-face education is more expensive	1
The difficulty of separating from their child	P7., P10., P15. Leaving home after 2 years was difficult for the family and the student	3	

When Table 4 was examined, the observations of the participants about the families were divided into 2 themes: positive and negative. Positive opinions were collected in 3 categories. Participants generally stated that their families were satisfied with the return to face-to-face education, that family members acted carefully against the risk of transmission, and there was no difference in their family's behaviours before and after the pandemic. Negative opinions were collected in 3 categories. Some participants stated that families were concerned about the risk of transmission and that they were concerned about the risk of their children being infected at university, in the dormitory or in other social areas. Another finding is that the participants stated that with face-to-face education, costs increased and families were experiencing economic difficulties. The direct statements of the participants about their observations in their families after Covid-19 pandemic process are as follows:

"My parents are more curious about me than before the pandemic, and I am always on their minds. We talk twice a day and they usually want to know about my health status. My family is very worried about situations such as disease infection and quarantine here." (Participant 21). "For about two years, being with my siblings constantly at home was becoming very tiring, especially for my mother. She did not have time for herself. I can say that with the start of school, my parents pulled an 'oh'" (Participant 18). "My parents are happy that I'm back at school, just like me. Because as much as the place of the family is separate and special, I think that psychologically we are all a little more relaxed." (Participant 6). "Mom and dad are happy that the school has begun. It was a little boring for them that we were with them all the time. While I was constantly fighting with my siblings at home, our relationship got better since the schools started. Being together constantly was causing controversy. Our social activities had come to a standstill. With coming back to the schools, we returned to our social life." (Participant 13).

4. Findings on Students' Observations about Their Friends in Post Covid-19 Pandemic

It was observed that most of the participants expressed both positive and negative opinions at the same time. The results of the participants' observations about their friends are given in Table 5.

Table 5. Findings on students' observations about their friends in post Covid-19 pandemic

Theme	Category	Code	f
Positive	Compliance with pandemic measures	P1., P25. In general, they follow the pandemic rules	2
		P2., P25. They are more sensitive about hygiene than before	2
		P29. They don't touch things; they clean their hands immediately when they touch	1
	Returning to face-to-face education	P5., P23., P24., P26. Face-to-face communication is better than online communication	4
		P6., P7., P18., P20., P24., P26., P30. They are pleased to have returned to face-to-face education	7
	Coming together with friends	P5., P8., P17., P18., P20., P25. It's nice to get friends back and socialize	6
P5., P6. It was easy to reconnect with friends after distance learning		2	
Negative	Failure to comply with pandemic measures	P15., P29. They act imprudently and fearlessly	2
		P3., P9., P11., P15., P29. They do not wear masks	5
		P9., P11., P15. They do not adhere to social distancing	3
		P15., P25., P29., P30. Socialization effort gets in the way of measures	4
	Effects of the Pandemic	P7. Precautions are forgotten because of the closeness between friends	1
		P3., P6., P13., P14., P24. They are nervous about the risk of infection	5
		P10., P13., P15. They are stagnant due to the pandemic, their vital energy has been extinguished	3
Effects of the Pandemic	P6., P20. We miss having fun	2	
	P11., P15. Opening schools to face-to-face education is a risk for us.	2	
	P10., P13., P21., P22., P24., P28. Due to the pandemic, people cannot behave warmly to each other	6	
	P18., P24. Communication skills are atrophied	2	
		P19. The mask prevents communication with friends	1

When Table 5 was examined, it was observed that most of the participants expressed both positive and negative opinions at the same time. In this context, the observations of the participants about their friends were divided into 2 themes: positive and negative. Positive opinions were collected in 3 categories. Some participants stated that their friends generally complied with pandemic measures and were more sensitive about hygiene and cleanliness. In addition to this, it was understood that some participants were happy to have returned to face-to-face education, to be with friends and to socialize. Negative opinions, on the other hand, were collected in 2 categories. Some participants stated that their friends acted imprudently and fearlessly, did not wear masks, did not adhere to social distancing, were nervous about the risk of transmission of their friends. Another finding is that some participants thought that the life energies of friends were extinguished, the intimacy between friends was reduced, communication skills were atrophied, and the mask prevented communication. The direct statements of the participants about their observations in friends after Covid-19 pandemic are as follows:

"Getting together with our friends after a long time seems to have made everyone happy. I realized that we really miss traveling and having fun together. We are trying to spend these days as fully as possible."

(Participant 20). "Since we used to communicate with our friends digitally before, we were only getting information against the other person with a half-recognition, which we can call some prejudice or hunch. What we think about some of our friends were right, but most of them have turned out to be different. It was a cohesive environment faster than I expected, and I think it will be even better in the future." (Participant 5). "People have become stagnant, as if their life energy has been extinguished. When I observe the friends in my class, I see a little concern on their faces. We have a concern because of the distance education process we have left in the past. There is a candid sincerity towards each other, but unfortunately, we cannot show it. The act of hugging or shaking hands was compulsorily abandoned." (Participant 10).

5. Findings on Students' Observations about Their Environment in Post Covid-19 Pandemic

It was found that the opinions of the participants about their environment were generally negative, and some participants had both positive and negative opinions at the same time. The findings of the participants' observations about their environment are given in Table 6.

Table 6. Findings on students' observations about their environment in post Covid-19 pandemic

Theme	Category	Code	f
Positive	Compliance with Pandemic Measures	P1., P6. In general, the pandemic rules are followed	2
		P17., P30. The environment is cleaner	2
	Satisfaction with the partial abolishing of measures	P6. The streets are full, people are chirping	1
		P6. Shopkeepers are happier now	1
No change	P5., P6. I did not observe any noticeable change in my surroundings	2	
Negative	Failure to comply with pandemic measures	P9., P11., P15., P21., P31. They act imprudently and fearlessly	5
		P2., P3., P8., P21., P28. People are not wearing masks	5
		P2., P13., P21., P28. They do not obey social distancing	4
		P3., P13., P21., P25., P28. There is a comfort of being vaccinated	5
		P13. There are some people who resist not to be vaccinated	1
	Psychological effects of the pandemic	P6., P13., P31. People are tired of the pandemic	3
		P7., P11., P20., P22., P24., P25., P31. People are nervous and unhappy	7
		P7., P21., P22. People treat each other more coldly now	3
	Social effects of the pandemic	P12., P21. Individualization increased	2
		P7. Behind the masks, people's faces cannot be seen	1
		P10., P23., P26. Roads and sidewalks that need to be done on time are being made, construction is disturbing	3
		P14. After staying at homes for a long time, it is difficult for people who are used to indiscipline to return to social life	1
	Economic effects of the pandemic	P7., P10., P15., P20., P22. There is indifference, no matter what will happen	5
P15., P25. Shopkeepers are trying to take their losses revenge during the pandemic period from the students		2	
		P4., P25. Life is more expensive now	2

When Table 6 was examined, the observations of the participants about their environment were divided into 2 themes: positive and negative. Positive opinions were collected in 2 categories. Some participants stated that the people around them complied with the pandemic measures, the environment was cleaner than before, they were happy that the streets were full of people and the shopkeepers were able to earn money again. On the other hand, there are participants who indicate that

there is no change in their surroundings. Negative opinions were collected in 4 categories. Some of the participants stated that the people acted imprudently and casually, the people did not wear masks, they did not obey social distancing, it was wrong to repair things when students arrived. Some participants stated that it was a comfort to be vaccinated in people, while some people resisted not to be vaccinated. In addition, some participants thought that the pandemic had psychological effects, people were tired of the pandemic, they were nervous and unhappy, people treated each other more coldly, and individualization increased. Another finding is that some participants were negatively affected by the social effects of the pandemic, and people had difficulty getting used to life again after staying at homes for a long time. Some participants, on the other hand, stated that some tradesmen were trying to take the losses of Covid-19 pandemic revenge from the students and life was more expensive than before. The direct statements of the participants about their observations in the environment after Covid-19 pandemic are as follows:

“When I look around, people are generally on their own. In this situation, in fact, people have become afraid of each other. When I came in the first year, I met more friendly people. Everyone was smiling at each other, saying “hello.” Now, we can no longer see them through the masks either.” (Participant 7). “When I observe my environment, many people say that the starting of schools has caused the problem of indiscipline in students to arise. They express that most of the negative behaviours of the students who are closed in the houses for a long time, which are ignored in this process, reflect negatively on the school. It seems that it will take a long time for students who have been provided with everything they want in the home environment and who do not feel responsible for it to adapt to the school environment again.” (Participant 14). “During this period, when people should pay more attention to cleanliness, they do not even wear masks, relying on the vaccine. I am afraid that this will lead to very big problems in the future. I do not want to go back to the house again. I want to continue my schooling face to face.” (Participant 21).

