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University of Abbes Laghrour –Khenchela-
Faculty of Letters and Foreign Languages
Department of English

The Impact of Covid-19 Lockdown on Students' Social Interaction
The Case of Master Two Students of English at Khenchela
University

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Dedication

To the memory of my "beloved father" may Allah bless his soul, my first teacher who taught me always to have faith in God in hard times. May God have mercy on him and grant him to
the highest paradise

To the most precious my "beloved mother" whose prayers and love helped me to reach
my goals. May God protect her and prolong her life

To my dear husband (Nedjmo), thank you for the wholehearted support, you have been
always given me.

My brothers and sisters, who I am most proud of in my life,
To all of my dearest friends and to everyone who assisted me in completing my
dissertation.

God protect you all

Khaoula

Dedication

I dedicate this humble work to my mother first, for her patience and love that

She gave me.

To my father's soul, may Allah bless him in his vast paradise.

To all my lovely family members.

To Mrs Malek Nassira, for her help and support along the year.

To my partner "khawla" and to her family.

Asma

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Abstract

The present study aims to investigate the impact of Covid-19 on students' social interactions. The objectives of this research are to find out the importance of Covid-19 lockdown on students social interaction, to analyze the effects of social interactions in developing university students' awareness to take safety measures during Covid-19 pandemic and to explore social interactions influence on cultivating the university students' awareness about the risks of Covid-19 pandemic. The sample of this study is master two students at the Department of English in Abbes Laghrour. During the academic year 2020/2021, during the covid-19 pandemic. This study employs a descriptive method that focuses on quantitative framework. It aims to describe two variables: covid-19 lockdown as the independent variable and social interactions as the dependent one. To collect data for this research, a questionnaire was administered to 80 master two students who were chosen randomly at Abbes laghrour. The results confirmed that learners have a negative attitude towards the effect of Covid-19 lockdown on social interactions. Because they encountered several constraints during the corona period Such as people's fear of each other, and the complexity of the strict measures of the state and its suspension of all means of transportation. In addition, the lockdown caused somehow a social isolation so people are not physically interacting with others because of the fear of infection or contamination. However, they did express dissatisfaction at strategies that was taken by the government to stop the spread of the virus.

Keywords: Covid-19, Lockdown, Social Interaction.

List of Abbreviations

CoV: Coronavirus

SARS-COV: Severe Acute Respiratory Syndrome-Coronavirus-2

WHO: World Health Organization

List of Tables

Table 01: Students ' Age Distribution.....	28
Table 02: Students ' Gender Distribution.....	29
Table 03: Students Views about the Effects of the Lockdown.....	31
Table 04: Students Description for how much the lockdown affected them...	32
Table 05: Students Description for how often did they meet new people per month	33
Table 06: Students Description for what they do when they meet new people for the first time.....	34
Table 07: Students Views about the use of social media to interact with their friends and family.....	36
Table 08: Students opinion on the environmental factors that influence their life before, during and after the lockdown.....	37

List of figures

Figure 1: Confirmed cases of Coronavirus 2019 in each nation of the world	9
Figure 2: Nonverbal communication expressed by Emoji's.....	22
Figure 3: Students Views about Checking Daily Details about Covid-19 Spread.....	29
Figure 4: Students Views on The Lockdown if it was the only way to stop Covid-19 from spreading.....	30
Figure 5: Students Views on whether the Algerian Government's implemented strategies to control Covid-19 were enough or not.....	31
Figure 6: Students Description of the Social Participation Environment	33
Figure 7: Students' Description for the effect of lockdown on their social interaction...	35
Figure 8: Students Views about the stressing because of the lockdown.....	38

Table of Contents

Dedication	I
Acknowledgments	II
Abstract	III
List of Abbreviations and Acronyms'	V
List of Tables	VI
List of Figures	VII
Table of Content	VIII

General Introduction1

1. Statement of the problem	1
2. Background of the study	2
3. Research Question	2
4. Hypothesis	2
5. Aims and objectives of the study	3
6. Structure of the Study	3

Chapter One: Review of Literature

Section One: Covid-19 Lockdown

Introduction:	6
1. Overview about Coronavirus	6
1.1. Definition of COVID-19	6
1.1.1. Symptoms of COVID-19	7
1.1.2. Covid-19 as a Pandemic	7
1.2. The Spread of Covid-19 around the World	8
1.2.1 .The Way of the Spread of Covid-19	9
1.3. The Need for the Lockdown	10
1.3.1. Lockdown in Algeria	11
1.3.2. Major Events of Lockdown in Algeria	12

1.4. Strategies Taken to stop the Spread of the Virus	14
1.4.1. Safety Measures.....	14
1.4.2. Covid-19 Vaccines.....	14
Conclusion	15

Section Two: The Effect of Covid-19 Lockdown on Students Social Interactions.

Introduction:	17
1.2. Overview about Social Interactions.....	17
1.2.1. Definition of Social Interaction	17
1.2.2. The Importance of Social Interaction.....	18
1.3. Social Interaction as a Function of Communication.....	18
1.4. Types of Social Interaction.....	19
1.4.1. Social exchange theory	19
1.4.2. Cooperation.....	20
1.4.3. Social conflict.....	20
1.4.4. War.....	21
1.4.5. Competition.....	21
1.5. Method of Social Interaction.....	21
1.6. Examples of Social Interaction.....	22
1.7. The Impact of Social Interactions on Students Learning.....	23
1.8. The Consequences of Covid-19 on Social Interactions.....	23
Conclusion.....	24

Chapter Two: The fieldwork

Introduction	26
2.1. Research Methodology.....	26
2.1.1 Method	26

2.1.2. Population and sampling	27
2.1.3. Data gathering tools	27
2.2. Students' questionnaire	28
2.2.1. Administration of the questionnaire	28
2.2.2. Description of the questionnaire	28
2.2.3. Analysis of the results	29
2.2.4. Discussion of the questionnaire.....	38
Conclusion	40
General Conclusion	42
List of references	45
Appendix 1: Students Questionnaire.....	47
المخلص.....	51

General Introduction

The Coronavirus Disease 2019 (COVID-19) epidemic emerged in Wuhan, China, in December 2019 and spread nationwide until now (Qiu et al, 2020). According to the National Health Commission (2020), there were more than one million confirmed COVID-19 cases worldwide. An application for the lockdown was needed and Algeria was not any exception from this situation.

The Covid19 is easily spread among people, and students are among them, as a result of this quarantine students they will be isolated from their friends, families and the environment in which they interact, and as a result, when they didn't socialize many of them will suffer from psychological and socially effects , stress , anxiety, and loneliness. Therefore, it is necessary to understand the significance of social interaction.

1. Statement of the problem

Social Interaction one of sociology's main goals is to explain social behavior. It's very important role in our lives. It has been proven that university students face many difficulties in quarantine, which has affected their social interactions, and the main reason for this problem is the lockdown during covid-19 pandemic. However to investigate the impact of covid-19 lockdown on students social interactions we observed that the Covid-19 pandemic has raised significant challenges for the higher education community worldwide with universities shut all across the world. And Algeria wasn't any exception from this situation. As a result, education has changed dramatically, whereby teaching is undertaken remotely and on digital platforms. Like many universities in Algeria, on there has been a significant surge in usage since COVID-19.

2. Background of the study

Covid-19 Pandemic has started on Wuhan city, China on December 2019 then spread To the Whole world. Because of that risky period, an application for a lockdown was needed. The virus that causes Covid-19 spreads easily among people and students are part of them, and by this quarantine, students with no studies will certainly have a spare time in which they finds themselves far from their friends , colleagues and from their environment in which they were interacting and as a result , many of them suffered from depression, anxiety and loneliness.

