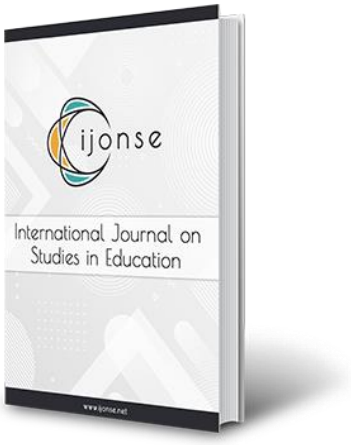

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Abstract

The aim of this study was to show the relationship between the quality of life and physical activity of refugee children who came to Turkey as a result of forced migration from their home countries. The study was conducted with the voluntary participation of 100 children between the ages of 14 and 17 living in the center of Çorum province in Turkey who were admitted as refugees. The data was collected by means of a questionnaire. The "Personal Information Form" created by the researchers was used in the first part and the "High School Quality of Life Scale (HSQOLS)" was used in the second part. For the selection of statistical tests, two independent group comparisons were made using the Mann Whitney U-test, as the data were not normally distributed. Comparisons between three independent groups were carried out using the Kruskal-Wallis test, as the data were not normally distributed. To determine the different groups after the Kruskal-Wallis test, the Mann Whitney U post hoc pairwise comparison test with Bonferroni correction was used. The statistical significance level was assumed to be $p<0.005$. Statistically significant differences were found between participants' athletic status in Turkey, athletic branch in Turkey, athletic branch in their country of origin, athletic branch in their country of origin, and athletic age and the total scale and all sub-dimensions of the LISCEC ($p<0.05$). It is therefore hypothesized that physical activity and sport positively influence the quality of life of refugee children from different cultures in the countries where they settle and that this interaction is due to the integrative function of sport.

Introduction

People are forced to emigrate because of the adversities in the world. The number of people affected by this situation is now in the millions and is increasing day by day. Since 2011, citizens of the region have emigrated to many different parts of the world due to the civil unrest in Middle Eastern countries, especially Syria and Iraq. Turkey, as a developed geographical region close to the European Union, has become a destination country for migrants (Özer, 2015). As a destination country for refugees from Middle Eastern countries, Turkey is the country hosting the largest number of refugees in the world due to the increasing number of migrants (AFAD, 2017). The United Nations High Commissioner for Refugees (UNHCR) Global Trends report states that Turkey is the country hosting the most refugees in the world and has hosted the largest refugee population for the last seven consecutive years. It is reported that 3 million 700 thousand refugees live in Turkey (UNCHR, 2021).

A significant proportion of refugees living in Turkey are children under the age of 18 (Akşit et al., 2015). Children are negatively affected by forced migration. Refugee children are exposed to psychological and psychological trauma, social exclusion, economic exploitation, child marriages and many other dangers without the possibility to defend themselves (UNICEF, 2016; Beter, 2006). It has been reported that refugee children in Turkey have problems adapting to society and building social relationships. It has been reported that refugee children long for their old friendships, have fears about the future, fear rejection of their asylum application, experience cultural differences, cannot enjoy life and have difficulty understanding people because they do not speak Turkish (Buz, 2008). The children of refugees who had to leave their homeland for various reasons and settle in our country have become a social problem. It is recommended to organize various social and physical activities to promote social cohesion and integration of these disadvantaged children into society (Çeviker et al., 2018).

Sport and physical activity are among the priority areas in social cohesion projects. This is because sport and physical activity involve many important phenomena that strengthen social cohesion and have accelerating properties. Sport and physical activity play an important role in building social bonds and strengthening social cohesion. Physical activity promotes the integration of disadvantaged people (Mumcu, 2018). Physical activities that disadvantaged people do together with people who are not disadvantaged create friendships and eliminate the phobia of being with or without people (Konar & Pepe, 2009).

Improving opportunities for refugee children to engage in physical activity is an effective tool in the adaptation process. Ensuring the behavioral development of refugee children and bringing them together with other individuals in appropriate environments leads to diversity in their social environment (Atay, 1995). Physical activity also creates opportunities for the acquisition of skills such as mental well-being, feeling fit, embracing the positive emotions of life, confidence in those around them and leadership skills, which are factors in quality of life (UN, 2012). Supporting people who are negatively affected by migration through sport has been found to improve their quality of life (Devecioğlu, 2017). Physical activity plays an important role in the life satisfaction of disadvantaged children. Physical activity is important for children's physical and mental development as well as for their psychological and social development in order to be in harmony with society (Hrafnkelsdottir et al., 2018).

The fact that children make up a significant proportion of refugees makes it essential to attach importance to both their academic and social education. Studies conducted with refugee students show that refugee children are even below the performance level of students in the lowest grades and that the dropout rate among these students is significantly higher (Andriessen & Phalet, 2002). Physical activity is an effective way to improve the academic engagement and social life of disadvantaged children with poor academic performance (Fazel & Betancourt, 2018).

Reducing screen time and increasing physical activity increases students' self-esteem and life satisfaction. In addition to the physical condition of children who participated in regular physical activity programs, positive improvements were also observed in anxiety, restlessness and social life. Consequently, it can be said that physical activity contributes to the improvement of children's quality of life (Zorba, 2005). Direct proportional

relationships have been found between physical activity and quality of life in children. Physical activity and sports have been reported to have positive effects on stress, happiness and quality of life (Mumcu & Mumcu, 2019). A review of the literature shows that studies examining physical activity and quality of life in children show that children with high levels of physical activity have better physical and mental health (Janssen & Leblanc, 2010; Leung et al. 2012).

Considering the fact that Turkey has the highest number of refugees in the world and that migration is taking place in mass, it is important to know how migration affects the level of physical activity and quality of life of refugee children. The aim of this study is to establish a relationship between the physical activity level of refugee children and their quality of life, to facilitate their access to more physical activity, to live in partnership with the community, to support children and families in migrant communities, and to show the importance of planning physical activity programs using the LLIMS.