Discussion and Conclusion

According to the results obtained from the findings of the research, it can be said that during the normalization process, students' observations about school after Covid-19 pandemic were partially positive and mostly negative. Similar to the results of the research, students evaluated both positive and negative changes in school after returning to face-to-face education (Demir Öztürk, et al., 2020), research highlighting the positive and negative aspects of university students (Han and Demirbilek, 2021), school principals and teachers (Han, Demirbilek, and Demirtaş, 2021) in the distance-education process during the Covid-19 pandemic has been identified. As a result of the research, when looking at the positive situations related to the school, students are satisfied with the measures taken at school, that students behave carefully and comply with the measures, and that the hours of classes are divided and taken to classes as groups. Prospective teachers consider it positive to have fulfilled their aspirations for school by returning to face-to-face education and to perform in a respectful way of dealing with an orderly and regularly understanding of the school environment. It has been stated that the longings of students to school have increased (Karaboğa and Güloğlu, 2022) and the number of students should be reduced (Korkut and Memişoğlu, 2021; Özdoğan and Berkant, 2020; Toptaş and Öztop, 2021) in a way that supports the research results. Regardless of the research results, when we look at the research that emphasizes the positive aspects of the distance education process also provides flexibility related to space, time and transportation (Almaghaslah and Alsayari, 2020; Alanoğlu and

Doğan Atalan, 2021; Özdoğan and Berkant, 2020; Purwanto, Asbari, Fahlevi, Mufid, Agistiawati, Cahyono, and Suryani, 2020) have been identified.

Looking at the negative situations related to school after the Covid-19 pandemic, university students stated that Covid-19 pandemic precautions were not followed, masks were not worn, crowded environments and areas such as shared toilets were not cleaned adequately. Again, from the statements of the students, it is understood that human relations have weakened during this coronavirus process, they treat each other coldly, people are negatively affected in a social sense because there is almost no communication. It is observed that there are many studies in the literature that coincide with the research finding. Kara, and Bozkurt (2021) drew attention to the fact that the mask, distance and cleaning rules were not followed in schools during the Covid-19 pandemic, and cleaning and hygiene problems were experienced. Yolcu (2020), on the other hand, found that there was a lack of social interaction and difficulties in communication. According to the research conducted by Zhang, Wang, Yang, and Wang (2020), it was found that job motivation has decreased. It is understood that teachers feel inadequate due to lack of knowledge, difficulties in reaching students (Kaden, 2020), students are psychologically negatively affected and have difficulty focusing on the lesson (Wang, Cheng, Yue, & McAleer, 2020). Although there are advantages of distance education applied, it has been shown that face-to-face education is more efficient (Adnan & Anwar, 2020; Bozkurt & Aktaş, 2022; Çiçek et. al., 2020; Kedraka & Kaltsidis, 2020). As a result, it is consistent with other research findings that the Covid-19 pandemic has a negative impact on classes, and students understand the value of face-to-face education at school. After the Covid-19 pandemic, it can be said that not enough efficiency can be obtained from the lessons because the lessons are taught with a mask for hours, half of the lessons continue online remotely, and the continuation of repairs at school negatively affects the lessons.

The findings obtained from the observations of the students about the dormitory where they are residing after the Covid-19 pandemic are mostly negative. Students staying in dormitories are not satisfied with the situations they are living in. They stated that pandemic precautions were not followed in the dormitory, masks were not worn and social distancing was not observed. It is also understood that the food queues are long and crowded, they cannot eat enough due to the bad food, their dorm rooms are crowded, the rooms are not cleaned enough, they have problems with the Internet, more people than the specified number of people get on the elevator, and repairs that need to be made have not been made in advance. When the literature was examined, there were no research results related to the situations experienced in dormitories and lodgings after Covid-19. However, similar to the research results, it has been found that there are limited Internet access opportunities and data support problems in the Covid-19 process (Dutta & Smita, 2020; Er Türküresin, 2020; Kürtüncü & Kurt, 2020; Wang et al., 2020; Arıkan & Aytekin, 2022). It may be that students who stay at home do not express opinions, do not have any problems related to the Covid-19 pandemic, or do not want to provide information about the home environment. It is understood that the students staying in the lodging are satisfied with their situation and find the apartment prices expensive. When the literature was examined, Turgut's (2022) research was found in parallel with the research finding. In this study, it was found that students who returned home within the scope of health measures during the Covid-19 pandemic usually did not like food in the dormitory environment and had to consume a lot of packaged food, and as a result, their health deteriorated. It has also been determined that they returned home to avoid paying the rent of the dormitory, apartment or house. As a result, it is observed that students staying in crowded environments such as dormitories have difficulty complying with the pandemic rules. It is understood

that students staying in dormitories after the Covid-19 pandemic face much more problems than students staying in lodgings. It can be said that the lodging and home environment is more comfortable and reliable compared to dormitories.

It is observed that the students' observations about the family after Covid-19 pandemic were partly positive and mostly negative. Some students are satisfied with the fact that their families pay attention to the risk of infections and their families are happy that they have returned to face-to-face education. Similar to the research results of Talidong and Toquero (2020), family support generates positive emotions on teachers and students. In this sense, families provide all kinds of support to their children. Erbaş (2021) and Özyürek and Çetinkaya (2021) found out that the return of students to school after the pandemic made families happy despite all the concerns. As a result, after the Covid-19 pandemic, it seems that students are satisfied with the compliance and support of families with the measures taken.

From the statements of students who mostly expressed negative opinions in their observations about the students' family after the Covid-19 pandemic, it is understood that families are worried about the risk of transmitting the Covid-19 virus to their children at home and at school and are dissatisfied with the face-to-face education because of costs. Considering that the effects of the Covid-19 pandemic have not fully passed, it is normal for families to be concerned about transmitting the virus to their children. It is observed that there are many studies in the literature that reveal the direct or indirect relationship of the research finding. Karataş (2020) found that the feelings of family members are more important in the Covid-19 pandemic. Turgut (2022), on the other hand, found that university students are worried about infecting their families with diseases. Another result of the research is that families are worried because face-to-face education is expensive. Arıkan and AYTEKİN (2022) found in their research that people are afraid of losing their jobs during the Covid-19 pandemic. When the literature was examined in the context of the research results, Arıkan and AYTEKİN (2022) found that people are afraid of losing their jobs during the Covid-19 pandemic. For this reason, people are nervous when coming to and going to work and experience some economic concerns. This situation negatively affects people in society from social, educational and economic points of view (ÇAKIN, KÜLEKÇİ, & AKYAVUZ, 2020). In another study, it is also observed that the functionality of the family and the child decreases with the poor families facing problems such as access to health services and distance from the social environment during the pandemic (CIBİR, 2022). In addition, it has been determined that individuals with low socioeconomic levels experience more conflicts than individuals with medium socioeconomic levels (KAYAK, UĞURLU, & ÇETINKAYA BÜYÜKBODUR, 2022). This may have made the life of children of low-income families, in particular, even more difficult due to pandemic conditions (CHABBOTT & SINCLAIR, 2020; KADEN, 2020; LANCKER & PAROLIN, 2020; MASONBRINK & HURLEY, 2020).