The lockdown affected almost all countries for that, a number of precautions and Strategies were taken to increase the spread of the virus, for example: hand washing, wearing Facemasks, physical distancing, avoid gatherings, staying home.

Some students have learned new materials and took courses online, start new routines, memorize Quran, start reading new books and short stories, develop their self-improvement, learn new stuff about cooking and homework activities, while others had bad habits, like long time navigating the net, sleep disorder and eating disorder.

3. Research questions

This study addresses the following questions:

- Were the lockdown helpful in developing university students' awareness to take safety measures during Covid-19 pandemic?
- What is the impact of covid-19 lockdown on social interaction among university students?

4. The hypothesis

In this research, the following hypotheses are proposed:

- The lockdown were helpful in developing university students' awareness to take safety measures during Covid-19 pandemic

- Covid-19 lockdown affected the Social Interaction among university students..

5. Aims and Objective of the Study

The present study aims to investigate the impact of the present study aims to investigate the role of the impact of Covid-19 on students social interactions. The objectives of this research are to find out the importance of Covid-19 lockdown on students social interaction, to analyze the effects of social interactions in developing university students' awareness to take safety measures during Covid-19 pandemic and to explore social interactions influence on cultivating the university students' awareness about the risks of Covid-19 pandemic.

6. Structure of the Study

This research is divided into two main chapters: one theoretical and another practical. We started our research with a general introduction and concluded it with a general conclusion. In the introduction, we explained the topic of our study, the key elements to be investigated, and the purpose of our study. Moreover, the theoretical chapter is also divided into two sections. The first section is about Covid-19 lockdown and the second section is about Social Interaction. In addition, in the practical chapter we dealt with the research methodology, from the research approach, to the sampling procedures, and data gathering tools. Finally, we concluded the practical part with the analysis and the interpretation of the gathered data from the questionnaire.

Chapter 01

Review of

Literature

Section 01

Covid-19 Lockdown

Introduction

In the face of COVID-19, the world is gradually adjusting to the new educational reality. Students' lives have changed dramatically because of many universities stopping classroom instruction in favor of online instruction. While social distancing strategies may be effective in slowing the transmission of infection and relieving public health systems, they may eventually exacerbate students' social isolation, affecting their social interactions and their psychological and mental health.

In this chapter, some details about Covid-19 will be discussed. Namely, the definition of Covid-19 as a pandemic, its main symptoms, the spread of the virus around the world as well as the way of spreading. Subsequently, the importance of the need for the lockdown, lockdown in Algeria, Finally, strategies taken to stop the spread of the virus will be mentioned.

1.1.1. Overview about Coronavirus

Coronavirus is a respiratory disease-affecting people from different ages. It is originated in China, Wuhan on December 2019 then spread to the whole world. Coronavirus mainly (SARS-Cov) (Severe Acute Respiratory Syndrome-Coronavirus-2) are a group of viruses associated with cold, fever, other syndromes and side effects as a result the World Health Organization declared an emergency situation on January 2020, then, world pandemic on March 2020 (Senanur, 2020).

“Coronavirus (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS – CoV) and Acute Respiratory Syndrome (SARS –CoV). A novel coronavirus (nCoV) is a new strain that has not been previously identified in humans (World health organization, 2020).

1.1.1.1. Definition of Covid-19

Covid-19 is a disease caused by a new strain of Corona virus, the name Covid-19 indicates:

“C” for Corona

“V” for Virus

“D” for disease

“19” for the year 2019

It is a dangerous disease that can be transmitted through breathing, coughing or sneezing, however, strict safety measures can reduce the infection (Mohammed, 2020).

1.1.1.2. Symptoms of Covid-19:

People get infected from covid-19 differently, most of them develop simple illness and recover without special treatment or hospitalization while others may have serious health especially if they suffer from Diabetes, Obesity, Heart diseases, Respiratory Problems, Asthma ;

-Most common symptoms are; fever, dry cough, tiredness.

- Less common symptoms are; aches and pains, diarrhea, conjunctivitis, Headache, loss of taste and smell, a rash of skin, or discoloration of fingers and toes.

-Serious symptoms; difficulty of breathing, chest pain, loss of movement ...

Symptoms begin from day 2 to day 14 from the first contact with the virus and will have a complete recovery within 2 to 4 weeks (World Health Organization, 2020).

1.1.1.3. Covid-19 as Pandemic:

Pandemics affected civilizations; Coronavirus is the most recent pandemic to our modern civilization. Since December 2019, a new pandemic called “Corona virus” harrows the world. It is a rapid infectious illness. The world knew many Pandemics; bird and big flu, Meningococcal infectious ...but there is a difference between a Pandemic, an Epidemic and an Outbreak. An outbreak is a contagious illness menacing people in big numbers; an epidemic is

a rapid infectious disease. However, a Pandemic is a killing disease occurring in countries and continents. (Jennifer, 2020). The World Health Organization (WHO) declared Covid-19 as an emergency situation on January 2020 and then as a real pandemic on Mars 2020 when it became clear that the illness was really hard to treat and people have to protect themselves and their families. Coronavirus threatened the world health because it is easily transmitted, the lockdown was mandatory and a need for a vaccine is urgent. Many strategies were taken for example travel and education restriction, contact and gathering restraint. In spite of all that many Millions die. (Omar, 2020)

1.1.2. The Spread of Covid-19 around the World

Coronavirus disease 2019 (COVID19) has terrified people all across the world and stunned the medical community, with the World Health Organization declaring it widespread three months after the infection first flared up. A new virus (dubbed « novel coronavirus 2019 [nCoV] ») that causes severe acute respiratory syndrome (COVID19) has been discovered. First, appeared in Wuhan, Hubei Province, China, in December 2019 and quickly spread to other regions of the country and other nations around the world. Even until March 2020, the COV virus (COVID-19) outbreak had infected over 850,000 individuals and killed around 40,000 people in over 190 nations, severely hurting economic and social progress. At this time, the number of infections and deaths is still significantly rising. COVID19 puts human health, production, life, social functioning, and international relations under danger (Saha, Gupta, Patil&Urvashi, 2020).

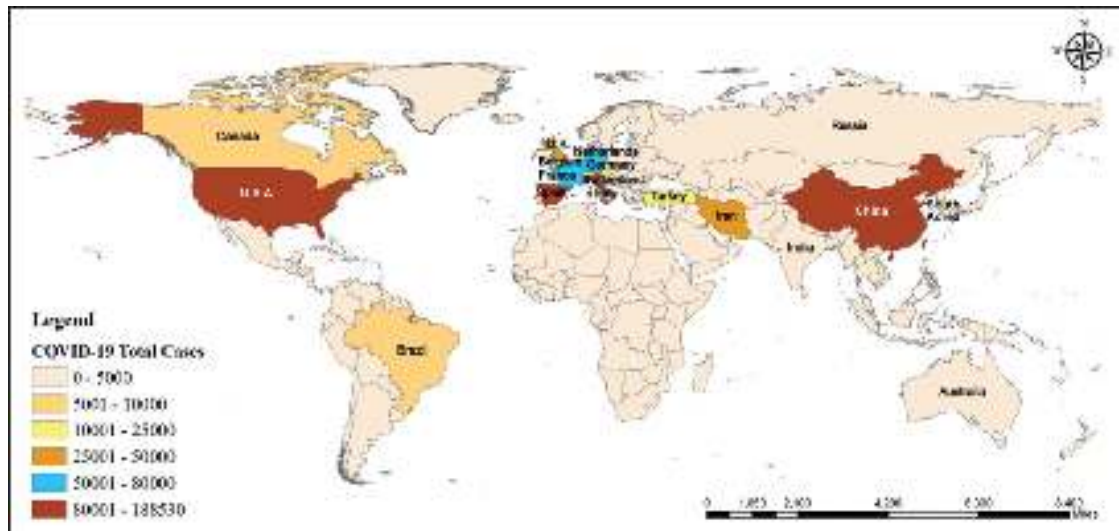


Figure 1: Coronavirus disease 2019 epidemic spatial pattern of total number of confirmed cases in each nation of the world (World Health Organization, 2020).

