INVESTIGATION OF THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' FAMILY HARMONY AND INTOLERANCE OF UNCERTAINTY LEVELS IN THE COVID 19 PROCESS

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ABSTRACT

The purpose of this research is to examine the relationship between the level of intolerance to uncertainty and family harmony of university students who receive distance education with a stay at home call in terms of different variables. This study is a descriptive research in the relational survey model. The sample group consisted of 276 students who received distance education in the spring semester of 2019-2020. As a data collection tool; developed by Carleton, Norton, and Asmundson (2007) Sarıçam et al. (2014) adapted into Turkish "Intolerance of Uncertainty Scale", and developed by Kavikondala (2015) The "Family Harmony Scale" adapted into Turkish by Duman Kula, Ekşi and Demirci (2018) was used. Parametric tests were applied due to the normal distribution of the data. Also, the Pearson Correlation analysis was used to determine the relationship between students' intolerance to uncertainty and family harmony. The significance level was determined as .05. According to the findings of the study, it was observed that there was a significant difference in favor of male students between the mean scores of students' intolerance to uncertainty and family harmony levels by gender. According to the number of people staying at home, there was a significant difference between the total score of the intolerance to uncertainty scale and the obstructive anxiety sub-dimension mean scores in favor of the students who stated that they stayed with 2 or fewer people. There was no significant difference between the mean scores of the family harmony scale according to the number of people staying at home. There was no significant difference between the mean scores of the family harmony scale according to the number of people staying at home. There was no significant difference between the mean scores of the family harmony scale according to the number of people staying at home. It was observed that there was a significant difference in favor of the students who stated that they were highly affected by the epidemic, between the mean scores of the whole and sub-dimensions of the scale of intolerance to uncertainty, depending on whether the students' exercise reduced the negative impact caused by the epidemic. It has been observed that there is a significant difference in the family harmony levels of the students in favor of the students who think that doing sports reduces the negative effect caused by the epidemic. It has been observed that there is a significant difference in the family harmony levels of the students in favor of the students who think that doing sports reduces the negative effect caused by the epidemic. According to students' daily internet use time, it has been observed that there is a significant difference in favor of students who use the internet for 9 hours or more between the mean scores of the whole scale and sub-dimensions of the intolerance to uncertainty scale. It was observed that there was a significant difference in the family harmony levels of the students in favor of the students who used the internet for 2 hours or less. As a result, it was observed that there was no relationship between the mean scores of the students' intolerance to uncertainty scale and its sub-dimensions and the average score of the family harmony scale.

Keywords: COVID 19, uncertainty, intolerance to uncertainty, family, family harmony

1. INTRODUCTION

The new Coronavirus (COVID-19) is a virus first identified on January 13, 2020, as a result of research conducted in a group of patients who developed symptoms such as fever, cough, and shortness of breath towards the end of December in Wuhan, Hubei province of China (TC. Ministry of Health COVID -19 Guide, 2020). The virus does not yet have a vaccine or medicine. According to the data of the world health organization, there are 26.722.415 cases with coronavirus and 877.229 people who died due to the virus worldwide. In Turkey, the first cases were seen on March 10, 2020. TC. According to the Ministry of Health data so far in Turkey 276.555 cases and 6.564deaths have occurred (URL 1; URL 2).

The World Health Organization (WHO) declared the Covid-19 outbreak as a public health emergency of international concern on January 30, 2020. While efforts are being made to find answers to the origins of the new species and its preservation, treatment, and prevention all over the world, it is seen that Covid-19 not only causes human deaths but also destroys the social and economic order in the world. The impact of pandemics is beyond imagination and can threaten the economic stability and existence of affected countries, although not limited to the loss of human life (Bobdey and Ray, 2020).

