

# The LockedDown



**BASKENT UNIVERSITY**

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**TURKEY**

## Report on Analysis of Your Country Surveys

**Supporting Organizations:** -

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**Data Collection Period:** June-  
December 2020

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**Language(s):** Turkish

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**Total Number of Surveys:** 410

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**Surveys analyzed:** 393

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**Ethics Approval:** Y/N – LSE used

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Prof. Dr. Ali Haberal, MD

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# **1.0 Executive Summary (max 1000 words)**

## **Survey findings narrative**

The COVID-19 (coronavirus) pandemic, which has become a global health crisis, started with the pneumonia epidemic caused by a new type of coronavirus in Wuhan, China's Hubei Province in December 2019 and then spread to many countries of the world. Pandemics are not only a medical phenomenon, but also a social phenomenon that affects individuals and society at many levels. As the perception of threat caused by the infectious disease increases, people who experience panic and stress may exhibit different behaviors. The management of emotional and psychosocial effects of the uncertainty and crisis emerging during pandemic periods may significantly impact individuals and society. The COVID-19 pandemic, along with many negative consequences, also brings a potential for positive outcomes through new opportunities, empowerment or post-traumatic growth.

The aims of this Turkish descriptive study are: to assess the university students and staff's health, wellbeing, social life, educational life, service access, and to determine the impact of Covid-19 pandemic (and the lockdown measures) on mental status of the participants. The satisfaction levels of students regarding the distance education practices during the Covid-19 pandemic are examined and a brief discussion on the advantages and disadvantages of Covid-19 on the participants' lifestyle during pandemic period worldwide is presented.

In the Turkish context, a descriptive study was conducted on a sample of 393 people, 220 of whom are university students, 128 people are university staff and 45 people are not affiliated with a university. Data were collected through a web-based questionnaire developed by the London School of Economics. The survey consisted of 68 question. In accordance with the European law, General Data Protection Regulation (GDPR) was followed. The survey was carried out using a platform designed by Healthbit.com and sent out via Baskent University Rector's Office to the students and staff.

The analysis of the data was conducted with SPSS-25. In line with the purpose of the study, the basic demographic characteristics, professional life, health and well-being status, social life, education life, work life, service access, locked down process, mental status, and the advantages and disadvantages of Covid-19 on the participants were evaluated.

The results could be summarized as:

- ✓ 56% of the study population are university students, of which 89.2% are undergraduate students.
- ✓ 64.7% of the study population is male and 33, 7% are female, others did not indicate gender.
- ✓ 75.9% of the survey participants are students and staff from Baskent University.
- ✓ 77.6% of the study population indicated that they do not have underlying health problems. 84.4% are not key employees and 89.7% are not business owners / self-employed / entrepreneurs.
- ✓ 87.5% of the study group were concerned that they could catch COVID and / or infect their family during locked down..
- ✓ 75% stated that their work became more intense and stressful because of COVID
- ✓ 79.5 % indicated that they are experiencing financial difficulties due to lockdown
- ✓ 54.1 % are anxious about job security.
- ✓ 79.5 % stated that they don't use any support. e.g; social services, psychological, physical, etc.
- ✓ 83.6% of the study group stayed in their own residency at the start of the lockdown, 98 % of the study population, who lived abroad moved back to Turkey or to their home country
- ✓ 65.7% of the people's social lives were impacted by the lockdown.
- ✓ 42% had problems accessing personal/professional/domestic services during the lockdown.
- ✓ 19.5% couldn't exercise and because of pandemic, the quality of their life decreased while 71.4 % were anxious about the lockdown impacts on their own performances.
- ✓ 68.1% of the study group stated that they don't have problems accessing products or services (physically or online) and 42.1% had problems with personal/professional/domestic services during lockdown.
- ✓ The study population's stress level increased mostly in the first two weeks in the Turkish lockdown study. 48.6% of the study population's quality of life decreased in the 1-2nd week due to the Covid-19, while 45.6 % decreased in the 3-4th week and 41.6% in the 5th week.
- ✓ 62.0% of the study group feel anxious in the 1-2nd week, 59.9% in the 3-4th week, 48.99% in the 5th week when in lockdown/during lockdown.

- ✓ 91,1% of the participants indicated that they did not have any covid-19 symptoms during locked down and 85,7% stated that their covid-19 test results were found to be negative.
- ✓ 97,3% indicated that they didn't lose someone close to them due to Covid-19 while 91.1% of the participants in the study group stated that they lost their relatives for a reason other than covid and 89.2% stated that no health problems were experienced in any of their families during their stay in locked down.
- ✓ 75,5% of the participants indicated that they continued teaching / learning online, 84,6% of the participants' university progressed with the exams / assessments and made relevant arrangements and 81,8% of persons' university was supportive in offering services which enabled them to continue their work/education after the university closed.
- ✓ 72,4% of the study group stated that they have been experiencing financial difficulties due to lockdown
- ✓ 65, 4 % of the study group was anxious about their job/job security and 53% of the participants stated that the online learning/teaching is possible but in person is better.
- ✓ 32,0 % of the study population was anxious that they wouldn't be able to secure funding for their projects/jobs, 89,8% aren't graduating and actively applying for jobs for the time being, 66,7% are still applying for another degree to continue education and 77, 8% haven't experienced job rejections due to the Covid-19
- ✓ 69, 3% of the students stated that they were not planning to study abroad, already stopped applying and reluctant to go abroad.

## **2.0 Pandemic Measures in Your Country (500 words max)**

Stating what measures were taken in which regions – provide references as needed

### **Please provide dates. March 16-to date**

Swift, effective, and frequently updated decisions were applied in the fight against pandemic under the leadership of the Presidency of the Republic of Turkey (RoT). Precautionary measures eliminating potentially risky settings, where citizens could gather in crowds and the risk of contagion would rise, were taken. Legislative framework was regulated for alternative methods of flexible shifts, alternating shifts, working from home in public and private sectors. Following the decisions of the RoT Ministry of National Education and the Council of Higher Education (YOK) on forced recess on education, legislative arrangements have been made to enable distance education and on the transition to the flexible academic calendar in consideration of the prediction of uncertainty and prolongation of the situation. In this regard, planned sports activities, all sorts of scientific operations, and art events were either postponed by suspension or canceled altogether.

In line with recommendations of the Scientific Committee, pandemic protocols were established for diagnosis and treatment purposes in order to determine the definitively diagnosed cases by considering expert opinions, capable of offering scientific advice on the outbreak. Furthermore, a high number of tests were administered in order for disrupting the spree of spread, isolation, and treatment of infected patients. On the other hand, as necessitated by being a social state, compulsory quarantine was imposed on citizens, who were ambulated nationally and internationally as per precautionary measures, and special precautions and logistic support extended to those citizens hosted as guests for 14-days indispensably are highly appreciated.

Therefore; Turkey is following strict enforcement of standard protocols such as lockdown of all offices ,closure of schools; distance-learning at all schools, physical distancing, universal use of masks etc., national treatment algorithms, governmental support for free testing and medications, tedious contact-tracing with early detection and isolation of cases together with early shelter-in-place for the elderly and youngsters, allocating intensive care unit beds and ventilators and subsequent weekend curfews in the entire country during weekends since March 16, 2020. The other usual standard protocols were also followed such as restrictions on meetings, gatherings and travel. The country also adopted a fast track mechanism to procure medical supplies, test kits, PPEs, thermal scanners, and other needed diagnostic and curative commodities and distribute it to all possible sites (Ports of Entry, Government buildings, etc.).

In addition, the qualified infrastructure of existing public and private sector health systems and organization of health manpower to combat the pandemic was motivated by societal sentiments, hence organized process management was efficiently carried out as planned, with all public officials, especially devoted healthcare workers, performing their duties without disrupting their responsibilities, of which they were aware. By deciding on flexible shifts in public institutions and organizations, public services were maintained without disruption. Other state institutions have also harmoniously fulfilled their economic, social, and financial duties, especially national and international security measures, for which they are responsible during this process.

## **2.1 Measures taken by higher education institutions nationally (500 words max)**

The total number of students in Turkish universities, including those studying on associate and undergraduate programmes, is currently around 8.5 million in 209 universities, making it the second largest country of the European Higher Education Area after Russia. The Turkish Council of Higher Education (YÖK) is the constitutional governing body responsible for strategic planning for and coordinating, supervising and monitoring of all universities in Turkey. Immediately after the Turkish Ministry of Health announced that the first case of Covid-19 was confirmed in Turkey in March 2020, the Ministry of Education (MoNE) and the Council of Higher Education (CoHE) have introduced some new regulations.

On 6 March 2020, when no cases had yet been announced in the country, a continuous and direct line of communication was established between Higher Education Board Members and university rectors under the presidency of the Council of Higher Education and the transition to online education was initiated. YÖK has been establishing distance education centres at universities in recent years and providing staffing. Having such centres at 128 universities facilitated the process of transition to online education. Also, before any decisions had been taken in Turkey about the response to COVID-19, an ‘online educational commission’ was established at the Council of Higher Education, composed of online educators, educational technology experts and computer and software experts. The commission also provides a platform for tutoring assistance for academics that need support around online education. In order to avoid higher education being disrupted and the academic calendar being interrupted, universities have been required to go online during the pandemic and YÖK has requested relevant infrastructure and human resources information from universities. The YÖK Courses Programme was also created. Through this platform, open course resources such as books,

lecture notes and videos were submitted to universities needing digital course materials. Any student who wishes to can download these materials for free. Due to the difficulties many academics face with regard to distance learning and content preparation in the digital environment, the course “Introduction to Digital Education Environments” has been launched online. It was decided that universities could use distance learning methods synchronously or asynchronously for all courses which form part of their formal education programmes for the semester of the 2019-2021 academic years.

It was also decided by the competent boards of higher education institutions that exams and the evaluation of students could still be conducted online in line with legal principles, bearing in mind the expected learning outcomes of programmes and any conflicts that might occur. In addition, it was decided that proficiency exams for postgraduate programmes, meetings of thesis monitoring committees and thesis defences could also be held in the digital environment, provided that the necessary infrastructure was established and that the examination process was recorded and could be audited. The surveys show that the online education process in Turkey is being successfully carried out in many universities.

Universities were also asked to consider the status of students with disabilities with regard to distance education. Another issue to be affected by the pandemic is mass tests, such as university entrance exam, foreign language test required for graduate education, selections exam for civil servants, and such so all were postponed.

YOK also prepared a guideline with Turkish standardization institute for the requirements of a safe /Covid-19 free campus (Physical distance, standard precautions etc.) and all universities will follow this guideline when in person training programs will be started.

### **3.0 Analysis Context (1000 words max)**

**If other more in-depth projects took place in your county to collect data on the impact of the pandemic on university students and staff and you considered those findings or collaborated with those researchers, please provide this information here.**

203 universities initiated and carried out specific programs, projects, studies, seminars for Covid-19 <https://covid19.yok.gov.tr/pandemi-surecinde-universitelerimizdeki-calismalar>;  
Some examples are given below:

#### **1-Distance Education at Universities during the Novel Coronavirus Pandemic: An Analysis of Undergraduate Students' Perceptions; Engin Karadağ, Cemil Yücel**

In this Project; the satisfaction levels of undergraduate students regarding the distance

education practices during the Covid-19 pandemic were examined. The aim of the project was to identify the problems encountered during this period and to raise awareness about the future of distance education. It was carried out on 17,939 students studying at 163 universities (111 public & 52 foundation) through e-mail sampling in Turkey. The data were gathered using the 'Distance Education Satisfaction Scale' (DESS), which was developed specifically for this study. The DESS is a five-point Likert type scale with 22 items. The DESS has 5 sub-scales: (i) Satisfaction with the Council of Higher Education, (ii) Satisfaction with the University and Faculty Management, (iii) Satisfaction with the Digital Content/Instructional Materials, (iv) Satisfaction with the Synchronous/Live Lessons/Video Supported Lessons, and (v) Satisfaction with the Technical Infrastructure. The data gathered in the study was analyzed using descriptive analysis, t-test, and ANOVA. The results revealed that the mean scores of the factors indicating student satisfaction ranged from 3.73 to 2.63. The dimension students are most satisfied with is the 'Satisfaction with the Higher Education Council'; and the two dimensions students are the least satisfied with are the 'Satisfaction with the University and Faculty Management' and 'Satisfaction with the Digital Content/Instructional Materials'.

## **2-Exploring Perceived Stress among Students in Turkey during the COVID-19 Pandemic by Imran Aslan, Dominika Ochnik and Orhan Çınar**

The aim of this project was to reveal the prevalence of perceived stress and mental health among students during the pandemic and to explore predictors of stress levels. A cross-sectional study was conducted on a sample of 358 undergraduates from 14 universities in Turkey, including 200 female students (56%). The measurements used in the study were the Generalized Anxiety Disorder 7-item (GAD-7) scale, Patient Health Questionnaire (PHQ-8), Satisfaction with Life Scale (SWLS), Perception of COVID Impact on Student Well-Being (CI), Perceived Stress Scale (PSS-10), Physical Activity Scale (PA), and a sociodemographic survey. Students reported high perceived stress, mild generalized anxiety, and low satisfaction with life. More than half of the students met the diagnostic criteria of GAD (52%) and depression (63%). Female and physically inactive students had higher PSS-10 levels. A hierarchical linear regression model showed that after controlling for gender and negative CI, anxiety and physical inactivity significantly predicted high perceived stress. The study shows that students' mental health during the pandemic is at high risk.

## **3-Psychological effect of COVID-19 pandemic on university students in Turkey by Halil Şengül, Arzu Bulut, Seda Nur Coşkun**

This study was carried out in Turkey with a total of 1704 students studying in different cities and at different higher education institutions. "Personal Information Form" and "Generalized



Anxiety Disorder Scale” consisting of 7 items were used as the data collection tools. The Cronbach’s alpha value for the total score of the GAD scale was found to be 0.90. Concerning the effect of stress factors of the students on the GAD levels, the results of the study revealed that there was a statistically significant difference between the GAD levels and age, gender, educational level, type of family income, the positivity of COVID-19 in the family, individual, and vicinity, family economy, educational background, daily life routines, negative effects on the social life, and access to a protective mask ( $p<0.05$ ;  $p<0.001$ ). This study highlights the potential effect of the COVID-19 pandemic on the mental health of the students, and when the results obtained are evaluated, it was seen that this pandemic had a high effect on the mental health of the students.

#### **4-Social and Psychiatric Effects of COVID-19 Pandemic and Distance Learning On High School Students: A Cross-Sectional Web-Based Survey Comparing Turkey and Denmark by LS Seyahi, SG Ozcan, N Sut, A Mayer, BC Poyraz**

In this study authors investigated the socio-psychological effects of both the pandemic and distance learning on high school students in Turkey and Denmark. They conducted a web-based questionnaire study in a cross-sectional design using Survey Monkey platform and sent out via social media to high school students from Turkey and Denmark. The survey collected socio-demographic data, several variables associated with pandemic and distance education and their effects on social life and psychological status. Additionally, emotional status was assessed using positive (PA) and negative affects (NA) schedule (PANAS). The survey ran from July 3 and August 31 2020. They studied 565 (mean age:  $16.5 \pm 1.0$ ) Turkish and 92 (mean age:  $17.7 \pm 1.0$ ) Danish students, of whom the majority were female adolescents (63% vs 76%). Turkish students were significantly more likely to be compliant with the pandemic related restrictions. Besides that, there were significant socio-economic disparities between Turkish and Danish students and also within Turkey between public and private school students. Regardless of the socio-economic differences, the majority of the students in both countries has been negatively affected by the pandemic and related restrictions and had a negative opinion about distance education. This was also true for the PANAS scores. The total scores of PANAS were similar between Turkish and Danish students (PA:  $27.0 \pm 7.6$  versus  $25.8 \pm 5.6$ ; NA:  $24.8 \pm 7.5$  versus  $24.5 \pm 7.3$ ) and also within Turkey between public and private school students (PA:  $26.8 \pm 7.5$  versus  $27.1 \pm 7.6$ ; NA:  $24.7 \pm 7.2$  versus  $25.0 \pm 7.8$ ). While female students were significantly more severely affected in the Turkish group, no such gender differences were observed in the Danish group. Additionally, considerable portion of the students in Turkey and Denmark expressed loneliness (55.2% vs 59.8%,  $p<0.706$ ), boredom (71.2% vs 58.7%,  $p=0.019$ ) and

anxiety towards the future (61.4% vs 22.8%,  $p < 0.001$ ). Decreased physical activity, sleep problems, eating disorders and domestic abuse were other complaints. Adolescents from both countries have been severely affected by the pandemic and its related restrictions and expressed negative views about distance education.

## **4.0 Policy Context (max 1000 words)**

**Please provide your conclusions reflecting on policy measures (section 2) and or/recommending policy measures.**

*Early preparedness and risk communication* ; The MoH was on alert well in advance. The guidelines were issued before the first case was diagnosed based on Influenza preparedness and WHO guidelines. A national scientific board had been established on January 22 and National COVID-19 Guidelines were developed with 14-day quarantine for those arriving from China.

*Action committee with multiple partnerships.* National Scientific Board was established, which meets regularly and from the beginning Health sector received support from political leadership, government administrative authority and community.

*Securing ports of entry:* From late January 2020, health declaration was collected from returnees through airports later extended to seaports. also they were checked with thermal scanners since February 6 2020, on February 3 and February 23 and 29, All international flights to/from China stopped, Closure of land borders with Iran, flights to/from Iran were stopped and All international flights to/from Italy, Spain and Iraq stopped. On March 11, 14-Rules for all for preventing COVID-19 (including social distancing); restrictions to malls, public places, recreational areas; stay-at-home advice for those aged  $\geq 65$  years were initiated. On March 16 2020, Closure of schools; distance-learning at universities; all international flights to/from Germany, France, Spain, Norway, Denmark, Belgium, Austria, Sweden, Holland, followed by England, Switzerland, Saudi Arabia. On April 4, Obligatory stay-at-home for those aged  $\leq 20$  years; in/out travel bans for 31 cities; compulsory use of masks for all in public places (still continue) governmental support for free testing and medications, tedious contact-tracing with early detection and isolation of cases together with early shelter-in-place for the elderly and youngsters, and subsequent weekend curfews in selected cities are some examples from standard protocols implementing in Turkey.

*Early preparedness and for PCR testing;* We were able to establish PCR testing facilities before the first case within the country. Gradually almost all hospitals were given PCR testing

facilities and increased the numbers beyond 250.000 samples a day with results on the same day and with a reasonable amount and social security system covers most.

We also initiated on arrival PCR testing for tourists and returnees since September.

**All positive patients admitted to hospitals:** At the beginning of the pandemic, we admitted all positive patients to the hospitals, to some city hospitals allocated as COVID treatment centers irrespective of the severity.

**Contact tracing;** All positive results by the labs urgently informed through phone to the Ministry of Health, they obtain contact and all history by phone. This information is urgently conveyed to MOH teams to locate contacts and quarantined them in homes or centers

**Self- isolation, quarantine, lock down and curfew:** Schools, universities and work places gradually closed down with several public holidays and the weekends , initially with reporting of cases and extended to curfews in high risk areas and finally, to entire country. During this time many were given the option of work from home”

**Regional level preparedness and activities;** Provincial health committee were formed headed by MoH with a team of public health physicians also from the universities. They were responsible for preparing health institutions and staff training for the pandemic “Health institutions were modified for patient triaging, isolation, sample collection, facilities for hand washing and social distancing with the available minimal resource.

