ANALYSIS OF THE ANXIETY LEVELS OF FOREIGN STUDENTS DURING THE COVID 19 PANDEMIC PROCESS

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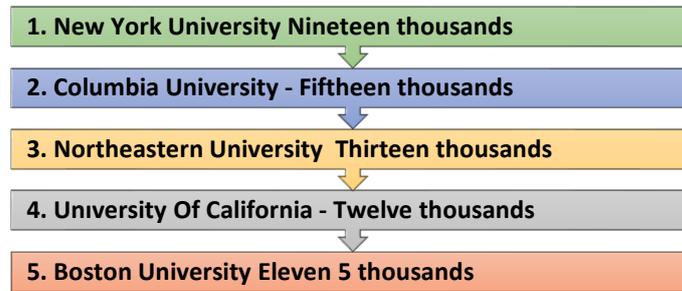ORCID ID: https://orcid.org/0000-0002-3478-0725

ABSTRACT

Education diplomacy, which is one of the most important elements of internationalization strategies, has been used by many states and in this context, international education activities have a big role in education diplomacy. In this sense, within the scope of this policy in Turkey, especially in the last 20 years, there has been a great improvement in the admission of foreign students. University education is a very important process for students with career planning, finding a good job, gaining professional competence and similar purposes. For young people who receive this training in a foreign country, it is a challenge. In this process, students encounter many problems that will increase their anxiety and try to manage these concerns. This struggle often causes more anxiety. This process, which appears as situational anxiety, can turn into constant anxiety with the thought of possible negativities. It is important to examine how the Covid-19 pandemic process, which has spread all over the world since the end of 2019 affects foreign students' anxiety levels. There are many studies in the literature that determine anxiety levels. However, very few studies have been conducted on the anxiety levels of foreign students. The universe of this research, which was conducted to reveal the anxiety levels of foreign university students during the Covid-19 pandemic process, consists of 1635 foreign students at Bandırma Onyedi Eylül University, who continue face-to-face education in the 2020-2021 academic year, and the sample of the research is easily selected from non-probability sampling methods. It consists of 298 students who can be reached according to the sampling method and answered the questionnaire. In the study, it was analyzed whether the trait anxiety-state anxiety levels of foreign university students during the Covid-19 pandemic process and whether the anxiety levels of university students differ significantly according to the variables of gender, age, school type, accommodation, place and working status during the pandemic process. The results are interpreted.

Key Words: Foreign students, Covid-19 pandemic process, anxıety levels

1. INTRODUCTION

With globalization, hard power elements in interstate relations have lost their importance and started to stay in the background. In this context, states have focused on establishing their relations with other states on consent. One of these focal points is the concept of soft power. In other words, the use of soft power has come to the fore. Within the scope of soft power policy, states have focused on gaining the sympathy of the peoples of these countries. The policy implemented in this framework is called public diplomacy. One of the most important elements of public diplomacy is education diplomacy. As a result, it is one of the most important elements of internationalization strategies.

In the context of international education activities, the United States' (USA) Fulbright scholarships, Germany's education through the Goethe Institute, France's student exchange policies, China's recently popular Confucius Institutes and England's university practices are the best-known examples. The universities with the highest number of foreign students are as follows (Figure 1).

1. New York University Nineteen thousands

2. Columbia University - Fiftheen thousands

3. Northeastern University Thirteen thousands

4. Unıversity Of California - Twelve thousands

5. Boston University Eleven 5 thousands

Figure 1. Universities with the highest number of foreign students
(https://www.bestcolleges.com/features/most-international-students/)

Within the scope of this policy in Turkey, especially in the last 20 years, there has been a great improvement in the admission of foreign students. In Turkey, which provides education opportunities to students from all over the world, 153.662 foreign students received education in 186 universities in 2019. In this context, the number of universities with 1000 or more foreign students studying is 51. The number of universities without foreign students is 3. The top five universities with the highest number of foreign students are as follows. (Fig.2)

1. Anadolu University 6661 students

2. İstanbul University 6648 students

3. Karabük University 5782 students

4. Uludağ University 5430 students

5. 19 Mayıs University 5176 students

Figure 2. The top five universities with the highest number of foreign students
(https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/2021/universite-izleme-ve-degerlenen-genel-raporu-2020.pdf)

Bandırma Onyedi Eylül University, which was established in 2015, has focused on recruiting foreign students in line with internationalization efforts since 2018. Promotional activities were organized in many countries in line with the goal of internationalization, which is a part of the strategic plan of the university. As a result of these activities, the number of foreign students at Bandırma Onyedi Eylül University is given in the table below (Table.1).

