

Research on the Effects of the Covid-19 Quarantine Process on the Aggression Levels of University Students

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ABSTRACT

Background: Due to the Covid-19 epidemic, the closure of universities and the transition to distance education in our country as well as all over the world have made university students one of the groups most affected by this process.

Aim: The aim of this research is to examine the aggression levels of university students who had to take online learning due to the Covid-19 epidemic in terms of some variables.

Methods: The sample of the study consists of a total of 204 students, 130 (63.7%) male and 74 (36.3%) female, who had taken online learning during the Covid-19 epidemic period. In order to collect the data, the personal information form prepared by the researcher and the "Aggression Scale", which is the Turkish version of the scale developed by Buss and Perry in 1992 and updated by Buss and Warren in 2000, are used. In the analysis of the data, frequency and percentage values are taken to examine the personal information distribution of the participants, Skewness-Kurtosis values are examined to determine whether the data showed a normal distribution and it is determined that it shows a normal distribution. Independent Sample T test and One Way ANOVA tests are used to determine the differences between the variables. The significance level is taken as 0.05. Correlation analysis is performed to determine the direction and amount (strength) of the relationship between the sub-dimensions of the scale.

Results: According to the findings, it is shown in this research that the university students had normal level of aggression tendency. When the mean scores of the physical aggression, verbal, hostility, anger, and indirect aggression sub-dimensions of the aggression scale are examined, it can be said that the mean scores of the anger sub-dimension are higher than the mean scores of the other sub-dimensions. According to the gender variable; A significant difference was found in favor of males in total aggression scores, physical-verbal aggression and anger sub-dimensions. According to the variable of the field of learning; There were significant differences in total aggression scores, physical-verbal aggression and hostility sub-dimensions. Between the aggression scale sub-dimensions, a moderate and high level of significant correlation was found at the level of 0.01.

Conclusion: It has been concluded that the Covid-19 process has no effect on the aggression level of university students. It was observed that as the level of anger and physical aggression of the students who spent the quarantine period at home and received online learning increased with respect to the level of general aggression is also increased. It can be said that during the quarantine period, the fact that students take time for themselves while they are at home and stay away from environmental conditions that will increase their aggression levels causes these results.

Keywords: Covid-19, University students, aggression

INTRODUCTION

Coronaviruses (COV) are a large family of viruses that cause diseases ranging from the common cold to more serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS)¹. The rapidly increasing impact of Covid-19 on the global community has emerged, and therefore the World Health Organization (WHO) declared a pandemic (epidemic) on March 11, 2020². As the COVID-19 epidemic started to become a major threat worldwide and turned into a global epidemic, the disease turned into a major problem for 2020.³

Due to this global epidemic, changes have occurred in the usual life flows of societies⁴ and countries have taken various measures to prevent the epidemic. At the beginning of these measures, within the scope of the drug-free struggle⁵ which is shown as one of the important stages of the fight against epidemics, applications where crowded environments are minimized and restrictions are implemented in order to reduce the effect of the epidemic

and slow its spread due to its high contagiousness. In the context of these measures, places where the risk of transmission may be high were closed, and schools and universities were also included in this closure.^{6 7 8 9}

Education, one of the most important social institutions during the epidemic process, has also moved from schools to social networks. Although it is argued that online educating will overtake the traditional education method in the future, it is clear that this situation has costs such as infrastructure, internet networks, hardware, software and tools. It is thought that equal opportunities in education cannot be provided for students who cannot access all these opportunities.¹⁰

The Covid-19 outbreak and the nature of the pandemic have caused widespread anxiety and fear.¹¹ The COVID-19 pandemic is a trauma that threatens the lives and existence of individuals and is has been stressing for everyone. It is stated that many reasons such as the increase in the length of stay at home with the pandemic process, social isolation, economic problems due to

employees having to leave work, and the fear of catching the virus bring along psychological problems in people.^{12 13} The impact of COVID-19 on individuals' daily living habits made it difficult for individuals to adapt to the sudden and unexpected situation. As a result, individuals began to experience various psychological and social behavior problems.¹⁴

Aggression is a powerful, effective movement to dominate, defeat, rule; defines it as a destructive and destructive behavior.¹⁵ Aggression can also be seen as one of the reasons for human existence, that is, as a process that facilitates the recognition of oneself and others¹⁶. In terms of its origin, it varies depending on whether it is done by the person himself or by environmental factors, and whether it is a controllable behavior.¹⁷ When we look at the sub-dimensions of aggression, verbal aggression is when the individual hurts the other person through verbal expressions such as insulting, mocking and shouting^{18 19}. Anger has been accepted as an emotion that an individual experiences when she/he cannot meet her/his needs or is exposed to unwanted experiences²⁰⁻²³. Hostility is expressed as negative approaches with thought content developed by the individual against the other person²⁴. Violence, on the other hand, is the intentional and damaging response of the person towards her/himself or the other person in the form of hitting, breaking or wounding with physical content^{25- 27}. Therefore, it is understood that aggression is a behavior that has various dimensions and basically consists of harmful reactions.²⁸

The purpose of this study is to reveal the effects of the transition to online learning during the Covid-19 pandemic process, the difficulties experienced in online learning, staying away from social life in the quarantine environment, and the uncertainty of the pandemic-related process on the aggression levels of university students.