Students' observations about their friends after Covid-19 pandemic are both positive and negative. When the literature is examined, it shows similarities with the researches that reveal the positive or negative aspects related to the psychological and social effects of the pandemic (İNCE & YILMAZ, 2021; KOCA & TUTAL, 2021). Among the positive opinions, students are satisfied with the presence of friends who follow the pandemic rules, pay attention to hygiene as well as having switched from online education to face-to-face education, reuniting with friends and socializing. Other researches related to the research result were examined. In this context, Koca and Tural (2021) in the Covid-19 process, while it is considered positive that people can access socializing areas in multiple virtual

environments on online platforms, the lack of social interaction can also be considered a negative situation due to the fact that a person is a social being. İnce, and Yılmaz (2021), on the other hand, along with physical and social isolation, it is quite natural for people to show behavior aimed at protecting themselves from the epidemic by not shaking hands, hugging or making face-to-face meetings. This result coincides with the research result.

Among the negative opinions about friends are that their friends behave fearlessly and imprudently, do not conform to social distance and are in an effort to socialize. Students are uncomfortable with these situations. When the research in the literature is examined, it supports the research results. Restricted movement and peer interaction, difficult social distance measures cause the teaching activities of the courses to decrease (Küçükakın, Göloğlu Demir, & Gökmenoğlu, 2022). In another finding, it was found that students experience psychological anxiety in order to protect themselves during the pandemic (Cao, Fang, Hou, Han, Xu, Dong, and Zheng, 2020), and the pandemic process significantly affects the students' circle of friends (Cantekin & Arpacı, 2020). As a result, it is understood that the Covid-19 pandemic precautions are largely not followed between friends, they are nervous about the risk of transmission even through contact with friends and they cannot show intimacy to each other.

Students mostly expressed negative opinions in their observations about the environment after Covid-19 pandemic. They think that people are tired of the pandemic, they treat each other coldly, they are nervous and unhappy, and individualization has increased. The results of the research conducted also support the results of the research. The transition to distance education causes anxiety in teachers (Talidong and Toquero, 2020), they are worried about the future of the teaching profession (Kaden, 2020; Alves, Lopes, and Precioso, 2021), and teachers working in schools where job security is low have high levels of anxiety, stress and depression during the pandemic (Aruta et al., 2022) has been determined. Many universities around the world have switched to emergency distance education through online platforms during the Covid-19 pandemic. This has caused more anxiety among university students (Sundarasan, Chinna, Kamaludin, Nurunnabi, Baloch, Khoshaim, Hossain, & Sukayt, 2020). In his research, Demir et al. (2022) determined that the negative behaviors of the students caused by the increase in Internet games and social media usage in the distance education process continue in the face-to-face education process, they experience difficulties in complying with school and classroom rules, communication.

As a result, with the decrement of interaction between people and the increase of individualization in the Covid-19 pandemic, it can be said that it brings with it some negative psychological and social consequences. From the observations of university students, it is understood that those who are vaccinated behave comfortably, and other people are uncomfortable with this situation. It has been determined that social communication difficulties are experienced because people's faces are not visible due to masks, and signs of indiscipline are seen in people due to staying at home for a long time. Similar to the results of the research, İnce and Yılmaz (2021) stated that wearing a mask in a pandemic negatively affects the interaction because it covers the face and prevents the appearance of gestures and facial expressions. In studies (Kılıç, 2020; Yurtsever, 2020; Küçükakın, Göloğlu Demir, and Gökmenoğlu, 2022) stated that interaction opportunities decreased during the transition to distance education during the pandemic and almost ended social interaction. In addition, it can be said from the research results that teachers' motivation decreases, and their anxiety increases

with the use of digital tools. As a result, after the Covid-19 pandemic, university students stated that the effects of the pandemic have generally left negative effects, life has become expensive, and people's economic concerns have increased. On the other hand, it can be said that shopkeepers are trying to eliminate their economic losses and are happy to have people around.

Recommendations

Based on the results of the research, the following recommendations can be made:

Measures aimed at post-Covid-19 pandemic can be taken, supervised and controlled in universities and dormitories. It is recommended to pay attention to the seating arrangement in closed environments such as classrooms for the Covid-19 pandemic at universities, and teachers and students should be sensitive about this issue.

It is necessary to warn those who do not comply with masks, social distancing and hygiene in dormitories and lodgings, and to apply the necessary sanctions to those who do not comply. It is expected that measures will be taken in the dining hall to prevent queues from forming during the meal of students and to ensure social distancing. It is recommended to pay attention to the high level of cleanliness of the rooms in the dormitories and to constantly ventilate them. It is necessary to solve the Internet problem in dormitories and to implement applications that will overcome the problem of socialization in online courses conducted through distance education.

The necessary supports may be provided to bring university students deprived of social life during the Covid-19 pandemic into social life during the normalization process. Considering that life has become expensive during the Covid-19 pandemic, when the economy has been negatively affected, supporting students and the entire community in an economic sense will contribute to people's relief. Anxious people who are tired of the Covid-19 pandemic may be provided with the social, affective, psychological and economic supports necessary for them to be happy.

References

- Adnan, M., & Anwar, K. (2020). Online learning amid the COVID-19 pandemic: Students' perspectives. *Online Submission*, 2(1), 45-51. <https://doi.org/10.33902/JPSP.2020261309>
- Aktan Acar, E., Erbaş, Y. H., & Eryaman, M. Y. (2021). An examination of preschool teachers' opinions towards the COVID-19 pandemic process. *Journal of Open Education Applications and Research (JOEAR)*, 7(4), 31-54. <https://doi.org/10.51948/auad.979726>
- Aktaş, D., Büyüktaş, B., Gülle, M., & Yıldız, M. (2020). Sports science students' attitudes towards distance education during isolation days caused by COVID-19 virus. *Sivas Cumhuriyet University Journal of Sports Sciences*, 1(1), 1-9.
- Alanoğlu, M., & Doğan Atalan, B. (2021). COVID-19 period from the perspective of the teacher: a case study on students' independent research and self-regulation skills. *Dicle University Journal of Ziya Gökalp Faculty of Education*, 39, 34-47. <http://dx.doi.org/10.14582/DUZGEF.2021.164>
- Almaghaslah, D., & Alsayari, A. (2020). The effects of the 2019 novel coronavirus disease (COVID-19) outbreak on academic staff members: A case study of a pharmacy school in Saudi Arabia. *Risk Management and Healthcare Policy*, 13, 795-802. <https://doi.org/10.2147/RMHP.S260918>
- Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of COVID-19 pandemic: Factors that explain professional well-being. *International Journal of Educational Research and Innovation*, 15, 203-217. <https://doi.org/10.46661/ijeri.5120>
- Aral, N., Findik, E., Öz, P., Karataş, B. K., Güneş, L. C., & Kadan, G. (2021). Distance education in preschool period during COVID-19 pandemic process: An experimental study. *Turkish Studies-Education*, 16(2), 1105-1124.
- Arıkan, H., & AYTEKİN, Ş. (2022). A sociological review on the impact research of the COVID-19 pandemic, *HABITUS Journal of Sociology*, (3), 177-206.
- Arslan, R., & Filiz, M. (2020). Evaluation of healthcare education students' perceptions about COVID-19 outbreak. *Cumhuriyet University Journal of Economic and Administrative Sciences*, 21(2), 1-18. <https://doi.org/10.37880/cumuiibf.745861>
- Aruta, J. J. B. R., Balingit, N. D. Z., & De Vera, A. M. F. (2022). Who are vulnerable to mental health concerns amid COVID-19 pandemic? Follow-up evidence on Philippine teachers. *Journal of Loss and Trauma*, 27(6), 585-587. <https://doi.org/10.1080/15325024.2021.1975976>
- Avcı, F., & Akdeniz, E. C. (2021). Assessment of teachers on the coronavirus (COVID-19) epidemic and problems encountered in distance learning process. *International Journal of Social Sciences and Education (USBED)*, 3(4), 117-154.
- Balcı, A. (2020). In COVID-19 special the effect of pandemics on education. *International Journal of Leadership Studies: Theory and Practice*, 3(3), 75-85.
- Bozkurt, A. (2020). Coronavirus (COVID-19) pandemic process and post-pandemic assessments of education in the world: The new normal and the new educational paradigm. *Journal of Open Education Applications and Research*, 6(3), 112-142.
- Bozkurt, B., & Aktaş, H. I. (2022). Managing the school during COVID-19 pandemic school administrators regarding phenomenon metaphorical perceptions. *Education as We Live*, 36(1), 183-197. <https://doi.org/10.33308/26674874.2022361361>
- Buluk, B., & Eşitti, B. (2020). Evaluation of distance learning by tourism undergraduate students in the process of coronavirus (COVID-19). *Journal of Awareness*, 5(3), 285-298. <https://doi.org/10.26809/joa.5.021>
- Büyükoztürk, Ş., Kılıç Çakmak, E., Akgun, Ö. E., Karadeniz, Ş., & Demirel, F. (2020). *Eğitimde bilimsel araştırma yöntemleri* [Scientific research methods in education]. Pegem Akademi.
- Can, E. (2020). Coronavirus (COVID-19) pandemic and its pedagogical reflections: Open and distance education practices in Turkey. *Journal of Open Education Applications and Research*, 6(2), 11-53.
- Cantekin, Ö. F., & Arpacı, F. (2020). COVID-19 pandemic (coronavirus) and social work. *The Journal of International Social Research*, 13(73), 1138-1145.

