

How Has the Pandemic Affected Social Values? From the Perspective of Pre-Service Teachers, Is it Erosion or Gain?

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Abstract

This research aims to examine from the perspective of pre-service teachers how values, which have a great function in ensuring social order and welfare, maintaining healthy interpersonal relations, adapting the behaviour of the individual with the expectations of social life, and preventing possible social problems, are affected by the pandemic process. The research was carried out using phenomenology method, which is a qualitative research method. The study group of the research consists of twenty-five pre-service teachers. While determining the study group, easily accessible sampling method was used. In the research, a questionnaire containing four open questions developed by the researchers was used as a data collection tool. Content analysis was used in the analysis of the data. As a result of the research, it was determined that the pandemic positively affected some values such as altruism, benevolence, solidarity, gratitude, resignation, cleanliness, giving importance to being healthy, and negatively affected some values such as hospitality, freedom, equality, kindness, perseverance, and aesthetics. On the other hand, it is seen that some values such as patience, solidarity, savings and being scientific take their place among the values that both erode and gain from due to the differences in the perspective of pre-service teachers towards life. In addition, it was concluded that the pre-service teachers have a concern that the eroded values will force humanity to face problems such as various health problems, an asocial life, emotional deprivation, depression, digital addiction, selfishness, unemployment, anxiety, and impoliteness in the future.

Keywords: Pandemic, Values, Change, Pre-service Teachers

Introduction

Since ancient times, human beings have tried to establish the peace and well-being of individuals in all areas of social life, therefore they sought an answer to the question to “how should a person live?” for a long time (Bolay, 2007; Özen, 2019). For this reason, values which help us define human behaviours, ideas, objects and situations as good-bad, valuable-worthless, desirable or inferior and contribute to the peace of humanity, have been the subject of different social science disciplines that look at life from different perspectives such as philosophy, sociology, psychology, economy, law, education. This difference in perspective has led to the emergence of many very different definitions of the concept of value (Balci & Yanpar Yelken, 2010; Shaver & Strong, 1976). Although the concept of value is defined in different ways by different disciplines, it is possible to draw a framework for it based on some common points emphasized in all definitions.

Values are a part of the affective aspect of human beings, the ultimate goal and spirit of the education process. The aim of the education process is not only to raise individuals who are academically successful and equipped with

knowledge and skills. It is our values that establish the coordination between our knowledge, skills and behaviours. This situation made values education an element of the curriculum and societies tried to raise virtuous and sensitive citizens through the education process (Bacanlı, 1999; MoNE, 2018).

Values are the key to social order. As a social being, human beings are included in a social order that has rules from the moment they are born. This situation necessitates some principles that ensure social coexistence (Uslu, 2007). According to Topçuoğlu (1984), these principles, which we call values, are “the rules created by the anonymous personality of the society” (Cited. Demirkasımoğlu, 2015). These rules direct the wishes, desires, behaviours and orientations of individuals and lead them to act virtuously and contribute to the social order (Bacanlı, 1999).

Values, which are cultural sources that keep societies together, are also the totality of the social, cultural, economic and scientific experiences of a nation (Canatan, 2008; Direkci, 2019; TDK, 2021). The transfer of values, which are elements of cultural heritage, is one of the most important elements that keep nations alive (Bars, 2017, Ayaydın & Ayaydın, 2018). Values bind the individuals who make up the society by gathering them around a common goal (Gerekten, 2018). For this reason, societies want to see values such as friendship, benevolence, peace, respect, generosity and love are internalized in each of their members in order to maintain their existence in a healthy way and to look to the future with confidence (İçöz Arslan, 2018). This internalization process begins with the birth of the individual and is shaped throughout life through social institutions such as peer groups, mass media, family and school (Altunay Şam, 2015; Kapkın et al., 2018).

Values are control mechanisms that make the behaviour of individuals in line with the expectations of the society (Yazıcı, 2014). Even if some technological and social developments change the expectations of society and communities from individuals (Selvi, 2021), by directing people’s wishes, desires and orientations, values lead people to act virtuously (Bacanlı, 1999), in other words, it is our values that underlie, determine and govern what we do (Uysal, 2003). In this context, values make it

easier to adapt to the society they live in, encourage individuals to keep their personal interests in the background and to observe social interests. The fact that individuals who prioritize social interests, are individuals with status who are loved and respected in the society they live in, in the environment they work, in business and friend environments, is due to the fact that they have made values into behaviours (Tay et al., 2013; Dilmaç & Şimşir, 2016; Ataş & Ayık, 2013).