Covid-19 is the first pandemic caused by coronaviruses, rapidly spreading to hundreds of countries on six continents. In early 2020, the World Health Organization named Covid-19 disease, which means a new type of coronavirus disease, as a severe acute respiratory syndrome (WHO, 2020). An increasingly important effect of Covid-19 on the global society has emerged, and therefore the World Health Organization (WHO) declared a pandemic (epidemic) on March 11, 2020 (AIS, 2020). The new coronavirus (Covid-19) disease is transmitted by the inhalation of droplets spread to the environment by coughing and sneezing by healthy individuals. Also, it is transmitted from person to person by droplets emitted from Covid-19 patients falling on the surface and by touching these droplets to healthy individuals and touching their face, eye, nose, or mouth. The incubation period of Covid19 is between 2 days and 14 days, and 20% of patients infected with Covid-19 are treated in hospital conditions (Ministry of Health, 2020; WHO, Covid-19 Guidance, 2020).

Especially, against the virus transmitted quickly, in crowded environments due to the close contact of people, that affects the world due to its fatal effects and consequences, in Turkey, not only in terms of health but also education, religious, legal, and military measures, mainly social, economic and political radical decisions were taken. After the outbreak, countries suspended education in schools. in Turkey, with the idea to create a high-risk element to the crowded classrooms on 16 March 2020, the elementary, high school, and college education in a break and passed to distance education. During this period, flexible working arrangements were provided for academic staff and public personnel. (Hoque et al., 2020; Republic of Turkey Ministry of National Education, 2020; Higher Education Council, 2020).

Despite the coronavirus (Covid-19) epidemic, it has been revealed that while countries are struggling with different approaches, they are generally caught unprepared (Dyer, 2020; Manderson & Levine, 2020). The anxiety, fear, and depression caused by the epidemic have made the psychological, sociological, and economic effects more noticeable day by day by disturbing both individuals and sectors, and therefore businesses. Especially the sociological and psychological problems experienced at the individual and social level, the economic problems faced by businesses and their reflection on the people increased the effects of the epidemic (Barua, 2020; Ho, Chee & Ho, 2020).

A person lives in a world where he does not know what to live and what to encounter. In this respect, uncertainty as a concept brought about by the uncertainty about the future is a phenomenon that people have to face every minute (Bozkurt, 2019).

Uncertainty can occur in three different ways as situations we encounter for the first time and feel foreign, confusing situations where we are exposed to multiple factors and which are difficult to understand, and inconsistent situations where our hint indicates different information (Stanley Budner, 1962).

The concept of uncertainty is defined as not knowing what the outcome of an event and any behavior will be. Uncertainty is defined as a concept that can have negative effects on human psychology (Çardak, 2012). The concept of uncertainty is being unsure of the future (Sarıçam et al., 2014). The concept of uncertainty is defined as ambiguity, indeterminacy, ambiguity, in which complete information cannot be obtained about its quality (Turkish Language Association, 2019).

Uncertainty is defined as the situation in which the direction of change is relatively well known, but the importance of events and the consequences of events cannot be predicted with any prediction (Kasperson, 2008; cited in Arslan, 2013).

Intolerance to uncertainty is defined as a tendency to react emotionally, cognitively, and behaviorally to ambiguous situations and events (Dugas, Buhr, & Ladouceur, 2004). Hofstede (2001) defined the intolerance experienced in the face of uncertainty as the state of uneasiness felt when faced with uncertainty. Ladouceur, Gosselin, and Dugas (2000) defined intolerance to uncertainty as to the tendency to react negatively to uncertain events. In another definition, Carleton Norton & Asmundson (2007) intolerance to uncertainty; is defined as the discomfort felt by individuals against the possibility of unacceptable or unwanted occurrence of a negative event. If in another definition, Dugas et al. (2005) pointed out that intolerance to uncertainty is perceived as stressful and distressing by individuals and suggested that individuals think that unforeseen events are negative and that unforeseen events should be prevented. Also, they mentioned that individuals define the uncertainty of the future as unjust.

Intolerance to uncertainty can also be defined as a tendency towards the interpretation of ambiguous or events with more than one meaning as negative and unacceptable, regardless of their likelihood and consequences. (Carleton, Sharpe ve Asmundson, 2007; Ladouceur, Gosselin & Dugas, 2000).