1.1.2.1. The way of spread of Covid-19

Coronavirus disease 2019 (COVID-19) is a respiratory illness that can spread from person to person. The virus that causes COVID-19 is a novel coronavirus that was first identified during an investigation into an outbreak in Wuhan, China. A virus that probably started in animals but is currently spreading from person to person causes COVID-19.

COVID-19 spreads through the air when an infected person exhales bacterium droplets and very minute particles. Other people may inhale these droplets and particles, or they may settle on their eyes, noses, or mouths. They may contaminate surfaces they meet in some cases. People who are within 6 feet of an infected person are most likely to contract the disease.

COVID-19 is spreading in three main ways:

- Inhaling air when close to a virus-infected person who breathes a small amount of droplets and particles.
- Having virus-carrying droplets and particles fall into the eyes, nose, or mouth, particularly through splashing and spraying such as coughing or sneezing.
- Touching the eyes, nose, or mouth with virus-infected hands (coronavirus, 2019).

1.1.3. The Need for the Lockdown

Lockdown is an emergency protocol used by authorities to restrict people from leaving their houses or a specific location. They are not allowed to travel or leave their homes during a lockdown, as they were before, no one can go to work or to stores or theatres for entertainment, people must remain inside and safe during a lockdown. Only essential services such as groceries, prescriptions, and banks are permitted to operate during that critical period. According to the government's instructions (Anisha, 2020).

Many people compelled to stay at home because of the COVID-19 epidemic may be asking why these measures are required, how long they will last, and when life will return to normal. The only way to stop the virus from spreading is to stop most human interaction in the absence of treatments or a vaccination. A social lockdown is necessary to reduce transmission and determine whether testing followed by isolation is effective, This is all in an effort to 'flatten the curve,' or lower infections and spread cases out over a longer time frame, so that health systems are not overburdened. Coronavirus spreads so quickly, many governments have decided that the best way to ensure that people have minimal contact with one another is to impose total lockdowns, with people only being allowed to leave their homes to get food or medicine and to respect social distancing. Countries that were first hit by epidemics, such as China and South Korea, have reduced cases because of social separation (Gavi, 2020).

The rationale is to ensure that those who are infectious but asymptomatic or have a mild disease can seek medical attention, and that those who are infectious but asymptomatic or have a minor sickness do not spread it to others. (Algeria Government extends lockdown through April 2020).

1.1.3.1. Lockdown in Algeria

The Algerian government imposed partial lockdowns and curfews, travel cancellation and isolation of returning citizens, in order to promote physical separation, slow the spread of the virus, flatten the infection curve, and give hospitals more time to prepare. In May 2020, the use of a facemask in public becomes mandatory. COVID-19 continues to spread despite these measures, infecting 107 578 persons and killing 2894 people as of February 2, 2021, resulting in a 27% death rate. Despite government efforts to make testing more accessible, such as investing \$100 million in medical supplies, creating quick COVID-19 tests domestically, and importing 250000 PCR testing kits for public use, therefore, the number of infections is likely to be underestimated. And private use in early October 2020, there are still flaws in testing (Abdeallah, 2021). In addition, at 23 march Algerian government sent military to Algiers and Blida to enforce COVID-19 curfew and lockdown. March 24, 2020 Algeria: Government implements lockdown and curfew in Blida and Algeria's.

President Abdelmadjid Tebboune declared a complete lockdown of Blida province and a partial lockdown of Algiers on Monday, March 23, 2020 (Covid-19). With a few exceptions, he confined inhabitants of Blida indoors for ten days, all of which had to be sanctioned by the authorities. In addition, there was also a statewide prohibition on all marches and rallies, as well as the closing of mosques. The virus has been confirmed to spread from human to human and from patient to medical staff. The virus has caused pneumonia in many of the people who have died because of it.

During the Corona pandemic and lockdown, Algeria issued various announcements and advice, including frequent hand washing with soap and water or alcohol-based hand sanitizer. When coughing and sneezing, cover mouth and nose with an elastic elbow or tissue; if using, dispose of the tissue immediately and wash your hands. If you have a fever, cough, difficulty breathing, or other symptoms that could indicate a respiratory illness, such as pneumonia, call

Emergency before seeing a doctor or hospital to avoid spreading the illness. (Algeria Government extends lockdown through April ,2020). Therefore, according to the Prime ministry's communique, the lockdown measures aim to adapting protection and prevention to the changing epidemiological situations. (Algeria Press Service, 2021)

1.1.3.1.1. Major events of lockdown in Algeria

03 February 2020: Authorities in Algeria have repatriated 31 Algerians, as well as 17 Tunisians, Libyans, and Mauritians, from Wuhan (China). After testing negative for the virus, the evacuees are quarantined and eventually released.

- 25 February 2020: Algeria discovers the first case of covid-19. An Italian national working in the MenzelLedjmet-Est (MLE) gas field near Ouargla, Algeria, is the subject of the lawsuit. The patient is flown back to Italy, and the gas field's living quarters are put on lockdown. There have been no other incidents of this nature documented.
- 01 March 2020: While visiting family in the wilaya of Blida, northern Algeria, an Algerian living in France gets diagnosed with covid-19.
- 03 March 2020: Following the tracing of persons who came into touch with the verified case, further cases started to appear in Blida.
- 12 March 2020: In the wilaya of Blida, the first death of a patient with covid-19 has been confirmed.
- 13 March 2020: The first case of covid-19 has been confirmed in Algiers, the capital, as well as other parts of the country.
- 17 March 2020: President Tebboune gives a speech to the country, summarizing the government's efforts to stop the spread of covid-19.
- 22 March 2020: Algeria has already entered phase 3 of the pandemic, according to the Minister of Health.

- 11 May 2020: According to the Minister of Health, the lockdown would be lifted after « the number of new cases has been lowered to less concerning levels » and « the number of deaths has been decreased to near zero. »
- 07 June 2020: Commercial activities and services have been re-authorized in some cases.
- 14 June 2020: For several wilayas, the lockdown and curfew have been relaxed. Commercial activities, services, and public transportation have been re-authorized in some cases.
- 07 July 2020: Authorities impose the first regional curfews.
- 09 July 2020: Movement between and within wilayas is subject to further limitations imposed by the authorities.
- 03 August 2020: The government relaxes curfews and lifts a travel prohibition affecting 29 wilayas.
- 15 August 2020: Mosques, beaches, parks, and eateries have all reopened their doors.
- 1 September 2020: Crèches and libraries have been given permission to reopen.
- 08 November 2020: the authorities have tightened the curfew.
- 30 November 2020: Authorities have announced that the lockdown will be extended and that the domestic flight ban will be lifted beginning December 6th.
- 02 January 2021: The Authorities announced that the lockdown will be extended and that the ban will be lifted beginning December 6th.
- 30 March 2021: Authorities have announced that some lockdown restrictions will be extended and softened.
- 29 April 2021: The authorities have announced that the lockdown would be extended.

- 16 May 2021: Borders will partially reopen on June 1, 2021, according to authorities. Each day, five international flights will be permitted.
- 20 May 2021: Authorities have announced that the curfew would be extended for another month. (Coronavirus, 2021).

