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Investigation of School Kindness and Student Covitality Among Syrian Refugee Students, Turkish Internally Displaced Students and Natives at Turkish Primary Schools: The Case of Bursa*

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Abstract. The purpose of the present study was to investigate school kindness and student covitality in Turkish primary schools which hosting Syrian refugee students. The study was carried out with 493 students (22,70% Syrian refugees, 11% Turkish internally displaced, 65,70% native). The School Kindness Scale (SKS) was used to measure school kindness. Additionally, the Positive Experiences at School Scale (PEASS) was used to measure student covitality. In this research, firstly, SKS and PEASS scores across gender and immigration groups (refugee, Turkish internally displaced, native) were compared by using independent samples t-test, ANOVA, and Kruskal Wallis H test. Secondly, the predictive role of school kindness on student covitality was examined through simple linear regression analysis. Results showed that, females scored significantly higher than males on both SKS scores [t(449.55)= 1.89, p=.01] and PEASS scores [t(491)= 3.15, p=.00]. No significant differences were found on SKS scores [F(2;487)= 2.03, p=.13] and PEASS scores [$\chi 2$ (2)= .98, p= .61] among the three immigration groups . Finally, school kindness was found as a significant predictor of student covitality.

Keywords: Primary school, school kindness, student covitality, Syrian refugees.

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1. INTRODUCTION

Since the beginning of the Syrian Civil War in March 2011, millions of Syrian people migrated from their home country to various countries of the world. Among the main host countries, Turkey is the most affected country by this massive wave of migration, in political, social, and economic terms (Bircan & Sunata, 2015). This is because it hosts the largest number of Syrian refugees globally (Yavcan & El-Ghali, 2017). According to the data gathered from the Ministry of Interior Directorate General Migration Management in 2019, above 3.6 million refugees were resettled in Turkey. About 40 percent of these refugees are under the age of 12 (Sirin & Rogers-Sirin, 2015).

By the "Temporary Protection Regulation", temporary protection status is given to the refugees who were (1) forced to leave their country, (2) cannot return to the country they left, (3) crossed Turkish borders en masse or individually, and (4) foreigners without international individual protection (Temporary Protection Regulation [TPR], 2014). Syrians who under temporary protection in Turkey, have fundamental rights including health care services, education, and social assistance. Among these rights, education has special importance in dealing with the refugee crisis, especially for the young refugees (Sinclair, 2001). Education has a number of benefits in protecting the immigrant children and adolescents from the risk of abuse and ill-treatment, reducing their psychosocial problems, and contributing to their psychosocial development (UNESCO, 2011; Nicolai & Triplehorn, 2003). Improving the educational opportunities of refugee students gives them hope and foster a sense of normalcy (Beste, 2015; Nicolai & Triplehorn, 2003), reduces their psychosocial impact of displacement and trauma (Sinclair, 2001), and provides emotional and physical support to them (Charles & Denman, 2013). By the presence of adult supervision and a structured schedule at schools can protect refugee children from joining harmful activities (Sinclair, 2001). Moreover, the schooling of refugees can prevent child labor and early marriages (Watkins & Zyck, 2014).

While many studies point out the benefits of education for refugee students, another group of studies mention some risks in education systems for these students. According to the findings of several studies conducted on Syrian refugee students in different host countries, these students are at much higher risk for dropping out and underachievement than their native peers (Azar; 2014). Even though they do not drop out and continue to school, shortages in resources (e.g., books and trained teachers in addressing the needs of traumatized refugee students) may limit their schooling experiences (Watkins & Zyck, 2014). Additionally, Syrian students reported marginalization, bullying, and acts of violence in schools (UN High Commissioner for Refugees [UNHCR], 2013).

Therefore, it is an important issue for the countries hosting Syrian students to increase educational opportunities for these students and to eliminate risks within their schools and education systems. The Turkish government has been giving Syrian students the right to study in the same public schools and classrooms as Turkish students since 2014.

In the Turkish education system, the Turkish Ministry of National Education (MoNE) governs education in the country. Every citizen has the right to free education and the duration of compulsory education is twelve years. Syrian students have also the same educational rights as Turkish children in Turkish schools. Additionally, the MoNE, by the financed of the European Union, started a project entitled "Integration of the Syrian Students with the Turkish Education System", in October 2016, to handle the language barriers of the Syrian students in Turkish schools. Within the scope of this project, teachers were employed in schools and temporary education centers to improve the Turkish language skills of Syrian students (MoNE, 2016).

Problems experienced by the Syrian students attending Turkish schools were pointed out in recent literature. Academic underachievement (Aydin and Kaya, 2017), self-esteem and friendship problems resulting from missed years of school (Human Rights Watch, 2015), language problems (Deniz, Hulur & Ekinci, 2016) and social exclusion (Platform of watching for Asylum Seekers Coming From Syria to Istanbul, 2013) are among the reported problems. In addition, problems regarding the physical environment of classrooms in crowded settlement regions, low schooling rates, curriculum problems, shortages or inadequacy in educational materials, lack of coordination among institutions, social acceptance, and adjustment problems are reported among the problems experienced by these students in schools (Gencer, 2017). However, despite all these problems, Kanak and Ozen (2018) reported that Syrian refugee adolescents have positive hope for the future.