**Local level/Field level activities;** MOH teams carried out contact tracing, home quarantine and follow up and coordination of patient transportation from houses”. “ Teams visited supermarkets, workplaces and other high risk public places and displayed posters on disease preventive measures

**Communication:** The new concept of virtual meetings were welcomed by officials to coordinate activities among national, district level and local authorities. Social media platforms used to communicate among health staff groups at institution and provincial level. Mr. President, at the level of Minister of Health and also through the COVID-19 Scientific Committee, executed a transparent and effective communication strategy at regular intervals and ensured that the public is regularly informed about the developments concerning the COVID-19 global outbreak.

During the COVID-19 pandemic struggle, special arrangements were made in order for Social Security Institution (SSI) to subsidize the expenses of all diagnosis and treatment services, including offered by both public institutions and the private sector. Tax reductions, offsets, and special incentive and support practices have been implemented in coordination with relevant ministries for business arms, which are in forced recess in terms of production and employment

as well as those business lines that are in a position of compulsory or voluntary operations due to force majeure stemming from conditions of struggle against the pandemic. Support was received primarily from security forces besides local administrations and NGOs with intent to resolve the needs of the elderly and disabled people and individuals living alone, who restricted from going out as a result of decisions taken. Because of the long-term closing small shops (SMEs), the owner and employees have been supported by regular cash payment monthly and postponement of the debts including bank loans and taxes.

### **List Policy Recommendations (if any)**

We have learned that while clinicians are taking care of COVID-19 cases in the hospitals, epidemiological studies must be initiated concomitantly in the communities. Although it may seem to be time-consuming and costly, use of serological tests in the field integrated with well-defined active surveillance studies will enable scientific, robust, data-driven recommendations for quarantine further or sustain the shelter-in-place orders.

For better understanding, efficient control, and reliable forecasting of COVID-19 pandemic at this stage in Turkey, we can recommend six specific research topics, with alternative study designs suitable for each in order to control the pandemic in the entire country:

#### **1-Detection of total number of COVID-19 cases, percentage of asymptomatic cases, estimation of active cases in the population**

- Serosurveys of representative communities.
- Serosurveys of high-risk cohorts such as health professionals, closed communities.

#### **2. Detection of personal risk factors for infection or related death**

- Community surveys.
- Case-control studies nested in hospitalized patients.
- Community-based cohorts.

#### **3. Detection of contact rate**

- Household cohorts.
- Household transmission studies.

#### **4. Detection of transmission probabilities**

- Household transmission studies.
- Studies integrated into contact-tracing activities.
- Household cohorts.

#### **5. Detection of exact case-fatality rate**

- Hospitalized/ICU case series.

- Electronic follow up of serosurveyed communities over time (through electronic health records/hospital/insurance records).

#### **6. Evaluation of compliance with/effectiveness of various preventive measures**

- Community surveys.
- Follow up of quarantined individuals
- Calculation of case/death doubling times and  $R_0/Re$  estimations.
- Electronic/digital tracing of population movements.
- Use of geographic information systems in different regions

In a population of 83 million, due to differences in residential settings, behavioral patterns, social and work conditions, future public measures/interventions may require modifications for subpopulations. Thus, local besides national studies are clearly warranted. Collaborative and co-ordinated efforts are essential among officials, multidisciplinary professional groups, and international agencies for evidence-based epidemic response practices to control COVID-19 effectively in Turkey and all over the world.

## **5.0 Public Outreach**

Please provide links to publications in national press/journals.

[http://www.yuksekogretim.org/en/abstract\\_2020002006.asp](http://www.yuksekogretim.org/en/abstract_2020002006.asp)

[https://www.researchgate.net/publication/341411616\\_The\\_Views\\_of\\_Medical\\_Faculty\\_Students\\_in\\_Turkey\\_Concerning\\_the\\_COVID-19\\_Pandemic](https://www.researchgate.net/publication/341411616_The_Views_of_Medical_Faculty_Students_in_Turkey_Concerning_the_COVID-19_Pandemic)

<https://medwinpublishers.com/PHOA/covid-19-pandemic-in-turkey-and-kerala-india-some-observations.pdf>

<https://www.uskudar.edu.tr/tr/icerik/6209/pandemi-universite-gencliginin-yasamaliskanliklarini-degistirdi>

<http://www.bayrakol.org/en/2020/november2020/originalarticle1/item/2480-psychological-effect-of-covid-19-pandemic-on-university-students-in-turkey>

<http://www.ccsenet.org/journal/index.php/jel/article/view/0/43048>

<http://www.covidsoclab.org/wp-content/uploads/2020/06/Covid19-Methodological-Framework-17062020.pdf>

<https://www.atlantis-press.com/journals/jegh>

<https://www.medrxiv.org/content/10.1101/2020.10.21.20217406v1>

<https://dergipark.org.tr/en/download/article-file/1275011>

[https://corona.hacettepe.edu.tr/wp-content/uploads/2020/06/Covid-19\\_psikolojik\\_sonuclari\\_basa\\_cikma\\_yontemleri.pdf](https://corona.hacettepe.edu.tr/wp-content/uploads/2020/06/Covid-19_psikolojik_sonuclari_basa_cikma_yontemleri.pdf)

<https://www.sbu.edu.tr/tr/covid19/yayinlar>

[https://jag.journalagent.com/terh/pdfs/TERH\\_30\\_60\\_1\\_9.pdf](https://jag.journalagent.com/terh/pdfs/TERH_30_60_1_9.pdf)

<https://avesis.istanbulc.edu.tr/yayin/34778f8be-2634-4bcc-97a4-efa1f26a93b2/experiences-and-psychosocial-problems-of-nurses-caring-for-patients-diagnosed-with-covid-19-in-turkey-a-qualitative>

[https://covid19.tubitak.gov.tr/sites/default/files/inline-files/covid19\\_pandemi\\_raporu.pdf](https://covid19.tubitak.gov.tr/sites/default/files/inline-files/covid19_pandemi_raporu.pdf)

[http://higheredu-sci.beun.edu.tr/pdf/pdf\\_HIG\\_1958.pdf](http://higheredu-sci.beun.edu.tr/pdf/pdf_HIG_1958.pdf)

### **List any other deliverables (blogs, posts, presentations, etc)**

203 universities initiated and carried out specific programs, projects, studies, seminars for Covid-19 <https://covid19.yok.gov.tr/pandemi-surecinde-universitelerimizdeki-calismalar>;

Please outline results dissemination strategy

We will submit a copy of the Turkish locked down project report to the Rector of Baskent University then will share the findings at the international and national congresses, which will be held in Turkey

## **6.0 Other outputs (optional)**

If you produced reports, publications, etc, please attached

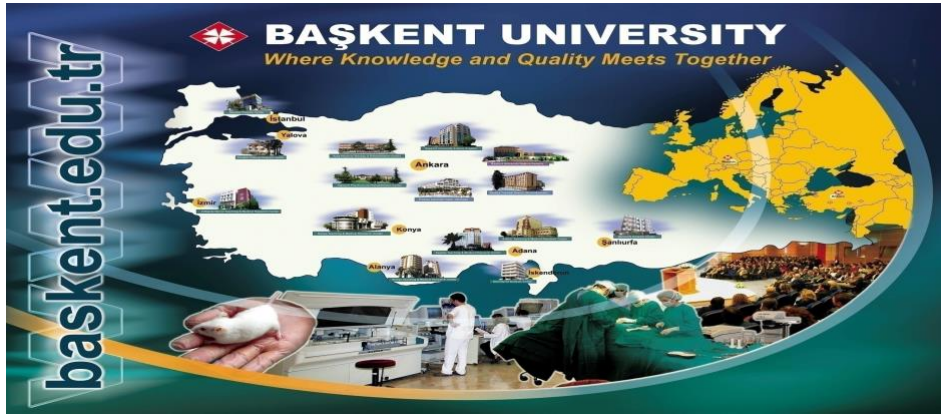
Please list if any deliverables are in production/planned stating due dates.



healthbit®



# THE LOCKED DOWN PROJECT



**TURKEY, ANKARA, 2021**

## **Abstract**

The COVID-19 (coronavirus) pandemic, which has become a global health crisis, started with the pneumonia epidemic caused by a new type of coronavirus in Wuhan, China's Hubei Province in December 2019 and then spread to many countries of the world. Pandemics are not only a medical phenomenon, but also a social phenomenon that affects individuals and society at many levels and causes deterioration. Because as the perception of threat caused by the infectious disease increases, people who experience panic and stress exhibit different behaviors than usual. How the emotional and psychosocial effects of the uncertainty and crisis emerging during pandemic periods are managed and how to deal with them has an important place for the individual and society. The COVID-19 pandemic, along with many negative consequences, also has an opportunity potential for positive situations expressed as change, empowerment or post-traumatic growth.

The aim of this descriptive study are; To assess the university students and staff's health, wellbeing, social life, educational life, service access, and to determine the impact of Covid-19 pandemic and locked down process on mental status of the participants, with a brief discussion on the advantages and disadvantages of Covid-19 on the participants' lifestyle during pandemic period.

The satisfaction levels of students regarding the distance education practices during the Covid-19 pandemic were also examined. A cross-sectional study was conducted on a sample of 393 people, 220 of whom are university students, 128 people are university staff and 45 people are not affiliated with a university in Turkish locked down project. Data were collected through a web-based questionnaire developed by London School of Economics, which consisted of 68 questions in accordance with the European law, General Data Protection Regulation (GDPR). It was carried out using Survey Monkey platform and sent out via Baskent University Rector's Office to the students and staff. The analysis of the data was analyzed with the SPSS-25 version program. In line with the purpose of the study, the basic demographic characteristics, professional life, health and well-being status, social life, education life, work life, service access, locked down process, mental status, and the advantages and disadvantages of Covid-19 on the participants were evaluated.



## **Introduction**

Coronaviruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). 2019-novel coronavirus (COVID-19) was identified in Wuhan, China. This is a new coronavirus that has not been previously identified in humans. It started from a local seafood market, known to sell live and freshly slaughtered hunted animals such as Bat, Snake and Pangolins. Covid-19 has led to an unprecedented global pandemic affecting person of all ages. The severe respiratory disease can occur in adults, particularly the elderly and those with underlying health conditions. Most people are being infected from other people. It probably spreads the same way as colds and flu – through droplets which are created when we talk, cough and sneeze. Some people have been infected following contact with an infected person with minimal or no symptoms. COVID-19 has affected different countries differently based on the context, ecological conditions and even settlement patterns. The role of contacts in spreading the virus is significant. The effectiveness of control measures also played a role in containing the virus. There is still lack of clarity regarding the effectiveness of various control measures in containing the COVID-19 pandemic. The experiences from different countries or contexts are diverse.

Turkey is one of the few countries in the world which effectively handled the COVID-19 virus largely due to a scientific approach with rigorous testing. What is observed regarding the number of active cases in Turkey is a peak sometime around the middle of April 2020 and then a gradual flattening then again another peak in September till January 2021. The success in Turkey could also be attributed to strict enforcement of Standard protocols. Like many other countries, strict quarantine was also enforced.

Following the decisions of the RoT Ministry of National Education and the Council of Higher Education (YOK) on forced recess on education, legislative arrangements have been made to enable distance education and on the transition to the flexible academic calendar in consideration of the prediction of uncertainty and prolongation of the situation. In this regard, planned sports activities, all sorts of scientific operations, and art events were either postponed by suspension or canceled altogether.

In line with recommendations of the Scientific Committee, pandemic protocols were established for diagnosis and treatment purposes in order to determine the definitively diagnosed cases by considering expert opinions, capable of offering scientific advice

on the outbreak. Furthermore, a high number of tests were administered in order for disrupting the spree of spread, isolation, and treatment of infected patients. On the other hand, as necessitated by being a social state, compulsory quarantine was imposed on citizens, who were ambulated nationally and internationally as per precautionary measures, and special precautions and logistic support extended to those citizens hosted as guests for 14-days indispensably are highly appreciated.

### **Methodology**

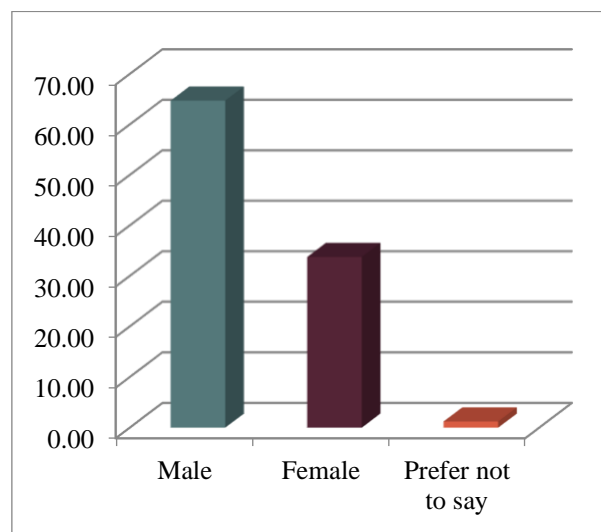
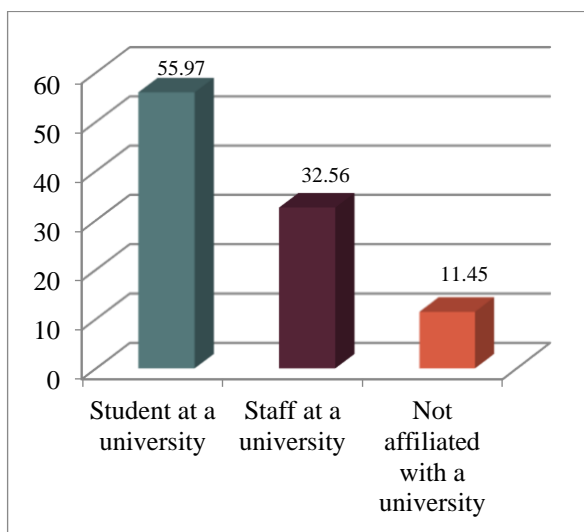
A descriptive study was conducted on a sample of 393 people, 220 of whom are university students, 128 people are university staff and 45 people are not affiliated with a university in Turkish locked down project. Data were collected through a web-based questionnaire developed by London School of Economics, which consisted of 68 questions in accordance with the European law, General Data Protection Regulation (GDPR). It was carried out using Survey Monkey platform and sent out via Baskent University Rector's Office to the students and staff. The analysis of the data was analyzed with the SPSS-25 version program. In line with the purpose of the study, the basic demographic characteristics, professional life, health and well-being status, social life, education life, work life, service access, locked down process, mental status, and the advantages and disadvantages of Covid-19 on the participants were evaluated.

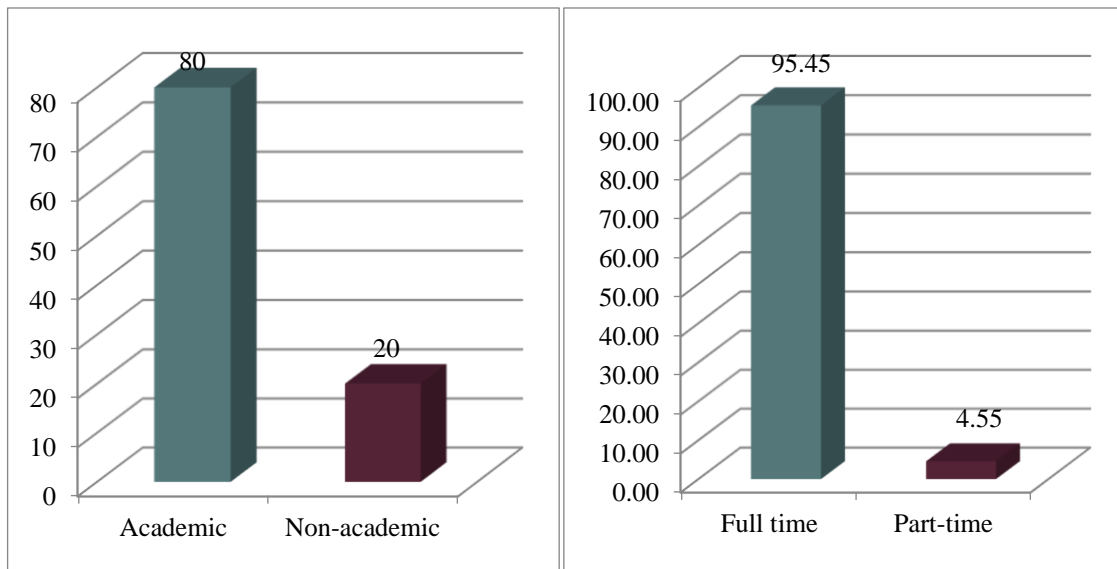
### **Findings**

**Table 1. Distribution of Some of The Demographic Characteristics of The Study Population, Turkey,2020, Locked Down Project.**

	N	%
Student at a university	220	55,98
Staff at a university	128	32,57
Not affiliated with a university	45	11,45
<b>TOTAL</b>	<b>393</b>	<b>100,0</b>
<b>Student</b>	<b>N</b>	<b>%</b>
Graduate	22	10,84
Undergraduate	181	89,16
<b>TOTAL</b>	<b>203</b>	<b>100,0</b>
<b>Staff</b>	<b>N</b>	<b>%</b>
Academic	96	80
Non-academic	24	20
<b>TOTAL</b>	<b>120</b>	<b>100,0</b>
<b>Gender</b>	<b>N</b>	<b>%</b>
Male	211	64,72
Female	110	33,74
Prefer not to say	4	1,23
<b>Type of house</b>	<b>N</b>	<b>%</b>
Flat	190	56,05
House	134	39,53
Rented room	15	4,42
<b>TOTAL</b>	<b>339</b>	<b>100,0</b>

According to the Table and Figure 1; university students are the group with the highest participation with a rate of 56, 0 % and 89,2% are undergraduate students. 64.7% of the study population is male, while 33,7% of them are female.





**Figure 1; Demographic Characteristics of the Study Population, Turkey,2020, Locked Down Project.(%)**

**Table 2. Distribution of The University Locations and Name of The Universities, Turkey,2020, Locked Down Project.**

<b>Country</b>	<b>N</b>	<b>%</b>
AUSTRALIA	13	4,04
AZERBAIJAN	1	0,31
BAHAMA	1	0,31
BURKINA	1	0,31
GERMANY	2	0,62
NICARAGUA	1	0,31
NORWAY	1	0,31
POLAND	1	0,31
TURKEY	300	93,17
TURKMENISTAN	1	0,31
<b>TOTAL</b>	<b>322</b>	<b>100,0</b>
<b>University name</b>	<b>N</b>	<b>%</b>
Canakkale 18 Mart University	39	13,64
Afyon Kocatepe University	1	0,35
Anadolu University	1	0,35
Bahçeşehir University	1	0,35
Baskent University	217	75,87
Freie Universität Berlin	1	0,35
Galatasaray University	1	0,35
İstanbul Okan University	1	0,35
Karadeniz Technical University	2	0,70
Kazimierz Wielki University	1	0,35
Muğla Sıtkı Koçman University	1	0,35
Norwegian University of Science and Technology	1	0,35
Sakarya University	1	0,35
Technical University	1	0,35
UCA (University for the Creative Arts)	1	0,35
Viyana Technical University	14	4,90
Yıldız Technical University	1	0,35
Buruni University	1	0,35
<b>TOTAL</b>	<b>286</b>	<b>100,0</b>

According to the distribution of the university locations; Turkey is the country with the highest participation rate with 93, 2%. 75.9% of the students and staffs are from Baskent University.

