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Investigation of the quality levels of foreign students who educate in DPU faculty of sports sciences and foreign students at different faculties

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Abstract

The aim of this study is to investigate the quality of life of foreign students studying at the Faculty of Sport Sciences and international students studying at different faculties at DPU. In this context, "University Quality of Life Scale" was applied to determine the quality of life of students. The research data were obtained from a total of 272 students studying at the Faculty of Sports Sciences, Faculty of Business Administration,Faculty of Education and Faculty of Engineering. One-way ANOVA test was used for data analysis. The quality of life of the students,faculty, gender,educational status, place of residence,leisure time, time of arrival in Turkey and finally welfare level were analyzed . The quality of life of the student differed significantly according to the faculty,gender,education level,place of residence,and leisure time. It was observed that there was no significant difference in the variables of arrival in Turkey and welfare level.

Keywords: quality of life scale, foreign students, university students.

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Introduction

Nowadays, institutions and organizations are working to protect their assets. For this reason, it is necessary to monitor their quality on an ongoing and regular basis, especially in the field of educational services. For this reason, the teaching and teaching program is in line with the conditions of the times. Focus should be on activities that help students develop themselves socially. Focus should be on actions aimed at increasing learning using methods, tools and equipment that can be used in this sector. This is also balanced by changes in educational institutions such as Universities, basic scientific research, and community services. According to UNESCO (1998), the tasks of the new university are in parallel with changes in society. Take an active role in solving major global, regional and local problems such as poverty, hunger, ignorance, social exclusion and growing inequality at the international and national levels. Sustainable human development, universal respect for human rights, gender equality, and the application of the principles of justice and democracy in universities and society, in particular through the submission of alternative proposals and proposals; Developing intellectual and moral understanding and solidarity among nations and ethnic, religious, cultural and other groups through a peaceful and non-violent culture, preserving and supporting cultural diversity, and promoting intercultural understanding and compatibility. It also helps students understand the information, skills, attitudes, values, and abilities that will guide them to become responsible and determined citizens, help them change themselves and others, and improve the quality and effectiveness of the educational process in all its aspects. It aims to strengthen the linkages between different levels and forms of education in order to provide education for all and to raise the quality and effectiveness of the educational process in various aspects (Erdem, 2005).

Quality is an important concept in almost all fields throughout human history. Its importance is increasing day by day. Different concepts of quality have been developed in each sector and product. The Turkish Language Association (TDK) generally defines quality as "the measurable characteristic, quality, or feature that determines how something works and distinguishes it from others" (TDK Büyük Sözlük).

Abrams defined quality of life as the degree to which people are satisfied or dissatisfied with various aspects of their lives. Andrews (1974) pointed out that it is the individual's association with satisfaction and pleasure that represents the quality of life. (Akt. Farquhar, 1995).

The concept of well-being encompasses many variables. Well-being can be defined as how satisfied people are with their physical, psychological, and social functions and how uncomfortable they are with the presence or absence of characteristics related to these aspects of their lives. According to the World Health Organization, the concept of well-being is defined as a person's

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perception of one's place in life in relation to one's goals, expectations, standards, and interests within the culture and value systems in which they live. Well-being can also be described as a broad concept that is intricately influenced by an individual's physical health and condition Psychological, his beliefs, social relationships, and his relationship with the environment around him. (Wang ,2011, akt: Köksal, 2015).

Quality of life is the ability of an individual to achieve his desires, take advantage of opportunities to develop his personality, participate in various activities, possess sufficient resources in terms of quality, and believe that these resources are sufficient (Shin ve Johnson, 1978; akt. Farquhar, 1995) The good life of the individual is to meet one's needs effortlessly, control one's surroundings, make decisions freely, and find opportunities to develop oneself and live a meaningful life" (Gitmez, 1980; Cılga, 1994, As a multidimensional and wide-ranging concept, quality of life has become one of the important social indicators of individual and societal well-being. (Köksal, 2015

Universities play an important role in the quality of life. They will increase the educational and social programs offered to students. According to the quality of university life, the quality of life expresses the feeling of satisfaction that is experienced throughout the student life. The concept of quality of life is to have important opportunities for life, fulfill desires, and take advantage of opportunities for personal development, there are many studies that have been conducted with the aim of determining the quality of university life according to the area of interest. When studying these studies, it has been observed that there are studies aimed at faculty members and administrators, but the studies Aimed at students with limited numbers. The purpose of universities is to prepare students in the scientific and professional field, and for this purpose the answers to the following questions have been sought:

Is there a statistically significant relationship between the perceptions of foreign university students and the quality of university life based on some variables (gender, educational status, the college you study at, place of residence, how you spend your free time, when you came to Turkey, level of well-being)?

