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THE EFFECTS OF QUARANTINE ON THE STUDENTS OF HIGHER EDUCATION

Abstract: This very article partly discusses the effects of the Covid-19 pandemic and the lockdown on the overall performance of the students of a certain university. Prior to reaching to the conclusion the results of two surveys were discussed and analyzed appropriately. Also, some examples from other surveys with their outcomes were provided. In order to explain those effects, we included the views of some scholars as well. Looking at all the data we drew the conclusion that despite the challenges caused by this pandemic most of the learners still prefer online learning.

Key words: higher education, effects, COVID-19, coronavirus epidemic, e-learning, online education, isolation, quarantine, survey, respondents.

Language: English

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Introduction

Indeed, transitioning into a university life is a stepping stone of one's lifetime. People might even relocate locally and sometimes globally to other countries in addition to the apparent change in academic challenge where members are supposed to become more independent in their studies, and these changes will ultimately lead them to the prosperous future. However, in the last few months due to the

severe outbreak of the pandemic "Covid-19" all students have been forced to study online which isolates them from their educational context. In spite of the fact that they are young and hence not in any of the significant risk groups at risk of coronavirus epidemic due to the extreme health risks it could hold, students are a minority population that has undergone severe consequences of the first phase of the COVID-19 pandemic in the first four or five months of 2020.

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LITERATURE REVIEW

Apparently, many areas influenced by the pandemic were capable of preventing from the spread of the coronavirus to variable levels, involving the prohibition of the social events and gatherings, working bans, stay-at-home restrictions, domestic and international transportation constraints, and the shutdown of higher education institutions (C. Owusu-Fordjour & C.K. Koomson, 2020, p. 14). As E. Honorato (2020) noted physically closing educational institutions (schools, universities) has been found to be an important way of limiting the dissemination of the virus, but it has created numerous problems for students and teachers, as well as their families, friends, employers, and society as a whole. Besides, the pandemic has already had a significant effect on higher education students' educational work and life activities, such as shifting to online lectures/tutorials, closing libraries, altering communication channels for teachers and educational staff, new evaluation strategies, varying workloads and performance levels, moving back home, closing dorms and so on (A. Aristovnik & D. Keržic, 2020, p. 3). Researchers from all over the world have already issued reports on different aspects of the COVID-19 pandemic, entailing its effects on physical and mental health, the economy, society, and the climate. Also, there have been plenty of surveys carried out in higher education in a bid to find out the effects of the quarantine. For instance, in April 2020 EY-Parthenon teams made a survey among 4800 students of higher education in Peru, Mexico and Colombia and the results showed that most of the learners experienced the problems related to the readiness to the distant learning, communication and financial situations. Therefore, roughly all of them felt depressed, isolated and lagged behind. According to the data revealed by the UNESCO IESALC also proved that owing to the unsolved difficulties such as a rise without quality, disparities in access and accomplishment, and the gradual loss of public funding, the epidemic brings a new layer of complexity to higher education worldwide, but especially in the area (p.11). One of the students in that survey stated that they had to rearrange their life in order to adjust to a new life and situation as well as the financial cost which they had to still pay for the university. These are just some of the problems mentioned by the students.

MATERIALS AND METHODS

In the case of Uzbekistan, the situation is also almost the same and so as to compare the quarantine-based education of students at universities with the one prior to the quarantine we surveyed the students at Uzbekistan state world languages university. In fact, there were 2 surveys conducted including the questionnaires designed on Google forms. The first survey was done among the 32 students with 22 questions ranging from multiple choice, rating scale,

dropdown to open-ended questions, whereas the latter was carried out in the same educational setting with the number of 30 respondents with various questions. The primary target of these studies was to find out how students felt about the new educational format in general, and whether they were content with it. There were many other central questions that gauged participants' feelings on the subject, as well as additional questions that expanded on the theme and helped determine whether or not the respondent was being truthful. For this reason, in both surveys questions like *“What mode of do you find better in the current situation? Do you think online learning undermined the overall quality of education? is it easier for you these days to meet deadlines? Do you find convenient the educational portal of our university? Has online education influenced your leisure time? “and etc.* were asked.