**Table 3. Distribution of Health and Locked down Status of the Study Population During Pandemic, Turkey, 2020, Locked Down Project.**

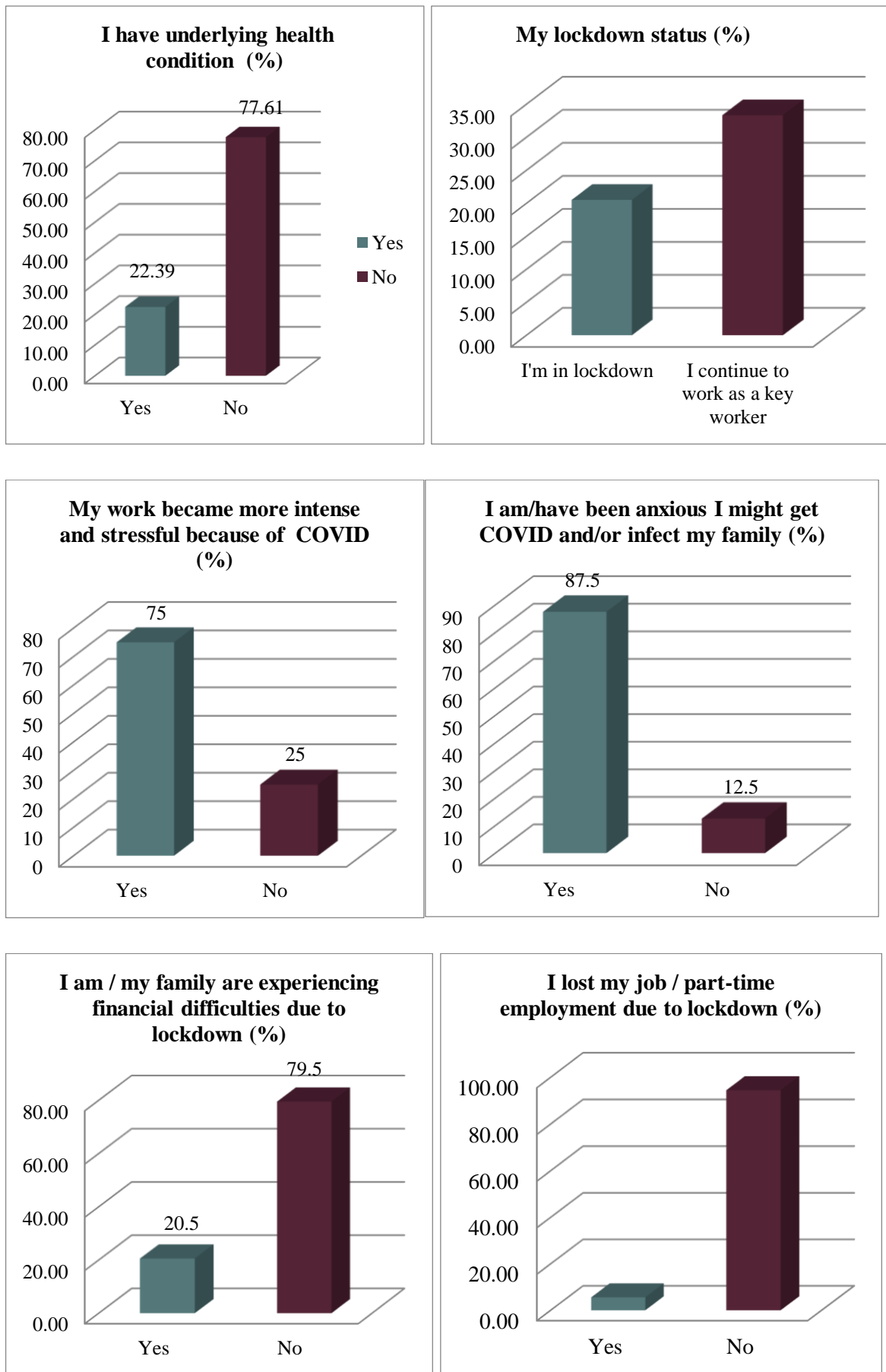
<b>I have underlying health condition(s)</b>	<b>N</b>	<b>%</b>
Yes	73	22,39
No	253	77,61
<b>TOTAL</b>	<b>326</b>	<b>100,0</b>
<b>I'm a key worker (e.g. hospital staff, security, etc) and I'm not in lockdown:</b>	<b>N</b>	<b>%</b>
Yes	51	15,64
No	275	84,36
<b>TOTAL</b>	<b>326</b>	<b>100,0</b>
<b>I'm a business owner / self-employed / entrepreneur</b>	<b>N</b>	<b>%</b>
Yes	4	10,26
No	35	89,74
<b>TOTAL</b>	<b>39</b>	<b>100,0</b>
My business is not impacted	0	0
I may lose my business as a result of the lockdown	2	50
My business was negatively impacted	0	0
My business was positively impacted	0	0
I may go bankrupt	0	0
I need financial support from the government	2	50
<b>TOTAL</b>	<b>4</b>	<b>100,0</b>

<b>My lockdown status</b>	<b>N</b>	<b>%</b>
I'm in lockdown	8	20,51
I continue to work as a key worker	13	33,33
Not applicable	18	46,15
<b>TOTAL</b>	<b>39</b>	<b>100,0</b>
<b>Whilst in lockdown</b>	<b>N</b>	<b>%</b>
I am unable to work but I keep getting paid	4	36,36
I am unable to work and I lost / am losing my income	1	9,09
I continue to work virtually - not much difference besides a different setting	4	36,36
I continue to work virtually but it is not going well	0	0,00
I worked from home anyway, no change for me	2	18,18
<b>TOTAL</b>	<b>11</b>	<b>100,0</b>

As seen in Table 3, 77, 6% of the study population indicated that they do not have underlying health problems. 84.4% are not key employees and 89.7% are not business owners / self-employed / entrepreneurs.

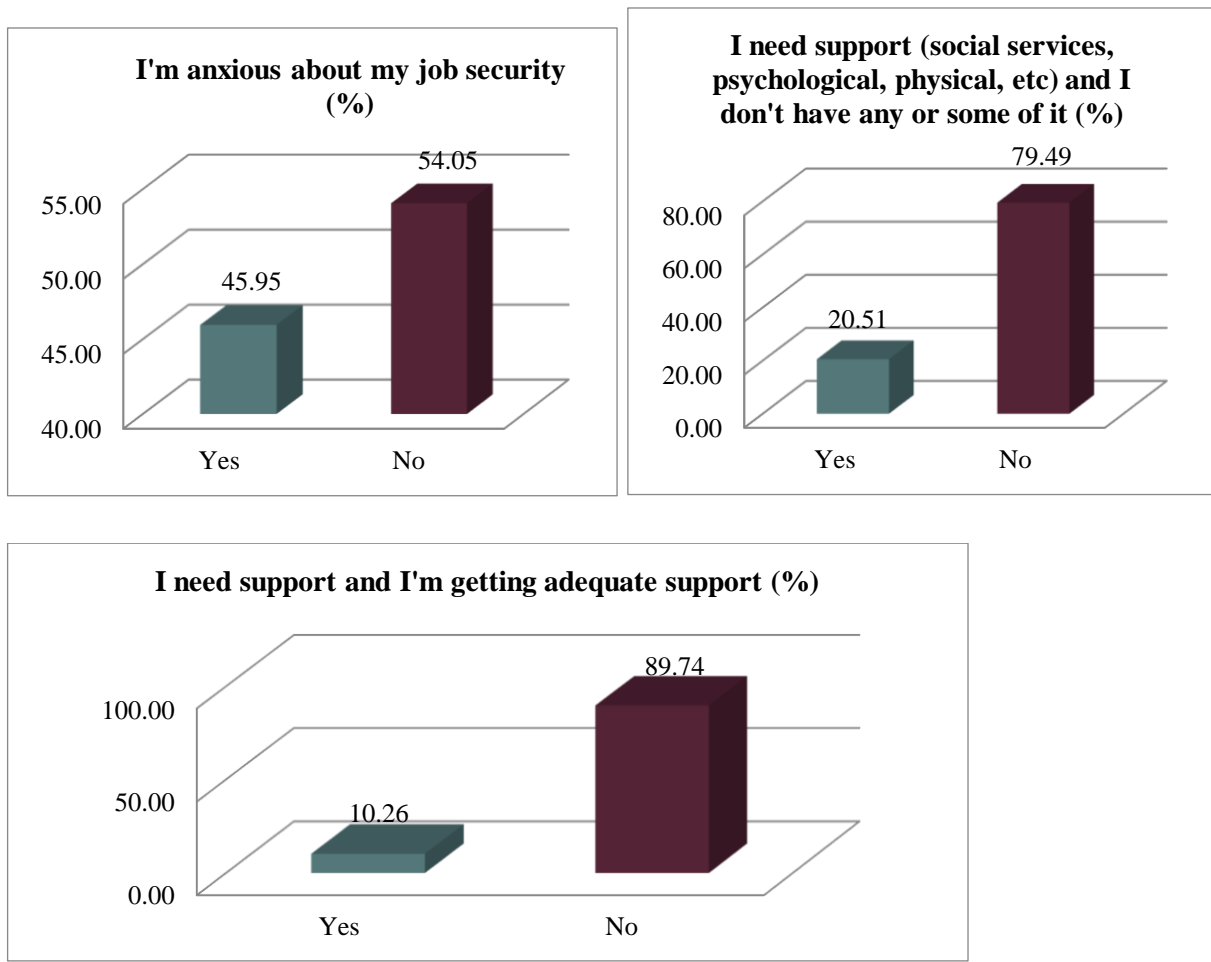
pandemic, Turkey, 2020

<b>I am/have been anxious I might get COVID and/or infect my family</b>	<b>N</b>	<b>%</b>
Yes	7	87,5
No	1	12,5
<b>TOTAL</b>	<b>8</b>	<b>100,0</b>
<b>My work became more intense and stressful because of COVID</b>	<b>N</b>	<b>%</b>
Yes	6	75
No	2	25
<b>TOPLAM</b>	<b>8</b>	<b>100,0</b>
<b>I am / my family are experiencing financial difficulties due to lockdown</b>	<b>N</b>	<b>%</b>
Yes	8	20,51
No	31	79,49
<b>TOTAL</b>	<b>39</b>	<b>100,0</b>
<b>I lost my job / part-time employment due to lockdown</b>	<b>N</b>	<b>%</b>
Yes	2	5,56
No	34	94,44
<b>TOPLAM</b>	<b>36</b>	<b>100,0</b>
<b>I'm anxious about my job security</b>	<b>N</b>	<b>%</b>
Yes	17	45,95
No	20	54,05
<b>TOTAL</b>	<b>37</b>	<b>100,0</b>
<b>I need support (social services, psychological, physical, etc) and I don't have any or some of it</b>	<b>N</b>	<b>%</b>
Yes	8	20,51
No	31	79,49
<b>TOTAL</b>	<b>39</b>	<b>100,0</b>
<b>I need support and I'm getting adequate support</b>	<b>N</b>	<b>%</b>
Yes	4	10,26
No	35	89,74
<b>TOTAL</b>	<b>39</b>	<b>100,0</b>



**Figure 2: Mental status of the study population during pandemic, Turkey, 2020**





**Figure 3: Mental status of the study population during locked down, Turkey, 2020**

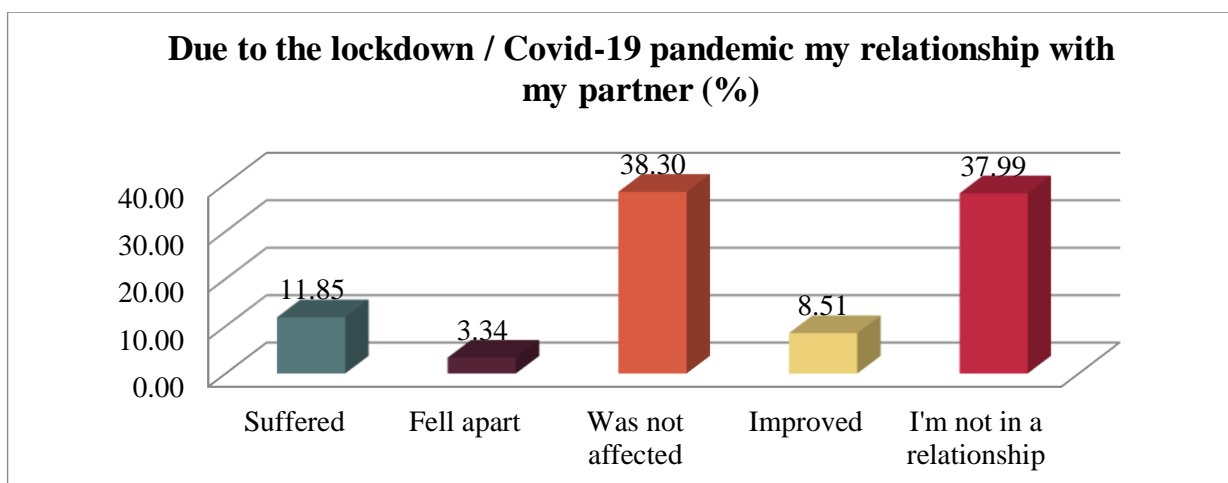
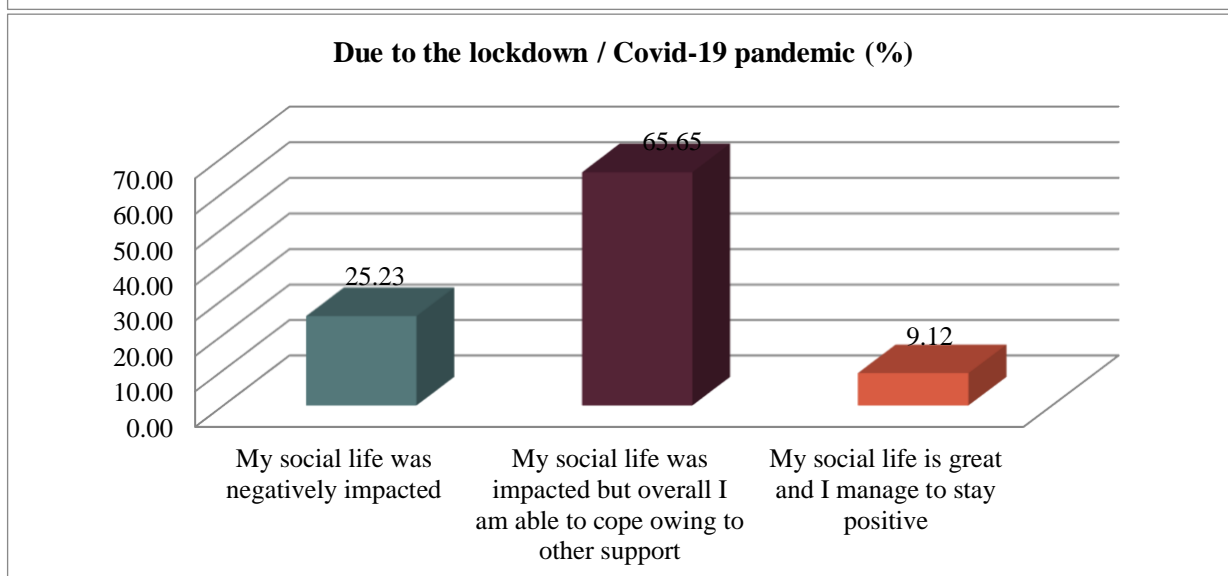
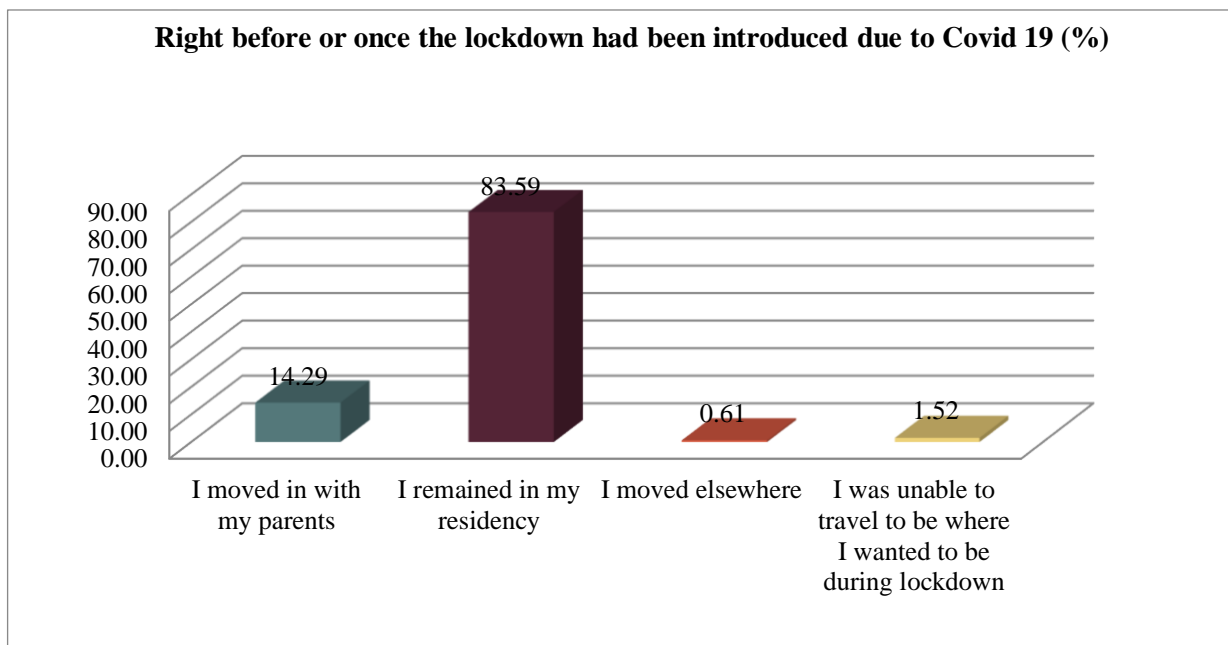
Considering the mental status of the study population during the pandemic;

- 87.5% of people were concerned that they could catch COVID and / or infect their family.
- 75% of people could work became more intense and stressful because of COVID
- 79,49% of people are experiencing financial difficulties due to lockdown
- 54,05% of people are anxious about job security
- 79,49% of people don't have need support
- 89,74% of people don't need support

**Table: 5 Wellbeing of The Study Population During Pandemic, Locked Down Project, 2020, Turkey**

<b>Right before or once the lockdown had been introduced due to Covid 19</b>	<b>N</b>	<b>%</b>
I moved in with my parents	47	14,29
I remained in my residency	275	83,59
I moved elsewhere	2	0,61
I was unable to travel to be where I wanted to be during lockdown	5	1,52
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>
<b>Which country did you move to?</b>	<b>N</b>	<b>%</b>
Azerbaijan	1	2,04
Turkey	48	97,96
<b>TOTAL</b>	<b>49</b>	<b>100,0</b>
<b>Due to the lockdown / Covid-19 pandemic</b>	<b>N</b>	<b>%</b>
My social life was negatively impacted	83	25,23
My social life was impacted but overall I am able to cope owing to other support	216	65,65
My social life is great and I manage to stay positive	30	9,12
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>
<b>Due to the lockdown / Covid-19 pandemic my relationship with my partner</b>	<b>N</b>	<b>%</b>
Suffered	39	11,85
Fell apart	11	3,34
Was not affected	126	38,30
Improved	28	8,51
I'm not in a relationship	125	37,99
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>

As seen in Table and Figures 5, it was determined that 83.6% of the study group stayed in their own residency, 98,0 % of the study population, who lived in abroad had moved to Turkey and 65,7% of the persons' social lifes were impacted from locked down.