Values are insurance against social problems. We encounter many problems in our daily lives. These problems can sometimes arise due to different reasons such as generational conflicts, unplanned urbanization and sometimes cultural and moral corruption. Whatever the reason, values give us strength and power to fight these problems (Law et al, 2003; Ünlü & Kaşkaya, 2018; MoNE, 2018).

Values exist at every stage of the daily life. It is not possible to consider economy, science, religious belief, art, education and politics apart from values. It is possible to say that values are effective in all the decisions we make in all areas of life, from the choice of the food we eat to where we will spend our holiday, from our investment plans to the determination of the rules we adhere to in the business environment, from the choice of our clothes to our marriage decision (Barnes, 2019; Robbins, 1993). However, the existence of values in all areas of life does not change the fact that values are open to change (Fichter, 2006). In particular, some unexpected situations (such as earthquakes, global climate changes, volcanic eruptions and pandemics) with great social impact can affect the lifestyle, attitudes and behaviours of the society, and can have an impact on values. Even this change can sometimes be an opportunity for learning situations. (Demirkasımoğlu, 2015; Yıldırım, 2020; Efe, 2016).

Pandemics, in particular, have had multifaceted effects on societies throughout history, and have brought many changes in different areas of social life, from education to economy, from politics to tourism, especially health (Esiroglu, 2021). The Covid-19 epidemic, which emerged in Wuhan, China in December 2019, was declared a pandemic by the World Health Organization and whose effects we still feel deeply, is the most recent example of

these pandemics (Güngörer, 2020). Due to the rapid spread of the pandemic around the world, the government of almost every country has started to take some measures to slow the speed of the outbreak. Postponing sports competitions, not being able to hold scientific congresses and various events face-to-face, closing schools and continuing education remotely, partial continuation of industrial activities, stopping tourism movements, announcement of curfews, social distance and mask requirement, closing social interaction places such as restaurants, cafes, libraries, museums, cinemas and theaters are some of these measures. These measures caused the society to adopt a lifestyle that it is not used to, and to face different behaviour patterns, and enabled people to encounter the concept of new normal (Afacan & Avcı, 2020; Karataş, 2020; Kervankıran & Bağmancı, 2020). In cases where people’s lifestyles change, it is inevitable to experience some changes in their culture (Aytaç & Kurtdaş, 2015), their behaviours, daily activities and, more importantly, their attitudes towards the things they attach importance to.

This research is important in terms of examining the impact of the Covid-19 pandemic on the values that guide people’s behaviour, contribute to the continuity of social order and peace, ensure social unity and integrity with this contribution, prevent undesirable behaviours and prevent the formation of some social problems, through the eyes of pre-service teachers graduated from the faculty of education. Since the teaching profession is an important profession in terms of human values, the research will be carried out with pre-service teachers. (Ayık & Ataş, 2014). For this purpose, answers to the following questions will be sought:

- Has the pandemic had any effect on values? If so, is this effect positive or negative?
- What value do you think has been eroded during the pandemic period? Why has it eroded?
- In which values have been experienced positive gain during the pandemic period?
- What problems can erosion in values experienced during the pandemic period cause in the future?

Method

Research Design

The research was conducted in a qualitative

design that focuses on the nature of some human-specific individual characteristics and gives importance to the depth and originality of knowledge (Baltacı, 2019). Phenomenology method, which has an important place in qualitative research, was used in this research. Phenomenology is an inductive and descriptive research approach that has strong philosophical roots and is frequently used in research fields such as, philosophy, psychology, sociology and education. The aim of phenomenological research is to examine the life experiences of individuals consciously or unconsciously about a phenomenon in the daily life with an inner perspective that is far from any kind of prejudice. The basis of this approach is the idea that the most basic human truths can only be accessed through inner subjectivity. For this reason, reflective interviews are conducted with individuals who have experienced the phenomenon in phenomenological studies (Tekindal & Uğuz Arsu, 2020; Flood, 2010).

Participants and Procedure

The study group of the research consists of twenty-five pre-service teachers living in six different cities of Turkey (Ankara, Giresun, Erzincan, Istanbul, Sivas and Tokat). Twelve of the pre-service teachers are female and thirteen are male. The age range of the study group is between 22-32 years old. While determining the study group, easily accessible sampling method was used. According to Baltacı (2018), in this method, it is essential that researchers turn to the sampling that is most easily accessible from the population. Some information about the study group is presented in Table 1.