- Chabbott, C., & Sinclair, M. (2020). SDG 4 and the COVID-19 emergency: Textbooks, tutoring, and teachers. *Prospects, 49*(1), 51-57. <https://doi.org/10.1007/s11125-020-09485-y>
- Chmiliar, L. (2010). Multiple-case designs. In A. J. Mills, G. Eurepas, & E. Wiebe (Eds.), *Encyclopedia of case study research* (pp. 582-583). SAGE.
- Cıbrır, P. E. (2022). Poverty in the family and access to education from a social work perspective in the Covid 19 epidemic. *May 19 Journal of Social Sciences, 3*(3), 223-230. <https://doi.org/10.52835/19maysbd.1061258>
- Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. (2nd Ed.), SAGE.
- Çakın, M., & Külekçi Akyavuz, E. (2020). The COVID-19 process and its reflection on education: An analysis on teachers' opinions. *International Journal of Social Sciences and Education Research, 6*(2), 165-186.
- Çiçek, İ., Tanhan, A., & Tanrıverdi, P. (2020). COVID-19 and education. *Journal of National Education, 49*(1), 1091-1104. <https://doi.org/10.37669/milliegitim.787736>
- Çobanoğlu, N. (2020). The changing lives and our social values with the COVID-19 pandemic. *Eurasian Journal of Health Sciences, COVID-19 Special Issue*, 90-94.
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects, 49*(1), 91-96.
- Davey, L. (1990). The application of case study evaluations. *Practical Assessment Research, and Evaluation, 2*(9), 1-3. <https://doi.org/10.7275/02g8-bb93>
- Demir, E., Dağ, İ., Çelik, F., Gürsoy, H. İ., & Temur, C. (2022). Opinions of class teachers on the problems encountered in face-to-face education in primary schools during the pandemic process: A research in Karaman province. *Journal of Social, Humanities and Administrative Sciences, 8*(49), 241-254. <http://dx.doi.org/10.31589/JOSHAS.913>
- Demir Öztürk, E., Kuru, G., & Demir Yıldız, C. (2020). What do mothers think and what do children want during COVID-19 pandemic days? Perceptions of mothers and their children related to pandemic. *Eurasian Journal of Social and Economic Research (EJSER), COVID-19 Special Issue 2*, 204-220.
- Duan, L., & Zhu, G. (2020). Psychological interventions for people affected by the COVID-19 epidemic. *The Lancet, 7*(4), 300-302. [https://doi.org/10.1016/S2215-0366\(20\)30073-0](https://doi.org/10.1016/S2215-0366(20)30073-0)
- Dutta, S., & Smita, M. K. (2020). The impact of COVID-19 pandemic on tertiary education in bangladesh: Students' perspectives. *Open Journal of Social Sciences, 8*(9), 53-68. <https://doi.org/10.4236/jss.2020.89004>
- Er Türküresin, H. (2020). Examination of distance education practices conducted during the COVID-19 pandemic regarding the views of preservice teachers. *National Education, Special Issue 49*(1), 597-618.
- Erbaş, Y. H. (2021). Education during the COVID-19 Pandemic: Problems encountered in reading and writing instruction and suggested solutions. *Journal of Mother Tongue Education, 9*(2), 360-380.
- Gökmenoğlu, T., & Doğan, N. (2022). What motivates teachers to work for the society during the COVID-19 outbreak? A case of vefa social support groups. *National Education, 51*(235), 2691-2712.
- Göl-Güven, M., Şeker, V., Erbil, F., Ozgunlu, M., Alvan, G., & Uzunkök, B. (2020). *Reflections of the COVID-19 pandemic on family life in Turkey. Report-2*. Bogaziçi University.
- Han, F., & Demirbilek, N. (2021). University students' views on compulsory distance education in the times of Covid-19. *International Journal of Eurasia Social Sciences (IJOESS), 12*(44), 182-203. <http://dx.doi.org/10.35826/ijoess.2897>
- Han F., Demirbilek, N., & Demirtaş, H. (2021). Views of school administrators and teachers on distance education during the Covid-19 pandemic. *Cumhuriyet International Journal of Education, 10*(3), 1168-1193. <http://dx.doi.org/10.30703/cije.819946>
- Holsti, O. R. (1969). *Content analysis for the social sciences and humanities*. Longman Higher Education.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288. <https://doi.org/10.1177/1049732305276687>
- Huang, J. Z., Han, M. F., Luo, T. D., Ren, A. K., & Zhou, X. P. (2020). Mental health survey of 230 medical staff in a tertiary infectious disease hospital for COVID-19. *Chinese Journal of Industrial Hygiene and Occupational Diseases, 38*(3), 192-195. <https://doi.org/10.3760/cma.j.cn121094-20200219-00063>

- İnce, M., & Yılmaz, M. (2021). A research in the process of COVID-19 on the changing social interactions in Turkey. *IBAD Journal of Social Sciences*, (11), 160-186. <https://doi.org/10.21733/ibad.897332>
- Kaden, U. (2020). COVID-19 school closure-related changes to the professional life of a P-12 teacher. *Education Sciences*, 10(6), 165. <https://doi.org/10.3390/educsci10060165>
- Kara, M., & Bozkurt, B. (2021). COVID-19 pandemisi sürecinde okul yöneticiliği: Karşılaşılan sorunlar ve çıkarılan dersler [School administration during the COVID-19 pandemic: Challenges and lessons learned]. *The Journal of Turkish Educational Sciences*, 19(2), 1076-1103. <https://doi.org/10.37217/tebd.969888>
- Karaboğa, Y., & Güloğlu, M. F. (2022). The effect of the mother in the re-production of educational inequality in the pandemic. *Seven December Journal of Social Research (SDJSR)*, 1(1), 11-28.
- Kayma, D., Uğurlu, Z., & Çetinkaya Büyükbodur, A. (2022). Examination of the effect of family sense of cohesion perceived by individuals in the COVID-19 process on the status of conflict and unity in the family. *Journal of Medical Social Work*, (20), 26-49. <https://doi.org/10.46218/tshd.1192272>
- Kedra, K., & Kaltsidis, C. (2020). Effects of the COVID-19 pandemic on university pedagogy: Students' experiences and considerations. *European Journal of Education Studies*, 7(8), 17-30. <https://doi.org/10.46827/ejes.v7i8.3176>
- Kılıç, N. S. (2020). Eco-religious reactions to the COVID-19 pandemic: A study on environmental movements. *Journal of Karamanoğlu Mehmetbey University*, 3(1), 116-127.
- Koca, A., & Tural, O. (2021). The possibilities of the new public space through changing dynamics during the COVID 19. *The Turkish Online Journal of Design Art and Communication*, 11(2), 360-377.
- Korkut, Ş., & Memişoğlu, H. (2021). Distance education process according to the opinions of social studies teachers and student. *International Journal of Social Sciences Academy*, 3(7), 1639-1682. <https://doi.org/10.47994/usbad.928916>
- Küçükakın, P. M., Göloğlu Demir, C., & Gökmenoğlu, T. (2022). Turkish teachers' response to the COVID-19 crisis: Challenges and opportunities. *Education and Science*, 47(212), 83-101. <https://doi.org/10.15390/EB.2022.11328>
- Kürtüncü, M., & Kurt, A. (2020). Problems of nursing students in distance education in the COVID-19 pandemic period. *Eurasian Journal of Researches in Social and Economics (EJRSE)*, 7(5), 66-77.
- Lancker, W. V., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: A social crisis in the making. *The Lancet Public Health*, 5(5), 243-244. [https://doi.org/10.1016/S2468-2667\(20\)30084-0](https://doi.org/10.1016/S2468-2667(20)30084-0)
- Lin, C. Y. (2020). Social reaction toward the 2019 novel coronavirus (COVID-19). *Social Health and Behavior*, 3(1), 1-2.
- Livari, N., Sharma, S., & Venta Olkkonen, L. (2020). Digital transformation of everyday life-how COVID-19 pandemic transformed the basic education of the young generation and why information management research should care? *International Journal of Information Management*, 55(2020), 1-6. <https://doi.org/10.1016/j.ijinfomgt.2020.102183>
- Lu, R., Wu, X., Wan, Z., Li, Y., Zuo, L., Qin, J., Jin, X., & Zhang, C. (2020). Development of a novel reverse transcription loop-mediated isothermal amplification method for rapid detection of SARS-CoV-2. *Virologica Sinica*, (35), 344-347. <https://doi.org/10.1007/s12250-020-00218-1>
- Masonbrink, A. R., & Hurley, E. (2020). Advocating for children during the COVID-19 school closures. *Pediatrics*, 146(3), 1- 3. <https://doi.org/10.1542/peds.2020-1440>
- Metin, M., Gürbey, P., & Çevik, A. (2021). Teacher opinions on distance education in the COVID-19 pandemic process. *Maarif Schools International Journal of Educational Sciences*, 5(1), 66-89. <https://doi.org/10.46762/mamulebd.881284>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd Ed.). SAGE.
- Özdoğan, A. Ç., & Berkant, H. G. (2020). The examination of stakeholders' opinions on distance education during the COVID-19 epidemic. *National Education*, 49(1), 13-43.