1.1.4. Strategies taken to stop the spread of the virus

1.1.4.1. Safety measures

Owing to the rapid spread of the recent pandemic namely (contagion, death), an implementation of severe safety measures at school, work place and society was needed. The Algerian government has taken a list of measures to reduce the spread of the killing virus. to start , washing hands regularly , wearing face masks , social distancing , avoid gathering , and staying home to avoid contagion , respecting the one-meter distance between people to avoid getting infected through breathing . In order to stop the spread of the virus, schools, universities and kindergarten and all public places were closed. Inner and outer transport between willayas was suspended, collective as well as individual one. Moreover, exceptional leave or holiday was permitted for pregnant women, as well as mothers with chronic illness for instance, diabetes, and high blood pressures. Furthermore, willayas witnessed or partial lockdown according to the number of victims of the virus, Blida was considered the Focus. (Client Alert, 2020).

1.1.4.2. Covid-19 vaccines

The coronaries was very fast, was very fast, world health organization and government hurried to buy the vaccine against the killing virus in order to maintain the ordinary life of people and protect citizens. Algeria was among the pioneers to buy the vaccine, on April 3rd; 2021 it receives 340,000 doses of the vaccine; among them

- Sinopharm (China).

- Sinovac (China).
- Astrazenaca (India only for people aged more than 50 years old)
- Sputnik (Russia).

(UNICEF Algeria, 2021) .

Section 02

Social Interactions

Introduction

The foundation of the social order is social interaction; the product of social contact is a social group. Interaction is the cornerstone for all social processes, structures, social groups, and functions. Interaction is the doorway to sociology's knowledge. Social connection is an important aspect of everyday living. Effective social contact is required for social order to be attainable.

Many points will be discussed in the chapter that deals with the effect of Covid-19 on students social interactions, its types, methods and the effective impact of it, in addition the importance of social interactions. We provide how this strategies enhancing the students learning interactions during and after the pandemic. Finally, we discuss the consequences of Covid-19 on social interaction.

1.2.1. Overview about social interactions

Erving Goffman was a sociologist who developed microsociology, or the study of social interaction. The act of acting and reacting to others is referred to as social interaction.

In a nutshell, social interaction refers to the actions that people do toward one another, as well as the reactions they receive. Goffman stated that these seemingly small kinds of social interaction are crucial in sociology and should not be ignored. In sociology, social interactions are typically categorized into five types due to the enormous number of activities involved. Exchange, competitiveness, cooperation, conflict, and war (Social Interactions, 2015).

1.2.1.1. Definition of Social Interactions

Interactions in society understanding the nature of social existence requires understanding the social interaction. Weber claims that taking other people's acts into account necessitates « verstehen, » or sympathetic comprehension (Weber, 2020).

Social Interaction one of sociology's main goals is to explain social behavior (Anything people are conscious of doing because of other people). Social interaction is two or more persons

interacting socially consider each other when planning their activities (Boundless Sociology, 2020).

1.2.1.2. The importance of Social Interactions

It is necessary to understand the significance of social interaction. Better mental health can lift your spirits and help you feel more content. Reduce your risk of dementia by participating in social activities. Social interaction is beneficial to your brain's health. Inspires a sense of belonging, security, and protections. Allows you to confide in others while also allowing them to confide in you.

In-Person Interactions

People may develop a false sense of connectivity because of social networks and online interactions. For our own mental wellness, we still require physicalizes.

Circle of Friendship

Your natural peer group is at work or study, and while job relationships are vital, so are relationships outside of work. Relationships with your friends, neighbors, the parents of your children's friends or people with whom you share common interests are beneficial to your health. Take a moment to consider whom you spend your time with and how you may expand your circle if it is not large enough. (Health Benefits of Social Interaction, n.d.)

1.2.2. Social Interaction as a function of communication

The term "social interaction" refers to how people engage with each other's because of their communication. Invitations, Appreciations, Encouragement, Marriage Proposals, and other basic forms of social interaction are used to socialize or engage with other people. (Elcomblus, 2020). This function is used to create social connections. This is also utilized to build relationships, closeness, and connections with people. When a person utilizes communication

to engage with other people, this is referred to as social interaction as a communication function. It is possible that the interaction will be positive or negative. The study of social interaction includes a thorough examination of common communication practices between individuals in a variety of (usually) real-life settings, such as doctor-patient visits, organizations, and human contact. (Oxford Bibliographies, 2020).

1.2.2.1. Types of Social Interactions

The foundation of the social order is social interaction. The result of social contact is a social group. All social processes, structures, social groups, and functions are built on the foundation of interaction. Interaction is the gate to sociology's knowledge. Social interaction is an important aspect of everyday living. Effective social contact is necessary for social order to exist. In addition, it contains five types, which are Social Exchange Theory, Cooperation, Social Conflict, War and Competition.

1.2.2.1.1. Social Exchange Theory

The most fundamental form of social connection is exchange. When people interact in the hopes of earning a reward or a return for their activities, it is called an exchange. Exchange is a social process in which one trades a reward of equal or greater value for social activity. A monetary reward (a paycheck at work) or an intangible incentive (a coworker's « thank you ») can be given. According to exchange theorists, rewarding conduct is likely to be repeated; but the Individuals are more inclined to end a relationship when the expenses of connection outweigh the benefits. (Social Interactions: Definition & Types, 2015). So an exchange interaction occurs when people do something for each other with the explicit goal of earning a reward or return.

1.2.2.1.2. Cooperation

Cooperation is the act of people working together to attain a common goal. Cooperation is a social process that gets things done; without the cooperation of its members, no group canfu

fulfill its tasks or achieve its objectives. Cooperation is frequently combined with other types of interaction, such as competition. For example, in a baseball game, a team will work together (cooperation) to win (a goal that only one team can attain). (Social Interactions: Definition & Types, 2015). Therefore, when people work together to promote mutual interests or attain common goals, this is referred to as a cooperative interaction.

1.2.2.1.3. Social Conflict

Within a society, social conflict is defined as a battle for agency or authority. It happens when two or more people engage in reciprocal social relationships in contrast to one another exercising social power in an effort to achieve scarce or incompatible goals. While keeping the opponent from obtaining them. Conflict theory emphasizes the interests that are used in conflict rather than laws and ideals.

According to this viewpoint, conflict is fueled by the pursuit of personal goals. Individuals battle for control of limited resources in a natural way. As a result, conflict is viewed as a natural component of social life rather than a rare occurrence, according to the hypothesis. Conflict theory is based on three tenets:

1. The society is made up of several groups that compete for resources.
2. While societies may appear to be cooperative, there is a constant power struggle between social groupings as they pursue their own goals.
3. While societies may appear to be cooperative, social groupings are constantly fighting for dominance as they pursue their own goals.

All cooperation, according to conflict theory principles, is for the sole purpose of accumulating individual or group resources. This motive for behavior restructures people's daily relationships in a given society. (Types of social interaction, June 2015).

1.2.2.1.4. War

« Is the classic example of conflict: one army is attempting to maintain control of resources (land, weapons, morale) so that the other army cannot have them. »(Boundless, 19 Jun. 2015.)

1.2.2.1.5. Competition

Competition is a procedure in which two or more people compete for a prize that only one of them can win. Competition is a frequent element of Western Society, and it is the bedrock of the capitalist economic system and democratic government.

Most sociologists consider competition to be a good thing, as it can encourage people to attain their objectives. Competition, on the other hand, can result in psychological tension, a lack of social collaboration, inequality, and even conflict. (Social Interactions: Definition & Types, 2015).

1.2.2.2. Methods of Social Interactions

Two methods of Social Interactions: Nonverbal and Spoken.

1.2.2.2.1. Nonverbal Interaction

Nonverbal communication is the transmission of information between people without using words. It includes things like facial expressions, hand movements, body positions, and other gestures. Personal space is the region around a person that he or she claims as his or her own.