Table 1 Descriptive Information of the Study Group

City	f	Gender
Ankara	4	Male
Erzincan	1	f:13
Giresun	1	%52
İstanbul	1	Female
Sivas	15	f:12
Tokat	3	%48

Data Collection

A questionnaire prepared by the researchers was used to collect data in the study. In the questionnaire, four open questions were asked to the pre-service teachers in order to obtain information about the research questions. In the questionnaire presented to the pre-service teachers during the collection of the research data, a total of twenty-one values consisting of values such as equality, love, respect, savings, justice, benevolence, solidarity and friendship, which have found their place in Turkish education programs and have universal validity, and although not included in the education programs, a list of forty-eight values in total, which includes twenty-seven values such as tolerance, hospitality, gratitude, generosity, bravery, confidence, sharing, and appreciation that are often used in daily life, is included with short definitions of the values. This value list and the definitions of these values were given to the pre-service teachers as a reminder, and the forms were read once by the pre-service teachers before they were filled. If there is a value that the pre-service teachers think is within the scope of the research but is not in the list, this value is added to the list and the pre-service teachers are asked to answer the research questions.

Data Analysis

In the analysis of the data, the content analysis method, which can be defined as “a kind of text mining” was used (Skalski et al. 2017). It is essential that the data obtained in content analysis are coded under certain themes in a qualitative data analysis program. Codes are units for syntactic identification of words or phrases with similar meanings (Steve, 2001). The data collected within the scope of the research were analyzed by coding with the data analysis software named Nvivo 10. Code maps that visualize and summarize the findings obtained as a result of the analysis are presented in the findings section. In the research, the answers of the pre-service teachers were presented with an abbreviation as “M1” “M2” for male participants and “F1” “F2”... for female participants, each representing a different individual.

Validity, Reliability and Ethical Considerations

The reliability of studies based on content analysis

in qualitative research is determined by the rate of agreement between the coders who do the coding. In other words, it is important for the reliability of the research that different researchers using the same data collection tool reach similar results. In the research, the agreement between the coders was calculated using the Kappa Statistics suggested by Cohen (1960), and the agreement rate was found to be 0.86. According to this result, the agreement rate is “quite high” and the obtained data is reliable.

Some criteria were taken into consideration for the validity of the research. In the context of the credibility criterion, the findings were supported by direct quotations, and the research process was given in detail from the beginning to the end. In terms of transferability, the adequacy of the number of participants for a qualitative study was taken into account. For confirmability, data were gathered under explanatory themes and codes in order to ensure objectivity and impartiality. In addition, by obtaining participant consent from all participants, individuals were given the opportunity to refuse to participate in the research and while preparing the data collection tool and while collecting the data, expert opinions were consulted. These issues are considered sufficient for the validity of the research (Arastaman et al. 2018).

During the preparation and writing process of this study, scientific, ethical and citation rules were followed within the scope of “Higher Education Institutions Regulation For Scientific Research and Publication Ethics”; No falsification was made on the collected data. Giresun University Social Sciences, Science and Engineering Research Ethics Committee with the document numbered E-50288587-050.01.04-12407 dated 03.03.2021 and the decision of the ethics committee numbered 08/20, there were no problems with the conduct of the research.

Findings

Findings on the Effect of the Pandemic on Values

The participants were asked; “Has the pandemic had any effect on values? If so, is this effect positive or negative?” and the answers given to the question are shown in Figure 1.

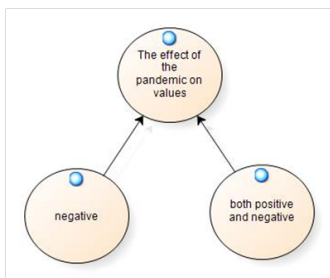


Figure 1 The Effect of the Pandemic on Values

As seen in Figure 1, 3 of the participants stated that the pandemic had a negative effect on the values. 22 participants said that the pandemic had both negative and positive effects on values.

Findings Regarding Negatively Affected Values and Their Possible Causes During the Pandemic Period

The participants were asked; “What value do you think has been eroded during the pandemic period? Why has it eroded?” and the answers given to the question are shown in Figure 2 and Figure 3.