It has always been required for individuals to be satisfied with their financial lives and their current situation, to have their spiritual expectations adequately met, and to live their lives according to standards. The higher the level of well-being of individuals, the more productive they are. Negative behaviors in society will be high and they will be reversed. They are expected to decrease. For this reason, the concept of quality of life dates back to the 1970s. Since then, it has become an important topic of research.

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The goal was to make the school a place where students loved to go and come to willingly, and to improve their school life. The aim was to study the quality of life levels of foreign students studying at Dumlupinar University's Faculty of Mathematical Sciences and foreign students studying in different faculties, adapting to changes, and achieving the university's goal Represented by conducting high-level academic research. To achieve this goal, answers to the main problem and sub-problems were sought.

Do the quality-of-life levels of foreign students in universities differ according to the basic variables, and are the quality-of-life levels of students in universities considered a statistically significant indicator?

This study aims to determine the existence of a statistically significant relationship between some variables such as gender and age and the perceptions of university students about the quality of life at the university. It also aims to determine the existence of a statistically significant relationship between the variables that determine the quality of life levels of students and their satisfaction with the university. When studying studies related to this topic, it becomes clear that there are many studies in the field of quality of life. Research has been carried out in the field of quality of life in education, although not Much research has been done, but research is ongoing. However, there is research in the field of university quality of life. In this context, this study includes a few studies in Turkey. It will contribute to the quality of university life.

As a result of this study, the necessary data will be provided to university administrators and faculty members in order to create a higher quality university. Using this data and research recommendations, a higher quality learning and living environment can be obtained. Higher quality will lead to an increase in the number of students.

Methodology

In this section, the individuals involved in the research, data collection tools, data collection methods, and statistical methods used in data analysis are discussed.

Research Form

The overall objective of the research is to determine the quality of life of international students at Dumlupınar University. In this context, the quality of life of foreign students studying at Dumlobnar University has been assessed according to variables such as college, gender, educational status, place of residence, etc. Research is a survey model because it determines students' opinions on a topic according to different variables.

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Research Sample

272 foreign students studying at Dumlupinar University in the academic year 2021-2022 formed our working group. 57 students from the College of Mathematical Sciences, 76 students from the College of Business Administration, 76 students from the College of Engineering, and 63 students from the College of Education participated in our study.

Data Collection Tools

To collect data, the "University Quality of Life Scale" prepared by Hayriye ERİŞ was used. The University Quality of Life Scale is a five-point Likert scale. The scale consists of 35 items. The Cronbach Alpha internal consistency coefficient for the University Quality of Life Scale was 0.895, and the reliability of the retest was 0.886. Google Forms was used to reach students studying at different colleges. Written consent was obtained from the Department of Physical Education and Sport to apply the scale. Data collection took two weeks. A total of 275 students participated in the scale applied to determine the quality of life of university students. 3 were excluded. Students who participated in the study due to incompleteness of their answers.

Analysis

The data was analyzed using SPSS software. In this context, demographic variables were first grouped and frequency and percentage analysis was performed. Then it was examined whether the data followed a normal distribution, and the data were found to follow a normal distribution. The One-way ANOVA test was used to analyze the data that followed a normal distribution.

Results

In this section, the categories generated by students' answers and expressions have been shown.

Table 1: Analysis of all variables is presented

	F	Percentage
College		
College of Sport Sciences	57	21,0
Business College	76	27,9
College of Engineering	76	27,9
College of Education	63	23,2
Total	272	100,0

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Sex		
female	112	41,2
male	160	58,8
Total	272	100.0
Educational Status		
Preparatory	70	25,7
Bachelor	124	45,6
Master	50	18,4
Phd	28	10,3
Total	272	100.0
Where to stay		
Student Housing	39	14,3
Student Apartment	74	27,2
With the family	26	9,6
apartment	133	48,9
Total	272	100.0
How to spend your free time		
Exercise	94	34.6
Reading Books	53	19.5
Travel	45	16.5
Sitting with friends	58	21.3
Other	22	8.1
Total	272	100.0
When did you come to Turkey?		
0-2 Years	186	68,4
2-5 Years	68	25,0
More than 5 years	18	6,6
Total	272	100.0
Level of well-being		
Very bad	0	0,0
Bad	23	8,5
Normal	152	55,9
Good	91	33,5
Very good	6	2,2
Total	272	100.0

The research team includes 272 students studying at the faculties of Tigris University in the academic year 2022-2023. 112 students (41.2%) of the research team are female, and 160