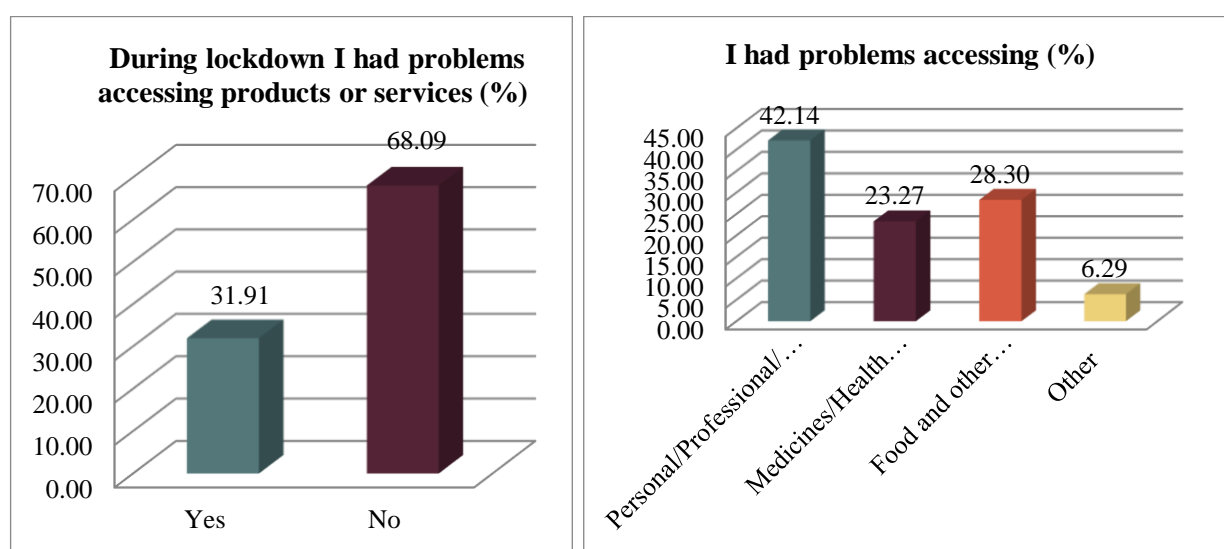


**Figure 4; Wellbeing of The Study Population During Pandemic, Locked Down Project, 2020, Turkey**

**Table 6: Problems accessing products or services (physically or online).**

<b>During lockdown I had problems accessing products or services (physically or online)</b>	<b>N</b>	<b>%</b>
Yes	105	31,91
No	224	68,09
<b>TOPLAM</b>	<b>329</b>	<b>100,0</b>
<b>I had problems accessing</b>	<b>Person</b>	<b>%</b>
Personal/Professional/Domestic services	67	42,14
Medicines/Health services	37	23,27
Food and other necessary goods	45	28,30
Other	10	6,29
<b>TOTAL</b>	<b>159</b>	<b>100,0</b>

As seen in Table and Figure 5, 68,1% of the study group stated that they don't have problems accessing products or services (physically or online) and %42,1 had problems about Personal/Professional/Domestic services during lockdown.

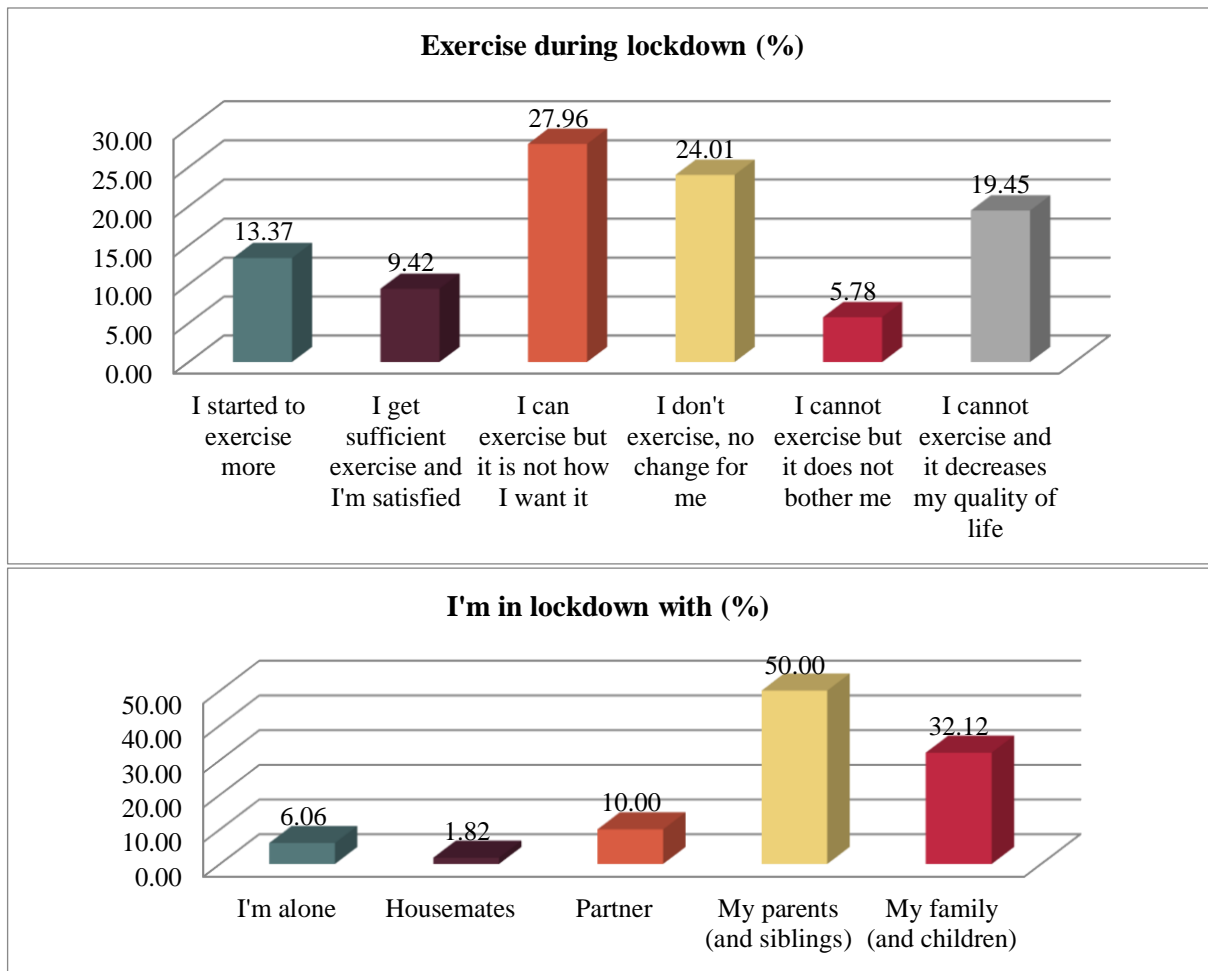


**Figure 5: Problems accessing products or services (physically or online).**

**Table 7: Wellbeing, Physical Exercise Status of The Study Population During Lockled Down, Locked Down Project, Turkey 2020**

<b>I'm in lockdown with</b>	<b>N</b>	<b>%</b>
I'm alone	20	6,06
Housemates	6	1,82
Partner	33	10,00
My parents (and siblings)	165	50,00
My family (and children)	106	32,12
Other	0	0
<b>TOTAL</b>	<b>330</b>	<b>100,0</b>
<b>I am a carer / I cared for a sick person in lockdown</b>	<b>N</b>	<b>%</b>
Yes	7	2,13
No	322	97,87
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>
<b>Exercise during lockdown</b>	<b>N</b>	<b>%</b>
I started to exercise more	44	13,37
I get sufficient exercise and I'm satisfied	31	9,42
I can exercise but it is not how I want it	92	27,96
I don't exercise, no change for me	79	24,01
I cannot exercise but it does not bother me	19	5,78
I cannot exercise and it decreases my quality of life	64	19,45
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>
<b>I am a professional athlete (university team)</b>	<b>N</b>	<b>%</b>
Yes	7	2,13
No	322	97,87
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>
<b>I'm anxious lockdown impacts my athletic career/performance</b>	<b>N</b>	<b>%</b>
Yes	5	71,43
No	2	28,57
<b>TOTAL</b>	<b>7</b>	

According to the Table 7 and Figure 6, 50% of the study group stated that they lived with own parents (and siblings) during pandemic, 19,5% were suffered from lock down and couldn't exercise and the quality of h/her life decreased because of pandemic and 71.4 % were anxious about the lockdown impacts on their own performances.



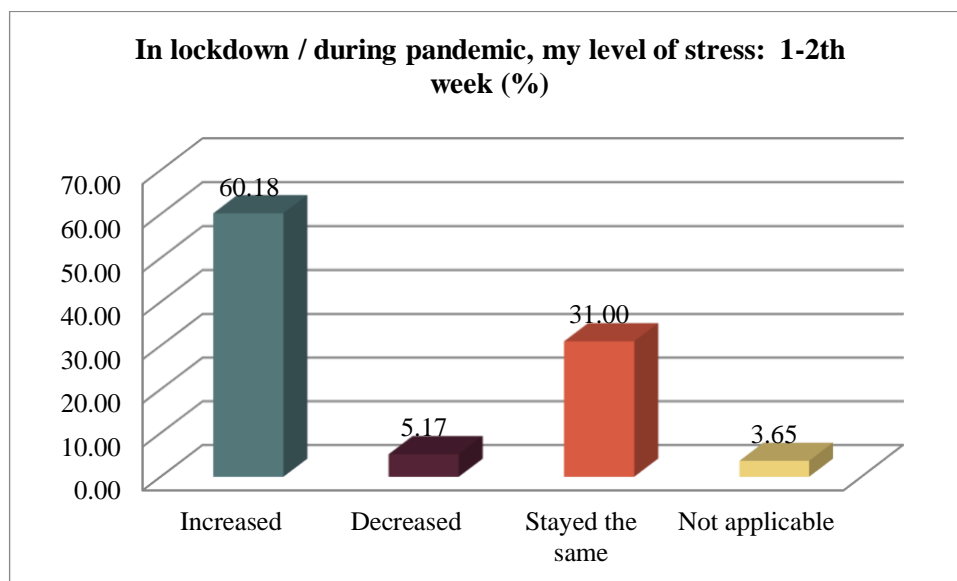
**Figure 6: Wellbeing, Physical Exercise Status of The Study Population During Locked Down, Locked Down Project, Turkey 2020**

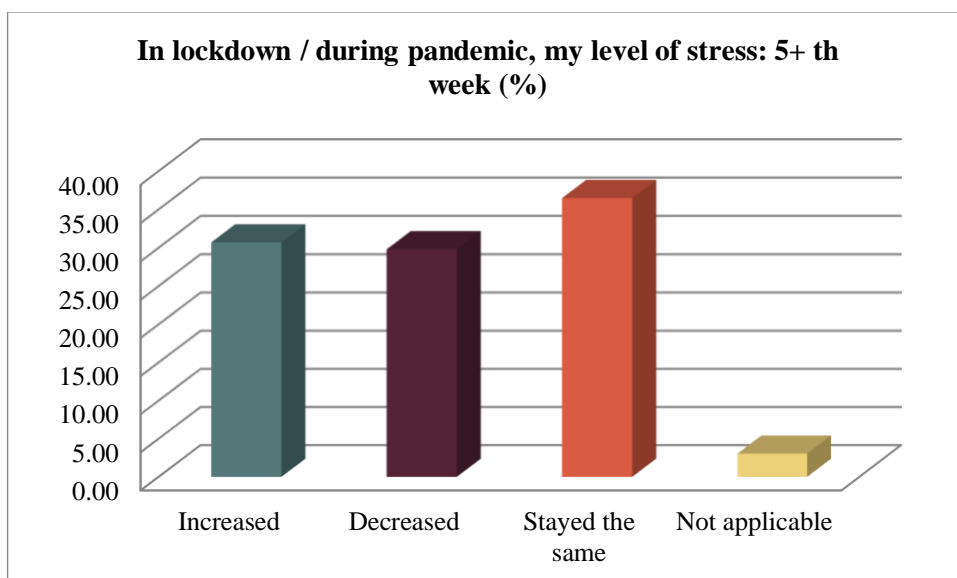
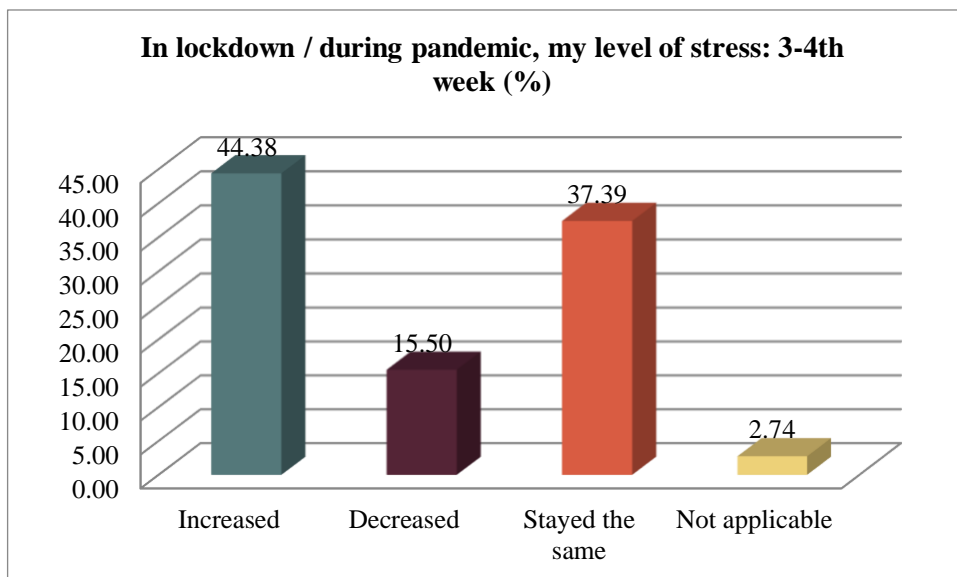
**Table 8: The level of stress of the study population during pandemic, Turkey, Locked down Project, Turkey 2020**

**In lockdown / during pandemic, my level of stress**

<b>1-2th week</b>	<b>N</b>	<b>%</b>
Increased	198	60,18
Decreased	17	5,17
Stayed the same	102	31,00
Not applicable	12	3,65
<b>3-4th week</b>	<b>N</b>	<b>%</b>
Increased	146	44,38
Decreased	51	15,50
Stayed the same	123	37,39
Not applicable	9	2,74
<b>5+ th week</b>	<b>N</b>	<b>%</b>
Increased	101	30,70
Decreased	98	29,79
Stayed the same	120	36,47
Not applicable	10	3,04
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>

As seen in Table 8 and Figure 7, the study population's stress level increased most in the first two weeks.





**Figure 7: The level of stress of the study population during pandemic, Turkey, Locked down Project, Turkey 2020**

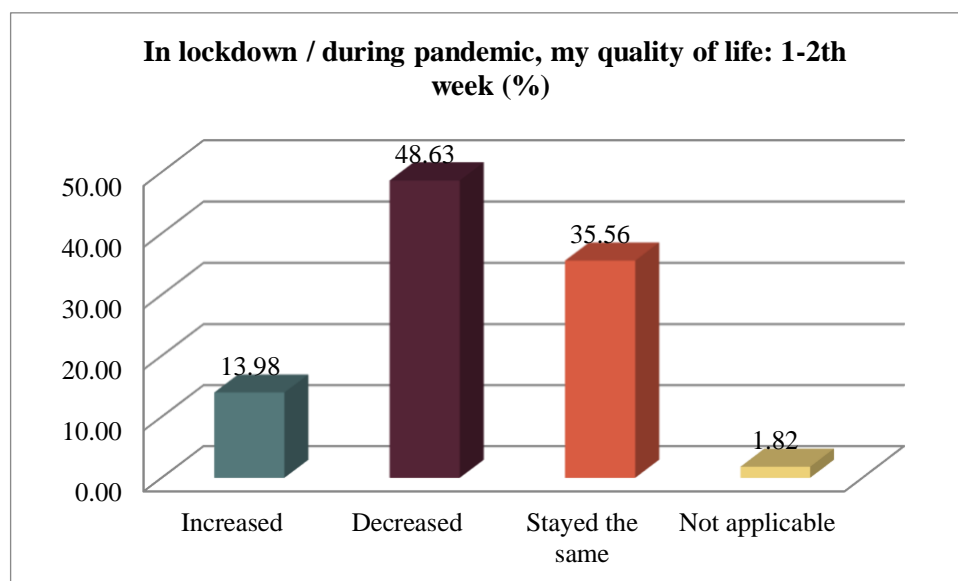


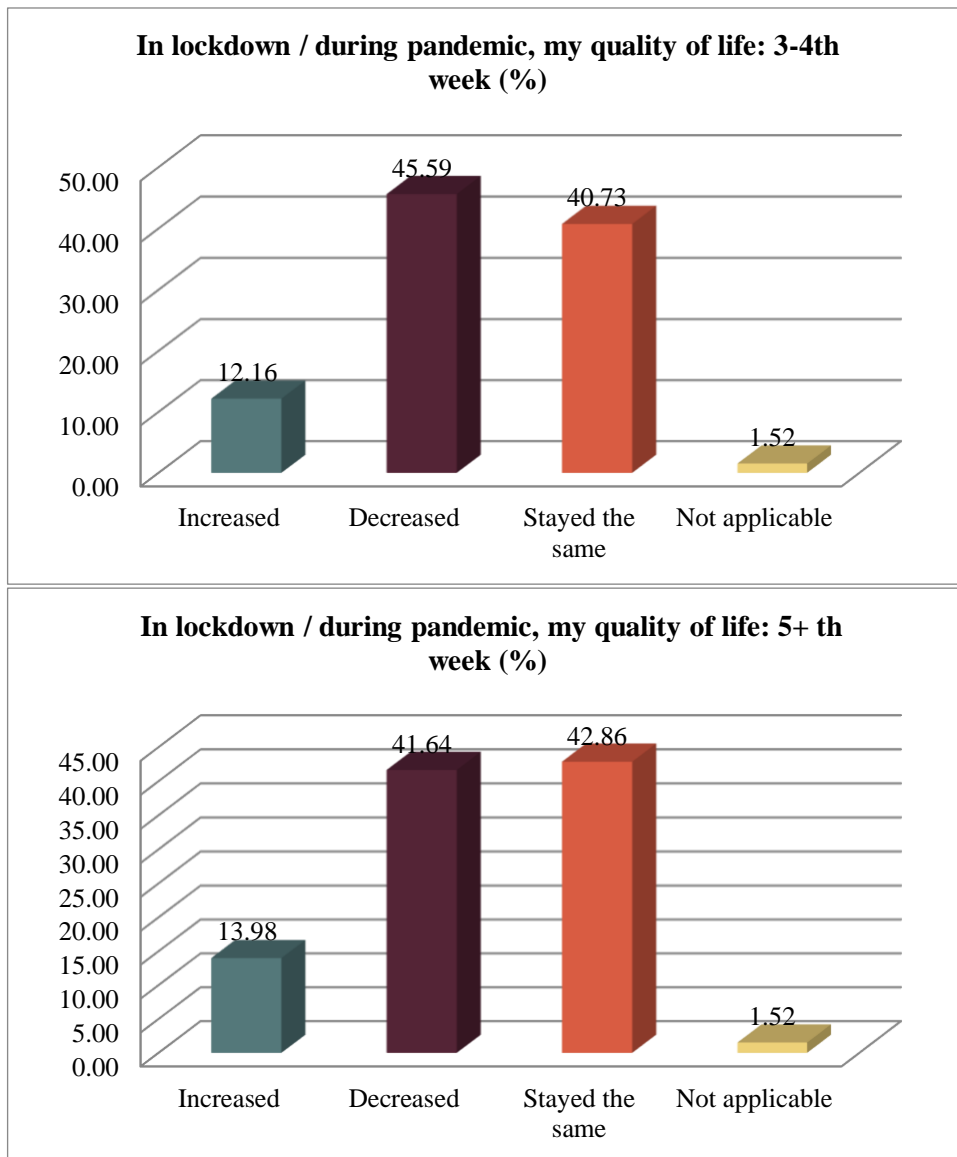
**Table 9: The quality of live status of the study population during pandemic, Locked down Project, Turkey 2020**