- Özyürek, A., & Çetinkaya, A. (2021). The examination of family and parent-child relationships during COVID-19 pandemic. *Çağ University Journal of Social Sciences, 18(1)*, 96-106.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). SAGE.
- Pressley, T. (2021). Factors contributing to teacher burnout during COVID-19. *Educational Researcher, 50(5)*, 325-327.
- Purwanto, A., Asbari, M., Fahlevi, M., Mufid, A., Agistiawati, E., Cahyono, Y., & Suryani, P. (2020). Impact of work from home (WFH) on Indonesian teachers performance during the COVID-19 pandemic: An exploratory study. *International Journal of Advanced Science and Technology, 29(5)*, 6235-6244.
- Sarışık, S., Gürel, M., Uslu, Ş., & Dönmez, E. (2022). Psychological problems experienced by teachers and ways of coping with the problems during the Covid-19 pandemic process: The teachers' views. *International Journal of Trends and Developments in Education, 2(1)*, 1-13.
- Saygi, H. (2021). Problems encountered by classroom teachers in the COVID 19 pandemic distance education process. *Journal of Open Education Applications and Research, 7(2)*, 109-129.
- Stake, R. E. (1995). *The art of case study research*. SAGE.
- Streubert, H. J., & Carpenter, D. R. (2011). *Qualitative research in nursing*. (5th Ed.). Lippincott Williams & Wilkins.
- Sundarasan, S., Chinna, K., Kamaludin, K., Nurunnabi, M., Baloch, G. M., Khoshaim, H. B., Hossain, S. F. A., & Sukayt, A. (2020). Psychological impact of COVID-19 and lockdown among university students in Malaysia: implications and policy recommendations. *International Journal of Environmental Research and Public Health, 17(17)*, 1-13. <https://doi.org/10.3390/ijerph17176206>
- Şimşek, H. (2009). Methodical problem in the researches of educational history. *Ankara University, Journal of Faculty of Educational Sciences, 42(1)*, 33-51.
- Ramos-Morcillo A. J., Leal-Costa, C., Moral-Garcia, J. E., & Ruzafa-Martinez, M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. *International Journal of Environmental Research and Public Health, 17(15)*, 5519. <https://doi.org/10.3390/ijerph17155519>
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma, 25(6-7)*, 573-579. <https://doi.org/10.1080/15325024.2020.1759225>
- Tarkar, P. (2020). Impact of COVID-19 pandemic on education system. *International Journal of Advanced Science and Technology, 29(9)*, 3812-3814.
- Tavşancıl, E., & Aslan E. (2001). *Content analysis and application examples*. Epsilon.
- Toptaş, V., & Öztop, F. (2021). Primary school teachers' views on learning deficiencies in mathematics lessons in the process of distance education. *Journal of Educational Theory and Practice Research, 7(3)*, 373-391. <https://doi.org/10.38089/ekuat.2021.82>
- Turgut, A. Ş. (2022). Yeniden aile ile yaşamak: COVID-19 pandemi sürecinde eve dönen üniversite öğrencilerinin deneyimleri [Living with the family again: Experiences of university students returned home during the COVID-19 pandemic]. *International Journal of Social Work Research, 2(1)*, 29-43.
- Wang, C., Cheng, Z., Yue, X.-G., & McAleer, M. (2020). Risk management of COVID-19 by universities in China. *Journal of Risk and Financial Management, 13(2)*, 36. <http://doi.org/10.3390/jrfm13020036>
- Wong, J. M. S., & Tang, W. K. W. (2021). Online pre-service Teacher placements during COVID-19: A compromise or an opportunity? *Academia Letters, Article 3122*. <https://doi.org/10.20935/AL3122>
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in the social sciences]. Seçkin.
- Yolcu, H. H. (2020). Preservice elementary teachers' distance education experiences at the time of coronavirus (COVID-19) pandemic. *Journal of Open Education Applications and Research (JOEAR), 6(4)*, 237-250.
- Yurtbakan, E., & Akyıldız, P. (2020). Primary school teachers, primary school students and parents' views on distance education activities implemented during the COVID-19 isolation period. *Turkish Studies, 15(6)*, 949-977. <https://doi.org/10.7827/TurkishStudies.43780>

- Yurtsever, M. (2020). Short-term effects of COVID-19 pandemic on the environment. *Uludağ University Journal of Engineering Faculty*, 25(3), 1611-1636. <https://doi.org/10.17482/uumfd.781173>
- Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management*, 13(3), 55-61. <https://doi.org/10.3390/jrfm13030055>

BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

The first author contributed to the creation of the research idea, the planning of the theoretical part, the determination of the method, the collection of data, the evaluation and conclusion of the article. The second author, on the other hand, contributed to the article in writing process with literature review, data analysis, findings, conclusion and discussion.

Conflict Statement

There is no conflict of interest that the authors will declare in the research.



Genişletilmiş Türkçe Özet

<http://www.tayjournal.com>

<https://dergipark.org.tr/tr/pub/tayjournal>

Üniversite Öğrencilerinin Covid-19 Pandemi Sonrasına Yönelik Yaşadıkları Durumların İncelenmesi

Giriş

Covid-19 pandemisinin eğitim üzerine etkilerini konu alan çok sayıda yerli ve yabancı araştırmaların (Bozkurt, 2020; Daniel, 2020; Livari, Sharma ve Venta Olkkonen, 2020; Tarkar, 2020; Aktan Acar, Erbaş ve Eryaman, 2021; Pressley, 2021; Saygı, 2021; Aruta, Balingit ve De Vera, 2022; Demir, Dağ, Çelik, Gürsoy ve Temur, 2022; Gökmenoğlu ve Doğan, 2022; Sarışık, Gürel, Uslu ve Dönmez, 2022) olduğu görülmektedir. Bu araştırmaların çoğunluğu dönemselsel olarak pandeminin ilk ortaya çıktığı ve tüm dünyada yaygınlaştığı ve yüz yüze eğitime ara verildiği dönemi kapsamaktadır. Buna karşın pandemi tedbirlerinin kısmen kaldırıldığı ve yüz yüze eğitime geçildikten sonra pandeminin eğitim üzerine etkilerini araştıran bilimsel çalışmaların sayısının azaldığı söylenebilir. Ayrıca Covid-19 pandemisinin eğitim üzerine etkilerini konu alan araştırmalar ağırlıklı olarak uzaktan eğitimin etkileri üzerine yoğunlaşmıştır.