Table.1. Number of foreign students at Bandırma Onyedi Eylül University by year

Year	Male	Female	Total
Foreign students in the 2017-2018 academic year	140	44	184
Foreign students in the 2018-2019 academic year	337	137	514
Foreign students in the 2019-2020 academic year	729	299	1028
Foreign students in the 2020-2021 academic year	1172	463	1635

(https://webyonetim.bandirma.edu.tr)

As can be seen from the data in Table 1, 2018 is an important turning point. In 2018, the foreign student admission process was transferred to the International Relations Office Department. The International Relations Office has reached foreign students by organizing promotional events in many countries and using social media channels effectively, and the number of students who prefer university has increased rapidly., Bandırma Onyedi Eylül University Turkish and Foreign Language Teaching Application and Research Center (BANÜ TÖMER) was established as an internal part of International Relations Office. International Relations Office and BANÜ TÖMER being carried out from the same center and with the same staff, the interest shown to foreign students has been effective since 2018 and has made the university an institution that is in demand from all over the world. BANÜ TÖMER provides international students with Turkish language and culture education, introduces the university, the city and the country, and prepares them for the departments they will start at the end of the course.

2. ANXIETY LEVELS OF FOREIGN STUDENTS

Along with the developing technology in the world, the progress of science and many other rapid changes have occurred in the field of higher education as seen in many other fields. Many reasons such as the opportunities and ease of travel provided by the increasing globalization, the increase in the population, the change in the production relations, the increase in cooperation between the countries, the access of the individuals to the opportunities provided for education in a different country have made international student mobility easier. With the developments in the higher education system, as well as the increasing recognition and influence of Turkey in the international field, especially in the field of education, it has become more preferable for international students.

University students are in the most important period of their lives due to their age and taking the first step into their professional careers. In this period, Bozkurt states that young people experienced or may experience more anxiety than other age groups, and in his study in which he examined depression and anxiety levels in terms of various variables on university students, gender, socioeconomic status, parental attitude and perception of success, and the variables of the department studied have an effect on their anxiety level(Bozkurt, 2004).

University education is a very important process for students with career planning, finding a good job, gaining professional competence and similar purposes. For young people who receive this training in a foreign country, it is a challenge. In this process, students encounter many problems that will increase their anxiety and they try to manage these concerns. This struggle often causes more anxiety in young people. It is important to examine how the Covid-19 pandemic process, which has spread all over the world since the end of 2019 affects foreign students' anxiety levels.

The first years of university education take place in the adolescence period, which is known for the unique psychological characteristics of young people. In these years, there are domestic and international studies that deal with the anxiety and anxiety symptoms of young people (Ağırtaş & Güler,2020; Akboy, 1990; Aydın, Çoştu, Baba,2020; Bardakçı & Arslan, 2021; Baltaş,&Baltaş 1988; Brady & Kendall, 1992; Ceviz et al., 2020; Öner and Le Compte, 1983; Tekin Tayfun & Korkmaz, 2016; Tektaş; 2014; Şanlı Kula & Saraç, 2016). In general terms, anxiety can be defined as an emotional reaction to environmental and psychological events in the human structure (Öner, 1990). Explaining depression in line with the cognitive approach, Beck argues that depressed individuals tend to evaluate themselves, their environment and their future negatively, and that there are cognitive distortions in their thinking structures. These cognitive distortions can also be explained by negative automatic thoughts (Beck, 1976). It is stated that anxiety and depression lead to alcohol or drug use, non-social behavior, decrease in ability, increase in absenteeism from school, loss of motivation and decrease in success in students (Cai, 2000; Çakın, 2020; Turhan et al., 2011). There are research results explaining the effects of family history, living conditions, developmental factors and clinical connections on anxiety and depression in children and adolescents (Çuhadaroğlu, 1993; Hisli, 1990; Howard & Georgiana, 2002; Kaygısız,2019; Kılıç,2019; Ök, 1990; Sargın, 1990; Temel, 2021; Janissary, 1987).   Based on the view that depression and anxiety symptoms are quite common in adolescence, measuring the depression and anxiety levels of university students brought up the necessity of conducting a systematic study that enables the relationship between depressive thought process and anxiety, and the relationships between students' personal and familial variables.