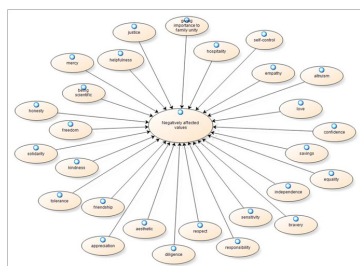


Figure 2 Negatively Affected Values During the Pandemic Period

In Figure 2, the focus was primarily on the values that were negatively affected during the pandemic period, and the data obtained based on the answers given by the participants were presented visually. Considering the intensity of expression of the values shown in Figure 2, the most affected values are Hospitality (f:17), Freedom (f:13), Friendship (f:10), Giving Importance to Family Unity (f:10), Tolerance (f:9), Being Scientific (f:8) and Responsibility (f:8). In general, the participants stated that the pandemic had a negative impact on a total of 27 values.

Regarding the values that are thought to be most negatively affected, the participant with the code

M1 expressed his opinion as: “During the epidemic, people have become accustomed to living far from each other and the fact that they were not able to host each other and not able to meet with each other also negatively affected the value of hospitality.”

In terms of another value, participant F1 by saying, “many people cannot visit their parents properly for a long time.” she stated that the value of giving importance to family unity was negatively affected.

F2 coded participant stated that the value of diligence was negatively affected by saying “The value of diligence has been eroded.” E4 coded participant expressed his view by saying “From an educational point of view, the value of equality has been eroded.” In addition, in Figure 3, The reasons why the values were negatively affected during the pandemic are presented by visualizing.

The Reasons why the Values were Negatively Affected during the Pandemic

In Figure 3, the views of the participants regarding the reasons why the values were negatively affected during the pandemic period are given visually. When this visual is examined, according to the frequency of emphasis factors such as; not being able to communicate with the close circle (f:21), Flexible working (f:11), Isolation (f:10), Fear of disease (f:8), Inequality of opportunity (f:6), disobeying the rules (f:3) and Economic and social difficulties (f:2) cause the values to be negatively affected.

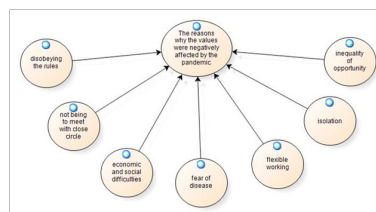


Figure 3 The Reasons Why the Values Were Negatively Affected During the Pandemic Period

Participants think that values such as friendship, giving importance to family unity, hospitality and love are negatively affected, especially due to not being able to meet with the close circle. On the other hand, they stated that flexible working affects values such as justice, responsibility, diligence and

being scientific. They also underline that as a result of isolation, the values of freedom, independence, benevolence and hospitality were negatively affected. They think that the fear of illness negatively affects values such as giving importance to family unity, benevolence, courage, sensitivity, empathy, solidarity, tolerance and kindness. Values such as sensitivity and respect were negatively affected due to disobeying the rules. They emphasize that values such as self-confidence, savings, tolerance and compassion were negatively affected due to economic and social difficulties.

Regarding the aforementioned categories, participants explained the reasons that affect values negatively, for example, M2 said “We couldn’t meet with our friends with whom we often met.” Participant F2 said: “Many people cannot visit their parents properly for a long time.”, and participant F3 said: “The pandemic disrupted the work of scientists. M4 expressed his opinions as: “From an educational point of view, the value of equality has been eroded. Students who do not have the opportunity, who do not have a good internet infrastructure or computer, could not receive education under the same conditions as their peers in this process. M5 said: “We saw irresponsible people walking on the street without masks again. M10 expressed his thoughts by saying: “travel bans partially affected people’s freedom.”

Findings Related to the Values that were Positively Affected during the Pandemic Period and Their Possible Causes

Participants were asked, “Which values have positive gains during the pandemic period? What are the reasons for these positive gains?” The answers given to the question are shown in Figure 4 and Figure 5.

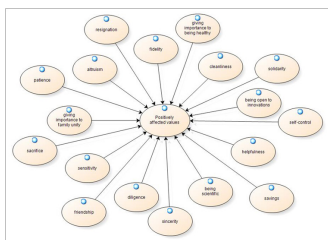


Figure 4 Positively Affected Values During the Pandemic Period

In Figure 4, primarily focused on the values that were positively affected during the pandemic period, the data obtained from the answers given by the participants were presented visually. Participants stated that there was a positive gain in the values of Resignation (f:13), Helpfulness (f:11), Cleanliness (f:8), Savings (f:6), Solidarity (f:6), Being Open to Innovations (f:5), Giving importance to being healthy (f:) :4), Patience (f:4) and Being Scientific (f:4), the most during the pandemic period.