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students (58.8%) are male. 76 students (27.9%) are studying at the Faculty of Engineering, 76 students (27.9%) are studying at the College of Business Administration, 63 students (23.2%) are studying at the College of Education, and 57 (21.0%) are studying at the Faculty of Mathematical Sciences. 124 students (45.6%) of the study participants are undergraduate students, 70 students (25.7%) are preparatory students, and 50 Two students (18.4%) are master's students, and 28 students (10.3%) are doctoral students. When asked about the type of housing, 133 of them (48.9%) answered that they live in an apartment, 74 of them (27.2%) in an apartment, 39 of them (14.3%) in university housing, and 26 of them (9.6%) with their families. It was also found that 22 of them (8.1%) had a health problem. When asked how they spend their free time. 94 of them (34.6%) prefer to exercise, 58 (21.3%) prefer to spend time with friends, 53 (19.5%) prefer to read books, 45 (16.5%) prefer to travel, and 22 (8.1%) prefer to do other activity. When asked when they arrived in Turkey, 186 of them (68.4%) reported that they had been in Turkey for 0-2 years, 68 of them (25.0%) had been in Turkey for 2-5 years, and 18 of them (6.6%) had been in Turkey for more than 5 years. When asked about their level of well-being, 23 students (8.5%) reported that their level of well-being was poor, 152 students (55.9%) reported that their level of well-being was normal, 91 students (33.5%) reported that their level of well-being was good, 6 students (2.2%) reported that their level of well-being was very good, and no student reported that their level of well-being was very poor.

Table 2: The Relationship between the College Variable and Quality of Life

	Mean	N	S.D.	F	Sig.
College of SportSciences				16.208	.000
BusinessCollege	87.6316	57	10.47213		
College of Engineering	90.5132	76	14.05560		
Collegeof Education	98.7237	76	17.23763		
Total	83.1905	63	10.01750		

As shown in Table 2, there is a statistical difference when comparing the quality of life between students attending different colleges [F (3, 268) = 16.208, p = 0.00]. The quality of life of students of the College of Engineering (X = 98.72) is higher than that of the College of Business

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Administration (X = 90.51), the students of the College of Mathematical Sciences (X = 87.63), and finally the students of the College of Education (X = 83.19).

Table 3: Relationship between sex and quality of life

	Mean	N	S.D.	F	Sig.
male					
female	92.0000	160	15.50897	4.060	.045
Total	88.3750	112	13.19645		

As shown in Table 3, the quality of life of students by sex. When comparing, there is a statistical difference [F (1,270) = 4.060, p = 0.045], as the quality of life of male students (X = 88.3750) is higher than that of female students (X = 92.0000).

Table 4: Relationship between educational status and quality of life

	Mean	N	S.D.	F	Sig.
preparatory					
Bachelor	94.9643	70	15.94547	9.455	.000
Master	93.9677	124	16.21047		
Doctor	89.3000	50	13.51228		
Total	83.4571	28	8.26497		

As shown in Table 4, there is a statistical difference when comparing students' quality of life with their educational status [F(3,268) = 9.455, p = 0.000]. The quality of life of ready students (X = 94.9643) is higher than that of undergraduate students (X = 93.9677), master's students (X = 89.3000) and finally doctoral students (X = 89.3000).

Table 5: The relationship between accommodation and quality of life

	Mean	N	S.D.	F	Sig.
Student Housing					
Student apartment	83.0769	39	10.22737	10.702	.000
Family Accommodation	88.1081	74	10.18939		
apartment	84.8462	26	11.89182		
Total	95.1278	133	16.76460		

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As shown in Table 5, there is a statistical difference in students' quality of life when compared to where they live [F(3,268) = 10.702, p = 0.000]. The quality of life of students living in an apartment (X = 95.1278) is higher than students living in a detached apartment (X = 93.9677), students living with their families (X = 84.8462), and finally students living in student housing (X = 83.0769).

Table 6: The relationship between how you spend leisure time and quality of life

	Mean	N	S.D.	F	Sig.
Exercise					
Reading Books	91.2766	94	13.70770	2.705	.031
Wandering	87.5660	53	13.19602		
Sitting with friends	87.3556	45	16.03994		
Other	95.1207	58	16.41787		
Total	88.5909	22	11.85090		

As shown in Table 6, there is a statistical difference when comparing students' quality of life with how they spend their leisure time [F(4,267) = 2.705, p = 0.031]. The quality of life of students who spend their free time sitting with their friends (X = 95.1207) is higher than students who spend their free time exercising (X = 91.2766), students who prefer to read books (X = 87.5660), and finally students who spend their free time walking (X = 87.3556).

Table 7: The Relationship between Time to Arrive in Turkey and Quality of Life

	Mean	N	S.D.	F	Sig.
0-2 Years					
Years2-5	91.2634	186	15.04266	2.218	.111
More than 5 years	87.5000	68	13.10064		
Total	94.0556	18	15.58835		

As shown in Table 7, there is a statistical difference in the quality of life of students when compared to the period when they arrived in Turkey [F(2, 269) = 2.218, p = 0.111]. The quality of life of students who have spent more than 5 years (X = 94.0556) is higher than students who have spent 0-2 years (X = 91.2634) and finally students who have spent 2-5 years (X = 87.5000).