There are many studies in the literature that determine anxiety levels. However, very few studies have been conducted on the anxiety levels of foreign students during the covid 19 pandemic process. Therefore, in our study, the anxiety levels of foreign university students studying at Bandırma Onyedi Eylül University were examined.

3.METHOD

This research, which was carried out to determine the anxiety levels of foreign university students, was carried out with the general screening model, which is one of the screening models. Scan models; They are research approaches that aim to describe a past or present situation as it exists. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it is. Scanning models are scanning arrangements made on the whole universe or a group, sample or sample to be taken from the universe in order to make a general judgment about the universe in a universe consisting of many elements (Karasar, 2012).

The population of the research consists of 1635 foreign students from Bandırma Onyedi Eylül University, who are still continuing their distance education in the 2020-2021 academic year, and the sample of the research consists of 298 students who can be reached according to the convenience sampling method, which is one of the non-probability sampling methods.

3.1. Purpose of the research

In order to reveal the anxiety levels of foreign university students during the Covid-19 pandemic process, answers to the following questions were sought in the study:

• What are the trait anxiety levels and state anxiety levels of university students during the Covid-19 pandemic?

• Do anxiety levels show a significant difference in the Covid-19 pandemic process according to its variables below?

- ✓ Gender,
- ✓ Age,
- ✓ Type of school,
- ✓ Accommodation,
- ✓ The place to be in the pandemic process,
- ✓ Working status during the pandemic process,

3.2. Data Collection Tools

Since the students were having hybrid education at the university due to the pandemic during the survey, it was applied online. Before filling out the questionnaire, the students were informed that it was on a voluntary basis and that the information would be used for scientific study and confidentiality. The questionnaire, which is a data collection tool, consists of two parts. In the first part, there is the personal information form created by the researchers, and in the second part, the Spielberg State-Trait Anxiety Inventory.

Personal Information Form: It is a form including questions about the gender, age, class, teaching style, school type, place of shelter during the Covid-19 pandemic process, the place they want to be in the pandemic process and the type of work, the activities that increase their anxiety during the Covid-19 pandemic process. It is a form that includes questions created by researchers in order to reveal the satisfaction status in the work of the international office during the pandemic and pandemic process.

Spielberg State-Trait Anxiety Inventory (State-Trait Anxiety Inventory -STAI): The Turkish adaptation and standardization of the State-Trait Anxiety Inventory developed by Spielberg et al. (1970) was done by Necla Öner and Ayhan Le Compte (1983). Both scales consist of 20 items. Responses to the items range from 1 to 4. Evaluation intervals for the State Anxiety Inventory; 1 (Not at all), 2 (Slightly), 3 (A lot), 4 (Totally), for Trait Anxiety Inventory; 1 (Almost Never), 2 (Sometimes), 3 (Often), 4 (Almost Always). Direct expressions in the scale express negative feelings, reversed expressions express positive feelings. Items 1, 2, 5, 8, 10, 11, 15, 16, 19, 20 in the State Anxiety Scale and items 21, 26, 27, 30, 33, 36, 39 in the Trait Anxiety Scale are reversed items. The total score obtained from each scale varies between 20 and 80. A high score indicates a high level of anxiety. . While the values between 36 and 41 obtained from the scale are considered normal, scores of 41 and above indicate high levels of anxiety, and low scores of 36 and below indicate low levels of anxiety (Öner N., 1997; Özgüven E. 2000).

3.3. Evaluation of Data

In the analysis of the data, frequency, percentage, mean and standard deviations were used for descriptive data. Independent t-test and ANOVA, which are parametric tests, were used for the variables with normal distribution in our data, Mann Whitney U-test and Kruskal Wallis test were used for the variables not with normal distribution. Here (p) value below 0.05 was accepted as significant.