1.2.2.2.2. Spoken Interactions

The term « Spoken Interaction » refers to talk-in-interaction that occurs in ordinary or institutional settings and involves two (dialogic) or many (multiparty) interactants. Job interviews, small talk, classroom discourse, and service contacts are examples of these types of interactions. The typologies for categorizing spoken interaction genres are described in this entry. It then moves on to discuss several techniques to analyzing certain features of spoken contact, ranging from conversation analysis to ethnomethodology. (Zia &Minoo2018)

✓ Waving hand ✓ Yawn



Figure 02: Emoji expressing the nonverbal communication

- **Importance of Nonverbal Communications**

« Words convey thoughts, Actions convey feelings »

Nonverbal communication is important in our lives because it can improve a person's capacity to relate, engage, and form meaningful contacts. People may create deeper relationships with others if they have a better knowledge of this form of communication.

Nonverbal communication, often known as body language, can take numerous forms and be received differently by different people, especially across cultures. Even the absence of such nonverbal clues can be significant and constitute nonverbal communication in and of itself. (Good therapy, 2020).

1.2.2.3. Examples of Social Interactions

Social Interaction this function is used to establish social connections. This is also utilized to build relationships, closeness, and connections with people. For examples:

“Let's go get some coffee.”

“It's a pleasure to meet you. “How are you?”

“I am grateful that you are all able to join us on this journey.”

1.2.3. The Impact of Social Interactions on Students Learning

After the world health organization (WHO) declared covid-19 as pandemic, all activities have stopped including teaching and learning activities. Learning methods has changed into e learning to reduce the spread of covid-19. This process has advantages and drawbacks. All Countries in the world enforced, isolation, social distancing to minimize interactions between students, and Algeria is one of them; they implemented health protocol policies like washing hands, face covering, learning, working, and worshipping from home in order to prevent the spread of the virus. E – Learning was the best solution to prevent contamination, here in Algeria we used: Facebook groups, Google Classroom, Google Meet, Zoom, WhatsApp... (Sri, Tanto, Lisa & hirdanti, 2020).

1.2.4. The Consequences of Covid-19 on Social Interactions

After Covid-19 pandemic and lockdown , mental health consequences were visible among students and teachers .The most important factors are : anxiety , panic , post-traumatic stress disorder ; depression ,insomnia , digestive problems and the fear of getting infected , those problems influences students' social interactions.

Some students find it difficult to interact again in a normal way with their colleagues, friends and teachers, while others get more and more introvert. Few students find it a suitable opportunity to work on their self-improvement , they start new habits like reading books , learn new languages , get new online courses , on food , marketing , managements , arts , practicing sports at home .

The lockdown was a double edges sword, some students influenced positively while other affected in a bad way depends on the person himself. (Giada,Susan 2020).

Conclusion

To conclude, social interaction plays an important role in students' lives. In this section, the effects of covid-19 lockdown on students' social interactions has been discussed. Then, this section dealt with the importance of social interaction and social interaction as a function of communication. Also, mention its types, method and examples. In addition the impact of social interaction on students learning. Also, point some consequences of covid-19 on social interactions. Finally, social interaction leads to the attraction of students with each other, as it helps them in developing their needs, and that was before the lockdown.

Chapter 02

Fieldwork

Introduction:

The present research investigates the role of social interactions during covid-19 lockdown among university students. In the theoretical part, background about covid-19 and social interactions is presented to test the stated hypothesis; this study opted for one research tool, which is a questionnaire. This chapter is devoted to discuss, to analyze and to describe the questionnaire results and present the research findings about the effect of covid-19 lockdown on social interactions among university students. Students' questionnaire is meant to discover if they are aware of the importance of social interactions during covid-19 lockdown and it aims to investigate their opinions about the effect of Covid-19 lockdown on social interactions.

2.1. Methodology

2.1.1. Research Approach

To serve the need of the research hypothesis and due to the limited amount of time, the descriptive method is used; it is decided that the questionnaire would be the most appropriate instrument that can be useful in collecting and analyzing the gathered data, and they save time and efforts by gathering the needed information in a short time.

The present study has been conducted through the descriptive method that focuses on quantitative design that provides a comprehensive picture about the concerned problem. To uphold this work with more valid data, we have administrated questionnaire as an appropriate research tool for students to investigate their perspective towards the effect of Covid-19 lockdown on social interaction. We use the quantitative method in order to examine whether the impact of social interaction among university students during Covid-19 pandemic, has increased or not, and to analyze its effects in developing university students' awareness to take safety measures, also to confirm hypotheses about it and explain it by collecting numerical data that can be analyzed using mathematically based methods such as statistics. Moreover, we use

semi-structured questionnaire as a mixture of closed-ended and open-ended questions to confirm or disconfirm our hypothesis.

2.1.2. Population and Sampling

The research attempts to investigate the effects of Covid-19 Lockdown on social interaction. Thus, the sampling strategy used in this research is simple random selection from master 02 students at Khenchela University.

According to Cohen (2005) “In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population.” (p. 100). From a population of about 133 students, we randomly selected 80 students to be the sample of this study. The reasons for choosing this population is that they have experienced study during covid-19 pandemic. Furthermore, they obviously know about the importance of the lockdown during coronavirus and the impact of it on social interaction.

2.1.3. Data gathering tool

In this research, Questionnaire was used an instrument for data collection in which each students is asked to answer set of questions under the aim of collecting information. These questions are a combination of close ended and open-ended questions to give the students the opportunity to elaborate on their thoughts. We used closed-ended to gather quantitative data from students. While, Open-ended questions help them answer with no restrictions so the students have the freedom to explain their ideas in their own words. It is the most suitable instrument for the selected participants. According to Richards (2005, p.6): "Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is easy to tabulate and analyze."

2.2. Surdents Questionnaire

2.2.1. Administration of the Questionnaire

The questionnaire was administered to master two students of English at Abbess Laghrour University of Khenchela. Since the total number of students is huge and out of control, a sample of eighty (80) students was chosen randomly. The questionnaire was handed on June 2021. Students were given identical instructions and explanations that may help them to complete the questionnaire. Moreover, students took enough time to answer it. Therefore, the questionnaire was administered in a friendly and relaxed environment and this helped the students to comprehend and answer appropriately. Hence, the administration process was positive and properly done.

2.2.2. Description of the Questionnaire

In the current work, students 'questionnaire consists of fourteen different (14) questions which are arranged in a logical order. The questionnaire contains questions of the multiple-choice type, and open ended questions where students put a tick in the corresponding boxes of the appropriate answer for them and give a full answer whenever necessary.

2.2.3. Analysis of the results

Section I: Covid-19 Lockdown

Question 1. How old are you?

Table 01: Students ' Age Distribution

Age	Below 19 years old	Between 19 and 24 years old	Above 24 years old
Participants	00	65	15
Percentage	00%	81%	19%

The table shows that the majority of students with a percentage of 81% that are age ranges between 19 and 24 years, which indicates their homogeneity and reveals their similar learning experience. While, the remaining 19% are above 24 years old.

Question 2: What is your gender?

Table 02: Students ' Gender Distribution

	Male	Female
Participants	20	60
Percentage	25%	75%

Out of 80 learners who were invited to fill out the questionnaire 75% are females and 25% are males. In the line with the finding, we can deduce that the gender disparities have no likelihood of affecting the outcomes of this study.

Question 3: Do you check news about Covid-19 daily?