Covid-19 pandemisi nedeniyle bir buçuk sene yüz yüze eğitime ara verilmiştir. 2021-2022 eğitim ve öğretim yılının başında, tüm eğitim kademelerinde yeniden yüz yüze eğitime başlanmıştır. Covid-19 pandemi sonrasını öğrencilerin nasıl algıladığı, ailede, apartta, yurttta, okulda ve çevrede geçiş sürecini nasıl değerlendirdiği henüz bilimsel araştırmaların konusu olmadığından yeterince bilinmemektedir. Bu nedenle bu araştırma önemlidir. Araştırmada, yüz yüze eğitime dönüş kapsamında üniversite öğrencilerinin Covid-19 pandemi sonrasına yönelik yaşadıkları durumların ortaya konulması amaçlanmaktadır. Bu kapsamda üniversite öğrencilerinin Covid-19 pandemisi sonrasında, yeniden yüz yüze eğitime geçişteki yaşadıkları durumlar ortaya çıkarılmaya çalışılmıştır. Bu bağlamda araştırmada, üniversite öğrencilerinin öğrenim gördükleri okulda; ikamet ettikleri evde, yurttta, apartta; aile ortamlarında, arkadaşlarıyla ilişkilerinde ve çevrelerinde gözlemledikleri durumlar, üniversitede öğrenci olan öğretmen adaylarının görüşlerine dayalı olarak belirlenmeye çalışılmıştır.

Yöntem

Bu araştırma nitel araştırma yaklaşımlarından açıklayıcı/ tanımlayıcı durum çalışması modelinden yararlanılarak gerçekleştirilmiştir. Araştırmada, üniversitede okuyan öğretmen adaylarının Covid-19 pandemi sonrasında yüz yüze eğitime dönüş sürecini değerlendirmeleri, onların bu süreçte yaşadıkları durumları detaylıca ve bir bütün olarak ortaya koymaları amaçlanmıştır. Araştırmanın çalışma grubunu Nevşehir Hacı Bektaş Veli Üniversitesi'nde öğrenim gören gönüllü toplam 31 üniversite öğrencisi oluşturmaktadır. Araştırmanın verileri 5 adet açık uçlu sorudan oluşan yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Görüşme formundaki sorular hazırlanırken alanyazından yararlanılmış, hazırlanan görüşme soruları üç akademisyene sorulmuş ve görüşleri alınarak, soruların açık ve anlaşılır olmasına özen gösterilmiştir. Bu bağlamda görüşme formunda şu sorulara cevaplar aranmıştır: Okuldaki gözlemlerinizi nelerdir? Kaldığınız Ev, Apart veya Yurtla ilgili gözlemlerinizi nelerdir? Ailenizdeki gözlemlerinizi nelerdir? Arkadaşlarınızdaki gözlemlerinizi nelerdir? Çevrenizdeki gözlemlerinizi nelerdir?

Çalışma grubundaki katılımcılardan gelen görüşme formları yazıcıdan çıktıları alınmış, her bir görüşme formu (K1, K2, K3,....., K31) şeklinde numaralandırılarak kodlama yapılmıştır. Böylece katılımcıların gizliliğini korunmuştur. Sosyal bilimlerde ve nitel araştırmalarda sıklıkla kullanılan ve yararlanan içerik analizi tekniği kullanılmıştır (Hsieh & Shannon, 2005). İçerik analizi, belli kurallara göre kodlamaların yapıldığı ve sözcüklerin kategoriler ile özetlendiği yinelenebilir sistematik bir yöntemdir (Büyüköztürk vd., 2020). Her bir katılımcının görüşme formları detaylı olarak incelenmiş, veriler tek tek analiz edilmiş, belirlenen tema, kategori ve kodlara ayrılmıştır. Böylece elde edilen bilgiler derinlemesine analiz edilmiş ve araştırmanın bulgularında verilerin sıklık durumunu gösteren frekansları (f) da dikkate alınarak veriler tablolarda açıklanmış ve yorumlanmıştır. Veriler içerik analiziyle detaylı olarak açıklanmış; iç geçerlilik ve güvenilirliğin sağlanması için katılımcılardan elde edilen sonuçlar üç akademisyen uzman tarafından kodlanmıştır. Sonuç olarak, Miles ve Huberman'ın (1994) kodlayıcılar arası güvenilirlik uyumu .89 olarak hesaplanmıştır.

Bulgular

Öğrencilerin Covid-19 pandemisi sonrasında ilişkin okulla ilgili gözlemlerine yönelik bulgular incelendiğinde, katılımcıların okul ile ilgili gözlemleri olumlu ve olumsuz 2 tema altında toplanmıştır. Bu bağlamda olumlu görüşler 2 kategoride ele alınmıştır. Bulgulardan elde edilen verilere göre, katılımcıların yeniden yüz yüze eğitime dönmüş olmaktan, okul özlemini gidermekten ve saygılı okul ortamından memnun oldukları anlaşılmaktadır. Bununla birlikte okulda alınan pandemi tedbirlerinden de memnun oldukları görülmektedir. Bu bağlamda, öğrencilerin koronavirüse karşı dikkatli davranmalarından, sınıflarda kalabalık olmayı önlemek için bölünerek derslerin işlenmesinden ve okula girişte ateş ölçümünün yapılmasından memnundurlar. Olumsuz görüşler ise 4 kategoride ele alınmıştır. Bunlar: Pandeminin okulda alınan tedbirlere yönelik etkisi, sosyal ilişkilere yönelik etkisi, derslere yönelik etkisi ve günlük hayata yönelik etkisidir. Bazı katılımcılar, okulda alınan tedbirlerin yeterli olmadığını, maske, mesafe ve hijyen kurallarına riayet edilmediğini düşünmektedir. Bir diğer bulgu ise pandemi sonrasında bile insanların birbirine soğuk ve mesafeli davranışlarının olduğunu belirtmişlerdir. Bununla birlikte bazı katılımcılar, derslerin yeterince verimli işlenemediğini, bazı derslerin çevrimiçi uzaktan devam ettiğini ve verilen eğitimden yeterli faydayı elde edemediklerini ifade etmişlerdir. Pandemi sonrasında duyulan endişelerden kaynaklı tedbir amaçlı etkinliklerin yapılmaması da günlük hayatı olumsuz etkilemektedir.

Covid-19 pandemisi sonrasında ilişkin apart veya yurttan kalan öğrenciler gözlemlerini paylaşmışlardır. Evde kalan öğrencilerin görüş beyan etmediği belirlenmiştir. Apartlarda kalan katılımcıların görüşlerinin genelde olumlu olduğu, yurtlarda kanların ise genelde olumsuz olduğu söylenebilir. Bu bağlamda katılımcıların ev, apart veya yurt ile ilgili gözlemleri olumlu ve olumsuz görüşler altında 2 temada toplanmıştır. Olumlu görüşler 3 kategoride analiz edilmiştir. Bazı katılımcıların yurttan alınan pandemi tedbirlerini yeterli ve yerinde gördükleri, yurtlarını beğendikleri ve burada kalmaktan memnun oldukları anlaşılmaktadır. Olumsuz görüşler ise 3 kategoride analiz edilmiştir. Bazı katılımcılar, yurttan alınan pandemi tedbirlerini yeterli bulmamaktadır ve öğrencilerin bu tedbirlere yeterince uymadıklarını düşünmektedir. Bir diğer bulgu ise bazı katılımcılar yurttaki farklı tür sorunlardan rahatsız olduğunu, apartların hizmetlerinin yeterli olduğu ve ücretlerinin de pahalı olduğunu belirtmiştir.