4.FINDINGS

In this section, demographic information is included in the first part, and analyzes of the state-trait anxiety scale are included in the second section. Table 2, which includes the countries and numbers of the participants in the sample, is given below.

Table 2. Countries and Numbers of Survey Respondents

Country	N	%
Afghanistan	11	3,69
Algeria	1	0,34
Azerbaijan	3	1,01
Bangladesh	4	1,34
Cameroon	5	1,68
Central African Republic	6	2,01
Chad	15	5,03
Côté D'Ivoire	5	1,68
Egypt	15	5,03
Ethiopia	4	1,34
Germany	1	0,34
Ghana	7	2,35
Guinea	25	8,39
Indonesia	86	28,86
Iran	2	0,67
Israel	1	0,34
Liberia	1	0,34
Mauritania	9	3,02
Morocco	11	3,69
Nigeria	4	1,34
Pakistan	5	1,68
Palestine	3	1,01
Saudi Arabia	4	1,34
Senegal	4	1,34
Sierra Leone	3	1,01
Somalia	28	9,40
Syria	3	1,01
The Gambia	1	0,34
Togo	1	0,34
Turkmenistan	3	1,01
Uzbekistan	20	6,71
Yemen	5	1,68
Zimbabwe	2	0,67
Total	298	100,00

It is seen that students from 34 countries responded to the survey. According to Table 2, Indonesia 86 (28.86%) is in the first place, Somalia 28 (9.4%) is in the second place, Guinea 25 (8.39%) and Uzbekistan 20 (6.71%) students are in the third place.

Descriptive statistics regarding the demographic characteristics of the respondents were determined and are shown in Table 3 below.

Tablo 3. Demographic Characteristics of Participants

Variable		N	%
Gender	Male	206	69.1
	Female	92	30.9
Age	18-22	205	68.8
	23-25	58	19.5
	26-29	26	8.7
	30 ve +	9	3
Education Type	associate degree	171	57.4
	License	89	24.8
	graduate	38	12.8
Shelter	With my family	21	7.0
	With friends	197	66.1
	in the dormitory	19	6.4
	With acquaintances	2	0.7
	apartment	39	13.1
	Alone	20	6.7

In Table 3, 206 (69.1%) of the 298 students who participated in the survey application were male and 92 (30.1%) were female. The participants were 205 (68.8%) in the 18-22 age group, 58 (19.5%) in the 23-25 age group, 26 (8.7%) in the 26-29 age group, and 9 (3%) in the 30-year-old and over. According to the education type variable, 171 (57.4%) undergraduate students, 89 (24.8%) undergraduate students, 38 (12.8%) graduate students, and according to the accommodation variable, 21 (7%) with their family, 197 (66.1%), dormitory19 (6.4%), 2 (0.7%) with friends, 39 (13.1%) in apartments and 20 (6.7%) students alone. Regarding the lifestyles of the participants between March 20, 2020 and March 31, 2021; There were 169 (56.7%) students who wanted to stay in Bandırma, where they wanted to live, and 129 (43.3%) students who wanted to be in their country, 33 (11.1%) students who had the opportunity to meet with their families face-to-face, and 265 (88.9%) students who met through communication tools. . While 61 (20.5%) of the students were working before the pandemic, 237 (79.5%) were not working, 110 (36.9%) were able to work during the pandemic and 188 (63.1%) could not.

Table 4. Those who are satisfied with Turkish teaching

Satisfaction Status	N	%
Yes	252	86.61
No	46	13.39
Total	298	100

Table 4 about the satisfaction of the participants from teaching Turkish at Banrma Onyedi Eylül University is shown in Table 4. Those who are satisfied are 252 (86.61%) and 46 (13.39%) are undecided and dissatisfied.

Table 5. Satisfaction with the services of the international office during the pandemic

Satisfaction Status	N	%
Yes	254	85,2
No	44	14,6
Total	298	100

In Table 5, the participants are satisfied with the evaluation of the work done in the international office at Bandırma Onyedi Eylül University, 254 (85.2%) and 44 (14.6%) undecided and dissatisfied.