MATERIAL & METHODS

Research Group: This research was conducted in the spring semester of the 2019-2020 academic year. The sample of the study consists of a total of 204 students, 63.7% (N=130) male and 36.3% (N=74) female, who received distance education during the Covid-19 epidemic period.

Data Collection Tools: In order to collect the data, the personal information form prepared by the researcher and the Buss-Warren Aggression Scale is used. Buss-Warren Aggression Scale is the Aggression Questionnaire, which is

the Turkish version of the Aggression Questionnaire developed by Buss and Perry in 1992 and updated by Buss and Warren in 2000. The scale consists of 34 questions and is in 5-point Likert type. It contains statements between "Not at all Appropriate" and "Exactly Appropriate". While adding the points, the 19th question is collected in reverse. The 30th question is not inverted as it questions indirect aggression. The total score represents the aggression scores of the participants, the lowest 34 and the highest 170 points can be taken from the scale as a total score. Higher scores indicate a higher tendency to aggression; A low score indicates a low tendency to aggression, a score of 58 or less from the scale indicates a low level of aggression, between 59 and 110 normal, and above 111 indicates a high level of aggression²⁹. In the aggression scale, there are five sub-dimensions: "physical aggression", "verbal aggression", "anger", "hostility" and "indirect aggression".

Analysis of the Data: For this research, SPSS 20.0 statistical program was used to analyze the data. In the analysis of the data, frequency and percentage values are taken to examine the personal information distribution of the participants, and Skewness-Kurtosis values are examined to determine whether the data showed a normal distribution and it is determined that it showed a normal distribution. Independent Sample T test and One Way ANOVA tests are used to determine the differences between the variables. The significance level is taken as 0.05. Correlation analysis is performed to determine the direction and amount of the relationship between the aggression scale sub-dimensions.

RESULTS

Table.1. Descriptive Statistics of Students Participating in the Research

Variable	Variable	N	%
Sex	Male	130	63,7
	Female	74	36,3
Education Field	Linguistic	33	16,2
	Computational	30	14,7
	Math-Literature	28	13,7
	Special Ability	113	55,4
	Total	204	100,0

When Table 1 is examined, 63.7% of the students participating in the study were male, 36.3% were female, 55.4% had special abilities, 16.2% linguistic, 14.7% computational, 13.7% It is seen that she/he continues her/his education in the field of math-literature.

Table.2. Analysis of the Aggression Levels of the Students Participating in the Research by Gender Variable

	Groups	N	X	Ss	Test		
					t	sd	p
Aggression	Male	130	712,000	940,592	3,234	202	,001
	Female	74	666,622	1,003,184			
Physical Aggression	Male	130	141,615	345,021	4,175	202	,000
	Female	74	122,432	255,252			
Linguistic	Male	130	116,308	239,230	2,586	202	,010
	Female	74	107,568	218,846			
Hostility	Male	130	160,000	270,228	1,509	202	,133
	Female	74	153,649	319,492			
Anger	Male	130	174,154	283,058	4,143	202	,000
	Female	74	155,000	370,579			
Indirect Aggression	Male	130	115,923	193,978	1,321	202	,188
	Female	74	111,757	251,765			
	Total	204					

Table.3. Analysis of the Aggression Levels of the Students Participating in the Research According to the Teaching Area Variable

	Education Field	N	X	Ss	F	p	Fark Olan Gruplar
Aggression	Linguistic	33	72,1818	9,74184	3,162	,026	1-3 2-3 4-2
	Computational	30	72,9333	11,84071			
	Math-Literature	28	66,7857	11,23604			
	Special Ability	113	68,5752	8,62182			
	Total	204	69,5539	9,85871			
Physical Aggression	Linguistic	33	13,9394	3,46355	2,700	,047	2-3 4-3-2
	Computational	30	14,7000	4,26008			
	Math-Literature	28	12,5000	3,36100			
	Special Ability	113	13,2389	2,81029			
	Total	204	13,4657	3,28060			
Linguistic Aggression	Linguistic	33	12,3030	2,25672	8,206	,000	1-4 2-4 3-4
	Computational	30	12,1667	2,22963			
	Math-Literature	28	12,0357	2,68717			
	Special Ability	113	10,6195	2,11000			
	Total	204	11,3137	2,35299			
Hostility	Linguistic	33	16,0303	3,24504	4,612	,004	1-3 3-2
	Computational	30	16,1667	3,19572			
	Math-Literature	28	13,9286	2,74777			
	Special Ability	113	16,0442	2,60285			
	Total	204	15,7696	2,89910			
Anger	Linguistic	33	17,3030	3,39563	2,340	,075	-
	Computational	30	17,9000	3,59454			
	Math-Literature	28	16,1786	4,35510			
	Special Ability	113	16,3717	2,80049			
	Total	204	16,7206	3,29881			
Indirect Aggression	Linguistic	33	11,8182	2,06843	1,791	,150	-
	Computational	30	12,0667	2,77841			
	Math-Literature	28	11,0000	2,22777			
	Special Ability	113	11,2743	1,97415			
	Total	204	11,4412	2,17044			