Intolerance to uncertainty is also associated with fear of the unknown things that may happen in the future (Carleton, 2016). The future is uncertain as it is full of unknown situations and events. It is shown that similar to the uncertainty of the future and the fact that it includes unknown potential threats and that the concern is about future threatening events. Intolerance to uncertainty is defined as the tendency to think about the possibility of negative events in the individual, and the inability to respect the occurrence and occurrence of the unacceptable (Carleton, Norton ve Asmundson, 2007).

Intolerance to uncertainty is a condition that includes unaccepted and undesirable cognitive, emotional, and behavioral responses to uncertain events and situations, which are accompanied by high threat perception and biased thoughts (Buhr & Dugas, 2002). In other words, intolerance to uncertainty can be defined as a cognitively threatening situation in the face of uncertainty, effective alarming and disturbing, and should be avoided or rejected in a behavioral sense (Yang, 2013; Geçgin & Sahranç, 2017).

Family is the smallest building block of society. Although the concept of family has undergone structural and formal changes in the historical process, it has been a focal point where many biological, psychological, sociological, economic, and political discussions are held in the 21st century (Hallaç & Öz, 2014).

The nature and way of expression of the roles within the family, the practices of discipline within the family, the forms of reconciliation between family members, and the rules in the family are defined as flexibility or the ability to adapt to change (Olson, 2011).

Harmony is a key feature of Confucianism, and harmonious families are regarded as building blocks for a peaceful world (Bodde, 1953). Chinese families around the world associate harmony with mental well-being (Ip, 2013). An incompatible family environment increases stress and erodes mental health by offering less support to members. Therefore, family cohesion will be a protective factor against the development of psychopathology and a resource against life stress, especially in collective societies such as China (Kovikondala et al., 2016).

Family harmony; it is the ability of individuals who make up the family to solve the problems arising from their differences and the conditions they live in in the holistic interests of the family system (Soner, 2000).

Within the scope of positive psychology, which argues that attention should be paid not only to the deteriorating and not going well-being aspects, but also to the functional and preserved aspects, family harmony interacts with the subjective perceptions of happiness and life satisfaction of the members (Duman-Kula, Ekşi, & Demirci, 2018).

Emphasizing closeness, conformity, cooperation, and reciprocity, family harmony is among the most valuable qualities of family relationships and is essential for the mental health and well-being of individuals (Ip, 2013). There is a gap in the empirical literature in measuring family cohesion.

In this difficult process that started with the coronavirus epidemic, the harmony of the students with their families during their stay at home and the uncertainty and intolerance levels against this uncertainty became important when the epidemic continued to threaten the whole world. In this regard, the study aims to examine the family harmony and intolerance of uncertainty levels of university students according to gender, the number of people staying at home, the negative effect of the epidemic, and the duration of internet use, and it is to reveal the relationship between two variables.

2. METHOD

2.1. The Research Model

This research is descriptive in the relational survey model because it tries to explain the relationship between intolerance to uncertainty and family harmony.

2.2. The Research Group

The universe of the study was formed by the students studying at Aydın Adnan Menderes University, Faculty of Sport Sciences, and Aydın Vocational School in the 2019-2020 academic year. 276 students who voluntarily agreed to participate in the study constituted the sample of the study.

2.3. Data Collection Tool

In the research, "Personal Information Form", "Intolerance to Uncertainty Scale" and "Family Harmony Scale" were used as data collection tools. The scales were applied to university students participating in distance education during the pandemic process using an online survey method.

2.3.1. The Personal Information Form

By the researcher to collect information about the students, subject to investigation, questions about variables such as gender, the number of the person in the house, to what extent do you think this epidemic has affected your life, I think that doing sports reduces the negative effect of the epidemic on me, how long do you use the internet on average per day.