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Table 8: Relationship between Well-Being and Quality of Life

	Mean	N	S.D.	F	Sig.
bad					
Normal	86.1304	23	9.46911	2.293	.078
Good	90.5263	152	12.83721		
Very good	92.3077	91	18.21824		
Total	79.5000	6	7.06399		

As shown in Table 8, there is a statistical difference when comparing students' quality of life to their level of well-being [F(3, 268) = 2.293, p = 0.078]. For students with a good level of well-being, the quality of life (X = 92.3077) is higher than for students with a normal level of well-being (X = 90.5263), students with a bad level of well-being (X = 86.1304), and finally students with a very good level of well-being (X = 79.5000) respectively.

Discussion

In this section, the results of a study on the quality of life of foreign students enrolled in the Faculty of Sport Sciences at Tigris University and foreign students enrolled in other colleges were discussed.

When examining the averages related to the quality of life by colleges, it is clear that students in the College of Engineering and the School of Business have higher averages. A significant difference has been observed among students from higher colleges. In other studies conducted in this area, similar results have been found in terms of relationships with faculty. Sirgy, Grzeskowiak, and Rahtz (2007) conducted a college-based study, focusing on the close relationship between a student's perception of quality of university life.

A statistically significant difference was found between the levels of university quality of life of male students by gender. Based on this result, it can be said that they find it more positive. The results of this study differ from those found by Doganay and Sari (2006) in their study to determine the quality of university life of students of Gükurova University, as they found no statistically significant difference between the sexes. Salıcı (2010) conductedA study on physical education and sports students at Düzci University concluded that there was no statistically significant difference between the sexes. The reason for the significant gender difference in this study may be the difference in the profiles of students at the university. Low (2000) and Ren (2009) found that the level of satisfaction of female students with their university life differed significantly from the level of student satisfaction. In another study (Hayri et al., 2017), no

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statistically significant difference was found between the level of satisfaction of male and female students and their quality of life.

The presence of statistically significant differences in the preparatory stage was determined based on the educational status of the students and their quality of life. This is due to the fact that these students did not start studying at university. This is different from the study conducted by Hayriye (2017) which showed that there was no statistically significant difference between quality of life and educational status.

It is about the satisfaction of international students with life and their change of residence. There were statistically significant differences. It was found that students living in a home were more satisfied. This is also important. These results are also consistent with the study of Akyol, 1993 akt. Vara ,1999 akt. Geçen, 2008) (Myers, 1995)The students' satisfaction with life in the housing and shelter questionnaire was assessed for students living in homes. Students living in student dorms were more satisfied with life. Similar results were reached for students living in dorms. The effect of the living environment on life satisfaction: This result has been recorded in other studies (Fouberg ve Tepper, 1997; In addition, both outcomes are consistent with expectations, and support each other in terms of factors that affect students' quality of life.

When comparing students' life satisfaction scores with how they spent their free time, a statistically significant difference was found in their life satisfaction scores based on how they spent their free time. This difference was largely in favor of exercising and then sitting with friends. Exercise helps people relax physically and mentally. Due to its effect on reducing stress, exercise is believed to affect their life satisfaction. This finding is consistent with the study of Ergin et al. (2011) which indicated that life satisfaction levels in sports practitioners are higher than non-practitioners. The result of the study (Yavuz, 2019) supports the result of the current study, as there is a statistically significant difference between life satisfaction levels and exercise.

When studying the averages related to quality of life according to the length of stay in Turkey, it was observed that there was no statistically significant difference between the quality of life and the length of stay in Turkey. This means that life satisfaction and quality of life are not affected by the length of stay. A study conducted by Firat (2019) indicated that the satisfaction of foreign students did not increase over time. Firat's study showed results similar to ours.

It was found that there was no statistically significant difference between quality of life and level of well-being. The majority of students rate their level of well-being as normal and good. In a study conducted by Demirel and Harmandar (2009) to identify factors that may be a barrier to university students' participation in recreational activities, they found that 56.6% of university students participating in the study have a normal level of well-being, while 30.6% of them have a

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good level of well-being (Demirel and Harmandar, 2009; Özşaker (2012) also found in his study that the level of well-being of young people is 54% of the normal level of well-being and 26.8% of the level of good well-being (Özşaker, 2012; 128). The results of the studies conducted are consistent with the results of our study.

As a result, the quality of life at the university has been found to vary according to the faculties, gender, educational status, place of residence, and how to spend leisure time, and there are no statistically significant differences depending on the presence of a disease, the time of arrival in Turkey, or the level of well-being. It is important to conduct studies in this direction in order to improve the quality of life of foreign university students.

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