(p<0,05)

When Table 3 is examined, according to the teaching field variable of the students participating in the study; It is seen that there is a statistically significant difference in physical aggression, verbal aggression, hostility sub-dimensions and total aggression scores. No significant difference was found in anger and indirect aggression sub-dimensions ($p>0.05$).

Table.4. Correlation Analysis of Aggression Scale Sub-Dimensions

	Physical Aggression	Linguistic Aggression	Hostility	Anger	Indirect Aggression
Physical Aggression	r 1				
Linguistic Aggression	r ,439**	1			
Hostility	r ,414**	,251**	1		
Anger	r ,668**	,561**	,501**	1	
Indirect Aggression	r ,491**	,304**	,382**	,404**	1

** The relationship is significant at the $p<0.01$ level

When Table 4 is examined, it is seen that there is a moderate positive relationship between physical aggression and verbal aggression, hostility and indirect aggression, which are the sub-dimensions of aggression scale, and a high level positive relationship with physical aggression. It is seen that there is a low positive correlation between hostility and verbal aggression. It is seen that there is a positive high level relationship between anger and verbal aggression and hostility, and a moderate positive relationship between indirect aggression and verbal aggression, hostility and anger.

DISCUSSION

The average aggression scores of the students participating in the study were determined as 71.20 for men and 66.66 for women. These results show that the aggression levels of the study participants were "normal".

Studies on aggression^{30 - 43} determines the aggression levels of the participants as "normal". Our study shows parallelism with the results of these studies

in terms of students' aggression levels. According to the results, it can be said that the Covid-19 quarantine process reduces the environmental factors that will affect the aggression levels of the students.

According to the results of the study; It is determined that the physical aggression, verbal aggression, anger sub-dimensions and total aggression scores of males were higher than females. In the study of Camadan and Yazıcı⁴⁴ with university students in terms of gender variable, it was concluded

that the aggression levels of male students were higher than the females. In the study conducted ⁴⁵ with pre-service teachers in the last year of the faculty of education, it was concluded that the physical and verbal aggression, anger and indirect aggression sub-dimension averages of males were higher than females.

Aksoyak's ⁴⁶ study with Erciyes University School of Physical Education and Sports students, it was determined that the physical and verbal aggression, anger, hostility and indirect aggression sub-dimension averages of males were higher than females. The study conducted by Şahinler et al⁴⁷ with the students of the faculty of sports sciences, it was determined that the mean scores of destructive and passive aggression of male students were higher than the females. These studies support our study. According to Anderson and Huesmann⁴⁷ the aggression of males is higher than the females due to biological reasons. These researchers stated that males are more aggressive than females on the grounds that testosterone levels are higher in males.^{49, 50}

In the analysis of the total aggression level according to the learning field variable, it was determined that the averages of the numerical field students were higher, and there was a difference between the verbal field and the equal weight field, the numerical field with the equal weight, and the special talent field and the numerical field. Although it affects students in all fields of online learning during the Covid-19 process, it can be thought that the students who have higher academic achievements in the field of online learning, both for their current education conditions and for starting their business life after graduation, can make this difference. In the study, it was determined that there was a significant difference between learning area and physical aggression, verbal aggression, hostility sub-dimensions and total aggression scores. Those who are studying in the field of special talent or other.

It can be thought that this difference arises because they have more difficulties in terms of applied courses compared to other fields.

In the study, it was determined that total aggression levels were mostly associated with anger and physical aggression levels. Similarly, the highest relationship among sub-dimensions was determined between physical aggression and anger. The same results were obtained in the study conducted by Doğan et al ⁵¹ with physical education teacher candidates. Karataş⁵² found that the highest correlations between general aggression levels of university students and physical aggression and anger levels were found in his study with education faculty students. Positive and high-level relationships reveal that as my university students' anger and physical aggression increase, their general aggression increases.

CONCLUSION

In the study, it was concluded that the Covid-19 process did not affect the aggression level of university students. It was observed that the anger levels of the students

who spent the quarantine period at home and received distance education were high, and the general aggression level increased as the anger and physical aggression levels increased. It can be said that during the quarantine period, the fact that students take time for themselves while they are at home and stay away from environmental conditions that will increase their aggression levels causes these results.

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