Method

Study Group

The study group consisted of 140 children between the ages of 14 and 17 who were admitted as refugees in the central district of Çorum province and 100 children who answered the questionnaires completely and correctly. Prior to the study, approval was obtained from the non-interventional ethics committee of Hitit University (decision number: 2020-92). Since the age of the refugee children who participated in our study was younger than 18 years, the necessary permissions were obtained from their parents to participate in our study by signing informed consent forms from their legal guardians. The study was conducted as a field study. For this reason, the 'questionnaire technique' was used as a means of obtaining information and the "simple random sampling" method" was used to select the sample. In the analysis phase of the study, non-parametric "descriptive statistical techniques" were used and the aim was to reach a conclusion through statistical significance tests.

The average age of the participants was 15.41±1.16 years. The gender distribution of the participants was 67 (67%) male and 33 (33%) female. The number of siblings of the participants was 4 people (4%) with 1 sibling, 4 people (4%) with 2 siblings, 16 people (16%) with 3 siblings, 28 people (28%) with 4 siblings, 20 people (20%) with 5 siblings, 13 people (13%) with 6 siblings, 7 people (7%) with 7 siblings, and 8 people (8%) with 8 siblings. Among the participants, there were 8 (8%) whose mothers work in Turkey and 92 (92%) whose mothers do not work in Turkey; 50 (50%) whose fathers work in Turkey and 50 (50%) whose fathers do not work in Turkey. The duration of the participants' stay in Turkey was determined as follows: 12 people less than 1 year (12%), 46 people between 1-4 years (46%) and 42 people more than 5 years (42%).

It was found that 45 participants had Turkish citizenship (45%) and 55 participants did not have Turkish citizenship (55%). It was determined that 32 participants played sports in Turkey (32%) and 68 participants did not play sports in Turkey (68%); 18 participants played team sports in Turkey (18%), 14 participants played individual sports in Turkey (14%) and 68 participants did not play sports in Turkey (68%).

Table 1. Frequency and Percentage Distribution of Demographic Information about the Participants

Demographic Information		f	%
Gender	Male	67	67
	Woman	33	33
Country of Origin	Iraq	66	66,0
	Syria	15	15,0
	Afghanistan	19	19,0
Does your mother work in Turkey?	Yes	8	8
	No	92	92
Does your father work in Turkey?	Yes	50	50
	No	50	50
Length of Stay in Turkey	Less than 1 year	12	12,0
	1 to 4 years	46	46,0
	5 years and above	42	42,0
Do you have Turkish Citizenship?	Yes	45	45,0
	No	55	55,0
Do you do sports in Turkey?	Yes	32	32,0
	No	68	68,0
Participants' Sport Age	I don't do it	60	68,0
	Less than 3 Years	21	18,0
	3 Years and Over	19	14,0
Number of Siblings	1	4	4
	2	4	4
	3	16	16
	4	28	28
	5	20	20
	6	13	13
	7	7	7
	8	8	8
Type of sport branch you do in Turkey	I don't do it	68	68,0
	Team Sports	18	18,0
	Individual Sports	14	14,0
Did you play sports in your country of origin?	Yes	37	37,0
	No.	63	63,0
Type of sport branch you do in your country of origin	I don't do it	63	63,0
	Team Sports	30	30,0
	Individual Sports	7	7,0
Participants' Sporting Achievements	No	70	70,0
	available	30	30,0

It was found that 37 participants played sports in their country of origin (37%) and 63 participants did not play sports in their country of origin (63%); 30 participants played team sports (30%), 7 participants played individual sports (7%) and 63 participants did not play sports in their country of origin (63%). It was found that 68 of the participants had never played sport, 18 of the participants had played sport for less than 3 years (18%) and 14 of the participants had played sport for more than 3 years (14%). It was found that 70 of the participants had no sporting success (70%) and 30 of the participants (30%) had some sporting success.

Tools for Data Collection

Individuals who agreed with the scope and limitations of the study and wished to participate in the study were asked to complete the parental/guardian consent form prepared specifically for the study. Those who volunteered were given the personal information form and the 'LISEYKO'. The relevant forms and questionnaires were given to people with appropriate knowledge of Turkish.

The personal information form used in the study was prepared by the researchers and was used to obtain information about the demographic characteristics of the participants. The personal information questionnaire consists of 20 questions.

High School Quality of Life Scale (LISEYKO)

The High School Quality of Life Scale (LISEYKO) is a data collection instrument developed by (Sarı, 2011). This scale, which aims to measure the level of school quality of life of the participants, is a measurement instrument in which the participants can rate the items between 1 and 5. The instructions of the scale stated the purpose of the study and the items to be considered when using the scale. For the study, participants were asked to rate the statements in the items by evaluating their own school environment. Of the 35 items in the LISEYKO, 14 were negative and 21 were positive. The 14 negative items in the scale were reversed and scored. High scores in the subscales indicate a high quality of school life.

Scale for quality of life at school: "Teachers", "Positive feelings towards school", "Status", "School administrators", "Negative feelings towards school", "Students" and "Social activities". The internal consistency coefficients of Cronbach's alpha for these seven sub-dimensions, which explain 60.59% of the total variance, are respectively. 86, .85, .78, .78, .81, .81, .82, .70, and 68, respectively. Based on the values obtained from the analyses, it was concluded that the High School Quality of Life Scale is a valid and reliable instrument that can be used to measure the quality of life in schools as perceived by students.

Data Analysis

In the study, statistical analyses of the data obtained with the scale method were performed using SPSS (Version 22.0, SPSS Inc., Chicago, IL, USA, License: Hitit University) package program. Descriptive statistics were presented as mean±standard deviation and median (min-max) in accordance with the data distribution for

continuous variables. Descriptive statistics of categorical data were reported as number and percentage (%). For statistical test selection, normality distribution of the data was evaluated by Kolmogorov-Smirnov and Shapiro-Wilk tests. Comparisons between two independent groups were performed with Mann Whitney U test since the data were not normally distributed. Comparisons between three independent groups were made with Kruskal-Wallis test since the data were not normally distributed. After Kruskal-Wallis test, Mann Whitney U post hoc pairwise comparison test with Bonferroni correction was applied to determine the different groups. The relationships between numerical variables were investigated with Spearmans correlation coefficient in accordance with the normal distribution of the data. Reliability of the scale of the LİSEYKO was evaluated with Cronbach's alpha coefficient. For statistical significance level, $p<0.005$ was accepted.