Table 6: The problems that the participants were most concerned about during the pandemic process

Problems	N	%
Inability to go out	230	27
Financial distress	210	25
On-line training process	184	22
Face-to-face training process	92	11
Inability to find a job	74	9
Uncertainty	60	7

According to Table 6, the situation that most affected the anxiety levels of the participants during the pandemic process was not being able to go out 230 (27%), the second financial distress was 210 (25%), while online education was 184 (22%), face-to-face education was 92 (11%) and not being able to find a job 74(Finally, the uncertainty of 9% was specified as 60 (7%).

This section includes analyzes of participants' state anxiety and trait anxiety scores.

Table 7. State Anxiety and Trait Anxiety Scores of the Participants

Variable	$\bar{X}$	S.D.	Minimum	Maxsimum
State Anxiety	45.68	7.90	27	79
Continuous Anxiety	47.90	7.94	22	75

As seen in Table 7, the state anxiety score of the students participating in the study ranged from 27 to 79, with an average of 45.68±7.90 and a trait anxiety score ranging between 22-75 and an average of 47.90±7.94. While these averages are said to vary between 36 and 41, it is seen that the anxiety levels of foreign students are quite high during the pandemic process (Öner, 1983).

Table 8: State Anxiety and Trait Anxiety Scores for gender variable and Mann-Whitney U test results for gender variable

Scale	Variable	N	Mean Rank	U	P
State Anxiety	Male	206	147.83	9132	0.616
	Woman	92	153.24		
Continuous Anxiety	Male	206	147.72	9108.5	0.592
	Woman	92	153.49		

According to the gender variable, it was determined that the state anxiety and trait anxiety scores (p<0.05) did not comply with the normal distribution. For this reason, analysis was performed with the nonparametric Mann-Whitney U test. As a result of this analysis, no statistical difference was found between the state and trait anxiety scores according to the gender variable.

Table. 9. Results of the Kruskal Wallis test Analysis (ANOVA) for State Anxiety and Trait Anxiety Scores and Age Variable

	Age	N	Mean Rank	χ^2	P
State Anxiety	18-22 Age	205	152.75	2.801	0.423
	23-25 Age	58	132.95		
	26 And over	26	156.33		
	30 Age and over	9	162.33		
Continuous Anxiety	18-22 Age	205	155.50	3.572	0.312
	23-25 Age	58	140.28		
	26-29 Age	26	131.29		
	30 Age and over	9	124.72		

According to the age variable, the state anxiety and trait anxiety scores (p<0.05) did not fit the normal distribution. Therefore, as seen in Table 9, as a result of the Kruskal Wallis test performed to determine whether the state anxiety and trait anxiety scores show a significant difference according to the age variable; Differences between state anxiety score and age variable (χ^2=2.801; p> 0.05) and between trait anxiety score and age variable (χ^2=3.572; p > 0.05) were not statistically significant.

Table 10. One-Way Analysis of Variance (ANOVA) Results for State Anxiety and Trait Anxiety Scores and School Type variable

Scale	School type	N		F	P	Difference
State Anxiety	Associate degree	171	45.74	0.646	0.525	
	License	89	46.12			
	Graduate	38	44.39			
Continuous Anxiety	Associate degree	171	47.25	3.137	0.045	Associate degree - License License - graduate
	License	89	49.64			
	Graduate	38	46.76			

According to the school type variable, the state anxiety and trait anxiety scores (p>0.05) were found to have a normal distribution. Therefore; As seen in Table 10, as a result of the one-way analysis of variance (ANOVA) conducted to determine whether the state and trait anxiety scores show a significant difference according to the school type variable; There was no statistically significant difference between the state anxiety scores and the school type variable. A statistically significant difference was found between school type and school type (F=3.137; p<0.05). According to the Schefe test performed to determine this, it has been determined that it is between Associate-Bachelor's and undergraduate-Master's degree.

Table 11. The Independent Group T-Test for the Variable of State Anxiety and Trait Anxiety Scores and where students want to live during the Covid-19 Pandemic

Scale	Place to live	N	$\bar{X}$	S.s.	t	p
State Anxiety	Turkey	169	46.51	7.95	2.07	0.03
	My country	129	44.60	7.72		
Continuous Anxiety	Turkey	169	48.19	8.41	0.71	0.47
	My country	129	47.53	7.31		

It has been determined that the state anxiety and trait anxiety scores (p<0.05) conform to the normal distribution according to the variable of where students want to live (to be) during the Covid-19 Pandemic Process. As can be seen in Table 11, where the state and trait anxiety score averages of the students are compared, a statistically significant difference was found in the scores of the independent group t-test, which was conducted to determine whether there was a significant difference between the place where the students wanted to live and their state anxiety scores during the Covid-19 pandemic period(t=2.07; p<0.05). However, no statistically significant difference was found with trait anxiety score.