Regarding the values stated to be positively affected; M2 coded participant within the scope of resignation value expressed his opinion as: “Those who were sick believed that the disease came from God and they put their trust in God by praying a lot.” Regarding being open to innovations, participant with the code F3 said, “We lived a life that we never thought of and did not want. We have seen that we never know what life will bring us.” The participant with the code M13 regarding the savings value he said: “In this process I did not spend money on new things I used what I had.” Regarding benevolence and sacrifice, the participant with the code F6 expressed her opinion as: “We rushed to help people”. Concerning the value of cleanliness, participant with the code M4 expressed his opinion as: “The value of cleanliness has been one of the values with the most gains in this period, since we have made it a habit to be clean.”

The factors that enable the values to develop positively during the pandemic process are presented in Figure 5.

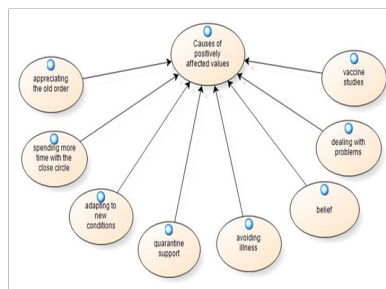


Figure 5. Causes of Positively Affected Values During the Pandemic Period

In Figure 5, the opinions of the participants on the reasons for the positive effects of the values during the pandemic period are presented by categorizing

them. Participant opinions classified in 8 different categories; Quarantine support (f:13), Belief (f:11), Avoiding illness (f:9), Adapting to new conditions (f:9), Dealing with problems (f:8), Vaccination studies (f:6), Appreciating the old order (f:5) and spending more time with the close circle(f:2)

According to the answers given by the participants, it was stated that the quarantine supports and the values of benevolence, solidarity, sacrifice, and loyalty were positively affected. The participants underlined that the value of resignation is positively affected by praying against the negativities brought by the disease in accordance with their beliefs. Participants stated that avoiding illness and giving importance to being healthy, cleanliness and sensitivity values were positively affected. It was also stated that the adaptation to the new life conditions that emerged with the pandemic ensures that the values of being open to innovations, savings, responsibility and patience are positively affected. Participants emphasized that struggling with some unique problems brought by the pandemic period increased the values of solidarity, benevolence and savings. It was said that the importance of diligence and being scientific values has increased with the vaccine studies carried out to reduce the effects of the pandemic. Participants stated that understanding the value of life before the pandemic positively affects the values of friendship and sincerity. They expressed that the long periods spent in the quarantine process with the close circle showed a positive development in the value of giving importance to family unity.

Regarding the specified categories, participant with code M2 within the scope of vaccine studies expressed his opinion as: "Various vaccine development studies have once again shown us the importance of reason and science." Within the scope of avoiding illness, participant M1 said: "People paid more attention to their health in order not to catch the virus". Participant M4 within the scope of quarantine support expressed his opinion as: "The needs of the elderly who could not go out due to quarantine were met with the help of volunteers."

Findings Regarding the Possible Problems the Erosion of Values Will Cause

The participants were asked, "What problems can

erosion in values experienced during the pandemic cause in the future?" and the answers given to the question are shown in Figure 6.

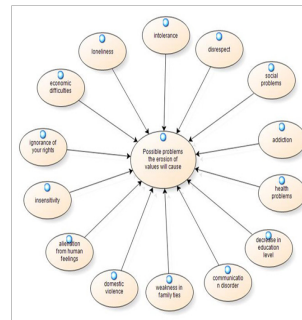


Figure 6. Findings Regarding the Possible Problems the Erosion of Values Will Cause

In Figure 6, the opinions of the participants regarding the possible problems that may be caused by the negative reflection in some of the values they stated during the pandemic period are presented by categorizing them. According to the frequency of mentioning, the answers were respectively Loneliness (f:17), Health problems (f:13), alienation from human feelings (f:11), Social problems (f:8), Communication disorder (f:6), Intolerance (f:5), Economic difficulties (f:5), Addiction (f:5), Decrease in education level (f:4), Insensitivity (f:3), Ignorance of your rights (f:3), Domestic violence and Weakness in family ties (f:2), and Disrespect (f:1) were discussed in 14 different categories.