Results

As a result of the statistical analysis, the statistical results regarding the comparison of scale scores between the gender groups of participants are presented in Table 2.

Table 2. Comparison of the Sociodemographic Characteristics of the Participants and their LISEYKO Scale Scores

	Variables	N	$\bar{X}$ ±SD	Median (Min-Max)	p
Gender	Man	67	116.66±23.140	117.00 (35-175)	0.863
	Woman	33	110.45±35.589	118.00 (35-175)	
Does your mother work in Turkey?	Yes	8	116.88±7.220	117.50 (105-127)	0.985
	No	92	114.41±28.106	117.50 (35-175)	
Does your father work in Turkey?	Yes	50	112.84±32.785	118.00 (35-175)	0.649
	No	50	116.38±19.852	116.00 (35-147)	
Country of Origin	Iraq	66	117.71±19.346	118.50 (35-175)	0.550
	Syria	15	1180±21.571	119.00 (63-140)	
	Afghanistan	19	106.05±46.730	112.00 (35-175)	
Length of Stay in Turkey	Less than 1 year	12	108.67±27.167	112.00 (35-147)	0.636
	1 to 4 years	46	113.13±32.609	119.50 (35-175)	
	5 years and above	42	117.93±19.342	117.50 (63-175)	
Do you have Turkish Citizenship?	Yes	45	110.13±29.275	115.00 (35-175)	0.308
	No	5	118.27±24.700	119.00 (35-175)	
Do you do sports in Turkey?	Yes	32	130.84±20.918	126.00 (99-175)	**<0.001***
	No	68	106.97±26.296	111.00 (35-147)	

There was no statistically significant difference between the scale scores of women and men (p=0.863). There

was no statistically significant difference between the groups formed according to the working status of the participants' mothers in Turkey (p=0.985). It was found that there was no statistically significant difference between the groups formed according to the working status of the participants' fathers in Turkey (p=0.649).

It was found that there was no statistically significant difference between the countries from which the participants came to Turkey (p=0.550). It was found that there was no statistically significant difference between the groups formed according to the number of years the participants had lived in Turkey (p=0.636). It was determined that there was no statistically significant difference in the LISEYKO scale scores according to the citizenship status of the participants in Turkey (p=0.308). It was found that there was a statistically significant difference in the LISEYKO scale scores of the participants according to their status of practicing sports in Turkey (p<0.001).

As a result of the statistical analysis, it was found that there was a statistically significant difference in the total scale scores of the participants according to their status of practicing sports in Turkey (p<0.001). It was determined that there was a statistically significant difference in the scale scores of the LISEYKO Teachers sub-dimension according to the participants' status of practicing sports in Turkey (p=0.005). It was found that there was a statistically significant difference in the scale scores of the LISEYKO Positive feelings towards school sub-dimension according to the status of the participants playing sports in Turkey (p<0.001). It was found that the scores of LISEYKO Status sub-dimension were statistically significantly different (p<0.001) depending on whether the participants played sports in Turkey or not.

It was determined that there was a statistically significant difference in LISEYKO school administration sub-dimension scale scores according to the participants' sports status in Turkey (p=0.004). It was determined that there was a statistically significant difference between the LISEYKO sub-dimensions of negative feelings towards the participants' school according to their sports participation in Turkey (p=0.006). It was determined that there was a statistically significant difference in the LISEYKO student subdimension scale scores according to the participants' status of participating in sports in Turkey (p=0.011). It was determined that there was a statistically significant difference in the LISEYKO Social Activity scale sub-dimension according to the status of the participants playing sports in Turkey (p=0.001) (see Table 3).

The statistical results regarding the comparison of the scale scores between the groups formed according to the type of sport practiced by the participants in Turkey are shown in Table 4. It was found that there was a statistically significant difference in the scale scores of the participants according to the type of sport they practiced in Turkey (p<0.001). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in team sports and individual sports (p=0.004 and p=0.003, respectively). No significant difference was found between team and individual sports (p=1.000). According to the types of sports that the participants practiced in Turkey, it was found that the scale scores of the sub-dimensions of LISEYKO teachers were statistically significantly different (p=0.013). According to the results of the post hoc test, it was determined that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in individual sports (p=0.018).

No significant difference was found between team and individual sports (p=1.000). According to the sports that the participants practiced in Turkey, it was found that the scale scores of the sub-dimension of positive feelings towards LISEYKO's school were statistically significantly different (p<0.001). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in team and individual sports (p=0.027 and p=0.001, respectively).

Table 3. Comparison of Participants' Sports Activities in Turkey and LISEYKO Scale Scores

Scale	Variables		N	$\bar{X}$ ±SD	Median (Min-Max)	p
LISEYKO SCALE TOTAL SCORE	Do you do sports in Turkey?	No	68	106.97±26.296	111.00 (35-147)	**<0.001***
		Yes	32	130.84±20.918	126.00 (99-175)	
Teachers Sub-dimension	Do you do sports in Turkey?	No	68	16.87±5.240	18.00 (5-25)	**0.005***
		Yes	32	20.22±3.045	19.50 (15-25)	
Positive Feelings Towards School Sub-dimension	Do you do sports in Turkey?	No	68	15.15±5.088	15.00 (5-25)	**<0.001***
		Yes	32	19.53±3.767	19.00 (11-25)	
Status Subscale	Do you do sports in Turkey?	No	68	15.10±4.604	15.00 (5-24)	**<0.001***
		Yes	32	19.00±3.408	19.00 (11-25)	
School Administrators Subdimension	Do you do sports in Turkey?	No	68	15.12±4.342	16.00 (5-22)	**0.004***
		Yes	32	17.72±4.602	18.00 (7-25)	
Negative Feelings Towards School Subdimension	Do you do sports in Turkey?	No	68	15.88±5.296	17.00 (5-24)	**0.006***
		Yes	32	19.13±3.536	19.00 (11-25)	
Students Subdimension	Do you do sports in Turkey?	No	68	14.43±4.293	15.00 (5-23)	**0.011***
		Yes	32	17.31±4.373	17.00 (11-25)	
Social Activity Subdimension	Do you do sports in Turkey?	No	68	14.43±4.409	15.00 (5-25)	**0.001***
		Yes	32	17.94±4.127	18.00 (10-25)	