**In lockdown / during pandemic, my quality of life:**

<b>1-2th week</b>	<b>N</b>	<b>%</b>
Increased	46	13,98
Decreased	160	48,63
Stayed the same	117	35,56
Not applicable	6	1,82
<b>3-4th week</b>	<b>N</b>	<b>%</b>
Increased	40	12,16
Decreased	150	45,59
Stayed the same	134	40,73
Not applicable	5	1,52
<b>5+ th week</b>	<b>N</b>	<b>%</b>
Increased	46	13,98
Decreased	137	41,64
Stayed the same	141	42,86
Not applicable	5	1,52
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>

According to the Table 9 and Figure 8, it was determined that 48,6% of the study population's quality of life decreased in the 1-2th week due to the Covid-19, while 45,6 % decreased in the 3-4th week and 41,6% in the 5th week,





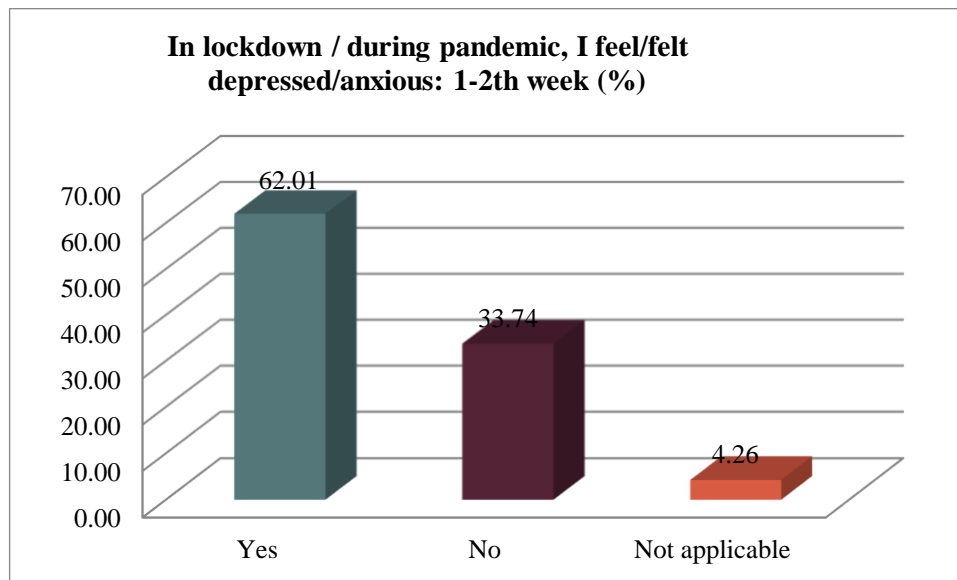
**Figure 8: The quality of live status of the study population during pandemic, Locked Down Project, Turkey 2020**

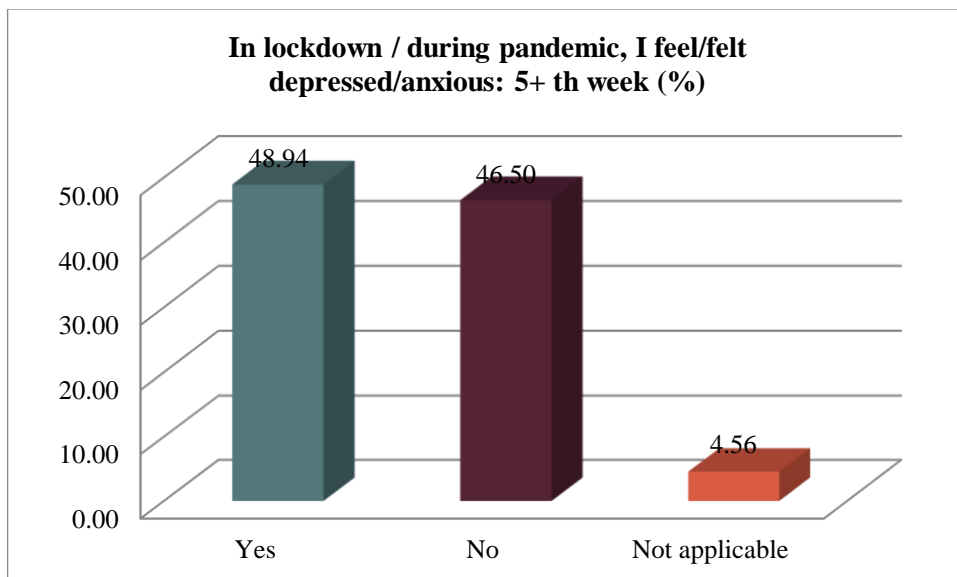
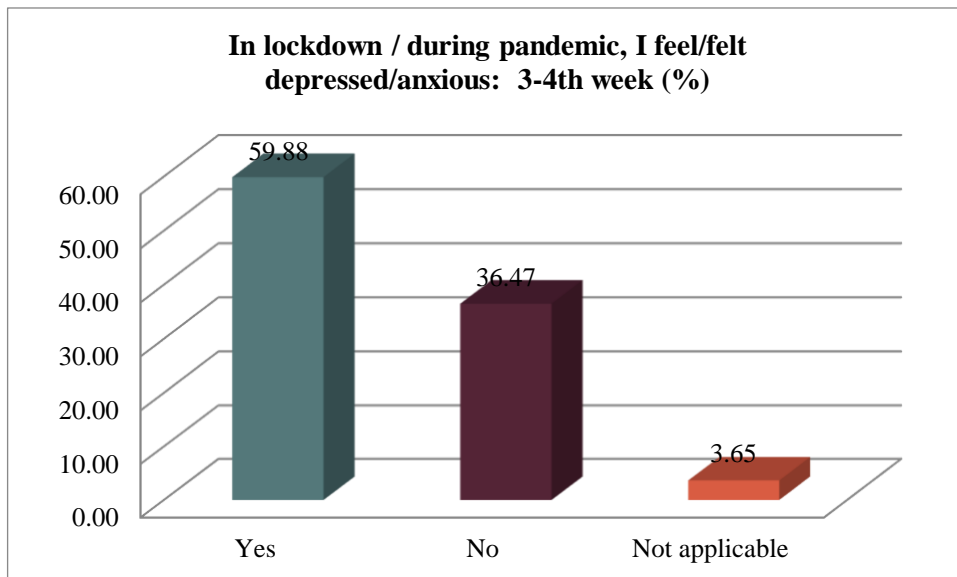
**Table 10: The level of depression /anxiety of the study population during pandemic, Locked Down Project, Turkey, 2020**

*In lockdown / during pandemic, I feel/felt depressed/anxious*

<b>1-2th week</b>	<b>N</b>	<b>%</b>
Yes	204	62,01
No	111	33,74
Not applicable	14	4,26
<b>3-4th week</b>	<b>N</b>	<b>%</b>
Yes	197	59,88
No	120	36,47
Not applicable	12	3,65
<b>5+ th week</b>	<b>N</b>	<b>%</b>
Yes	161	48,94
No	153	46,50
Not applicable	15	4,56
<b>TOTAL</b>	<b>329</b>	<b>100,0</b>

According to the Table 10 and Figure 9, 62, 0% of the study group feel anxious in the 1-2th week, 59, 9% in the 3-4th week, 49, 0% in the 5th week when during locked down.



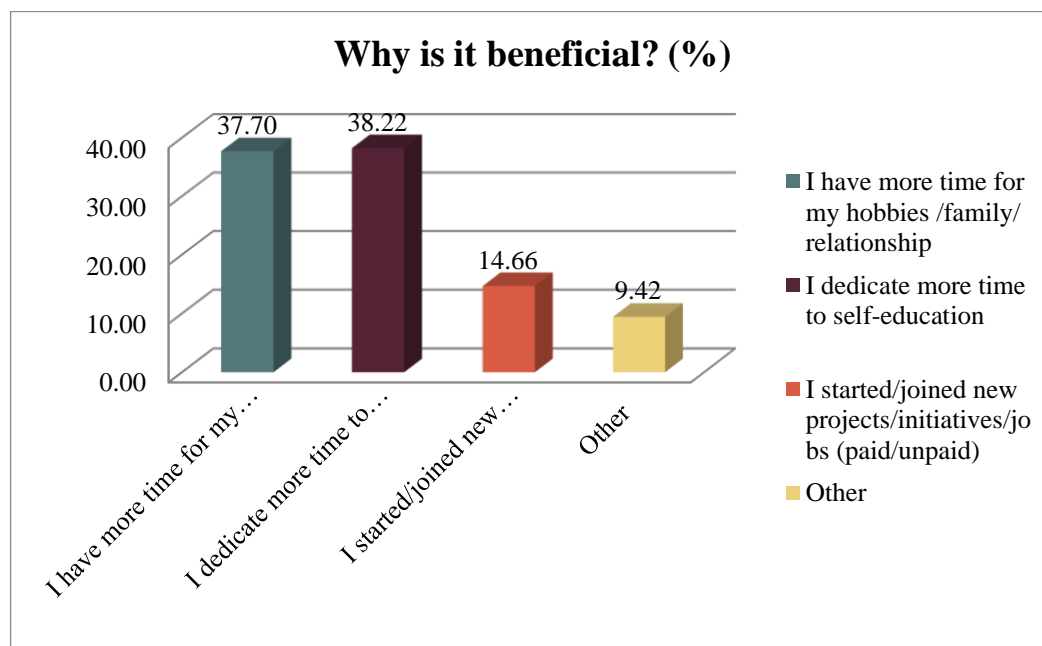


**Figure 9: The level of depression /anxiety of the study population during pandemic, Locked Down Project, Turkey, 2020**

**Table 11: Why is it beneficial? , Locked Down Project, 2020, Turkey**

	<b>N</b>	<b>%</b>
I have more time for my hobbies /family/ relationship	72	37,70
I dedicate more time to self-education	73	38,22
I started/joined new projects/initiatives/jobs (paid/unpaid)	28	14,66
Other	18	9,42
<b>TOTAL</b>	<b>191</b>	<b>100,0</b>

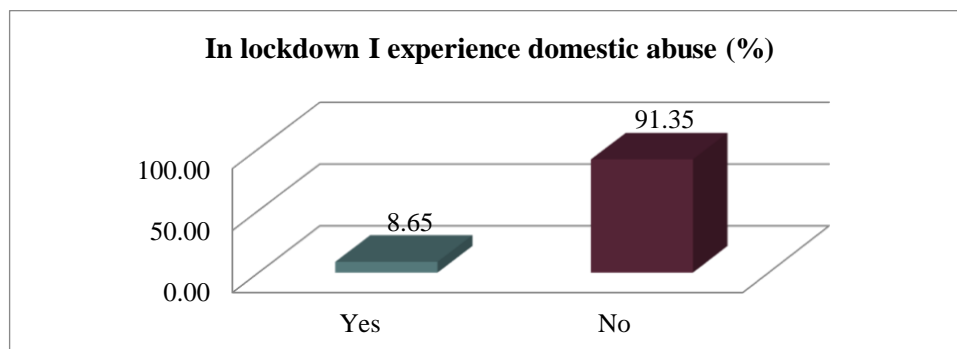
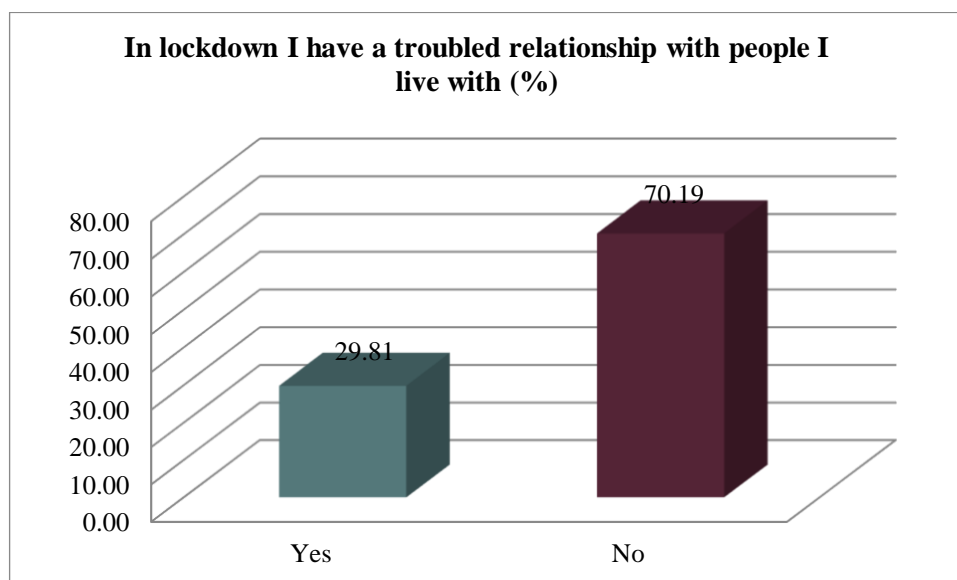
As seen in Table 11 and Figure 10, 38,2 % of the study group stated that they dedicated more time to their self-education and 37,7 % have more time for own hobbies /family/ relationship.



**Table 12: Troubles and domestic abuse status during pandemic, Locked Down Project, Turkey 2020**

<b>In lockdown I have a troubled relationship with people I live with</b>	<b>N</b>	<b>%</b>
Yes	93	29,81
No	219	70,19
<b>In lockdown I experience domestic abuse (psychological abuse)</b>	<b>N</b>	<b>%</b>
Yes	27	8,65
No	285	91,35
<b>TOTAL</b>	<b>312</b>	<b>100,0</b>

According to the Table 12 and Figure 11, 70.2 % of the study group indicated that they don't have a troubled relationship with people they live with in lockdown and 91.4 % don't experience domestic abuse in lockdown.



**Figure 11: Troubles and domestic abuse status during pandemic, Locked Down Project, Turkey 2020**

**Table 13: Responsibilities of the study population during pandemic, Locked Down Project, Turkey 2020**

<b>I'm responsible for childcare in lockdown</b>	<b>N</b>	<b>%</b>
Yes	41	13,14
No	271	86,86
<b>TOTAL</b>	<b>312</b>	<b>100,0</b>
<b>Childcare significantly impacted my education/work</b>	<b>N</b>	<b>%</b>
Yes	15	36,59
No	26	63,41
<b>TOTAL</b>	<b>41</b>	<b>100,0</b>

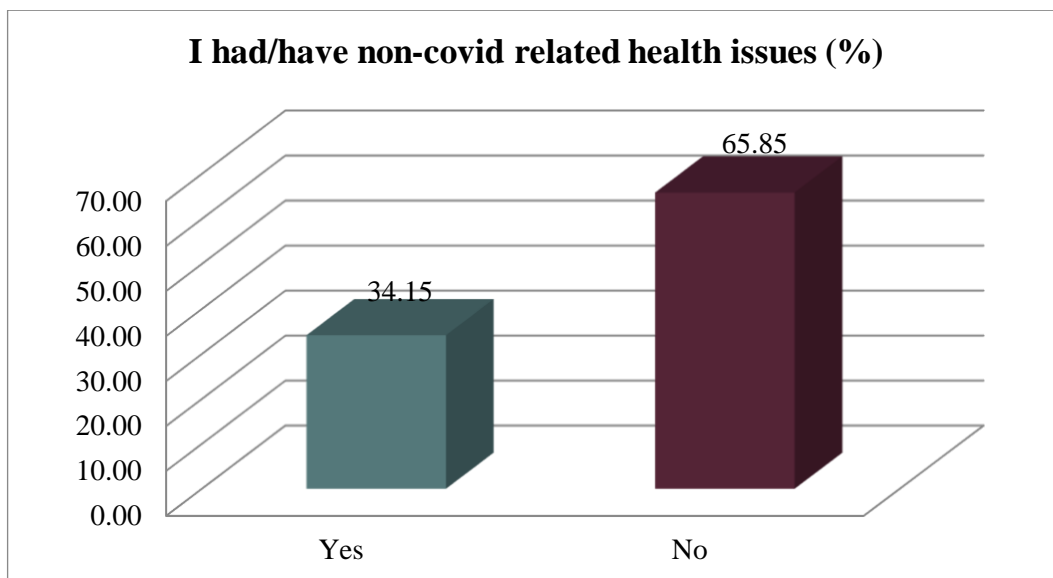
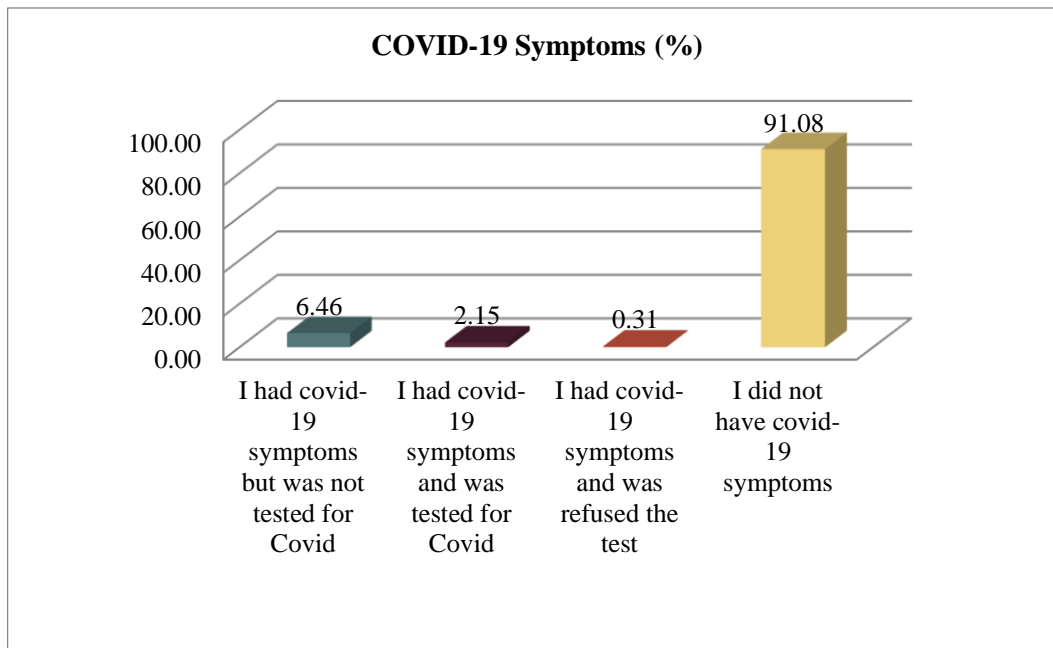
As seen in Table 13, it was determined that 86,9% of the study population aren't responsible for childcare during lockdown and 63.4 % indicated that they haven't impacted childcare significantly /education/work.