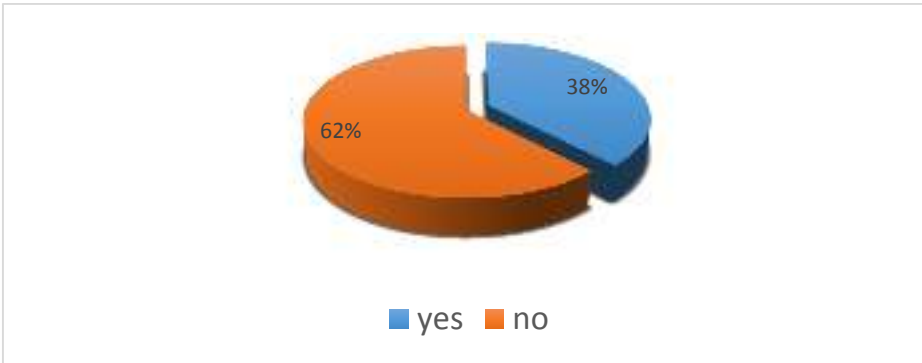


Figure 03: Students Views about Checking Daily Details about Covid-19 Spread

The data shown in Figure 03, reveals that majority of the respondents 62% reported that they weren't checking daily details about COVID-19 spread .Maybe they don't follow it because

they're afraid to have a psychological impact on them. However, 38% of the respondents stated that they are checking the daily scores of the COVID-19 patients infected as it scared them.

Question 4: Do you think that the lockdown was the only solution to control the spread of Covid-19?

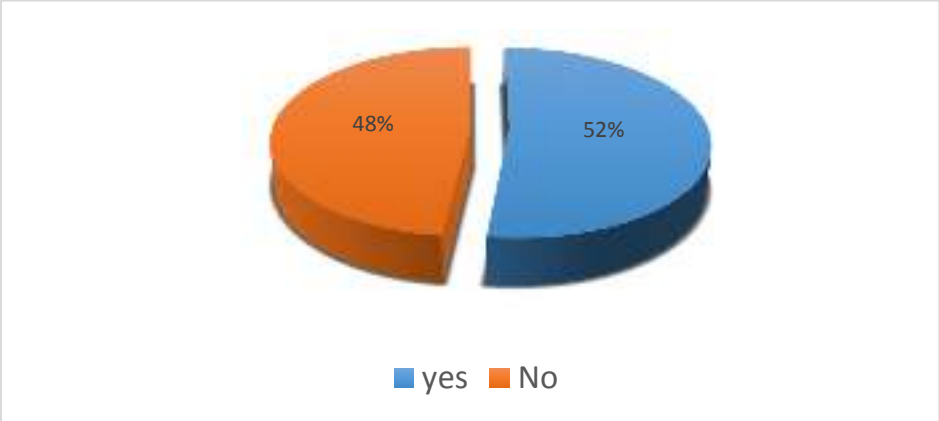


Figure 04: Students Views on The Lockdown if it was the only way to stop Covid-19 from spreading

As it is illustrated in the Figure above, 52% of the students agreed that COVID-19 lockdown is the only solution to stop the chain of spread of the virus. While 48 % of the respondents did not agree that lockdown should be done.

Question 5: According to you, were the implemented strategies taken by the Algerian government to control Covid-19 enough?

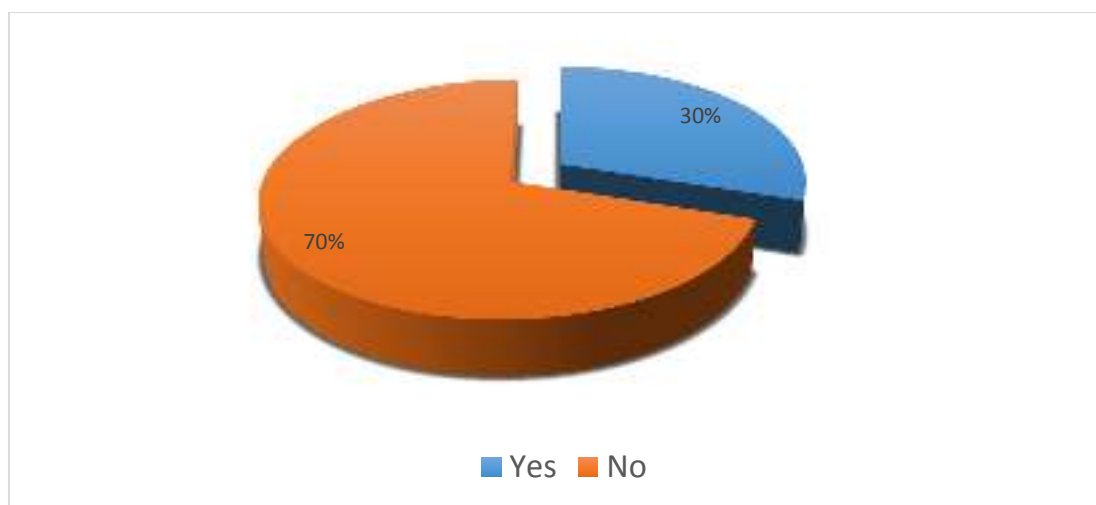


Figure 05: Students Views on whether the Algerian Government’s implemented strategies to control Covid-19 were enough or not.

The majority of the students 70 % do not agree that the steps taken by the Algerian government to control COVID-19 are satisfactory. They said that maybe because health centers are overcrowded with COVID-19 patients and all available medical facilities are exhausted.” However, 30% students are agreed that steps taken by the Algerian government were satisfactory

Question 6: How did the lockdown affect you?

Table 03: Students Views about the Effects of the Lockdown

Responses	Percentages	Number of students
Psychologically	32 %	26
Mentally	16%	13
Socially	30%	24
None of them	21%	17

The results showed in the table above, according to students' answer, reveal that 32% of learners they were affected psychologically because they were afraid of contracting the virus. While 30% they were affected socially and this is because of the lockdown they were not free like before (normal life), however 16% they were affected mentally. Whereas 21% were not affected at all.

- If so, how much did it affect you?

Table 04: Students Description for how much the Lockdown Affected Them

	A lot	A bit	Not much	Not at all
Participants	23	19	28	10
Percentages	29%	24%	34%	13%

The table above reports how much the lockdown affected the students. The findings of this question stated that the majority of students (34%) were not much affected, while (29%) of them were affected a lot, and (19%) were affected a bit. however (13%) were not affected at all.

Section II: The effect of Covid-19 lockdown on social interactions.

Question 7: Are you a part of a socially engaged environment right now? If so please identify.

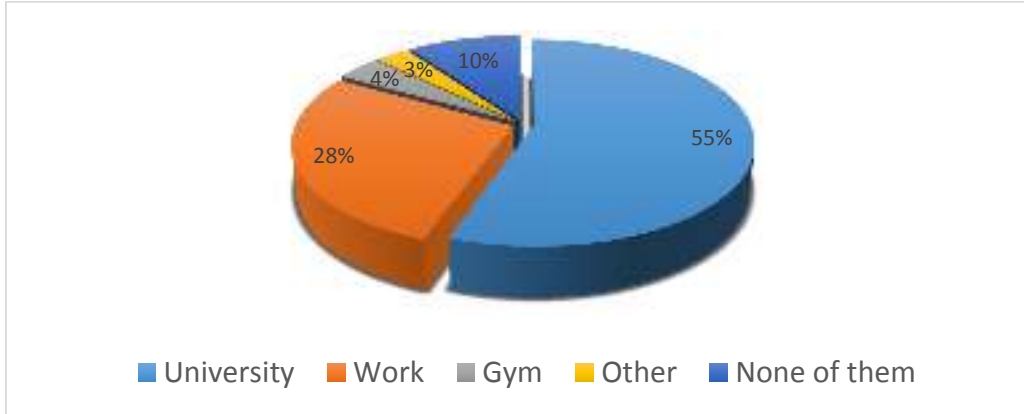


Figure 06: Students Describe whether they are part of the Social Participation Environment

as it is clearly observed from this graph, 55% of the students they are a university part of a socially engaged environment, while 28% they are working and 4% they are practice a gym, whereas 10% they are none of them.