No significant difference was found between team and individual sports (p=1.000). According to the sports that the participants practiced in Turkey, it was found that the scale scores of the status sub-dimension of LISEYKO were statistically significantly different (p=0.001). According to the results of the post hoc test, it was determined that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in team and individual sports (p=0.035 and p=0.004, respectively). No significant difference was found between team and individual sports (p=1.000). According to the sports that the participants practiced in Turkey, it was found that the LISEYKO sub-dimension scale school administrator scale scores were statistically significantly different (p=0.016).

According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active

in team and individual sports (p=0.231 and p=0.030, respectively). No significant difference was found between team and individual sports (p=1.000). Depending on the sports that the participants practiced in Turkey, it was found that the scale scores of the LISEYKO sub-dimension Negative feelings towards school were statistically significantly different (p=0.021). It was determined that there was a statistically significant difference in the LISEYKO Student sub-dimension scale scores according to the sports that the participants practiced in Turkey (p=0.039). There was a statistically significant difference in the LISEYKO Social Activity subdimension scale scores according to the sports the participants practiced in Turkey (p=0.002). According to the results of the post-hoc test, it was determined that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in individual sports (p=0.004). No significant difference was found between team and individual sports (p=1.000) (see Table 4).

Table 4. Comparison of the Participants' Sports Branches in Turkey and LISEYKO Scale Scores

Scale	Variables		N	$\bar{X}$ ±SD	Median (Min-Max)	p	Post-hoc P
LİSEYKO SCALE TOTAL SCORE	Type of sport branch you do in Turkey	I don't do it	68	106±9726.296	111.00 (35-147)	**<0.001***	**1-2: 0.004***
		Team Sports	18	132.72±26.297	125.00 (99-175)		**1-3: 0.003***
		Individual Sports	14	128.43±11.312	128.50 (115-147)		2-3: 1.000
Teachers Sub-dimension	Type of sport branch you do in Turkey	I don't do it	68	16.87±5.240	18.00 (5-25)	**0.013***	1-2: 0.371
		Team Sports	18	20.72±3.286	20.00 (15-25)		**1-3: 0.018***
		Individual Sports	14	19.57±2.681	19.00 (16-25)		2-3: 1.000
Positive Feelings Towards School Sub-dimension	Type of sport branch you do in Turkey	I don't do it	68	15.15±5.088	15.00 (5-25)	**<0.001***	**1-2: 0.027***
		Team Sports	18	20.00±4.270	18.50 (11-25)		**1-3: 0.001***
		Individual Sports	14	18.93±3.050	19.50 (14-25)		2-3: 1.000
Status Subscale	Type of sport branch you do in Turkey	I don't do it	68	15.10±4.604	15.00 (5-24)	**0.001***	**1-2: 0.035***
		Team Sports	18	19.44±4.342	19.00 (11-25)		**1-3: 0.004***
		Individual Sports	14	18.43±1.555	18.50 (14-21)		2-3: 1.000
School Administrators Subdimension	Type of sport branch you do in Turkey	I don't do it	68	15.12±4.342	16.00 (5-22)	**0.016***	1-2: 0.231
		Team Sports	18	18.17±5.415	18.00 (7-25)		**1-3: 0.030***
		Individual Sports	14	17.14±3.394	18.00 (7-20)		2-3: 1.000
Negative Feelings Towards School Subdimension	Type of sport branch you do in Turkey	I don't do it	68	15.88±5.296	17.00 (5-24)	**0.021***	1-2: 0.107
		Team Sports	18	19.00±4.256	19.00 (11-25)		1-3: 0.088
		Individual Sports	14	19.29±2.463	20.50 (16-22)		2-3: 1.000
Students Subdimension	Type of sport branch you do in Turkey	I don't do it	68	14.43±4.293	15.00 (5-25)	**0.039***	1-2: 0.303
		Team Sports	18	17.78±4.941	17.00 (11-25)		1-3: 0.077
		Individual Sports	14	16.71±3.604	16.50 (11-21)		2-3: 1.000
Social Activity Subdimension	Type of sport branch you do in Turkey	I don't do it	68	14.43±4.409	15.00 (5-25)	**0.002***	1-2: 0.109
		Team Sports	18	17.61±4.779	16.00 (10-25)		**1-3: 0.004***
		Individual Sports	14	18.36±3.225	19.00 (11-22)		2-3: 0.844

As a result of the statistical analysis, it was found that there was a statistically significant difference in the scale scores of the participants according to the status of sports participation in their country of origin ($p<0.001$). It was determined that there was a statistically significant difference in the scale scores of the LISEYKO Teachers sub-dimension according to the participants' sports practicing status in their country of origin ($p<0.001$). It was found that there was a statistically significant difference in the scale scores of the LYSES-POSITIVE FEELINGS FOR SCHOOL sub-dimension depending on whether the participants played sports in their country of origin ($p<0.001$). It was found that there was a statistically significant difference in the scores of the LISEYKO status sub-dimension depending on whether the participants played sports in their country of origin ($p=0.011$). It was found that there was a statistically significant difference in the LISEYKO school administration sub-dimension depending on whether the participants played sports in their country of origin ($p=0.025$). It was found that there is a statistically significant difference in the LISEYKO sub-dimension Negative feelings towards school ($p=0.005$) according to whether participants play sports in their country of origin. It was found that there is a statistically significant difference in the LISEYKO scale of the Student sub-dimension depending on whether the participants play sports in their country of origin ($p=0.608$). It was found that there was a statistically significant difference in the LISEYKO sub-dimension of the Social Activities scale depending on whether the participants played sports in their country of origin or not ($p=0.003$) (see Table 5).