**Table 14: Health Status of the study population during pandemic, Locked Down Project, Turkey 2020**

<b>COVID-19 Symptoms</b>	<b>N</b>	<b>%</b>
I had covid-19 symptoms but was not tested for Covid	21	6,46
I had covid-19 symptoms and was tested for Covid	7	2,15
I had covid-19 symptoms and was refused the test	1	0,31
I did not have covid-19 symptoms	296	91,08
<b>TOTAL</b>	<b>325</b>	<b>100,0</b>
<b>COVID-19 Test Result</b>	<b>N</b>	<b>%</b>
Positive	1	14,29
Negative	6	85,71
Results not provided	0	0,00
<b>TOTAL</b>	<b>7</b>	<b>100,0</b>
<b>I had/have non-covid related health issues</b>	<b>N</b>	<b>%</b>
Yes	111	34,15
No	214	65,85
<b>TOTAL</b>	<b>325</b>	<b>100,0</b>
<b>I had/have non-covid related health issues</b>	<b>N</b>	<b>%</b>
Yes	109	33,54
No	63	19,38
Not applicable	153	47,08
<b>TOTAL</b>	<b>325</b>	<b>100,0</b>
<b>I have a disability/chronic illness</b>	<b>N</b>	<b>%</b>
Yes	2	5,88
No	32	94,12
<b>TOTAL</b>	<b>34</b>	<b>100,0</b>

As seen in Table 14 and Figure 12, 91,1% of the participants indicated that they did not have any covid-19 symptoms during locked down and 85,7% stated that their covid-19 test results were found to be negative.



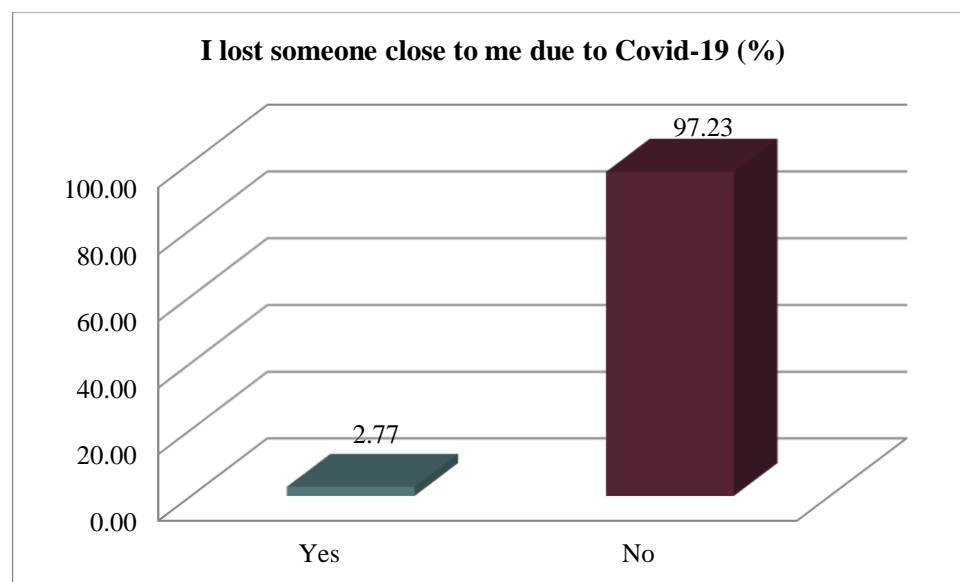


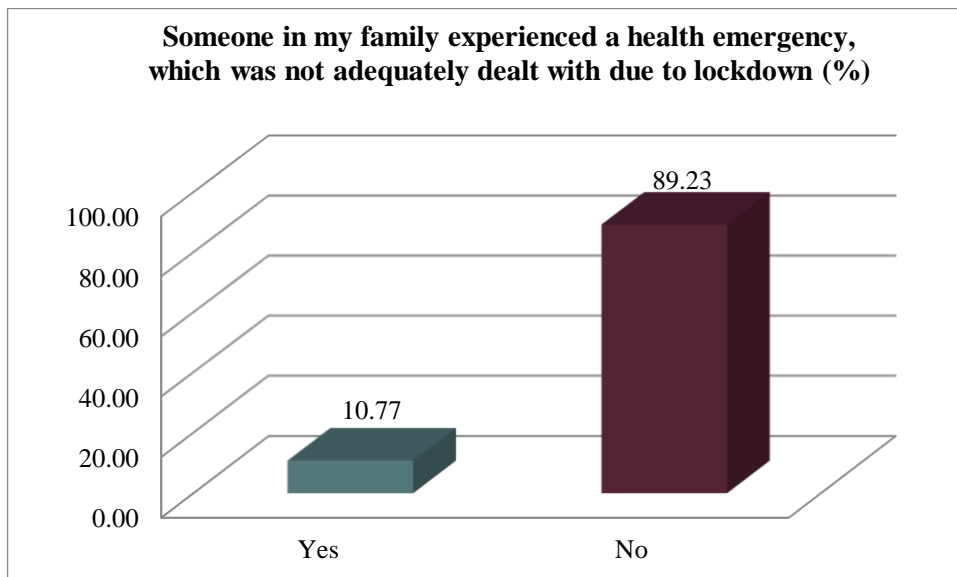
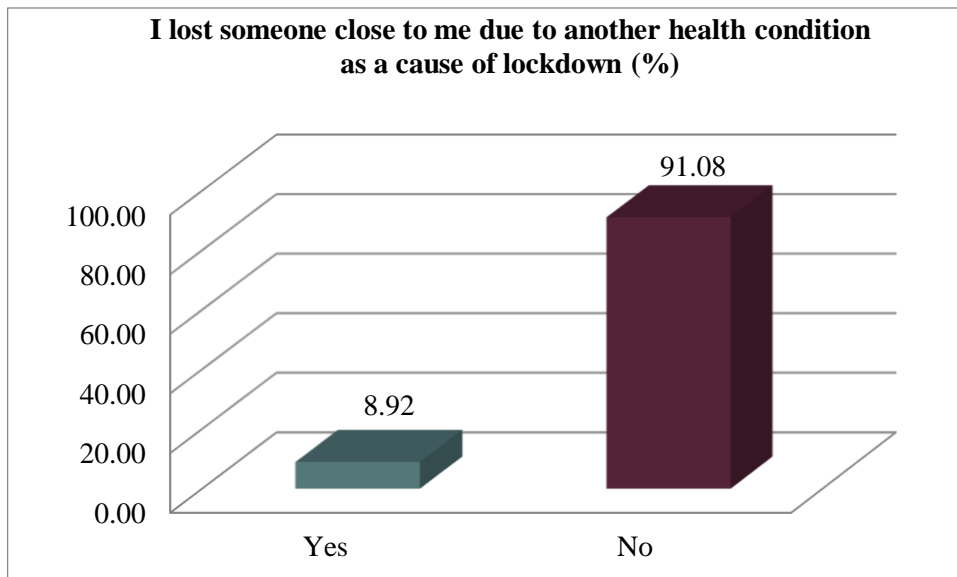
**Figure 12: Health Status of the study population during pandemic, Locked Down Project, Turkey 2020**

**Table 15: Deaths or emergent situation occurred due to Covid-19 among the study population during pandemic, Locked Down Project, Turkey 2020**

**Since the start of the pandemic:**

<b>I lost someone close to me due to Covid-19</b>	<b>N</b>	<b>%</b>
Yes	9	2,77
No	316	97,23
<b>TOTAL</b>	<b>325</b>	<b>100,0</b>
<b>I lost someone close to me due to another health condition as a cause of lockdown</b>	<b>N</b>	<b>%</b>
Yes	29	8,92
No	296	91,08
<b>TOTAL</b>	<b>325</b>	<b>100,0</b>
<b>Someone in my family experienced a health emergency, which was not adequately dealt with due to lockdown</b>	<b>N</b>	<b>%</b>
Yes	35	10,77
No	290	89,23
<b>TOTAL</b>	<b>325</b>	<b>100,0</b>
<b>My support diminished because of the pandemic</b>	<b>N</b>	<b>%</b>
Yes	2	100
No	0	0
<b>TOTAL</b>	<b>2</b>	





**Figure 13: Deaths or emergent situation occurred due to Covid-19 among the study population during pandemic, Locked Down Project, Turkey 2020**

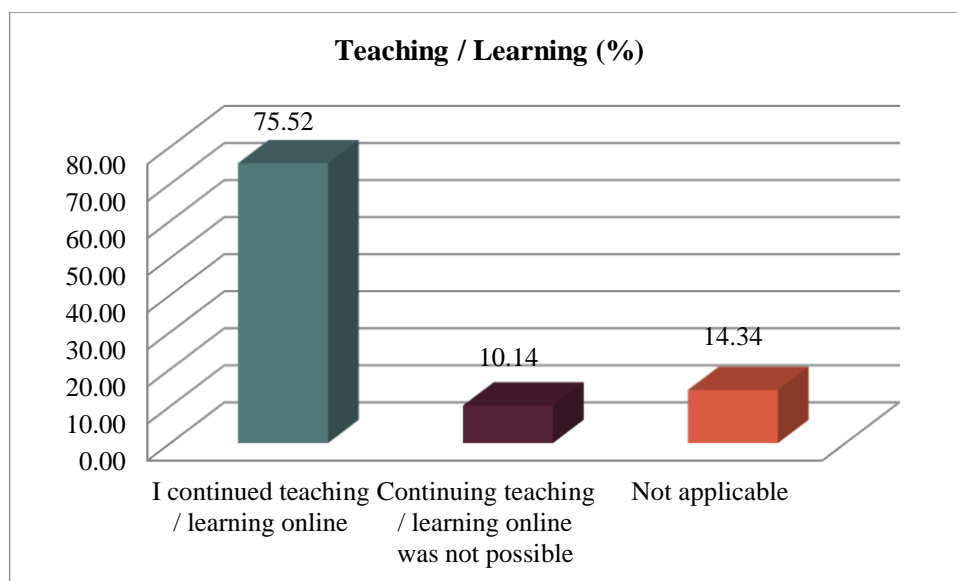
As seen in Table 15 and Figure 13, “Deaths or emergent situation occurred due to Covid-19 among the study population during pandemic”; 97,3% indicated that they didn’t lost someone close to them due to Covid-19 while 91.1% of the participants in the study group stated that they lost their relatives for a reason other than covid and 89.2% stated that no health problems were experienced in any of their families during their stay in locked down.

**Table 16: Any other thoughts about the impact of lockdown on the participants' life in the study population, Locked Down Project, Turkey 2020**

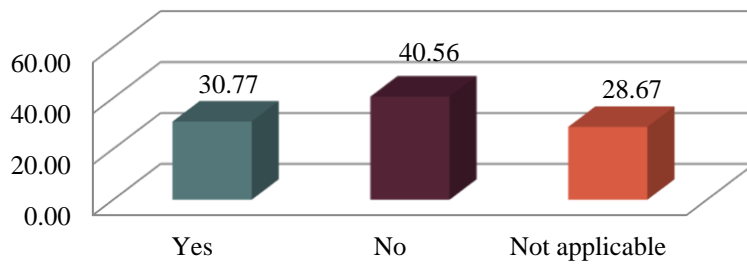
	<b>N</b>	<b>%</b>
Uncertainty is the biggest source of stress. I wonder when we can normalize.	1	5,56
Our biggest feature is to touch. We couldn't hug each other at funerals. We looked very worried while looking at the patient. Those with economic problems made us very sad.	1	5,56
This disaster teaches the people of this world that regardless of their language, religion and race, everyone shares a common destiny and leads to a more sharing and peaceful future.	1	5,56
The world took a little breath. People are worried but less tired. Most of all, children have a hard time because they cannot go out.	1	5,56
Usually a boring process at home, I try to support my family by keeping our spirits high.	1	5,56
Although there are exceptions, I still feel that there are people in the city where I live in, who do not take it too seriously and this both irritates and scares me.	1	5,56
Other creatures other than humans were very tired, when people started to sit in their homes, other creatures could move more easily in nature, the environment and air pollution decreased.	1	5,56
Quarantine-Corona end.	1	5,56
Thanks for corona for giving me the time I can't take myself.	1	5,56
Fear for my kids and our future.	1	5,56
This process, in which we did not know what happened and when it will end, affected us psychologically. I would be depressed if I didn't have hobbies. There was information pollution in every channel on TVs.	1	5,56
We are at risk of losing our job with the epidemic, the problems other than that are at an affordable level.	1	5,56
We are negatively affected socially and psychologically.	1	5,56
Too scared of being a carrier and carrying the virus home.	1	5,56
My treatment is disrupted.	1	5,56
I hope it doesn't happen again.	1	5,56
My body started to ache from staying at home all the time, as I did not exercise enough. Sitting all day in pijamas without a care does not feel good for my psychology. I cannot meet with my friends. Actually, my biggest problem is that I cannot work and I spend my savings. I do not know what to do if this epidemic does not end immediately and my savings run out. This is a very worrying situation for me.	1	5,56
It's hard to stay home. But I am happy that I am healthy.	1	5,56
<b>TOTAL</b>	<b>18</b>	<b>100,0</b>

**Table 17: The educational status of the participants in the study population after the university closed, Locked Down Project, Turkey 2020**

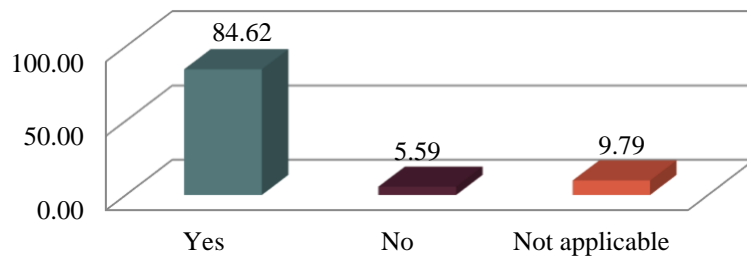
<b>Teaching / Learning</b>	<b>N</b>	<b>%</b>
I continued teaching / learning online	216	75,52
Continuing teaching / learning online was not possible	29	10,14
Not applicable	41	14,34
<b>I was unable to continue my university work partially or fully (e.g. lab shut down, international station required)</b>	<b>N</b>	<b>%</b>
Yes	88	30,77
No	116	40,56
Not applicable	82	28,67
<b>My university progressed with the exams / assessments and made relevant arrangements</b>	<b>N</b>	<b>%</b>
Yes	242	84,62
No	16	5,59
Not applicable	28	9,79
<b>Exams were postponed / cancelled</b>	<b>N</b>	<b>%</b>
Yes	104	36,36
No	149	52,10
Not applicable	33	11,54
<b>My university was supportive in offering services which enabled me to continue my work/education</b>	<b>N</b>	<b>%</b>
Yes	234	81,82
No	52	18,18
<b>TOTAL</b>	<b>286</b>	<b>100,0</b>



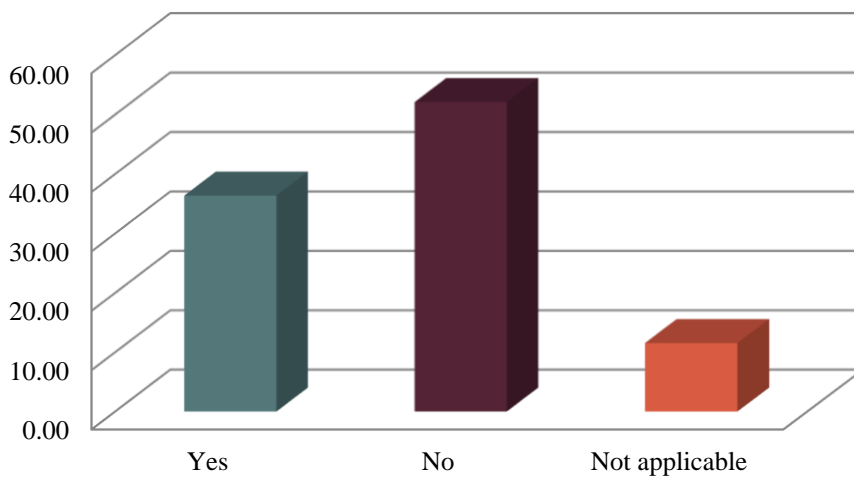
**I was unable to continue my university work partially or fully (%)**

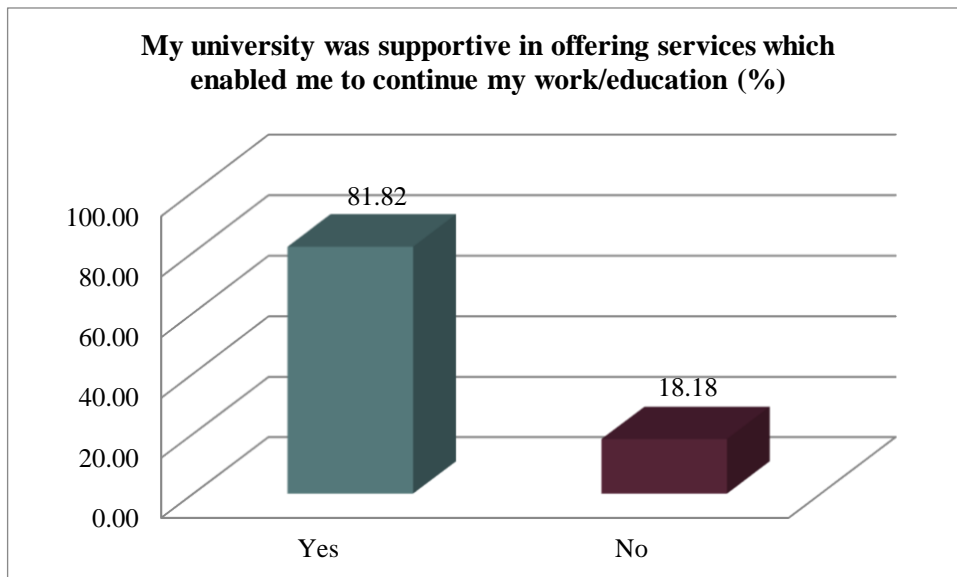


**My university progressed with the exams / assessments and made relevant arrangements (%)**



**Exams were postponed / cancelled (%)**



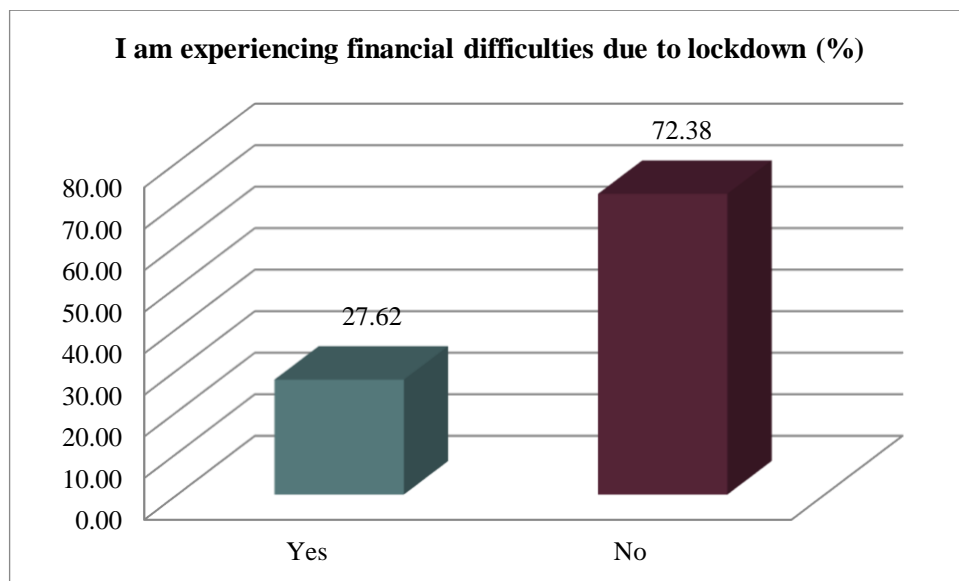


**Figure 14: The educational status of the participants in the study population after the university closed, Locked Down Project, Turkey 2020**