In the category of communication disorder, participant with code M3 said: "We experienced one of the periods when interpersonal communication was at its lowest." Participant M1 within the scope of alienation from human feelings expressed his opinion as "Decreased values such as sensitivity, friendship, kindness and solidarity may cause people to be deprived of their human feelings in the future." Participant F2 expressed her views on loneliness as: "There will also be a problem of individuation. Everyone retreated to their homes and rooms, friendships disappeared." Participant with code F3 emphasized the intolerance and said: "An intolerant society will be formed. No one has any tolerance for anyone else because everyone has their own troubles." The participant F4 expressed her opinion on disrespect as "respect problems will

occur in human relations due to people who do not want to comply with the rules". In the categories of health problems and economic problems, it was observed that they respond independently of values regarding the problems caused by the pandemic in society, for example M2 said: "Our health will be adversely affected. I think that eye and joint diseases will increase in the future." and M5 expressed his opinion as: "economic difficulties, we hear of many businesses closing, most of them quit or were fired from their jobs."

Discussion and Conclusion

The Covid-19 pandemic has opened the door to reconsidering the existing order in many sectors such as economy, health, education, tourism and industry. The change in the mentioned sectors necessitated a revision process in the relations of individuals with other individuals, in their economic activities, education-teaching processes, and touristic trips, cultural and social activities (Kurt Demişbaş & Sevgili Koçak, 2020; Tisdell, 2020; Popyk, 2021; Ratten, 2021). This necessity resulted in a number of measures such as social distance and isolation, quarantine practices, travel bans, postponement of social events, and temporary closure of social areas (Ellis et al. 2020; Can, 2020; Afacan & Avcı, 2020; Dolmaz & Metin 2021). The first finding of the research is in line with all these issues and the results of the research. As a result of the research, it was concluded that twenty-two of the pre-service teachers thought that the Covid-19 pandemic was effective on values and that this effect was both positive and negative. Since three pre-service teachers shared the idea that the pandemic only had a negative effect on values, it can be concluded that all pre-service teachers agreed that the pandemic had an effect on values.

Values that bind people and keep societies together affect the behaviour and lifestyle of the society and are affected by the lifestyles of societies (Direkci, 2019). According to Nar (2020), as a result of the Covid-19 pandemic social life has been re-planned, people's known habits, expectations and basic goals from life have been differentiated, human life has been restricted and forced to transform. Similarly, Zırhloğlu (2020) underlines that the measures

taken to reduce, restrict or postpone interpersonal relationships are an obstacle to new relationships and ethical values such as love, respect, tolerance and justice that may emerge with these relationships. As a result of the research conducted by Zülfiyar & Özmen (2020), it is seen that individuals are longing to meet with their family members, friends and relatives. The first three things they want to do after the pandemic and the social isolation process is over is to get together with their loved ones in a physical environment, confirms the thought of Zırhloğlu. The social restriction created by the Covid-19 pandemic, the changes in lifestyle, the postponement of daily routines and the inability to realize the relations necessary for the emergence of certain values prevent the living of values such as hospitality, giving importance to being healthy, equality, freedom, tolerance, and friendship (Ahmadi, 2020; Dolmaz & Metin, 2021; Simmons, 2020).

According to pre-service teachers, the value of tolerance has eroded due to the fact that human beings are nervous during the pandemic period as they cannot relieve stress and cannot do many things in daily life. In addition, the value of hospitality has eroded because they could not accept guests and go as a guest, and the value of freedom because they had to adapt to limited lifestyles. Considering the opinions of the pre-service teachers, the value of saving has also eroded due to being unemployed or unable to go to work and spending their savings, and the value of diligence has also eroded due to working flexibly or not working at all during full closure periods. In addition, pre-service teachers think that the values of courage are weakened in individuals due to the fear of death caused by a small virus, the value of love because we cannot be with our loved ones, the value of respect due to the careless attitudes of some, the values of responsibility have weakened in individuals due to the postponement of many responsible works due to the pandemic.