Table 5. Comparison of Participants' Sports Activities in their Country of Origin and LISEYKO Scale Scores

Scale	Variables		N	$\bar{X}$ ±SD	Median (Min-Max)	p
LİSEYKO SCALE TOTAL SCORE	Did you play sports in your country of origin?	Yes	37	127.35±22.873	125.00 (81-175)	**<0.001***
		No	63	107.13±26.617	112.00 (53.147)	
Teachers Sub-dimension	Did you play sports in your country of origin?	Yes	37	20.30±3.814	20.00 (11-25)	**<0.001***
		No	63	16.56±4.954	17.00 (5-25)	
Positive Feelings Towards School Sub-dimension	Did you play sports in your country of origin?	Yes	37	19.38±4.633	21.00 (7-25)	**<0.001***
		No	63	14.89±4.667	15.00 (5-25)	
Status Subscale	Did you play sports in your country of origin?	Yes	37	18.16±4.512	18.00 (8-25)	**0.011***
		No	63	15.29±4.372	16.00 (5-21)	
School Administrators Subdimension	Did you play sports in your country of origin?	Yes	37	17.24±4.792	17.00 (7-25)	**0.025***
		No	63	15.19±4.291	16.00 (5-22)	
Negative Feelings Towards School Subdimension	Did you play sports in your country of origin?	Yes	37	18.92±3.918	19.00 (9-25)	**0.005***
		No	63	15.75±5.249	17.00 (5-24)	
Students Subdimension	Did you play sports in your country of origin?	Yes	37	15.86±5.138	15.00 (8-25)	**0.608**
		No	63	15.05±4.101	16.00 (5-23)	
Social Activity Subdimension	Did you play sports in your country of origin?	Yes	37	17.49±4.114	18.00 (10-25)	**0.003***
		No	63	14.41±4.525	15.00 (5-25)	

Table 6. Comparison of Participants' Sports Branches in their Country of Origin and their LISEYKO Scale Scores

Scale	Variables		N	$\bar{X}$ ±SD	Median (Min-Max)	p	Post-hoc P
LİSEYKO SCALE TOTAL SCORE	Type of sport branch you do in your country of origin	I don't do it	63	107.13±26.617	112.00 (35-147)	**0.002***	**1-2: 0.007***
		Team Sports	30	127.17±24.564	124.00 (81-175)		1-3: 0.073
		Individual Sports	7	128.14±14.893	140.00 (109-140)		2-3: 1.000
Teachers Sub-dimension	Type of sport branch you do in your country of origin	I don't do it	63	16.56±4.954	17.00 (5-15)	**0.001***	1-2: 0.527
		Team Sports	30	20.43±4.091	20.50 (11-25)		**1-3: 0.001***
		Individual Sports	7	19.71±2.430	18.00 (18-24)		2-3: 1.000
Positive Feelings Towards School Sub-dimension	Type of sport branch you do in your country of origin	I don't do it	63	14.89±4.667	15.00 (5-25)	**<0.001***	1-2: 0.162
		Team Sports	30	19.53±4.967	21.00 (7-25)		**1-3: <0.001***
		Individual Sports	7	18.71±2.984	21.00 (14-21)		2-3: 1.000
Status Subscale	Type of sport branch you do in your country of origin	I don't do it	63	15.29±4.372	16.00 (5-21)	**0.032***	1-2: 1.000
		Team Sports	30	18.33±4.957	19.00 (8-25)		**1-3: 0.027***
		Individual Sports	7	17.43±1.618	18.00 (14-19)		2-3: 1.000
School Administrators Subdimension	Type of sport branch you do in your country of origin	I don't do it	63	15.19±4.291	16.00 (5-7)	**0.081**	1-2: 1.000
		Team Sports	30	17.40±4.811	17.00 (7-25)		**1-3: 0.027***
		Individual Sports	7	16.57±5.028	20.00 (7-20)		2-3: 1.000
Negative Feelings Towards School Subdimension	Type of sport branch you do in your country of origin	I don't do it	63	15.75±5.249	17.00 (5-24)	**0.015***	**1-2: 0.044***
		Team Sports	30	18.73±4.258	19.00 (9-25)		1-3: 0.153
		Individual Sports	7	19.71±1.890	21.00 (17-21)		2-3: 1.000
Students Subdimension	Type of sport branch you do in your country of origin	I don't do it	63	15.05±4.101	16.00 (5-23)	**0.447***	1-2: 1.000
		Team Sports	30	15.60±5.150	14.00 (8-25)		**1-3: 0.027***
		Individual Sports	7	17.00±5.323	21.00 (8-21)		2-3: 1.000
Social Activity Subdimension	Type of sport branch you do in your country of origin	I don't do it	63	14.41±4.525	15.00 (5-25)	**0.004***	1-2: 0.065
		Team Sports	30	17.13±4.249	16.00 (10-25)		**1-3: 0.016***
		Individual Sports	7	19.00±3.317	21.00 (12-21)		2-3: 0.451

The statistical results for the comparison of the scale scores between the groups formed according to the sport practiced by the participants in their country of origin are shown in Table 6. It was found that there was a statistically significant difference in the scale scores of the participants according to the type of sport they practiced in their country of origin (p=0.002). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in team sports (p=0.007). No significant difference was found between those who did not play sports and those who played individual sports or those who played team sports and individual sports (p=0.073 and p=1.000 respectively). Depending on the type of sports the participants practiced in their country of origin, a statistically significant difference was found in the scale values of the teacher sub-dimension

of the LISEYKO (p=0.001).

According to the results of the post hoc test, it was found that the scale scores of the participants who did not practice sports were statistically significantly lower than the scale scores of the participants who practiced individual sports (p=0.001). No significant difference was found between those who did not play sports and those who played team sports or those who played team and individual sports (p=0.527 and p=1.000 respectively). It was found that there was a statistically significant difference in the scale scores of the Positive feelings towards LISEYKO's school sub-dimension according to the sports that the participants practiced in their country of origin (p<0.001). According to the results of the post-hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in individual sports (p<0.001). No significant difference was found between those who did not play sports and those who played team sports or those who played team and individual sports (p=0.162 and p=1.000 respectively). It was found that there was a statistically significant difference in the scores of the LISEYKO status sub-dimension according to the sports that the participants practiced in their country of origin (p=0.032).