Despite all barriers that Syrian refugee students faced in schools, it is obvious that Syrian refugee children should benefit from the improving power of schools. In the literature, refugee children and their families were reported to need a sense of security, belonging, and opportunity for a better future because of the traumatic effects of war and migration they experienced (Sirin & Sirin-Rogers, 2015). Education can stabilize their unsettled lives and provide them "safe spaces for new encounters, interactions, and learning opportunities" (Matthews, 2008: 31-32). By creating a positive school culture and climate, it could be possible to provide solutions for some of the problems, although not all, that these students face at schools.

In this study, two factors that are thought to develop a positive school environment were examined in primary schools with a significant Syrian refugee student population. The first of these two factors, student covitality is conceptualized as the synergy resulted from the association of some character strengths. In this context, Furlong, You, Renshaw, O'Malley and Rebelez (2013) introduced the term 'student covitality' and they based it on the fact that the co-existence of certain positive characteristics is a more predictive concept than the existence of positive character features alone. Three different forms were developed as primary, secondary and higher education within the scope of The Social Emotional Health Survey System in order to measure the student covitality that they defined (Furlong, Dowdy & Nylund-Gibson, 2019). The Positive Experiences at School Scale (PEASS), which they developed for primary level, measures student covitality as a combination of gratitude, zest, optimism and patience character strengths.

Student covitality have strong relationships with psychological resilience (Telef & Furlong, 2017), feeling safe at school (Furlong et al. 2013), and school connectedness (Renshaw, 2017).

The second factor examined, school kindness, represents the institutional environment that is formed as a result of kind attitudes and behaviors (Binfet, Gadermann & Schonert-Reichl, 2016). It has been reported that this term is significantly associated with school attachment (Oguz-Duran & Kaya-Memis, 2017), student psychological and emotional well-being (Kaya-Memis & Oguz-Duran, 2019), resilience, life satisfaction (Yurdabakan & Uz-Baş, 2018), empathy, social skills, and peer acceptance (Binfet et al., 2016).

Both student covitality (Furlong et al., 2013; Renshaw, 2017) and school kindness (Binfet, et. al. , 2016; Kaya-Memis & Oguz-Duran, 2019; Oguz-Duran & Kaya-Memis, 2017; Yurdabakan & Uz-Bas, 2018) have positive associations with many positive factors contributing to students' emotional and social development. Although the importance of these two variables has been reported separately in previous studies, their relationship with each other has not been investigated before. Also, considering the psychosocial needs of Syrian students such as security and sense of belonging caused by their immigration and war experiences (Şirin & Şirin-Rogers, 2015), it can be concluded that concepts such as feeling belonging to the school, school climate, and positive development are important for these students. For this reason, considering its relationship with many positive variables such as feeling safe at school (Furlong et al., 2013), school connectedness (Renshaw, 2017), positive development, and well-being (Arslan, Renshaw, 2018), it seems important to investigate student covitality. Similarly, considering the relationship between school kindness and school attachment (Oğuz-Duran & Kaya-Memiş, 2017), student psychological and emotional well-being (Kaya-Memiş & Oğuz-Duran, 2019), peer acceptance (Binfet et al., 2016), it was considered important to research this concept with Syrian students. In order to determine the current situation and to apply the right interventions, it is also important to compare student covitality and perception of school kindness among the Syrian refugee, domestic migrant, and non-immigrant student groups. Therefore, this study aims (1) to investigate gender and immigration status effects on both school kindness and student covitality; and (2) to investigate the predictive role of school kindness on student covitality among Syrian refugees, Turkish internally displaced and native primary school students.

2. METHOD

The Study Group

This study was carried out with elementary-age children enrolled in Turkish elementary schools located in the central district of Bursa, in the 2018-2019 academic year. According to the data of the Immigration Administration General Directorate of the Republic of Turkey in 2017, 24257 Syrian refugee students are educated at schools in

Bursa, and 7873 of them are educated at schools in Osmangazi district (Bursa Provincial Directorate of National Education, personal communication, November 8, 2018). A purposive sampling method, in which the researcher selects the cases with appropriate characteristics for the research, by clusters (Balcı, 2015) was used to determine the study group. This method was chosen because it is the most appropriate method to create subgroups (migration groups in this study) by specifying criteria in sample selection and comparing them. In order to get the best data from these groups, data were collected from the regions where highly emigrated. Starting from the top of the list of "Schools with most Syrian refugee students", 7 state-funded elementary schools were selected for data collection. These schools were located in areas that are also highly emigrated from other regions of Turkey.

Although the first stage of compulsory education in primary schools consists of four years in the Republic of Turkey, all of the students participating in this study retrieved from the fourth-grade level, since there were no valid and reliable measurement instruments in Turkish for both school kindness and student covitality in the first three years of schooling. As a result, a total of 22 classes of students in 4th grade in the participating school district (57.90% of all eligible 4th-grade students) were invited to participate in the study, and usable surveys were received from 493 students. The sample included 226 males (45.80%) and 267 females (54%). The average age of those students who completed the survey was 9.85 years (SD = 1.00) with a minimum of 8 and a maximum of 14. The frequency and percentages of the demographic characteristics of the participating students are given in Table 1.