Table 12. Mann-Whitney U test for State and Trait Anxiety Scores and job availability during the pandemic

Scale	Working Status	N	Mean Rank	U	p
State Anxiety	Yes	110	153.68	9880.5	0.52
	No	188	147.06		
Continuous Anxiety	Yes	110	135.21	8768	0.02
	No	188	157.86		

Table 12. Mann Whitney U test, which is one of the nonparemetric tests, was applied since it was determined that the situation of being able to find a job and the scores of state anxiety and trait anxiety (p>0.05) did not comply with the normal distribution during the pandemic process. In Table 12, as a result of the analysis performed to determine whether the state anxiety and trait anxiety scores of the participants show a significant difference according to the variable of being able to find a job during the pandemic process, it was seen that there was no statistically significant difference for state anxiety. However, trait anxiety (U=8768; p<.05) scores showed a statistically significant difference and were in favor of those who could not find a job. In other words, trait anxiety scores of those who could not find a job were found to be higher.

5. CONCLUSION AND DISCUSSIONS

Anxiety is a situation that arises by creating a stress phenomenon along with the problems individuals experience in social life, and if it increases, it causes serious diseases, causing psychological as well as physiological and sociological negativity. It can tire the person with an intensity that can range from a very slight feeling of tension to panic, and sometimes it can make the person unable to recover and receive professional support (Öztürk & Uluşahin, 2011). In particular, university-age youth's future anxiety in terms of acquiring a profession, participating in life and creating value negatively affects their lives. In their study, Uluçay et al. (2014) emphasized culture, family and environment among the variables that determine the expectations of young people and determined that they determined their roles according to these variables. Higher education institutions are the most important educational step in which the cultural values of young people are shaped together with those from the past, and the accumulation of forward increases, and therefore the environment is shaped. The friends he studied with here form both the business environment and the competitors of the individual over time, and the individual has to give importance to his cultural investment in order to stand out from his competitors. Students trying to reduce the anxiety caused by this situation, together with the Covid-19 virus, which emerged in the city of Wuhan, China in the last months of 2019, spread all over the world and caused restrictions in Turkey as of March 2020, they could not reduce anxiety, but combined with fear and increased the level of anxiety. have also increased. Fear and anxiety are observed in all individuals as a reaction in the high-participation studies conducted both in our country and in the USA at the beginning of the epidemic (Memiş Doğan & Düzel, 2020; Lee, 2020). The measures taken against this virus, whose transmission and spread rate cannot be determined, are always for treatment purposes, whereas the mental health needs of individuals affected by the pandemic are ignored (Xiang et al., 2020). In addition to causing great losses in terms of life and economy, the epidemic also causes many risks in terms of psychosocial aspects (WHO, 2020). Therefore, it has been observed that since the first day of the pandemic, people have increased anxiety, fear, anxiety, insecurity and uncertainty due to both the increase in the number of deaths and serious patients and the negative media reports (Lai et al., 2020). Especially the younger generation has been adversely affected by this process (Zengin & Şengel, 2020).

The disruption of educational activities during the pandemic process, the spread of distance education, and the state and trait anxiety levels of foreign national higher education students studying away from their countries constitute the subject of this research. The universe of this research, which was carried out to reveal the anxiety levels of foreign university students during the Covid-19 pandemic process, is composed