According to the pre-service teachers, the value of friendship has weakened due to the fact that individuals stay away from their friends, and the value of neighbourhood has weakened because they can only meet with their neighbours in front of the door. The pre-service teachers also stated that the value of giving importance to family

unity has weakened since the elders of the family cannot be visited. Considering the pre-service teachers opinions, since they think that people do not experience the same conditions in many fields, including education, during the pandemic period, the value of equality has weakened due to the feeling created by the postponement of some cases. Also according to pre-service teachers, the value of patience has weakened due to the fact that people are patient with everything they cannot achieve due to the pandemic and push the limits of patience. In addition, pre-service teachers stated that the pandemic slowed down the scientific studies carried out in universities and various research centers, and this situation negatively affected the being scientific value. The environment and feeling created by the pandemic environment have negatively affected values such as sensitivity, self-confidence, aesthetics, independence, perseverance, altruism, sincerity, kindness, empathy, and appreciation in individuals. All these points show that the second result of the research overlaps with the existing studies in the literature, and that some values are negatively affected due to the limitation created by the pandemic environment.

The third result obtained from the research is that pre-service teachers have concerns that the erosion in values as a result of the Covid-19 pandemic may cause some problems in the future. Pre-service teachers think that the change caused by the covid-19 pandemic in the behaviour and lifestyle of individuals, social relations, activities, eating and drinking habits will cause some problems in the future in individual, social and economic fields such as; asocial life, stress, anxiety, health problems, social corruption, incivility, obesity, fear, emotional deprivation, digital addiction, individualization, loss of social values, lack of confidence, loss of motivation, depression, lack of communication, unemployment, increase in undesirable behaviours, lack of sincerity, alienation, irregular diet, cultural weakening, change in family structure

It is inevitable that the pandemic will cause some individual and social problems. Various researchers have done research on loneliness-individuation (Aşkın et al., 2020), anxiety (Kotler, 2020), stress and anger, frustration (Brooks et al., 2020), fear

(Güngörer, 2020), unemployment (Büyük & Can, 2020), health problems, asocial life (Tarlakazan & Tarlakazan, 2021) and reveal that such problems are only some of the problems that are likely to be experienced. Although some of the individual and social problems obtained as a result of the research and the individual and social problems obtained by various researchers are similar, in the research, originally, the pre-service teachers concern on there is a high probability of experiencing communication weakness, scientific erosion, selfishness, insensitivity, emotional distancing and formality in relationships, cultural weakening, change in family structure, social corruption-tolerance and decrease in humanistic feelings such as kindness, health problems (chronic disorders),lack of information and control, increase in domestic violence and undesirable behaviours, imperialism problems are thought that these will contribute to the literature.

The final result of the research is that in the atmosphere created by covid-19, people understand the importance of sacrificing certain things, helping others, being in social solidarity, being content, being grateful, being healthy, and the beauty of being free. Also, another result of this research is that the pre-service teachers, who encountered a new lifestyle, discovered the virtue of being open to innovations, giving importance to cleanliness and hygiene, being able to save for bad days, being together with the family, taking care of the interests of others as their own, and being loyal. All these issues are similar to some of the matters revealed in the researches in the literature. For example, according to Karakaş (2020), the difference in the functioning of the sociological mechanisms of difficult processes can also open the door to new and powerful social behaviours. People can employ human values such as solidarity, cooperation and cooperation to overcome difficult times. In addition, according to various researchers, the pandemic has increased family interaction in nuclear families, intensified the use of the internet for socialization and scientific research, and increased the awareness of cleanliness and hygiene and technology literacy in individuals (Barış & Taylan, 2020; Yıldırım & İpek, 2020). What makes the research unique is that, unlike the studies in the literature, it reveals the conclusion that many values

gain importance in terms of human relations in this process, from the eyes of the pre-service teachers. A number of values that have a great place in social life such as being open to innovations, gratitude, resignation, altruism and giving importance to cleanliness have come to the fore in daily life during the pandemic period.

The fact that some values are shown among the values that are both eroded and gained by pre-service teachers shows us that values are actually relative and are affected by the lifestyle, point of view, place and preferences of individuals.

In line with the results of the research, the following suggestions can be made:

- Since the aforementioned study only includes post-pandemic, comparative studies can be conducted comparing pre-pandemic and post-pandemic with different groups/sample.
- It is possible that this study, which was conducted with a more limited group of interviews in the qualitative method, could be carried out with the quantitative method with different data collection tools and a larger number of samples.
- As different alternatives to this study with pre-service teachers, opinions of participants at different levels, such as young people, adults or the elderly, on the effects of the pandemic on value judgments can be taken.

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