According to the results of the post-hoc test, it was found that the scale scores of the participants who did not exercise were statistically significantly lower than the scale scores of the participants who practiced individual sports (p=0.027). No significant difference was found between those who did not play sports and those who played team sports or those who played team sports and individual sports (p=1.000 and p=1.000 respectively). It was found that there was a statistically significant difference in the scale scores of the school leadership sub-dimension of the LISEYKO according to the participants' sport in their country of origin (p=0.081). A statistically significant difference was found in the scale scores of the LISEYKO sub-dimension Negative feelings towards school according to the participants' sports in their country of origin (p=0.015). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than the scale scores of the participants who were active in team sports (p=0.044). No significant difference was found between those who did not play sports and those who played individual sports, or those who played team sports and individual sports (p=0.153 and p=1.000 respectively).

It was found that there was a statistically significant difference in LISEYKO student sub-dimension scale scores according to the types of sports the participants practiced in their country of origin (p=0.447). There was a statistically significant difference in the LISEYKO Social Activities subdimension scale scores according to the types of sports the participants practiced in their country of origin (p=0.004). According to the results of the post-hoc test, it was found that the scale scores of the participants who do not exercise are statistically significantly lower than the scale scores of the participants who are active in individual sports (p=0.016). No significant difference was found between those who did not play sports and those who played team sports or those who played team and individual sports (p=0.065 and p=0.451 respectively) (see Table 6).

The statistical results comparing the scale values between the groups formed according to the sporting age of the participants are shown in Table 7. It was found that there was a statistically significant difference in the scale scores of the participants depending on their sporting age (p<0.001). According to the results of the post hoc test,

it was found that the scale scores of the participants who did not play sports were statistically significantly lower than those of the participants whose sports age was less than 3 years or whose sports age was 3 years or more (p=0.014 and p=0.001, respectively). No significant difference was found between the participants with a sporting age of less than 3 years and the participants with a sporting age of 3 years or more (p=1.000). It was found that there was a statistically significant difference between the participants' scores on the teacher sub-dimension of the LISEYKO depending on their athletic age (p=0.015). According to the results of the post-hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than those of the participants whose sports age was 3 years or more (p=0.043). No significant difference was found between the participants with a sporting age of less than 3 years and the participants with a sporting age of 3 years or more (p=0.147 and p=1.000 respectively).

Depending on the sporting age of the participants, it was found that the scale values of the Positive Feelings sub-dimension were statistically significantly different from the school of the LYSESQ (p<0.001). According to the results of the post hoc test, it was found that the scale scores of the participants who did not play sports were statistically significantly lower than those of the participants whose sports age was less than 3 years or whose sports age was 3 years and older (p=0.012, p=0.001). No significant difference was found between the participants with a sporting age of less than 3 years and the participants with a sporting age of 3 years or more (p=1.000). It was found that there was a statistically significant difference between the LISEYKO sub-dimensions of the participants depending on their athletic age (p=0.001). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than those of the participants whose sports age was less than 3 years and whose sports age was 3 years or more (p=0.017 and p=0.007, respectively). No significant difference was found between the participants with a sporting age of less than 3 years and those with a sporting age of 3 years or more (p=1.000).

Depending on the sporting age of the participants, it was found that the scale values of the school management sub-dimension of the LISEYKO differed statistically significantly (p=0.015). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than those of the participants with a sports age of 3 years and above (p=0.047). No significant difference was found between the participants with a sporting age of less than 3 years and the participants with a sporting age of 3 years or more (p=0.132 and p=1.000 respectively). Depending on the sporting age of the participants, the scale values of the LISCEC sub-dimension Negative feelings towards school were found to be statistically significantly different (p=0.002). According to the results of the post hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than those of the participants whose sports age was 3 years and above (p=0.002). No significant difference was found between the participants with a sporting age of less than 3 years and the participants with a sporting age of 3 years or more (p=0.938 and p=1.000 respectively).

Depending on the athletic age of the participants, the values of the LISEYKO student sub-dimensions were found to be statistically significantly different (p=0.002). According to the results of the post hoc test, no significant difference was found between the participants who did not participate in sports and those whose sports age was

less than 3 years (p=1.000). It was found that the scale scores of participants with a sporting age of 3 years or more were statistically significantly higher than those who did not play sports and those with a sporting age of less than 3 years (respectively p=0.001, p=0.041). Depending on the sporting age of the participants, the scale values of the sub-dimensions of social activity of the LISEYKO were found to differ statistically significantly (p=0.001). According to the results of the post-hoc test, it was found that the scale scores of the participants who did not participate in sports were statistically significantly lower than those of the participants whose sports age was 3 years or more (p=0.001). No significant difference was found between the participants with a sporting age of less than 3 years and the participants with a sporting age of 3 years or more (p=0.216) (see Table 7).