2.3.2. The Intolerance to Uncertainty Scale

The Turkish adaptation study of the scale developed by Carleton, Norton, and Asmundson (2007) was conducted by Sarıçam et al. (2014). The scale was developed with a scale match for students' intolerance to uncertainty. The Intolerance to Uncertainty Scale (IUS-12) consists of 2 sub-

dimensions and 12 questions. The sub-dimensions of the scale are "Prospective Anxiety" and "Inhibitory Anxiety". The total score that can be obtained from the scale varies between 12 and 60. Increasing scores indicate that the level of intolerance to uncertainty has increased (Sarıçam, Erguvan, Akın, & Akça, 2014). Cronbach's alpha internal consistency reliability coefficient of IUS-12 was found as .88 for the whole scale. The Cronbach Alpha internal consistency reliability coefficient for this study was calculated as .80.

2.3.3. The Family Harmony Scale

To reveal the role of positive family relations in the welfare of the society and to measure family harmony accordingly, adopted a collectivist cultural structure in general, like Turkish society, by Kavikondala et al. (2015), it is a measurement tool developed based on Chinese society. Testing in Turkish culture and adaptation study to Turkish was done by Duman Kula, Ekşi, and Demirci (2018). It has a 24-item long-form and a 5-item short form. The higher the scores on the scale, the higher the family harmony. The Turkish form of the scale is scored according to a 5-point (1= Strongly Disagree, 5 = Strongly Agree) scoring system. As a result of the scale, the total score range varies between 5 and 25. There are no reverse-coded items on the scale. The internal consistency coefficient of the Family Harmony Scale was found as .91. The consistency coefficient for this study was calculated as .91.

3. FINDINGS

In the study, the distribution of the intolerance levels of uncertainty and family harmony scores of the university students by gender was examined in the t-test analysis, and the results are given in Table 1.

Table 1. Students' according to gender of intolerance to uncertainty and family harmony t-test analysis results

	Gender	N	X	SD	t	p
Intolerance to Uncertainty Scale	Female	141	38.84	7.943	-3.127	.002*
	Male	135	41.81	7.794		
Prospective Anxiety	Female	141	23.05	4.009	-3.380	.001*
	Male	135	24.66	3.896		
Inhibitory Anxiety	Female	141	15.79	4.875	-2.254	.025*
	Male	135	17.15	5.106		
Family Harmony Scale	Female	141	18.94	4.967	-2.677	.008*
	Male	135	20.37	3.890		

* p<0,05

When Table 1 is examined, it is seen that there is a significant difference in favor of male students at the p <.05 significance level between the mean scores of the students' intolerance to uncertainty by gender (t = -3.127 p =.002). It was seen that among the mean scores of the prospective anxiety sub-dimension of the IUS by gender at the p <.05 significance level significant difference in favor of male students (t= -3,380 p=,001). It has been observed that there is a significant difference in favor of male students at the p <.05 significance level between the mean scores of the IUS inhibitory anxiety sub-dimension according to gender (t = -2.254 p = .025). It was observed that there was a significant difference in favor of male students at the p <.05 significance level between the mean scores of the students' family harmony levels by gender (t = 2,677 p =, 008).

In the research, whether the level of intolerance to uncertainty and family harmony of university students changed according to how many people stayed at home during the quarantine process was examined with ANOVA analysis. The analysis results are given in Table 2.

Table 2. Students' according to how many people stayed at home during the quarantine process of intolerance to uncertainty and family harmony ANOVA analysis results

	Number of People in the House	N	X	SD	F	p
Intolerance to Uncertainty Scale	2 and fewer	12	46.50	8.437	3.393	.018*
	3-4 people	152	40.25	8.459		
	5-6 people	94	40.16	6.737		
	7 and over	18	37.22	8.171		
	Total	276	40.29	7.995		
Prospective Anxiety	2 and fewer	12	26.58	5.089	2.033	.110
	3-4 people	152	23.70	4.088		
	5-6 people	94	23.80	3.712		
	7 and over	18	23.33	4.029		
	Total	276	23.84	4.029		
Inhibitory Anxiety	2 and fewer	12	19.92	4.188	3.588	.014*
	3-4 people	152	16.55	5.136		
	5-6 people	94	16.36	4.493		
	7 and over	18	13.89	6.077		
	Total	276	16.46	5.026		
Family Harmony Scale	2 and fewer	12	22.25	3.545	3.367	.019*
	3-4 people	152	19.41	4.722		
	5-6 people	94	19.22	4.301		
	7 and over	18	21.94	3.404		
	Total	276	19.64	4.522		