Question 8: On average, how often do you meet new people per month?

Table 05: Students Description for how often did they meet new people per month

	Once	Twice	More than three times	Never
Before lockdown	22	6	38	14
	28%	8%	46%	18%
After lockdown	26	5	14	35
	33%	6%	18%	43%

As can be seen in the table 05, the mean scores, which represent the average of the response of the items, provided show that students 46% meet more than three times new people per month before lockdown and 28% meet once new people per month before lockdown whereas 18% they never do it. However, after lockdown the majority of the students 43% they never meet new people per month, while 33% of them do it once per month and 6%do it twice. Whilst the others 18% meet, more than three times new people per month after lockdown.

Question 9: What do you do when you meet new people for the first time?

Table 06: Students Description for what they do when they meet new people for the first time.

Statements	Before lockdown	After lockdown
I exchange social media information with people I acquaint.	23	21
	2 9%	26%
I exchange phone numbers with people I acquaint.	7	4
	9%	5%
I do both of the above.	20	14
	25%	18%
None of the above	30	41
	34%	51%

According to the mean score displayed in the table above, the majority of the students 34% before the lockdown they did not do any of the suggested statement when they met new people for the first time. While 29% of them they said, they exchange social media information with

people they acquaint, and 9% of them when they meet new people for the first time they exchange phone numbers with people they acquaint. However 25% of them do both. Whilst after the lockdown the majority of the students 51% didn't do anything of the suggestion statements, but 26% of them exchanged social media information with people they acquaint, and 5% they exchange phone numbers, whereas 18% they do both

Question 10: Did the lockdown affect your social interaction?

Why?

(Social interaction is the process by which people act and react in relation to others)

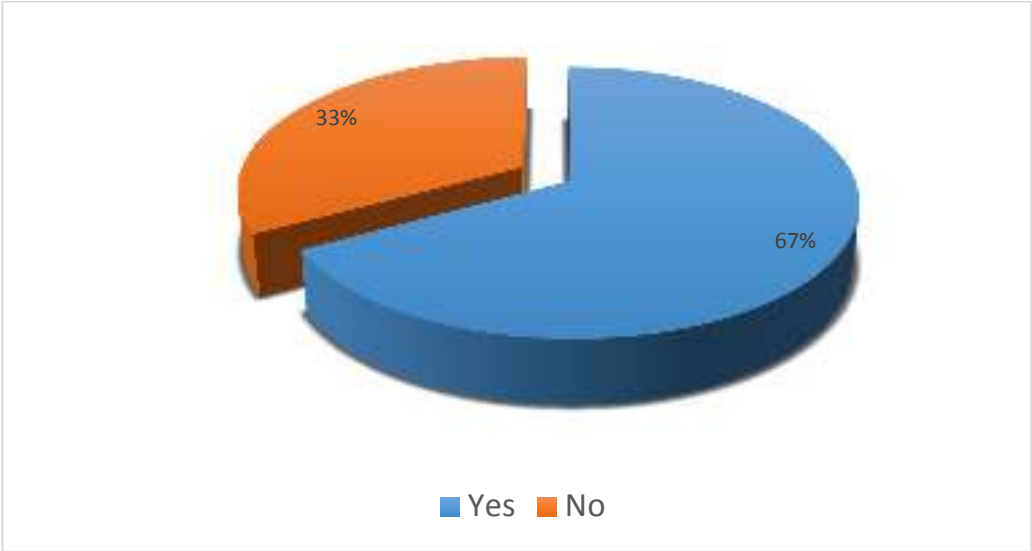


Figure 07: Students’ Description for the affecting of lockdown on their social interaction.

Fifty-four students 67% opted for "Yes" that the lockdown affected their social interactions, they justified their answers by being locked down means having less social engagement, and some of them they have not meet their family, and the lockdown caused somehow a social isolation so people are not physically interacting with others because of the fear of infection. However, 33% of the students said that the lockdown have not affect their social interaction, because they were not social, so it have not affect them at all.

Question 11: Do you use social media as a platform to interact with your friends and family?

Table 07: Students Views about the use of social media to interact with their friends and family.

	Yes	I would not mind	Absolutely not
Before lockdown	65	11	4
	81%	14%	5%
After lockdown	64	9	7
	80%	11%	9%

The results in table 07 show that the majority of the students (81%) they used social media before lockdown as a platform to interacts with their friends, family, and (14%) They would not mind to use it, while (4%) they said absolutely not. Also after lockdown the majority of the students (80%) they're using social media as a platform to interacts with their friends and family, while (11%) of them they wouldn't mind to use it. but (9%) of them they refuse to use social media to interacts with their friends and family.

Question 12: Tick the appropriate answer, please.

Table 08: Students opinion on the environmental factors that influence their life before, during and after the lockdown

Statement	Before lockdown	During lockdown	After lockdown
Making face-to-face contact with another person for 15 minutes or more.	65	13	35
	81%	16%	44%
Having a phone or a video call with another person for 15 minutes or more.	15	67	45
	19%	84%	56%

As it is illustrated in the table above, that the majority of the students before lockdown, making face-to-face contact with another person for 15 minutes or more, and 19% of them they are having a phone or video call with another person for 15 minutes or more. While during lockdown, 84% the majority of the students had a phone or a video call for 15 minutes or more with another person because of the virus, of which 16% had face-to-face contact with the other person. However, after the lockdown 56% of the students having a phone or a video call with another person for 15 minutes or more, and the others 44% making face-to-face contact.

Question 13: Did you feel stressed, anxious because of the lockdown when making contact with another person?

If yes, say why?

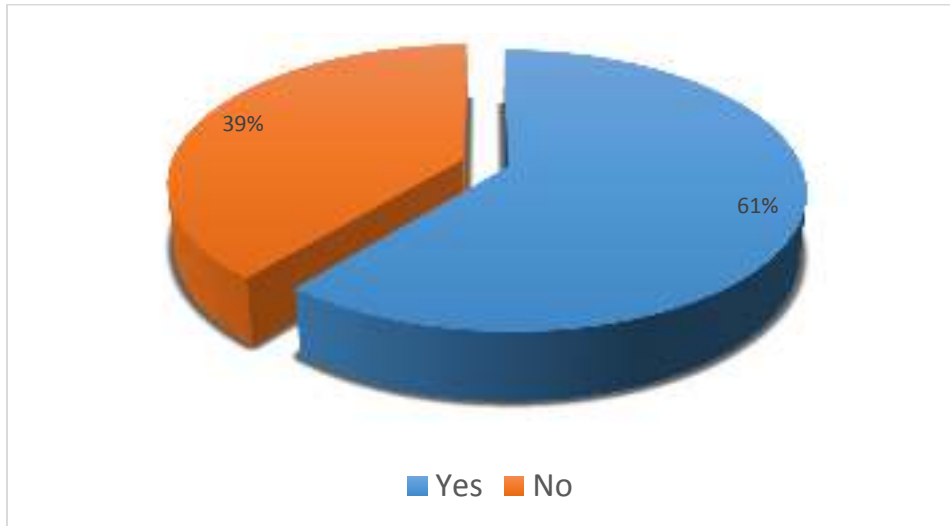


Figure 08: Students Views about the stressing because of the lockdown.

This graph indicates that 49 of the participants (61%) said that they felt stressed, anxious when in contact with others because they were in a lockdown state. So, they justified their answer because they believe that the virus can be everywhere so it's not the necessary that the contamination comes from persons it means can have covid while being home 24h, and others said that they cannot truly feel relaxed when talking to someone during the lockdown owing to news they heard about the coronavirus pandemic that killed a lots of people.