Table 7. Comparison of Participants' Sports Ages and LISEYKO Scale Scores

Scale	Variables		N	$\bar{X}$ ±SD	Median (Min-Max)	p	Post-hoc P
LİSEYKO SCALE TOTAL SCORE	Participants' Sport Age	None	60	106.97±26.296	111.00 (35-147)	**<0.001***	**1-2: 0.014***
		Less than 3 Years	21	123.94±10.298	124.00 (99-147)		**1-3: 0.001***
		3 Years and Over	19	139.71±27.460	140.00 (99-175)		2-3: 1.000
Teachers Sub-dimension	Participants' Sport Age	None	60	16.87±5.240	18.00 (5-25)	**0.015***	1-2: 0.147
		Less than 3 Years	21	19.61±2.004	19.50 (16-25)		**1-3: 0.043***
		3 Years and Over	19	21.00±3.961	21.00 (15-25)		2-3: 1.000
Positive Feelings Towards School Sub-dimension	Participants' Sport Age	None	60	15.15±5.088	15.00 (5-25)	**<0.001***	**1-2: 0.012***
		Less than 3 Years	21	18.67±2.744	18.00 (14-25)		**1-3: 0.001***
		3 Years and Over	19	20.64±4.651	21.00 (11-25)		2-3: 1.000
Status Subscale	Participants' Sport Age	None	60	15.10±4.604	15.00 (5-24)	**0.001***	**1-2: 0.017***
		Less than 3 Years	21	18.44±3.034	18.50 (11-24)		**1-3: 0.007***
		3 Years and Over	19	19.71±3.832	19.00 (14-25)		2-3: 1.000
School Administrators Subdimension	Participants' Sport Age	None	60	15.12±4.342	16.00 (5-22)	**0.015***	1-2: 0.132
		Less than 3 Years	21	17.39±2.570	18.00 (10-21)		**1-3: 0.047***
		3 Years and Over	19	18.14±6.443	20.00 (7-25)		2-3: 1.000
Negative Feelings Towards School Subdimension	Participants' Sport Age	None	60	15.88±5.296	17.00 (5-24)	**0.002***	1-2: 0.938
		Less than 3 Years	21	17.78±2.557	17.50 (13-22)		**1-3: 0.002***
		3 Years and Over	19	20.86±3.939	21.00 (11-25)		2-3: 0.111
Students Subdimension	Participants' Sport Age	None	60	14.43±4.293	15.00 (5-23)	**0.002***	1-2: 1.000
		Less than 3 Years	21	15.50±3.034	16.00 (11-20)		**1-3: 0.001***
		3 Years and Over	19	19.64±4.814	21.00 (11-25)		**2-3: 0.041***
Social Activity Subdimension	Participants' Sport Age	None	60	14.43±4.409	15.00 (5-25)	**0.001***	1-2: 0.285
		Less than 3 Years	21	16.56±2.727	16.00 (12-22)		**1-3: 0.001***
		3 Years and Over	19	19.71±4.983	21.00 (10-25)		2-3: 0.216

The statistical results of the comparison of the scale values between the groups formed according to the participants' sporting performance are shown in Table 8. According to the athletic performance of the participants, it was found that the scale scores of LISEYKO were statistically significantly different (p=0.005). In terms of the participants' athletic performance, it was found that the scale scores of the teacher sub-dimension of LISEYKO were not statistically significantly different (p=0.052). With regard to the participants' athletic performance, it was found that the scale scores of the LISEYKO sub-dimension Positive feelings towards school were statistically

significantly different (p<0.001). With regard to the participants' athletic performance, it was found that the scores of the LISEYKO sub-dimension Status were not statistically significantly different (p=0.295). In terms of the participants' athletic performance, it was found that the values of the LISEYKO sub-dimension school administration were not statistically significantly different (p=0.084). According to the sports performance of the participants, it was found that there was a statistically significant difference in the scale scores of the sub-dimension scale of negative feelings towards school (p=0.002). A statistically significant difference was found in the scale values of the LISEYKO student sub-dimension depending on the participants' sports performance (p=0.003). According to the participants' sporting performance, it was found that the LISEYKO scale values of the social activity sub-dimension were not statistically significantly different (p=0.076).

Table 8. Comparison of Participants' Sporting Achievements and LISEYKO Scale Scores

Scale	Variables		N	$\bar{X}$ ±SD	Median (Min-Max)	p
LİSEYKO SCALE TOTAL SCORE	Participants' Sporting Achievements	No	70	108.71±26.511	114.00 (35-147)	**0.005***
		available	30	128.73±23.258	123.00 (98-175)	
Teachers Sub-dimension	Participants' Sporting Achievements	No	70	17.21±5.070	18.50 (5-25)	0.052
		available	30	19.63±4.047	19.00 (11-25)	
Positive Feelings Towards School Sub-dimension	Participants' Sporting Achievements	No	70	15.21±5.013	15.00 (5-25)	**<0.001***
		available	30	19.67±3.907	20.00 (12-25)	
Status Subscale	Participants' Sporting Achievements	No	70	15.80±4.664	17.00 (5-24)	0.295
		available	30	17.63±4.311	18.00 (11-25)	
School Administrators Subdimension	Participants' Sporting Achievements	No	70	15.39±4.362	16.00 (5-22)	0.084
		available	30	17.27±4.842	17.00 (7-25)	
Negative Feelings Towards School Subdimension	Participants' Sporting Achievements	No	70	15.81±5.284	16.50 (5-24)	**0.002***
		available	30	19.50±3.127	19.00 (15-25)	
Students Subdimension	Participants' Sporting Achievements	No	70	14.41±4.207	15.00 (5-23)	**0.003***
		available	30	17.53±4.485	18.00 (10-25)	
Social Activity Subdimension	Participants' Sporting Achievements	No	70	14.87±4.507	15.00 (5-25)	0.076
		available	30	17.13±4.508	16.00 (10-25)	

Discussion

This study was conducted to determine the degree of relationship between quality of life and physical activity of refugee children who came to Turkey through forced migration from their countries. In this section, the findings obtained from the research results are discussed within the framework of the relevant literature.

The statistical results regarding the comparison of the scale scores between the gender groups of the participants are presented in Table 2. There was no statistically significant difference between the scale scores of women and men (p=0.863, Table 2). As a result of the national and international literature review, Taylor and Doherty (2005) reported in their study that participation of newly arrived refugees from different cultures in Canada, girls and boys whose first language is not English, in joint sports activities facilitates their adaptation to the country and society's lifestyle. In addition, as a result of the study, it was found that there was no significant difference between men and women in terms of integration, psychological well-being and quality of life. This result is consistent with our study.

It was found that there was no statistically significant difference between the groups formed according to the working status of the participants' mothers in Turkey (p=0.985, Table 2). It was found that there was no statistically significant difference between the scale scores of the working status of the participants' fathers in Turkey (p=0.649, Table 2). It was determined that there was no statistically significant difference between the countries from which the participants came to Turkey and their LISEYKÖ scale scores (p=0.550, Table 2). It was found that there was no statistically significant difference between the groups formed according to the number of years the participants had lived in Turkey (p=0.636, Table 2). It was found that there was no statistically significant difference in the LISEYKÖ scale scores according to the citizenship status of the participants in Turkey (p=0.308, Table 2).