* $p < 0.05$

When Table 2 is examined, it is seen that there is a significant difference in favor of the students who stated that they stayed with 2 or fewer people at the $p < .05$ significance level between the mean scores of the students' intolerance to uncertainty according to the number of people they stayed at home (F= 3,393 p=,018). It was observed that there was no significant difference between the mean scores of the future anxiety sub-dimension of the IUS according to the number of people staying at home. It was observed that there was a significant difference in favor of the students who stated that they stayed with 2 or fewer people at the $p < .05$ significance level between the mean scores of the prospective anxiety sub-dimension of IUS according to the number of people they stayed at home (F= 3,588 p=,014). It was observed that there was a significant difference in favor of the students who stated that they stayed at home with 2 or fewer people at the $p < .05$ significance level between the mean scores of the family harmony levels of the students according to the number of people they stayed at home (F = 3,367 p =, 019).

In the study, it was examined by t-test analysis whether the level of intolerance of uncertainty and family harmony of university students changed according to their physical activity during the quarantine process, and the analysis results are given in Table 3.

Table 3: Students' according to whether exercising reduces the negative effect of the epidemic on students intolerance to uncertainty and family harmony t-test analysis results

	I think that doing sports reduces the negative effect of the epidemic on me.	N	X	SD	t	p
Intolerance to Uncertainty Scale	Yes	148	39,19	8,209	-2,105	,040*
	No	40	42,18	6,931		
	No idea	88	41,30	7,868		
Prospective Anxiety	Yes	148	23,26	4,110	-2,158	,033*
	No	40	24,80	3,532		
	No idea	88	24,36	3,989		
Inhibitory Anxiety	Yes	148	15,93	5,262	-1,874	,152
	No	40	17,38	4,055		
	No idea	88	16,93	4,959		

Family Harmony Scale	Yes	148	20,30	4,018	2,245	,028*
	No	40	18,53	5,724		
	No idea	88	19,03	4,582		

* p<0,05

When Table 3 is examined, between the mean scores of students' intolerance to uncertainty, according to whether doing sports reduces the negative effect of the epidemic on students p <.05 significance level is meaningful in favor of students who think that not reduce outbreak doing sports at the level of it has been observed that there is a difference. Between the mean scores of the levels of the prospective anxiety sub-dimension of the IUS according to whether doing sports reduces the negative effect of the epidemic on students it is in favor of the students who think that doing sports at the p<.05 significance level does not reduce the negative effect of the epidemic on me it was found that there was a significant difference (t= 2,158 p=,033). It has been observed that there is no significant difference between the mean scores of the inhibitory anxiety sub-dimension of the IUS according to whether doing sports reduces the negative effect of the epidemic on students. It has been observed that there is a significant difference between the mean scores of the students' family harmony levels according to whether doing sports reduces the negative effect of the epidemic on students p<.05 significance level in favor of the students who think that doing sports at the reduces the negative effect of the epidemic on me (t = 2.245 p =.028).

In the research, whether the level of intolerance of uncertainty and family harmony of university students change according to how long they use the internet on average per day was examined by ANOVA analysis. Analysis results are given in Table 4.