2.2.4. Discussion of the Questionnaire Findings

The interpretation of the main results collected from the students' questionnaire used for investigating the impact of Covid-19 lockdown on students' views towards social interaction, helps the researchers to verify whether the two hypotheses proposed at the beginning of this research are valid or not. First, the analysis of the questionnaire reveals that the respondents' age is above 24 years old. Secondly, it is apparent from the results that students considered the lockdown as the only solution to control the spread of Covid-19, some students seem to be to check daily news about covid-19 while others do not, because they're to have psychological impact on them. In addition to that, the vast majority of students did not agree that the steps taken by the Algerian government to control Covid-19 are satisfactory. Moreover, over half of the students confirmed that the lockdown affected them psychologically and socially, while others some affected them mentally and the rest did not affect at all. Thirdly, the statistics calculated from second part of the students' questionnaire the focus was shedding the light on the effect of Covid-19 lockdown on students social interactions. Therefore, the first question in this section shows that the most of the students are a university part of socially engaged environment. Even though the vast majority of the respondents state that, the lockdown affected their social interaction; because a lockdown caused a social isolation so people are not physically interacting with others due to the fear of infection. In addition, we notice that the students meet more than three times new people per month before lockdown; however, after lockdown they never meet new people per month. Moreover, almost of all the respondents state that the lockdown affected their social interaction because they being locked means have less social engagement and lockdown caused a social isolation and fear of infection. However only a few of the participants said that, the lockdown have not affected their social interaction because they were not social. Furthermore, more than half of the respondents agree that they felt stresses, anxious when in contact with others because they believe that the virus can be

everywhere. Finally, the finding gives the conducted research a confirmation that covid-19 lockdown affected students social interactions.

Conclusion

To conclude this chapter, the result from students questionnaire confirm that the lockdown during covid -19 pandemic affected their social interaction. This means that there is a link between Covid-19 lockdown and social interaction. It causes anxiety among students and affects them psychologically and socially on their daily lives, which caused the majority to isolate and some others guessed that the lockdown was the only solution to stop the spread of the virus, and therefore the quarantine had a negative result in the social interaction of students lives. In general, the results of the current study confirmed the research hypothesis.

General Conclusion

General Conclusion

This study has transacted the strong relationship between Covid-19 lockdown and social interactions. Its main concern was to examine whether the lockdown during the covid-19 pandemic period affected university students on social interactions.

This study is limited to Master Two students of English at the University of Khenchela. This research hypothesized the important role of the lockdown during the covid-19 pandemic on students social interactions. Students become aware of the risks of Covid-19 pandemic due to the warning posts on TV and social media platforms .

Therefore, this research was divided into two main chapters; the theoretical chapter and the practical chapter. We started our research with a general introduction and concluded it with a general conclusion. In the introduction, we explained the topic of our study, the key elements to be investigated, and the purpose of our study. Moreover, the theoretical chapter is also divided into two sections. The first section is about Covid-19 lockdown that shed the light on the nature of Covid-19 as well as, its symptoms, the way of the spread of Covid-19, the need for the lockdown, lockdown in Algeria and its strategies that was taken to stop the spread of the virus.

In addition, the second section provides a deep understanding about how the students have been affected during covid-19 lockdown on social interactions. The second chapter, the practical part we dealt with the research methodology, from the research approach, to the sampling procedures, and data gathering tools. Moreover, we concluded the practical part with the analysis and the interpretation of the gathered data from the questionnaire. The data analysis of students' questionnaire showed that the majority of them are affected on social interaction during covid-19 lockdown. They also agreed that the lockdown affected them psychologically and socially and led them to loneliness and fear of infection with the virus and they also agreed that the lockdown is the only solution to control the spread of Covid-19. As a final point, this

study that investigates the role of Covid-19 Lockdown on Students Social Interactions has confirmed that the Lockdown was the only solution to stop the spread of Covid-19. Even though there are others were affected their social interactions because of the Lockdown.

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Appendix 1: Students Questionnaire

Dear student,

This questionnaire is a part of a study intended to investigate the effect of Covid-19 Lockdown on Social Interactions among University Students. You are kindly requested to answer the following questions by ticking the appropriate box or filling in the blanks where necessary.

Thank you in advance for your precious time and cooperation.

Section One:

Please choose what describes you from the following:

1. What is your age?

- Below 19 years old
- Between 19 and 24 years old
- Above 24 years old

2. What is your gender?

- Male
- Female

3. Do you check news about Covid-19 daily?

- Yes
- No

4. Do you think that the lockdown was the only solution to control the spread of covid-19?

- Yes
- No

5. According to you, were the implemented strategies taken by the Algerian government to control Covid-19 enough?

- Yes
- No

6. How did the lockdown affect you?

- Psychologically
- Mentally
- Socially
- None of them

If so, how much did it affect you?

- A lot
- A bit
- Not much
- Not at all

Section Two: Please state your opinion on the personal factors that affect you during Covid-19 lockdown on social interactions.

7. Are you a part of a socially engaged environment right now. If so, please identify.

- University.
- Work.
- Gym.
- Other.
- None of the above.

8. On average, how often do you meet new people per month?

1=Beforelockdown

- Once
- Twice
- More than three times
- Never

2= After lockdown

- Once
- Twice
- More than three times
- Never

9. What do you do when you meet new people for the first time?

1=Before lockdown

- I exchange social media information with people I acquaint
- I exchange phone numbers with people I acquaint
- I do both of the above
- None of the above

2= After lockdown

- I exchange social media information with people I acquaint
- I exchange phone numbers with people I acquaint
- I do both of the above
- None of the above

10. Did the lockdown affect your social interaction?

(Social interaction is the process by which people act and react in relation to others)

- Yes
- No

Why.....

11. Do you use social media as a platform to interact with your friends and family?

1= Beforelockdown

- Yes
- I would not mine
- Absolutely not

2= After lockdown

- Yes
- I would not mine
- Absolutely not

12. Tick the appropriate answer, please.

1= Before lockdown 2= During lockdown 3= After lockdown

Making face to face contact with another person for 15 minutes or more.

- 1
- 2
- 3

Having a phone or a video call with another person for 15 minutes or more.

- 1
- 2
- 3

13. Did you feel stressed, anxious because of the lockdown when making contact with another person?

- Yes
- No

Why.....

الملخص

يهدف البحث الحالي الى دراسة دور إغلاق كوفيد 19 على تفاعلات الطلاب الإجتماعية لطلبة اللغة الانجليزية. حيث تهدف هذه الدراسة إلى التحقيق و الكشف في دور تأثير كوفيد 19 على التفاعلات الاجتماعية للطلبة و اعتمدت هذه الدراسة على المنهج الوصفي الذي يركز على الإطار الكمي ويهدف إلى وصف المتغيرين: إغلاق كوفيد 19 باعتباره المتغير المستقل و كذلك وصف التفاعلات الاجتماعية للطلبة باعتبارها المتغير التابع. و لتأكيد فرضيات البحث ،تم توزيع استبيان على طلبة السنة الثانية ماستر شعبة اللغة الانجليزية بجامعة عباس لغرور في خنشلة. النتائج المنحصل عليها من خلال تحليل المعطيات تؤكد الدور السلبي لدى الطلبة تجاه تأثير إغلاق كوفيد 19 على التفاعلات الاجتماعية، لأنهم واجهوا عدة معوقات خلال فترة الكورونا مثل خوف الناس من بعضهم البعض ، وتعقيد الإجراءات الصارمة للدولة وتعليقها لجميع وسائل النقل. بالإضافة إلى ذلك ، تسبب الإغلاق بطريقة ما في عزلة اجتماعية بحيث لا يتفاعل الناس جسدياً مع الآخرين بسبب الخوف من العدوى أو التلوث. ومع ذلك ، فقد أعربوا عن عدم رضاهم عن الاستراتيجيات التي اتخذتها الحكومة لوقف انتشار الفيروس.