Statistically significant differences were found according to the status of practicing sports in Turkey, the type of sport practiced in Turkey, the type of sport practiced in the country of origin, the type of sport practiced in the country of origin, the age of the sport and the sporting success (p<0.001, Table 3, p<0.001, Table 4, p<0.001, Table 5, p=0.002, Table 6, p<0.001, Table 7, p=0.005, Table 8, respectively).

In the studies conducted on this topic; Kök (2019) examined the effect of leisure activities on secondary school refugee children accommodated in accommodation centers in Turkey. The study was conducted to show the physical and social benefits of recreational activities for Syrian refugee children who have sought refuge in Turkey due to the civil war. The study was conducted with an experimental group of 98 children aged 13-18 years who participated in recreational activities and a control group of 93 children who did not participate in recreational activities. the Recreation Benefit Scale was applied to the experimental group. As a result of the study, it was found that the scores of the experimental group increased before and after the test in all sub-dimensions, including the physical, psychological and social dimensions, as well as in the overall score. As a result of this study, it was found that recreational sports activities as a therapeutic leisure activity contribute positively to the physical development, psychological status and social skills of refugee students.

In his study, Atalı (2018) examined the services offered to Syrians in Turkey in relation to sport. The aim of the study was to determine the level of services provided to Syrian refugees, especially the level of sports services that enable the socialization of people of all ages and reduce the negative situations caused by migration. As a result of the study, it was reported that the sports services provided to Syrians by the relevant institutions produce sports projects and activities, provide specific training for sports, provide sports equipment, and organize activities

for socialization through sports. The study by Sabirova and Zinoviev (2016) states that refugee youth who go to sports clubs have the opportunity to interact and socialize with their own age group and also talk to people who are not their peers. The result of this study is similar to that of our study.

Knappe et al. (2019) investigated the potential effects of exercise and sports training on post-traumatic stress disorder (PTSD), depression, anxiety, quality of life, pain and fitness symptoms in male refugees living in camps in Greece and reported that the increase in baseline scores after training resulted in fewer anxiety symptoms, better quality of life, higher self-perceived fitness, higher grip strength and better cardiovascular fitness after the intervention. In 2020, Hacettepe University published a study entitled "Physical Activity Guide for Immigrant and Refugee Women" with 4 authors. This project aimed to use physical activity as a tool to empower refugee women and integrate them into society by promoting social cohesion. Doherty and Taylor (2007), in their study examining the role of sport and physical recreation in the process of "adjustment' to a new country, found that sport and recreation are perceived as fun, healthy and helpful in developing language skills and adapting to mainstream culture.

According to Makarova and Herzog (2014), as a result of a study on the acculturation and intercultural relations of immigrants in Western European countries facing the task of integrating immigrants into their societies, sport was reported to be an effective tool for the integration and quality of life of migrant youth, as it provides the opportunity for intergroup contact based on constructive rules of participation. For most migrant youth, sport is an important part of their leisure time, with the proportion of female migrant youth participating in sports clubs being twice as high as that of male migrant youth. The results also show that female and male young people with a migrant background who play sports in clubs have much more personal contact with their Swiss peers during these sports activities. In addition, young people who have frequent personal contact with their Swiss peers during their sports activities state that they have much more intercultural contact in their free time and among their close circle of friends. As a result of our study, the quality of life of those who participate in sports was found to be higher than those who do not participate in sports, and the literature review supports the findings of our study.

Conclusion

From a social perspective, sport offers refugee children and young people an environment in which they can develop social skills such as forming a circle of friends, cooperation, socialization and adaptation to the country. Therefore, it is believed that sports and physical activities should be used for migrant children to adapt to the education system and society. They had higher quality of life, more positive attitude and behavior towards teachers, more positive feeling towards school, better social status, more respect towards school administration, less negative feeling towards school, more positive attitude and behavior towards students and participated in more social activities. As a result of our study, it was found that the quality of life of refugee children participating in sports activities was high in the overall score and in all subscales.

In the study, it was found that sport makes a positive contribution to communication between people from different cultures, to their quality of life, to their educational achievements and to their social environment in our country

as well as in the whole world. In the light of this information, it was found that the quality of life of refugees who were forced to migrate from their countries has increased thanks to the unifying power of sport in the common denominator with people with different cultural structures in the countries they went to.

From a social perspective, sport provides refugee children and youth with an environment in which they can develop social skills such as forming a circle of friends, cooperation, socialization and adaptation to the country. Therefore, it is believed that sports and physical activities should be used for migrant children to adapt to the education system and society. They had higher quality of life, more positive attitude and behavior towards teachers, more positive feeling towards school, better social status, more respect towards school administration, less negative feeling towards school, more positive attitude and behavior towards students and participated in more social activities.

As a result of our study, it was found that the quality of life of refugee children participating in sports activities was high in the overall score and in all subscales. In our study, it was found that sport makes a positive contribution to communication between people from different cultures, to their quality of life, to their educational achievements and to their social environment in our country as well as in the whole world. In the light of this information, it was found that the quality of life of refugees who were forced to migrate from their countries increased thanks to the unifying power of sport in the common denominator with people with different cultural structures in the countries they went to.

Recommendations

This study was conducted to reveal the relationship between quality of life and physical activity in refugee children who came to Turkey through forced migration from their countries. Since there are no studies in the national literature investigating the effect of physical activity on the quality of life of refugee children, it is necessary that more scientific studies be conducted as a result of more detailed and comprehensive research in this field. New studies can examine provinces with different socio-cultural or socio-economic characteristics.

- New research topics can reveal differences between the regions.
- By changing the age groups, new studies can be designed.
- Comparisons can be made according to demographic characteristics such as gender, age and level of education.
- Studies can include 12 weeks of applied exercise and comparisons can be made between pre-test and post-test.
- EU projects can offer a wider range of work opportunities.

Notes

This article is derived from the thesis titled "The Effect of Physical Activity on Quality of Life in Refugee Children".

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