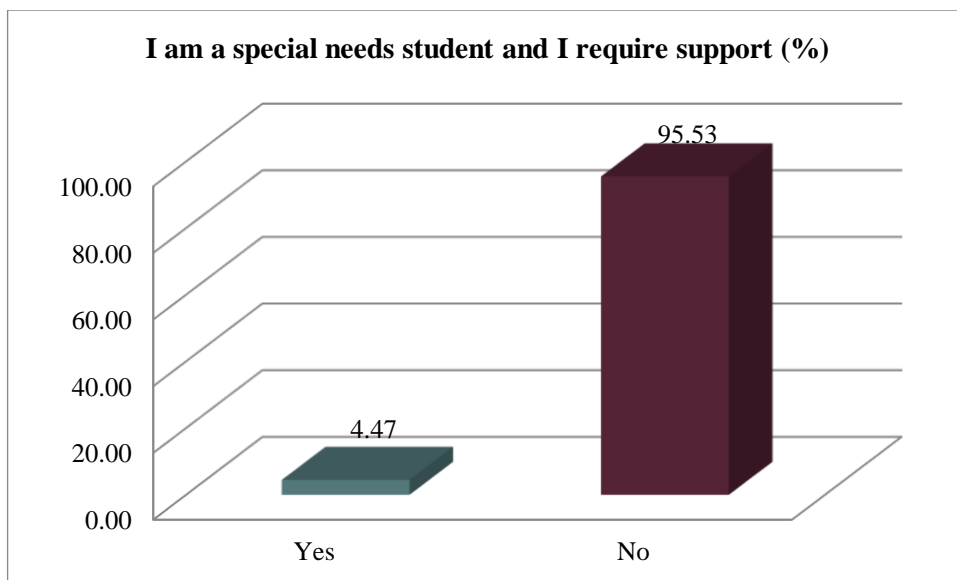
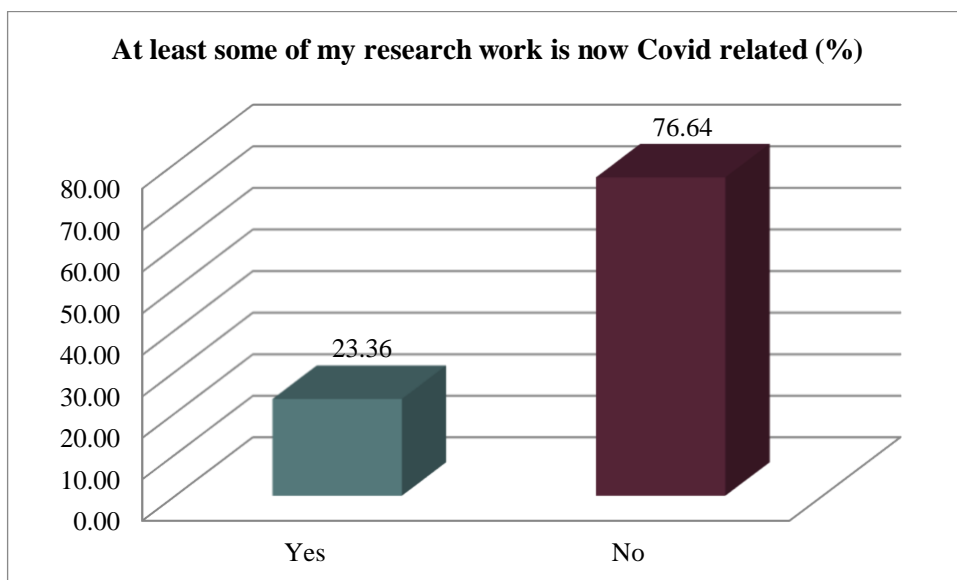
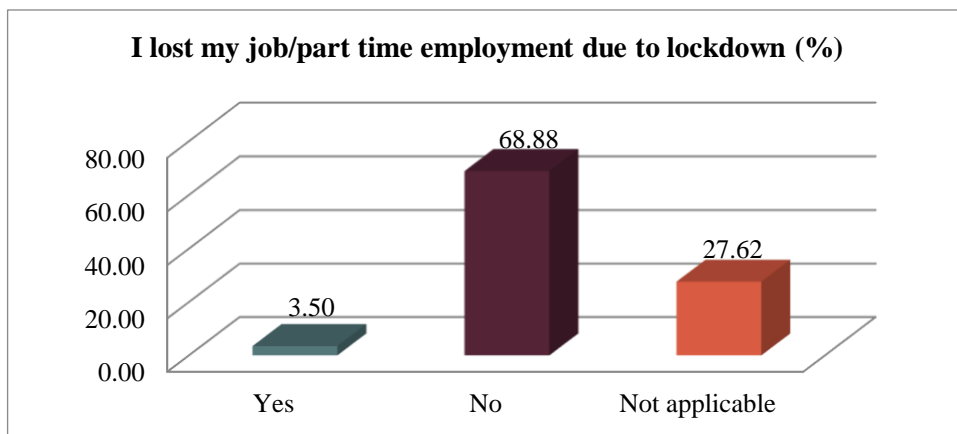
As seen in Table 17 and Figures 14, 75,5% of the participants indicated that they continued teaching / learning online, 84,6% of the participants' university progressed with the exams / assessments and made relevant arrangements and 81,8% of persons' university was supportive in offering services which enabled them to continue their work/education after the university closed.

**Table 18: The financial situation of the study population during pandemic, Locked Down Project, Turkey 2020**

<b>I am experiencing financial difficulties due to lockdown</b>	<b>N</b>	<b>%</b>
Yes	79	27,62
No	207	72,38
<b>TOTAL</b>	<b>286</b>	
<b>I lost my job/part time employment due to lockdown</b>	<b>N</b>	<b>%</b>
Yes	10	3,50
No	197	68,88
Not applicable	79	27,62
<b>TOTAL</b>	<b>286</b>	<b>100,0</b>
<b>At least some of my research work is now Covid related</b>	<b>N</b>	<b>%</b>
Yes	25	23,36
No	82	76,64
<b>TOTAL</b>	<b>107</b>	<b>100,0</b>
<b>I am a special needs student and I require support</b>	<b>N</b>	<b>%</b>
Yes	8	4,47
No	171	95,53
<b>TOTAL</b>	<b>179</b>	<b>100,0</b>
<b>About my support</b>	<b>N</b>	<b>%</b>
I lost this support in lockdown	3	37,5
My support was significantly impacted	3	37,5
My support was continued / no impact	2	25
<b>TOTAL</b>	<b>8</b>	<b>100,0</b>





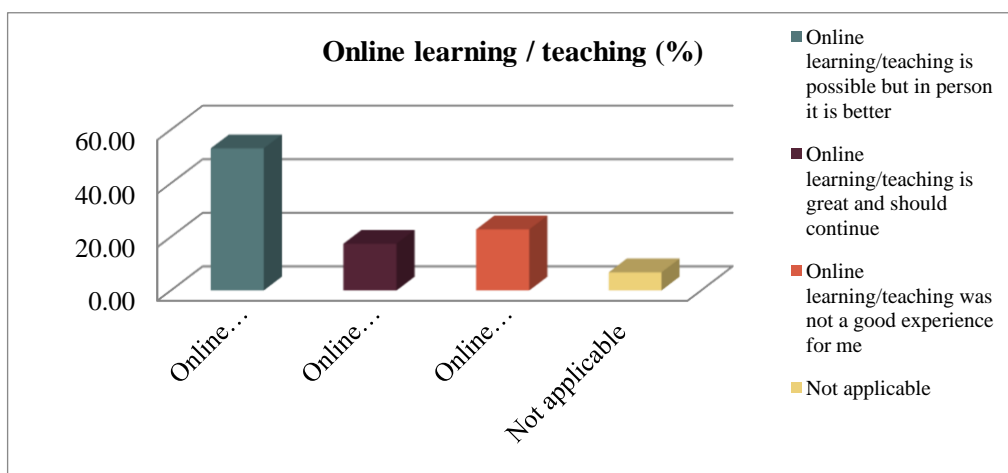
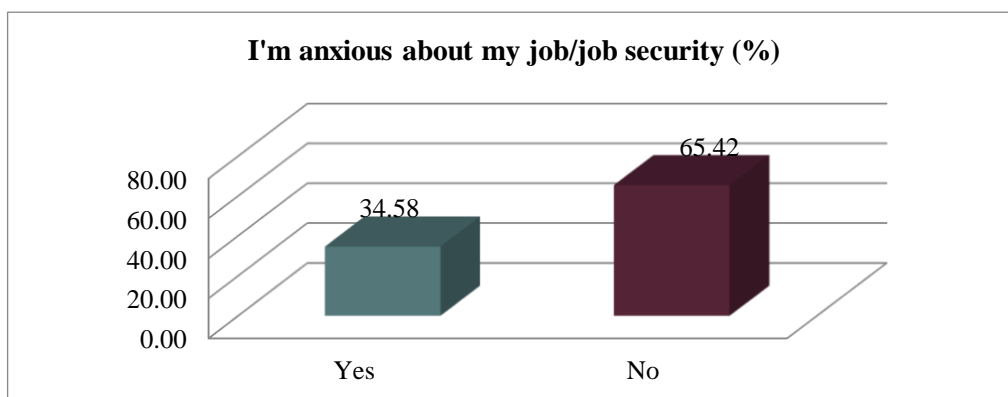
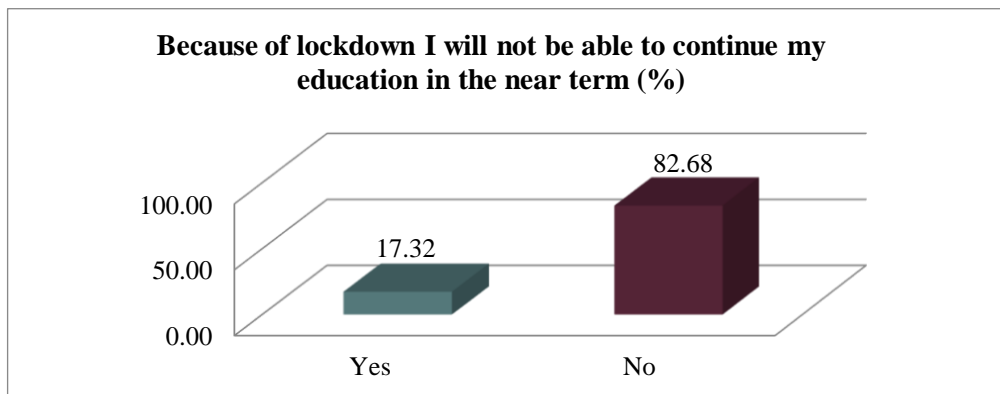
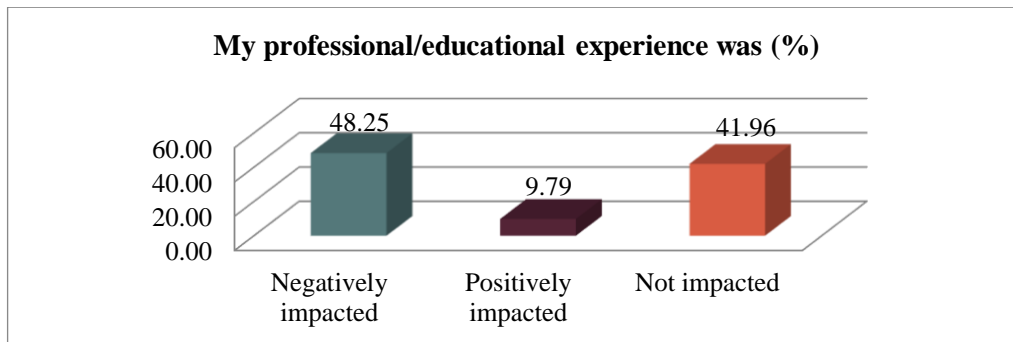


**Figure 15: The financial situation of the study population during pandemic, Locked Down Project, Turkey 2020**

According to the Table 18, and Figure 15, 72,4% of the study group stated that they have been experiencing financial difficulties due to lockdown, 68.6% of them indicated that they haven't lost job/part time employment due to lockdown.

**Table 19: The effects of Covid-19 pandemic on professional/educational experience of the study population, Locked Down Project, Turkey 2020**

<b>My professional/educational experience was</b>	<b>N</b>	<b>%</b>
Negatively impacted	138	48,25
Positively impacted	28	9,79
Not impacted	120	41,96
<b>TOTAL</b>	<b>286</b>	<b>100,0</b>
<b>Because of lockdown I will not be able to continue my education in the near term (after life goes back to normal)</b>	<b>N</b>	<b>%</b>
Yes	31	17,32
No	148	82,68
<b>TOTAL</b>	<b>179</b>	<b>100,0</b>
<b>I'm anxious about my job/job security</b>	<b>N</b>	<b>%</b>
Yes	37	34,58
No	70	65,42
<b>TOTAL</b>	<b>107</b>	<b>100,0</b>
<b>Online learning / teaching</b>	<b>N</b>	<b>%</b>
Online learning/teaching is possible but in person it is better	149	53,02
Online learning/teaching is great and should continue	49	17,44
Online learning/teaching was not a good experience for me	64	22,78
Not applicable	19	6,76
<b>TOTAL</b>	<b>281</b>	<b>100,0</b>
	<b>N</b>	<b>%</b>
I may not be able to finance my education due to parents' job loss, inability to secure a loan, etc	18	7,44
I'm anxious about my education/exams	131	54,13
I'm anxious I will not be able to find a job in the near term	45	18,60
I will experience a delay in finding a job/starting new employment	48	19,83
<b>TOTAL</b>	<b>242</b>	<b>100,0</b>



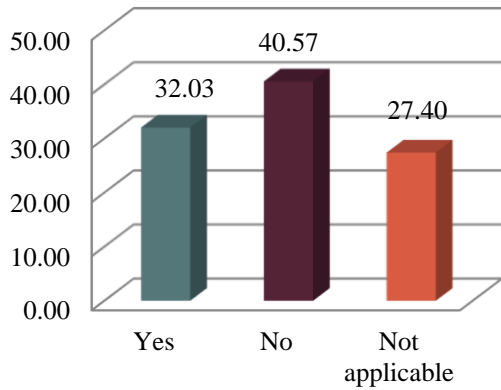
**Figure 16: The effects of Covid-19 pandemic on professional/educational experience of the study population, Locked Down Project, Turkey 2020**

As seen in Table 19 and Figure 16, it was determined that 65,4 % of the study group were anxious about their job/job security and 53% of the participants stated that the online learning/teaching is possible but in person it is better.

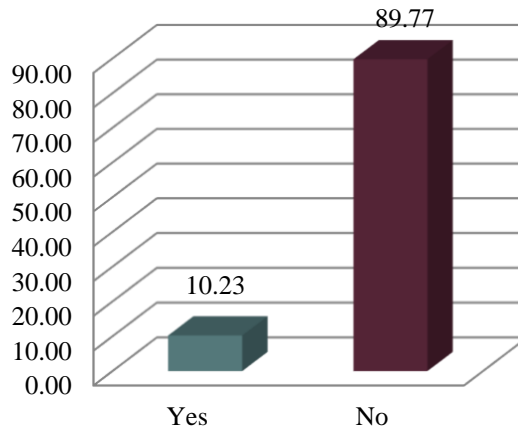
**Table 20: The effects of Covid-19 pandemic on professional/educational experience of the study population, Locked Down Project, Turkey 2020**

<b>I'm anxious I will not be able to secure funding for my projects (research)</b>	<b>N</b>	<b>%</b>
Yes	90	32,03
No	114	40,57
Not applicable	77	27,40
<b>TOTAL</b>	<b>281</b>	<b>100,0</b>
<b>I'm graduating and actively applying for jobs</b>	<b>N</b>	<b>%</b>
Yes	18	10,23
No	158	89,77
<b>TOPLAM</b>	<b>176</b>	<b>100,0</b>
<b>Are you still applying?</b>	<b>N</b>	<b>%</b>
Yes	12	66,67
No	6	33,33
<b>TOTAL</b>	<b>18</b>	<b>100,0</b>
<b>Receiving job offers?</b>	<b>N</b>	<b>%</b>
Yes	5	27,78
No	13	72,22
<b>TOTAL</b>	<b>18</b>	<b>100,0</b>
<b>Receiving job rejections (explicitly because of COVID-19)?</b>	<b>N</b>	<b>%</b>
Yes	4	22,22
No	14	77,78
<b>TOTAL</b>	<b>18</b>	<b>100,0</b>
<b>I'm applying/have applied for another degree program to continue my education in 2020/2021</b>	<b>N</b>	<b>%</b>
Yes	13	7,39
No	163	92,61
<b>TOTAL</b>	<b>176</b>	<b>100,0</b>

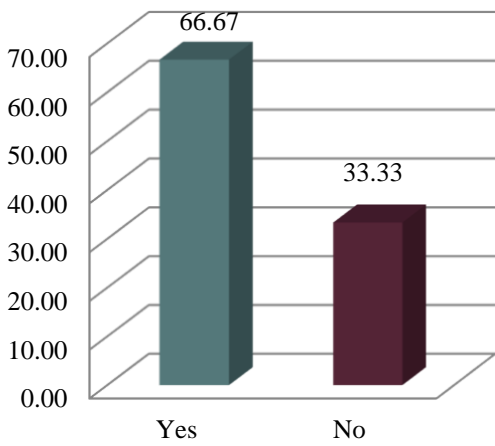
**I'm anxious I will not be able to secure funding for my projects (%)**



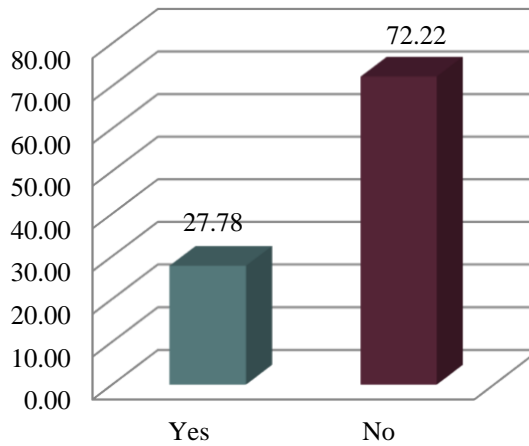
**I'm graduating and actively applying for jobs (%)**