Table 4: Students' according to internet usage times level of intolerance to uncertainty and how long their family harmony ANOVA analysis results

	How long do you use the internet on average per day?	N	X	SD	F	p
Intolerance to Uncertainty Scale	2 hours and less	18	35,50	6,355	4,704	,003*
	3-5 hours	95	39,41	7,898		
	6-8 hours	82	40,23	7,629		
	9 hours and more	81	42,46	8,251		
	Total	276	40,29	7,995		
Prospective Anxiety	2 hours and less	18	21,56	4,148	5,089	,002*
	3-5 hours	95	23,16	4,046		
	6-8 hours	82	24,05	3,738		
	9 hours and more	81	24,93	3,974		
	Total	276	23,84	4,029		
Inhibitory Anxiety	2 hours and less	18	13,94	3,134	2,926	,034*
	3-5 hours	95	16,25	4,697		
	6-8 hours	82	16,18	5,140		
	9 hours and more	81	17,53	5,418		
	Total	276	16,46	5,026		
Family Harmony Scale	2 hours and less	18	21,39	3,013	2,941	,034*
	3-5 hours	95	20,38	4,379		
	6-8 hours	82	19,20	4,780		
	9 hours and more	81	18,83	4,527		
	Total	276	19,64	4,522		

* p<0,05

When Table 4 is examined, it is seen that there is a significant difference between the mean scores of the students' intolerance to uncertainty according to their daily internet use time at the p<.05 significance level in favor of students who use the internet for 9 hours or more (F= 4.704 p =.003). It has been observed that there is a significant difference between the mean scores of the prospective anxiety sub-dimension of IUS according to the duration of daily internet use at the p <.05 significance level in favor of students who use the internet for 9 hours or more (F = 5.089 p

=.002). It was observed that there was a significant difference between the mean scores of the inhibitory anxiety sub-dimension of the IUS according to the duration of daily internet use at the p <.05 significance level in favor of students who used the internet for 9 hours or more (F = 2.926 p =.034). It was observed that there was a significant difference between the mean scores of the family harmony levels of the students according to the duration of daily internet use at the p <.05 significance level in favor of the students who used the internet for 2 hours or less (F = 2.941 p =.034).

In the research, the level of intolerance to the uncertainty of university students and their family harmony were examined with correlation analysis, and the analysis results are given in Table 5.

Table 5. Results of Simple Correlation Analysis between intolerance to uncertainty and family harmony

		Intolerance to Uncertainty Scale	Prospective Anxiety	Inhibitory Anxiety	Family Harmony Scale
Intolerance to Uncertainty Scale	r	1	,852**	,908**	,037
	p		,000	,000	,540
Prospective Anxiety	r		1	,554**	,105
	p			,000	,083
Inhibitory Anxiety	r			1	-,025
	p				,681
Family Harmony Scale	r				1
	p				

When Table 5 was examined, it was seen that there was no relationship between the students' mean score of the intolerance to uncertainty scale and the average score of the family harmony scale.

4. DISCUSSION AND CONCLUSION

This study was conducted in the 2020-2021 academic year to examine the intolerance of uncertainty and family harmony of 276 students who received distance education during the quarantine process in terms of some variables and to reveal the relationship between them. Students must show how the complexity they encounter in the face of this epidemic affects their psychological level and to what extent they are in harmony with their families. Although these concepts have been studied separately in the literature, no study examines intolerance to uncertainty and family harmony jointly.

According to the gender of the students, it was observed that there was a significant difference in favor of male students between the total score of the scale of intolerance to uncertainty and the mean scores of the prospective and inhibitory anxiety sub-dimensions. We can say that male students have higher intolerance to uncertainty than female students. This is thought to be because men are more anxious and impatient and have more responsibilities than women. Sarı (2007) examined the variables of intolerance to uncertainty, beliefs about anxiety, and locus of control as variables that predict trait anxiety in a study conducted on university students, and as a result of the study, females evaluated uncertainty as more stressful and upsetting than male. As a result of the study by Laugesen (2007) examining the relationship between anxiety, intolerance to uncertainty, and fear of anxiety on adolescents, it was observed that while intolerance to uncertainty increased between the working period and the evaluations at the end of the study, this increase was not observed in male. Arslan (2013), in his study examining the effect of uncertainty management program on female teacher candidates' intolerance to uncertainty levels, concluded that there were significant differences in the posttest scores of intolerance to the uncertainty of the participants in the experimental group compared to the control group, and the developed program was effective in reducing intolerance to uncertainty. The results of these studies do not coincide with the result of our study. It was also observed that there was a significant difference in favor of male students between the mean scores of the family harmony levels of the students by gender. It can be said that the family harmony levels of male students are higher than female students. The reason for this is thought to be that the roles of men in the family stem from the fact that men have the responsibility

to protect the integrity of the family and to make more sacrifices for the family. Kaplan (2019) determined that there is no significant difference between gender, family climate, and family relationships as a result of the study in which university students perceived family climate, intergenerational relationships, and family harmony. The result of this study does not support the result of the present study.