Öğrencilerin Covid-19 pandemisi sonrasında ilişkin ailesiyle ilgili gözlemlerine yönelik bulgulara bakıldığında, katılımcıların aileler ile ilgili gözlemleri olumlu ve olumsuz görüşler şeklinde 2 temada toplanmaktadır. Bu bağlamda olumlu görüşler 3 kategoride incelenmiştir. Katılımcılar genel olarak yüz yüze eğitime dönüşten ailelerinin memnuniyet duyduğunu, aile üyelerinin bulaş riskine karşı dikkatli davrandığını, ailesinin davranışlarında pandemi öncesi ve sonrasında bir farklılık olmadığını belirtmişlerdir. Olumsuz görüşler ise 3 kategoride incelenmiştir. Bazı katılımcılar bulaş riskinden dolayı ailelerin endişe duydukları, çocuklarının okulda, yurttan veya diğer sosyal alanlarda virüs bulaş riskine karşı endişe içinde oldukları belirtilmiştir. Bir diğer bulgu ise, katılımcılar yüz yüze eğitimle birlikte masraflarının arttığını ve ailelerin ekonomik olarak zorlandıklarını ifade etmişlerdir.

Covid-19 pandemisi sonrasında ilişkin arkadaşlarıyla ilgili gözlemlerine bulgular incelendiğinde, katılımcıların çoğunun aynı anda hem olumlu hem de olumsuz görüşler beyan ettiği gözlemlenmiştir. Bu bağlamda katılımcıların arkadaşları ile ilgili gözlemleri olumlu ve olumsuz 2 tema altında toplanmıştır. Olumlu görüşler 3 kategoride ele alınmıştır. Bazı katılımcılar, arkadaşlarının genel olarak pandemi tedbirlerine uyduklarını, hijyen ve temizlik konusunda daha hassas davrandıklarını ifade etmişlerdir. Bununla birlikte bazı katılımcıların yüz yüze eğitime dönmüş olmaktan memnun oldukları, arkadaşlarıyla kavuşmuş olmaktan ve sosyalleşmekten memnun oldukları anlaşılmaktadır. Olumsuz görüşler ise, 2 kategoride ele alınmıştır. Bazı katılımcılar, arkadaşlarının tedbirsiz ve rahat hareket ettiklerini, maske takmadıklarını, sosyal mesafeye uymadıklarını, arkadaşlarının bulaş riskine karşı tedirgin olduklarını belirtmişlerdir. Bir diğer bulgu ise bazı katılımcılar arkadaşların hayat enerjilerinin sönmüş olduğunu, arkadaşlar arasındaki samimiyetin azaldığını, iletişim becerilerinin körelmiş olduğunu ve maskenin iletişimi engellediğini düşünmektedir.

Öğrencilerin Covid-19 pandemisi sonrasında ilişkin çevresiyle ilgili gözlemlerine yönelik bulgulara bakıldığında, katılımcıların çevresi ile ilgili gözlemleri olumlu ve olumsuz 2 temada toplanmıştır. Bu bağlamda olumlu görüşler 2 kategoride analiz edilmiştir. Bazı katılımcılar, çevresindeki insanların pandemi tedbirlerine uyduklarını, çevrenin eskisine göre daha temiz olduğunu, sokakların insanlarla dolu olmasından ve esnafın yeniden para kazanabildiklerinden dolayı mutlu olduklarını ifade etmişlerdir. Diğer taraftan çevresinde herhangi bir değişimin olmadığını belirten katılımcılarda vardır. Olumsuz görüşler ise 4 kategoride analiz edilmiştir. Katılımcılardan bir kısmı, çevredeki insanların tedbirsiz ve rahat hareket ettiklerini, çevredeki insanların maske takmadıklarını, sosyal mesafeye uymadıklarını, çevre düzenlemesi için öğrencilerin geldiği zamanın seçilmesinin yanlış olduğunu belirtmiştir. Bazı katılımcılar, insanlarda aşı olmanın verdiği bir rahatlık olduğunu, bazı

insanların ise aşı olmamak için direndiğini ifade etmiştir. Bununla birlikte bazı katılımcılar, pandeminin psikolojik etkilerinin olduğunu, insanların pandemiden bıkmış olduğunu, tedirgin ve mutsuz olduğunu, insanların birbirlerine daha soğuk davrandıklarını ve bireyselleşmenin arttığını düşünmektedir. Bir diğer bulgu ise, bazı katılımcıların pandeminin sosyal etkilerinden olumsuz etkilendiği, insanların uzun süre evlerde kaldıktan sonra yeniden hayata alışmakta zorlandığı anlaşılmaktadır. Bazı katılımcılar ise, Covid-19 pandemisinin kapanma dönemindeki zararlarını bazı esnafların öğrenciden çıkartmaya çalıştığını ve hayatın eskiye nazaran daha pahalı olduğunu ifade etmişlerdir.

Tartışma ve Sonuç

Araştırmanın bulgularından elde edilen sonuçlara göre, normalleşme sürecinde *öğrencilerin Covid-19 pandemi sonrasında ilişkin okulla ilgili gözlemlerinin* kısmen olumlu ve çoğunlukla da olumsuz yönde olduğu söylenebilir. *Olumlu olan* durumlara bakıldığında, öğrenciler okulda alınan tedbirlerden, öğrencilerin dikkatli davranıp tedbirlere uyduğundan ve ders saatlerinin bölünerek, sınıflara gruplar olarak alınmasından memnundurlar. Öğretmen adayları yüz yüze eğitime dönerek, okula olan özlemlerini gidermiş olmayı ve okul ortamının düzenli ve kurallı bir anlayışla saygılı yürümesini olumlu olarak görmektedir. Araştırma sonuçlarını destekler şekilde yapılan araştırmalarda da öğrencilerin okula olan özlemlerinin arttığı (Karaboğa ve Güloğlu, 2022), öğrenci sayılarının azaltılması gerektiği (Korkut ve Memişoğlu, 2021; Özdoğan ve Berkant, 2020; Toptaş ve Öztop, 2021) belirtilmiştir.

Öğrencilerin pandemi sonrası okulda yaşadıkları olumsuz durumlar ise üniversite öğrencileri, Covid-19 pandemi tedbirlerine uyulmadığını, maske takılmadığını, kalabalık ortamların olmasını ve ortak kullanılan tuvalet gibi alanların yeterince temizlenmediğini belirtmişlerdir. Yine öğrencilerin ifadelerinden bu koronavirüs sürecinde insan ilişkilerinin zayıflamış olduğu, birbirine soğuk davrandığı, iletişimin neredeyse olmadığı için insanların sosyal anlamda olumsuz etkilendikleri anlaşılmaktadır. Covid-19 pandemi sonrasında, saatlerce maskeyle ders işlendiği için derslerden yeterince verim alınmadığı, derslerin yarısının çevrimiçi uzaktan devam ettiği, okulda tamiratların devam etmesinin derslerini olumsuz etkilediği, günlük hayatın da sıkıcı ve zor bir hale geldiği tespit edilmiştir. Literatürde araştırma bulgusu ile örtüşen araştırmaların olduğu görülmektedir. Kara ve Bozkurt (2021) Covid-19 pandemisinde okullarda maske, mesafe, temizlik kuralına uyulmadığını; temizlik ve hijyen sorunlarının yaşandığını, Yolcu (2020) ise, sosyal etkileşim eksikliği ve iletişimde zorluklar yaşandığını saptamıştır. Öğretmenlerin öğrencilere ulaşmada zorluk yaşadıkları (Kaden, 2020); öğrencilerin ise derse odaklanmada zorlandıkları (Wang, Cheng, Yue ve McAleer, 2020) anlaşılmaktadır.