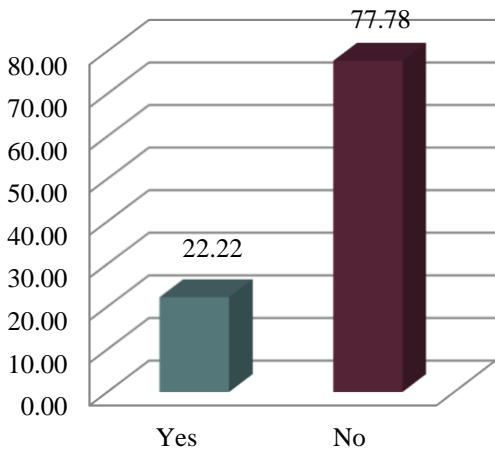
**Are you still applying? (%)**



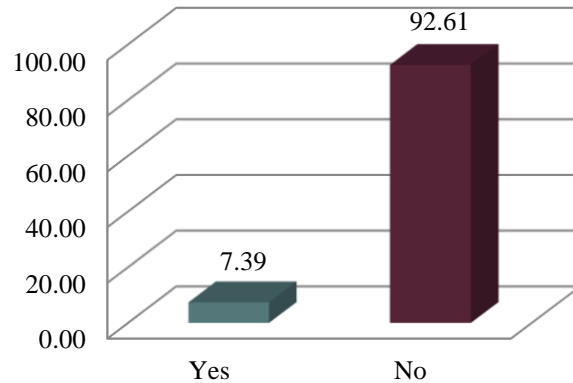
**Receiving job offers? (%)**

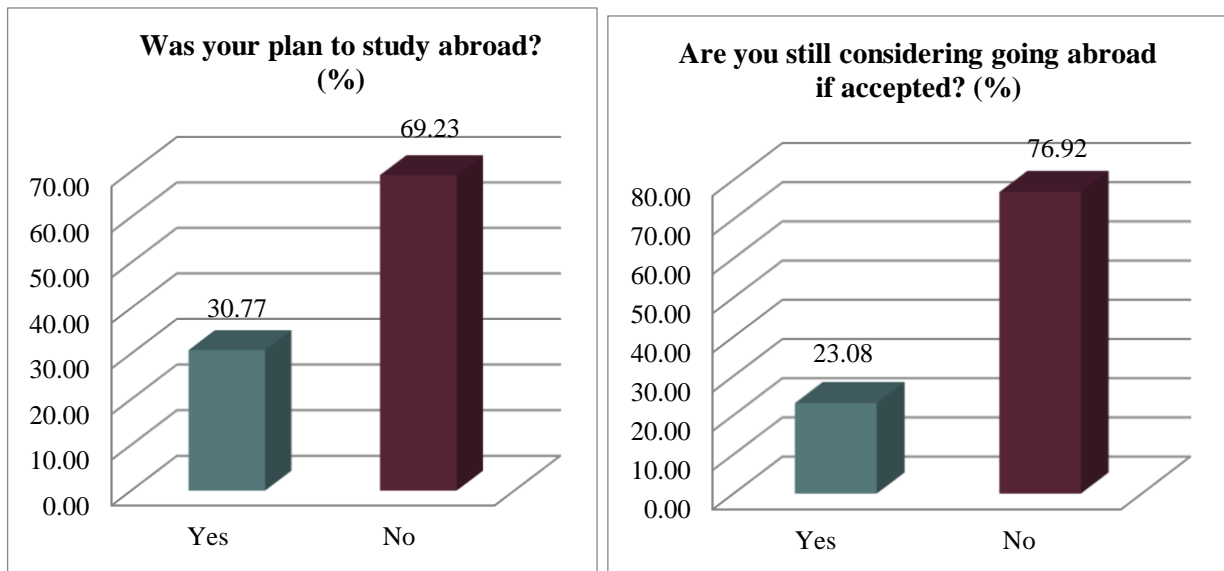


**Receiving job rejections? (%)**



**I'm applying/have applied for another degree program to continue my education in 2020/2021 (%)**





**Figure 17: The effects of Covid-19 pandemic on professional/educational experience of the study population, Locked Down Project, Turkey 2020**

As seen in the Table 20 and Figure 17, it was determined that 32,0 % of the study population was anxious that they wouldn't be able to secure funding for their projects/jobs, 89,8% aren't graduating and actively applying for jobs for the time being, 66,7% are still applying for another degree to continue education and 77, 8% haven't experienced job rejections due to the Covid-19

**Table 21: Plans of the participants for studying in abroad after pandemic, , Locked Down Project, Turkey 2020**

<b>Was your plan to study abroad?</b>	<b>N</b>	<b>%</b>
Yes	4	30,77
No	9	69,23
<b>TOTAL</b>	<b>13</b>	<b>100,0</b>
<b>Which country?</b>	<b>N</b>	<b>%</b>
Germany	1	25,00
Italy	1	25,00
Netherlands	1	25,00
Portugal	1	25,00
<b>TOTAL</b>	<b>4</b>	<b>100,0</b>
<b>Are you still considering going abroad if accepted?</b>	<b>N</b>	<b>%</b>
Yes	3	23,08
No	10	76,92
<b>TOTAL</b>	<b>13</b>	<b>100,0</b>
<b>I stopped applying/decided to wait/reluctant to go abroad.</b>	<b>N</b>	<b>%</b>
Yes	9	69,23
No	4	30,77
<b>TOTAL</b>	<b>13</b>	<b>100,0</b>

According to the Table 21, 69, 3% of the students stated that they were not planning to study abroad, already stopped applying and reluctant to go abroad.

**Tablo 22: The awareness of the students or a member of staff who is in significant distress and as a result would be unable to take part in a survey like this, Locked Down Project, Turkey 2020**

	<b>N</b>	<b>%</b>
Yes	70	24,91
No	211	75,09
<b>TOTAL</b>	<b>281</b>	<b>100,0</b>

**Tablo 23: Any other thoughts / experiences about the participants, who joined to the survey's life in lockdown, Locked Down Project, Turkey 2020**

	Person	%
The necessity and frequency of interests and relationships with relatives and friends were further understood and valued.	1	1,06
I liked being at home with my family.	1	1,06
I think we adapt quickly as a country in quarantine.	1	1,06
I hope it will provide an understanding of the importance of education and knowledge in terms of social responses..	1	1,06
The yearning for a world away from material and monotony has increased	1	1,06
The idea that a life that is integrated with and respectful to nature is a priority life philosophy has gained more weight.	1	1,06
I met my own needs because I am less than 65 years old. It's too bad to be in need of someone else. Since our house has a garden, I could go out and the garden made me feeling very good. Distance education enabled me to use technology more. This was good for me. In the beginning we didn't know the enemy, now my stress is relieved as there is more information about how to protect myself.	1	1,06
I still do not fully understand the logic of the curfew that has been explained to the public until today, but I follow the rules 100%. I believe that disclosing the logical explanation of this application that will convince the public in a transparent manner in all aspects (in terms of quarantine, political, economic, ease of management) will be beneficial for this segment and will increase trust in the government.	1	1,06
I fulfilled my academic function. I did not have a problem in my relations with my students. I am teaching a doctorate course.	1	1,06
Since I am an asocial person, living with my family rather than living alone in my student house has helped my psychology. I put my loneliness on the shelf for a while. I had the opportunity to read more books and do research. I think my university education is incomplete / half left in the incomplete process. I believe that our education, which could not be completed when returning to normal life, should be repeated. I think people exaggerate sitting at home.	1	1,06
Some days I had a stress period that increased and then decreased again. I was a little stressed about exams and lessons, because he was not going to catch up. I tried to take time for myself. I tried to learn new languages.	1	1,06
Being home is great but not with kids 7/24. On line education is great, since i do not have to socialize with people anymore, but not when teachers keep pushing assignments and on line, weird (time limited, irreversible) exams.	1	1,06



I think I spent the quarantine process efficiently, I tried to do many activities to improve myself during this process, I started to devote more time to myself. But I am looking forward to the end of this process because I do not understand much on line, I realized that the lessons were more understandable in the school environment, but still I am glad now, I had some trouble with distance education at first and then I got used to it over time.	1	1,06
I was not primarily affected, my daughter is very happy to be homeschooled, but I had to improve my ability to do business online and from home. "	1	1,06
I think we should not relax the measures until Covid 19 is completely over. The opening of schools will affect this more and it will be better for all of us to receive distance education for 1 more semester. The number of cases will be increased if we open the schools . At the same time, I am an architecture student and I have to spend quite a lot of money for practical lessons in formal education, we are economically affected like everyone else, distance education is more costly.	1	1,06
I have been able to devote much more administrative and academic work, as well as my home. I feel good for this. Thanks.	1	1,06
I learned that by being a calmer person, I comply with the requirements and wait patiently. I developed myself in every aspect, as long as I was at home, I was busy with new information. Sitting so idle wouldn't do anything because that's why I was always looking for new things.	1	1,06
I was in trouble because I couldn't go outside.	1	1,06
I questioned the religion. Buddhism caught my attention	1	1,06
The world has stopped; I desire to go back to normal life as soon as possible.	1	1,06
Hence, I tried not to create stress by making it a situation that affects the whole of the world. We should think what we need to take out and make an effort to be better individuals.	1	1,06
Since our education system is not well-established, our lessons were not carried out properly at school because they gave us only 50 minutes per lesson.	1	1,06
This chaos during the education process did not help anyone.	1	1,06
As an instructor, I did not have a problem lecturing during this period. But I had to stop and freeze my own doctoral studies because of the responsibility of my child (for the subject, as a first-year student, considering that he has just learned to read and write). I think this situation is seriously stressing me out.	1	1,06
My employer at the beginning did not support this process.	1	1,06
My school life was negatively affected in the first place, I had to return to my family quickly with the pandemic, and I did not take my computer with me because I had no idea about the	1	1,06

quarantine period. This situation has been a factor that greatly reduced my success in my homework.		
I cannot do Erasmus because the applications have been canceled. My start to work life and my marriage plans are delayed.	1	1,06
When I was at home, I thought that academic production would increase, but that was not possible.	1	1,06
It was quite normal.	1	1,06
Increases in food prices, inability to obtain sufficient reliable scientific evidence about the size of the pandemic.	1	1,06
Life has become colorless and therefore I am having less fun.	1	1,06
I questioned life more. My family was a healthcare worker, I was worried that something might happen to them, but luckily they haven't gotten the disease yet. But even though I was happy in my personal life, I felt sorry for and worried about people going through difficult times. My own personal happiness has become worthless and these situations confuse me.	1	1,06
Everything ordinary in my life is now more valuable.	1	1,06
My life was affected in every way, my social life was reset because I was afraid of illness. This situation causes me to deteriorate psychologically every day. It is not possible to get used to the quarantine life. I am also worried about my school life. I don't know what life will be like from now on and this uncertainty is very bad.	1	1,06
I realized that my life and quality of life are more important than anything else. I saw how important the school has in education life.	1	1,06
No,	1	1,06
I often lacked sleep to properly fulfill my work and family responsibilities. The quarantine process was very tiring.	1	1,06
Every day has been stressful but there is nothing to do until the pandemic is over	1	1,06
It was not always productive and successful, but it was good. I developed myself from platforms like Udemy.	1	1,06
At first I was happy, I realized that I missed home and loved spending time at home, but after classes started I realized that I was really struggling with exams and my education was badly affected. My concern for the future has grown even more.	1	1,06
It was a very challenging process at first. Total isolation from social life made me a bit nervous. My relationship with my boyfriend ended within the same period. The first 2 - 3 weeks were very difficult and I had a constant panic attack, but then I calmed down. I focused on using my time better and improving myself. But at the end of the process, I feel that I will have a hard time adapting to normal life. It is very difficult for me to get out of the house.	1	1,06

I learned, experienced and loved lecturing using various platforms on the Internet.	1	1,06
I think that internet-based education will increasingly continue in the coming years.	1	1,06
My work life was not affected, I work online from home, but I experienced difficulties in my social life, anxiety and fear. It looks like it will continue until the drug is found.	1	1,06
Isolation is incompatible with human life. Human is a social entity.	1	1,06
An isolated, socially lacking, psychological period	1	1,06
I had to work because I was a health worker. At first, this was a concern for me, but over time I was able to overcome it with effective and preventive programs at my institution. However, medical staff and their families were the group most affected by the epidemic. There was no complete quarantine for them.	1	1,06
Quarantine is stressful and anxious.	1	1,06
Staying home during the quarantine period allowed me to rest. The current distress and stress on me has decreased. I started to spend more time with my family. I worked lessons. Taking a break from work gave me the opportunity to make house plans. I got enough sleep and listened to my own inner voice. During this period, I was relieved that my family members also followed the quarantine process.	1	1,06
Before the quarantine period, I was lucky to get a job in a public office. I continued my education remotely. I worked from home for a while in my business life. There was no cut in my salary. During this period, I was able to devote more time to myself, but I also became a little lazy. The hardest thing for me was doing my homework. I didn't want to do homework. My biggest fear was getting sick.	1	1,06
Since I was quite pessimistic during the quarantine process, I could not concentrate much on the lessons. As a result, I got lower grades than I expected in some courses that I know very well. I was fired from my part-time job.	1	1,06
I am very sorry that we were not able to education face to face during the quarantine. Trying to understand important lessons just by watching and reading was a huge problem. Although this situation does not cause concern about the exams, I am afraid that it will affect my business life negatively in the future. In addition, I think that my psychological health will not be in place at the end of the quarantine.	1	1,06
I continued my job as a medical staff without quarantine, but nothing was the same as before. I continued the patient examinations with more careful and protective measures. For a while, only emergency patients were looked after. Normal patient admissions started as of June 1, 2020. I just ate at home. I did not go to places such as cafes or shopping malls, I fully complied with the quarantine conditions on weekends.	1	1,06

My economic situation was very affected. I may not be able to pay my next semester tuition fee.	1	1,06
At the beginning of the quarantine, my anxiety level was very high and I did not want to leave the house, but with the transition to distance education, I was a little more relaxed and felt safe. Being at home initially felt good, but working at work caused the work-private sphere balance to deteriorate. I had a little more time for myself, yet the meetings until very late at night were very uncomfortable.	1	1,06
As someone who cared about my personal development, this process allowed me to think more and gain different perspectives. I've changed some things in my life. I added activities such as doing sports and cooking more to my life. I saw sides of me that I could not notice.	1	1,06
I am constantly worried about myself and the people I love. Because it is not a system we are used to, I am more stressed during school exams. I don't think online education is useful. I am afraid that this will affect my education life. In addition, staying still at home constantly causes laziness.	1	1,06
Except for myself, I worry a lot about my family. I am stressed for my family who are in a different city. After that I can continue everything remotely. But my workload has increased too much. It is very difficult to communicate with students online. My workplace switched to short-time work allowance, causing my premiums to be incomplete.	1	1,06
At first, I adapted, although it was an unusual situation. But the real nightmare was the "new normal". Because we despaired of not being able to return to the old. My only wish is that we can overcome this epidemic in our country and in the world as soon as possible with the least loss and continue our lives in a better way.	1	1,06
I did not encounter any negative situation other than restrictions.	1	1,06
No one is tolerant and we all feel bad. Especially students who study in medical school like me are very depressed and very unhappy. Nobody is thoughtful and they stress us out. I want this epidemic to end.	1	1,06
It can create opportunities for personal development.	1	1,06
I continue my work and life by taking protective measures.	1	1,06
Bad	1	1,06
A bad process can only be affected little if it is managed well. Every negative situation has definitely had its teachings for us. I think everyone has had positive gains in this process.	1	1,06
I think it draws attention to the strengthening of corporate communication networks.	1	1,06
Inability to focus, feeling that I am not productive, thinking that I cannot do what is expected of me for the job, feeling inadequate, loss of confidence	1	1,06

Teachers need to give up perfectionism and avoid the expectation of students to "turn it into an advantage". The teachers want the homework given to be professionally prepared because the students are at home, but there is something they forget, the students do not have a complete knowledge about the lessons because they are seeing those lessons new.	1	1,06
It was said that the school will open first and then will not, we are expected to prepare for 2 boards and 1 final exam in a short time, and no one cares about the stress level of the students. It's not quarantine, but education uncertainty is students' worst enemy. Nobody hears our voices.	1	1,06
The pandemic gave me the opportunity to evaluate our lives. In my opinion, people after the pandemic will be more devoted to their freedom, they will travel more, socialize more, have more sex and become less religious.	1	1,06
It was not an experience that I will remember very happily.	1	1,06
Protecting psychological health is very important. People are often negatively affected by spending too much time on social media.	1	1,06
Que Dios ha mostrado su grandeza. El es bueno me proteja a mí y los que amo y les da paso, y refugio a los que han perdido seres amados. Amen	1	1,06
I understood significantly that health is a lot for both ourselves and our family. But I want my life back to normal.	1	1,06
Apart from the fear of health and not being able to meet with my relatives (parents, etc.), working from home was productive.	1	1,06
The epidemic didn't worry me too much, as I was protecting myself. It saddens me that people lose their jobs, health and lives. But in Turkey the "normalization process" for'm worried.	1	1,06
Before the epidemic, I was working in excessive intensity, some of them were unnecessary.	1	1,06
Before the epidemic, I was more active in home life than social life. Being at home instead of being outside was my first choice, so I did not have any difficulties in the epidemic and quarantine. I continued my education remotely and effectively.	1	1,06
I'm stressed about how the exams will be.	1	1,06
Social distancing should be offered to all as a general human right and should not be limited to COVID 19 incidents.	1	1,06
My social media usage rate has increased. I talked to people I haven't talked to for a long time on the Internet. For the first time, I found the news programs serious and high quality. I started to ignore my clothes.	1	1,06
Stress - anxiety - panic - unhappiness - despair, unwillingness - financial trouble - cost - economic crisis	1	1,06
Stress, anxiety, and panic	1	1,06
I go to bed all day. I am a medical student. I can't work.	1	1,06

I had a more enjoyable and useful time than I expected.	1	1,06
I was worried that we wouldn't be able to practice as we are a practical department in hospital.	1	1,06
I saw that our country is stronger in economy and health than I thought. In addition, the level of state-citizen cooperation seems to be very high compared to other countries. I think the economic effects of the epidemic will continue for at least 6 more months.	1	1,06
I realized that if there is something we want to do and if possible it should not be delayed. I saw that the things done should be done with maximum pleasure. I realized that an existing order could suddenly be turned upside down and that many things were life uncertain. Most importantly, that nothing will happen without health, health is top priority and this is the same for the whole world.	1	1,06
It was a new experience. I think I will master distance education. I learned that I can help anyone in need. I was able to comfort some people. I have always spent time with my family. Our relationships were good, but they got better in the process. It's sad not to see enough of my friends and family. I miss my students very much.	1	1,06
While local governments provided services to the public, the national government prevented them for the political show.	1	1,06
YOK could not manage this process well. For example, "It is not appropriate to train Medical Faculty students by giving homework", "It is not possible for the education of 6th grade students-interns of the Faculty of Medicine to be distance education".	1	1,06
While it was challenging to do the homework of some lessons that we did not learn face to face, it improved me in the way of self-learning and research. Some of our classes can continue online like this while face-to-face training.	1	1,06
It was a difficult process for me, but it has become environmentally positive, making us expressing our longing for each other even more.	1	1,06
<b>TOTAL</b>	<b>93</b>	