of 1635 foreign students from Bandırma Onyedi Eylül University, who still continue distance education in the 2020-2021 academic year, and the sample of the research is easy sampling from non-probability sampling methods. It consists of 298 students who can be reached according to the method and answered the questionnaire. In the study, the questions of what are the trait anxiety levels and state anxiety levels of foreign university students during the Covid-19 pandemic process and whether the anxiety levels of university students differ significantly according to the variables of gender, age, school type, accommodation, place and working status during the pandemic process. answer has been sought. Before filling out the questionnaire applied to foreign university students, they were informed that it was on a voluntary basis and that the information would be used for scientific study and confidentiality. The questionnaire, which is a data collection tool, consists of two parts. In the first part, there is the personal information form created by the researchers, and in the second part, the Spielberg State-Trait Anxiety Inventory. With the questions in the questionnaire, it was tried to analyze the students' perspectives on the future and their current situation with the Covid-19 pandemic. Especially in this covid 19 process, being in a foreign country requires dealing with many problems such as communication in the customs, traditions, culture and social life of the country. In this case, it has become extremely important to get help and communication from the international office in order to mitigate the negative effects of the covid 19 pandemic process of foreign students. The international office was in constant communication with the students during this process and worked effectively and successfully in solving the problems. This result is also seen in the analysis with the high rate of satisfaction from office workers.

When the research results among the participants are examined in terms of gender factor, it is seen that female individuals are more anxious than male individuals, although there is no statistically significant difference. In the literature, it was stated that female participants were more anxious (Duan &Zhu, 2020; Wang et al., 2020; Zhang et al., 2020; Şahin et al., 2020; Göksu & Kumcagiz, 2020). This situation, which is similar to other studies, is thought to be caused by women's motivation to protect their family and environment. It is thought that female individuals who act with the instinct of constantly helping and protecting their families are more anxious due to the prolonged pandemic process and their fear of losing their relatives. When the situation is evaluated in terms of the age variable, while the state and trait anxiety states of the participants are observed in all age ranges, there is no difference between the age variable groups. The group aged 30 and above had higher state anxiety score and 18-22 age group had higher trait anxiety level. Considering the school type variable, although the anxiety levels of foreign students were high, the difference between the groups was seen in the case of undergraduate students' trait anxiety levels. Although it is seen that the majority of the education life of the associate degree students who will attend a two-year school, reading through uncertainty and distance education increase the anxiety level of the individuals, it did not show any differences with the other groups. Because the fact that the students who study in vocational and technical fields throughout the education cannot see the school on the way to diploma without ever entering the school and laboratory environment creates anxiety in terms of the problems they will encounter in business life and life. The quarantine processes, calls to stay at home and the rapid spread of the disease that came with the pandemic increased the anxiety of these students and created a negative environment. Similar to the results obtained and other studies on this subject, it was determined that the state and trait anxiety levels of students increased (Ceviz et al., 2020; Lai et al., 2020; Lee, 2020; Memiş Doğan & Düzel, 2020).). The result of the state anxiety and trait anxiety level we found in our study (Ceviz et al., 2020; Göksu & Kumcagiz, 2020) is also consistent with the study.

When considered in terms of the participants in the study, it was seen that there was a difference between the state anxiety levels of foreign students as a result of the analysis made between being in their country during the pandemic process and being in Turkey. State anxiety levels were found to be higher when they are away from their country, that is, in Turkey. The fact that individuals are together with their families triggered the feeling of trust and indirectly eliminated the uncertainty because they knew that their family would support them. The fact that foreign students are in working life during the pandemic process, that is, they are working, has made a difference in terms of their constant anxiety. The anxiety levels of the students who did not work were higher.

Anxiety can cause social violence, so it should never be ignored. It is hoped that the data obtained from these studies will be followed by teams of relevant experts and that neglected social health, social psychology and individual concerns will be prevented by the professionals in these expert teams. As Çölgeçen (2020) stated, only when all institutions and organizations take a holistic approach, problems will

be resolved and anxiety caused by the pandemic will decrease. In future studies; By conducting a study covering all foreign university students, the levels of state anxiety and trait anxiety after the Covid-19 pandemic process can be examined. In our study, demographic variables were used, and different variables and methods could be used. The continuation of the pandemic and the accompanying distance education process may require examining the effects of restrictions affecting students on anxiety and the problems that their continuity will bring. In future studies, the effect of demographic variables on self-actualization processes may also be a subject of study. This process is also important in terms of seeing the new trends of the digital age and heading towards trends that will prepare oneself for the future accordingly. In this respect, studies that examine such gains that will reduce anxiety can be done. In addition, the negative effects of activities that increase anxiety should be investigated after the time has passed, and the results of their activities should be compared to reduce their anxiety.

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