According to the number of people staying at home by the students, there was a significant difference in favor of the students who stated that they stayed with 2 or fewer people between the total score of the intolerance to uncertainty scale and the inhibitory anxiety sub-dimension. It can be said that the intolerance level of those who stayed alone or with two people at home during the epidemic period was higher than those who stayed with more people. The reason for this is thought to be since two people or those who were alone during the epidemic process lived more troubled lives in this difficult period. It was observed that there was no significant difference between the mean scores of the future anxiety sub-dimension of the IUS according to the number of people staying at home. It was observed that there was a significant difference between the average score of the family harmony levels of the students according to the number of people they stayed at home, in favor of the students who stated that they stayed at home with 2 or fewer people. As a result of the literature review, no study related to this result was found. For this reason, it is thought to contribute to the literature.

According to the students' status of reducing the negative effect of the epidemic by doing sports, there was a significant difference in favor of the students who stated that doing sports did not reduce the negative effect of the epidemic between the total score of the scale of intolerance to uncertainty and the prospective and inhibitory anxiety sub-dimensions. The uncertainty of the epidemic is thought to be due to the students' inability to focus on their sports and the constant anxiety they are in. Sahinler and Ulukan (2020), as a result of the study in which athletes examined the anxiety of getting a new type of coronavirus (Covid-19), it was observed that there was a significant difference between the average scores of the athletes according to the condition of the coronavirus affecting your life. Considering the prospective anxiety and inhibitory anxiety sub-dimensions of the intolerance to uncertainty scale, it supports the result of the present study in terms of significance. It has been observed that there is a significant difference in favor of students who think that doing sports reduces the negative effect of the epidemic on me the average score of students' family harmony according to whether doing sports reduces the negative effect of the epidemic or not. It is known that physical activity should be made a part of life to protect physical and mental health in extraordinary situations such as epidemics and to increase resistance to living conditions and disease. Considering that family harmpny is in interaction with subjective perceptions of happiness and life satisfaction, it is thought that the individuals who had to stay at home during the epidemic, doing sports against the problems encountered in the family reduces the negative effect of the epidemic.

According to the duration of daily internet use of students, it was observed that there was a significant difference between the total score of the intolerance to uncertainty scale and the mean scores of the prospective anxiety and inhibitory anxiety sub-dimensions in favor of students who used the internet for 9 hours or more. It can be said that students with more Internet usage time have higher levels of intolerance to uncertainty. The reason for this is thought to stem from the fact that during the pandemic process, individuals usually connect with the outside during their stay at home. It has been observed that there is a significant difference between the mean scores of the family harmony levels of the students according to the duration of daily internet use in favor of the students who use the internet for 2 hours or less. It can be said that students who have less daily internet usage time have higher family harmony. It is thought that the less internet surfing of students is because the family members are as a whole and spend more time with each other against the problems encountered during the pandemic process.

It was observed that there was no relationship between the mean scores of the students' intolerance to uncertainty scale and its sub-dimensions and the average score of the family harmony scale. This result can also be interpreted as that students' intolerance to uncertainty does not affect family harmony. Öztürk (2013), in his study on university students aged 18-25, in which he examined the relationship between family functionality and intolerance to uncertainty, concluded that the relationship between the intolerance to uncertainty variable and the perception of family functionality as unhealthy was positive and significant. This result does not support the result of our study.

5. SUGGESTIONS

Wider sampling can be included in future studies. Also, sports sciences faculty students and students from other departments can be compared.

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