RESULTS AND DISCUSSION

Let us firstly analyze the first survey and its results. Accordingly, for the overall evaluation, we'll use an average number for each of the foundational questions. More than half of the respondents (59.4%) work. They emphasize that one of the main benefits of e-learning is that it allows them to properly combine work and research, even though they haven't changed jobs because of a more convenient schedule.

On the other hand, the results show that there is no difference in terms of health (59,4 percent of those surveyed see no change in their sleep time after implementing online education), but the majority (71,9%) believe they have more free time as a result of the easy task submission format. Finally, based on an overall assessment of the responses and, in particular, the questions about students' academic success, we may conclude that respondents see no difference in the effects of the two types of education. All of this confirms a well-known saying, which should be slightly modified in this case: if there is a desire to learn, there will always be a way.

When it comes to the second survey, it has been obvious that currently, 80 percent of students think that online learning is more appropriate. Surprisingly, slightly more than 43% of respondents chose distance learning because it gave them more room for their own activities, while one-third chose it because of safety issues. Some people continue to study online as a result of their peers' decisions. This makes up 20% of the population. Because of their personal reasons, the majority of students are largely in favor of online lessons at this time. The second section discusses the drawbacks of distance learning. In fact, more than half of the students, 56,7%, believe they are overburdened with tasks, while the remaining 43,3% believe their workload is manageable.

Overall, the third section addresses the emotional state of the students as a result of the quarantine. For example, 19 out of 30 respondents

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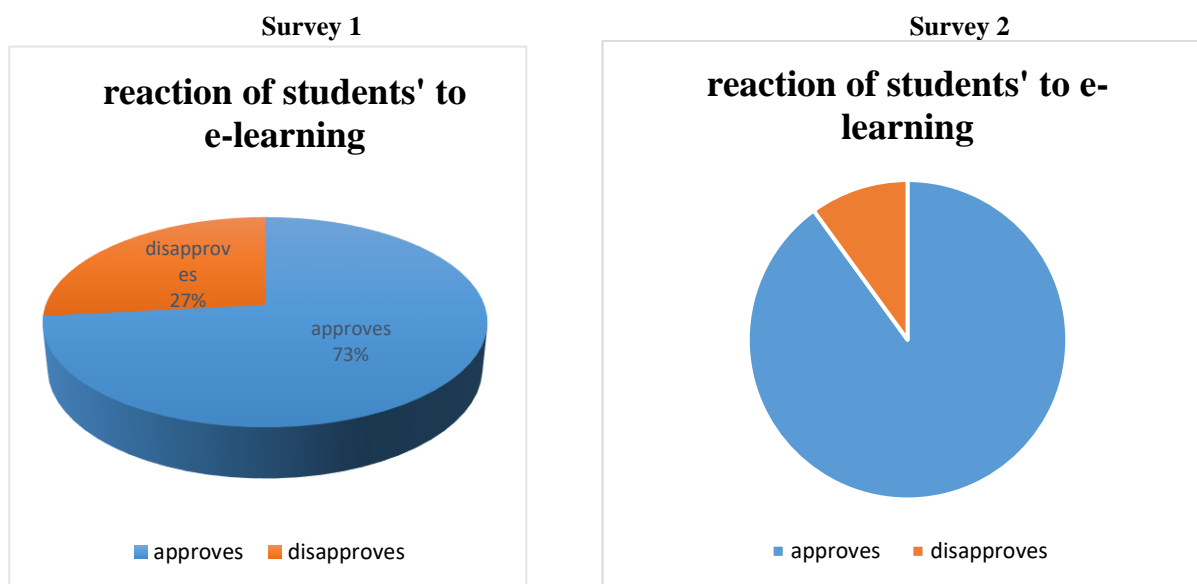
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consider their relationships with classmates to be moderately close. In addition, 73 percent say current arrangements have no effect on their excitement, and 25 people say they are satisfied with their confinement

overall. This shows the ability of targeted groups to withstand adversity.

We can also compare the results with the following charts:



Picture 1.

CONCLUSION

In sum, according to both statistics we can notice that students prefer online mode at present, despite the high workload and dearth of communication with their instructors. In terms of their mental state, they are unconcerned about the lack of contact or the

quarantine in general. However, the reliability and validity of the data in both surveys were partially provided since just the minority of the students took part actively. we also found out that teaching staff and university public affairs provided the greatest assistance to students at university.

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