Öğrencilerin Covid-19 pandemi sonrasında ilişkin ikamet ettiği yurtla ilgili gözlemlerinden elde edilen bulgular çoğunlukla olumsuz yöndedir. Yurtlarda kalan öğrenciler yaşadıkları durumlardan memnun değillerdir. Yurtta pandemi tedbirlerine uyulmadığını, maske takılmadığını ve sosyal mesafeye uyulmadığını belirtmişlerdir. Ayrıca yemek kuyruklarının uzun ve kalabalık olduğu, yemeklerin kötü olmasından dolayı yeterli beslenemedikleri, yurttaki odalarının kalabalık olması, odaların yeterince temizlenmediği, internette sorun yaşadıkları, asansöre belirtilen kişi sayısından fazla kişinin bindiği ve yapılması gereken tamiratların önceden yapılmadığı anlaşılmaktadır. Evde kalan öğrencilerin görüş beyan etmemeleri, Covid-19 pandemisiyle ilgili herhangi bir sorun yaşamamalarından veya ev ortamıyla ilgili bilgi vermek istememelerinden kaynaklanıyor olabilir. Covid-19 sonrası yurt ve apartlarda yaşanan durumlarla ilgili araştırma sonuçlarına rastlanmamıştır. Apartta kalan öğrencilerin durumlarından memnun olduğu, apart fiyatlarını da pahalı buldukları anlaşılmaktadır. Bu bulgulardan hareketle özellikle yurtlar gibi kalabalık ortamlarda kalan öğrencilerin Covid-19 pandemi kurallarına

uymakta zorlandıkları, apartlarda kalan öğrencilere göre çok daha fazla sorunla karşı karşıya oldukları söylenebilir.

Öğrencilerin Covid-19 pandemi sonrasına ilişkin ailesiyle ilgili gözlemlerinin kısmen olumlu çoğunlukla da olumsuz olduğu görülmektedir. Olumlu yönde görüş bildiren öğrenciler, bulaş riskine ailelerin dikkat etmesinden ve yüz yüze eğitime dönmüş olmaktan dolayı ailelerin memnun olduğu tespit edilmiştir. Araştırma sonuçlarına benzer şekilde Talidong ve Toquero (2020) aile desteği, öğretmen ve öğrenciler üzerinde olumlu duygular oluşturmaktadır. Bu anlamda aileler çocuklarına her türlü desteği sağlamaktadırlar. Erbaş (2021) ve Özyürek ve Çetinkaya'nın (2021) çalışmalarında pandemi sonrasında öğrencilerin okula dönmelerinin tüm endişelere rağmen aileleri mutlu ettiği sonucu bulunmuştur. Öğrencilerin Covid-19 pandemi sonrasına ilişkin ailesiyle ilgili gözlemlerinde çoğunlukla olumsuz görüş bildiren öğrencilerin ifadelerinden yurttan ve okulda Covid-19 virüsünün çocuklarına bulaşma riski nedeniyle ailelerin endişelendikleri ve yüz yüze eğitimin masraflı olması nedeniyle memnun olmadıkları anlaşılmaktadır. Covid-19 pandemi etkilerinin tam olarak geçmediği düşünüldüğünde, ailelerin çocuklarına virüs bulaşma endişesi taşımaları normaldir. Literatürde araştırma bulgusun doğrudan veya dolaylı ilişkisini ortaya koyan pek çok araştırmanın olduğu görülmektedir. Karataş (2020) Covid-19 pandemisinde aile üyelerinin duygularının daha fazla önemsendiğini saptamıştır. Turgut (2022) ise, üniversite öğrencilerinin ailelerine hastalık bulaştırma endişesi taşıdıklarını tespit etmiştir.

Öğrencilerin Covid-19 pandemi sonrasına ilişkin arkadaşlarıyla ilgili gözlemleri hem olumlu hem de olumsuz yöndedir. Alanyazın incelendiğinde pandeminin psikolojik ve sosyal etkileriyle ilgili olumlu veya olumsuz yönlerini ortaya koyan araştırmalarla (İnce ve Yılmaz, 2021; Koca ve Tural, 2021) benzerlik göstermektedir. Olumlu görüşler arasında pandemi kurallarına uyan, hijyene dikkat eden arkadaşlarının varlığından, çevrimiçi eğitimden yüz yüze eğitime geçilmiş olmasından, arkadaşlarıyla yeniden kavuşmaktan ve sosyalleşmekten dolayı memnun oldukları anlaşılmaktadır. Olumsuz görüşler arasında arkadaşlarının rahat ve tedbirsiz davranmaları, sosyal mesafeye uymamaları ve sosyalleşme çabası içinde olmalarıdır. Bu durumlardan öğrenciler rahatsız olmaktadır. Ayrıca arkadaşlarıyla yaşayacağı bir temasla bile bulaş riskinin olmasından tedirgin oldukları ve birbirlerine samimiyet gösteremedikleri anlaşılmaktadır. Alan yazındaki araştırmalarda, pandemi sürecinde öğrencilerin kendini korumak amaçlı psikolojik kaygı yaşadıkları (Cao, Fang, Hou, Han, Xu, Dong ve Zheng, 2020), pandemi sürecinin öğrencilerin arkadaş çevresini önemli ölçüde etkilediği (Cantekin ve Arpacı, 2020) saptanmıştır.

Öğrencilerin Covid-19 pandemi sonrasına ilişkin çevresiyle ilgili gözlemlerinde çoğunlukla olumsuz görüş bildirdikleri belirlenmiştir. Olumsuz görüşlere bakıldığında, insanların pandemiden bıkmış oldukları, birbirine soğuk davrandıkları, tedirgin ve mutsuz oldukları, bireyselleşmenin arttığı tespit edilmiştir. Sonuç olarak Covid-19 salgınında insanlar arasındaki etkileşimin azalması ve bireyselleşmenin artmasıyla beraber, psikolojik ve sosyal anlamda bazı olumsuzlukları beraberinde getirdiği söylenebilir. Üniversite öğrencilerinin gözlemlerinden, aşı olanların rahat davrandıkları ve diğer insanların bu durumdan rahatsızlık duyduğu anlaşılmaktadır. Maskelerden dolayı insanların yüzleri görülmediğinden sosyal yönden iletişim güçlüğü yaşandığı, uzun süre evde kalmanın etkisiyle insanlarda disiplinsizlik emarelerinin görüldüğü belirlenmiştir. Ayrıca araştırma sonuçlarından dijital araçların kullanılmasıyla öğretmenlerin motivasyonunun azaldığı ve kaygılarının arttığı söylenebilir. Ayrıca Covid-19 pandemi sonrasında üniversite öğrencileri, pandemi etkilerinin genellikle olumsuz etkiler bıraktığını, hayatın pahalılaşmış olduğunu, insanların ekonomik kaygılarının arttığını ifade etmişlerdir.

Esnafın ise, ekonomik kayıplarını gidermeye çalıştıkları ve çevrede insanların olmasından mutlu oldukları söylenebilir.

Öneriler

Üniversitelerde ve yurtlarda Covid-19 pandemi sonrasına yönelik tedbirler alınabilir, denetlenebilir ve kontrol edilebilir. Öğretmen ve öğrencilerin pandemi sonrası tedbirlerine duyarlı olması önerilir. Yurtlarda ve apartlarda maske, sosyal mesafe ve hijyene riayet etmeyenlerin uyarılması, uymayanlara da gerekli olan yaptırımların uygulanması gerekmektedir. Öğrencilerin yemek sırasında oluşan kuyrukların oluşmasını engellemek için yemekhanede tedbirlerin alınması ve sosyal mesafenin sağlanması beklenmektedir. Yurtlardaki odaların üst seviyede temizliğine özen gösterilmesi ve sürekli havalandırılması önerilir. Yurtlarda internet sorununun çözülmesi ve uzaktan eğitim yoluyla yapılan çevrimiçi derslerdeki sosyalleşme sorununu açacak uygulamalar gerekmektedir.

Covid-19 pandemi sürecinde sosyal hayattan yoksun kalan üniversite öğrencileri normalleşme sürecinde sosyal hayata kazandırılması için gerekli olan destekler sağlanabilir. Covid-19 pandemi sürecinde ekonominin olumsuz anlamda etkilendiği hayatın pahalı bir hal aldığı düşünülürse, öğrencilerin ve tüm toplumun ekonomik anlamda desteklenmesi, insanların rahatlamasına katkı sağlayacaktır. Covid-19 salgınından bıkmış olan tedirgin insanların, mutlu olabilmeler için gerekli olan sosyal, duyuşsal, psikolojik ve ekonomik destekler sağlanabilir.