Table 1

Demographic characteristics of the participant students

Variable	N	**%**
Gender		
Female	267	54.20
Male	226	45.80
Total	493	100
Immigration Status		
Syrian Refuges	112	22.70
Internally displaced	54	11
Natives	324	65.70
Missing responses	3	0.60
Total	493	100

Research Instruments

The School Kindness Scale (SKS)

The SKS developed by Binfet et al. (2016) to measure students' perceptions of the kindness levels of their schools, in the fourth to eighth grade students. It has 5-item and it is a uni-dimensional scale with a 5-point Likert-type ranking. The total score of the scale is minimum 1 and maximum 25. The high scores obtained from the scale show that the kindness of the school is perceived as high by the student. The SKS was adapted into Turkish language by Oguz-Duran and Kaya-Memis (2017). It was found as valid and reliable for third and fourth-grade Turkish students with its original 5-item unidimensional structure. In this study, Cronbach's alpha was found .70. Also one factor explaining 44.47% of the variance was found.

Çalışkan (2019) reported that this scale was valid and reliable for Syrian refugee students in Turkey. It is reported that the sampling adequacy and the appropriateness of the factor analysis were established through Keiser Mayer Olkin measure (KMO=0.64; above the commonly recommended value of .6) and Bartlett's Test of Sphericity ($\chi 2$ = 120, p=0.00, df= 10). Results of EFA validated the original unidimensional structure of the SKS, revealing one factor explaining 46.15% of the total variance. Factor loadings of the 5 items ranged between .78 and .49. Additionally, Cronbach's alpha was calculated to examine the internal reliability of the SKS for the Syrian students. Results revealed good internal consistency (α=.70). Additionally, Cronbach's alpha values for the SKS scores of the Turkish internally displaced and native students were also reported as, .70 and .67 respectively, indicating good internal consistency for both groups.

The Positive Experiences at School Scale (PEASS)

The PEASS was developed by Furlong et.al. (2013) to measure student covitality which means the synergistic experience of well-being that results from the interactions of multiple school-grounded positive traits. The original version of the PEASS has 16-item and it is a four-dimensional (gratitude, zest, optimism, and persistence) scale with 4-point Likert type ranking. The PEASS adapted into the Turkish language by Telef (2016). In this research, the Cronbach's Alpha value for the total PEASS scores was found as .86, whereas Cronbach Alpha values for the four subscales were found as .70, .80, .63, .73 for the gratitude, zest, optimism, and persistence factors, respectively. Additionally, with 14 item, the four factor structure of the scale, explaining 60% of the variance, was validated.

Nevertless, Çalışkan (2019) reported that only a uni-dimensional version of this scale was valid and reliable for Syrian refugee students in Turkey. Therefore, the uni-dimensional version was used in the present study. In same research the sampling adequacy and the appropriateness of the factor analysis were established through Keiser Mayer Olkin measure (KMO=0.86; above the commonly recommended value of .6) and Bartlett's Test of Sphericity ($\chi 2$ = 555, p=0.00, df= 91), indicating the sampling adequacy and the appropriateness of the factor analysis. Unidimensional structure which was found explains 38.11% of the total variance. Factor loadings of the 16 items

ranged between .78 and .36. Also, Cronbach's alpha which calculated to examine the reliability of the PEASS total scores for the Syrian refugee students revealed good internal consistency (α=.87). For the Turkish internally displaced and native participants, Cronbach's alpha values were found as .89 and .83 respectively. Overall, the PEASS was found as valid and reliable with a unidimensional 16-item structure to use with Syrian refugee students.

The Personal Information Sheet

It was developed by the researchers to collect some basic personal information (age, gender, and whether they came to the city by immigration) about the participants.

Procedure

Following the review and approval procedures of the Institutional Review Board of Bursa Uludag University (28/09/2018 decision number 37326), the Institutional Review Board of Bursa Provincial National Education Directorate (16/11/2018 decision number 86896125), and the administrators of the relevant schools, data were collected by the first author with the help of the school counselors in each school, in the autumn semester of 2018-2019 academic year. The instruments were distributed to the students during class hours. Participation was voluntary. Students were informed regarding the aims and measures of the study both with written and verbal instructions. The scales took about 15 minutes.

Data Analyses

After descriptive statistics were calculated, two separate independent samples t-tests were performed to examine gender differences in terms of school kindness and student covitality. ANOVA was conducted to compare the SKS total scores, and the Kruskall Wallis H test was used to compare the PEASS total scores of the three student groups (Syrian refugees, Turkish internally displaced, native). Finally, simple linear regression analysis (SLRA) was performed to examine the predictive role of school kindness on student covitality. Significance levels of .01 and .05 were used for statistical analyses. The SPSS 23.0 was used for all the data analyses.

3. FINDINGS

Findings Regarding the Gender Effects on School Kindness and Student Covitality

Two separate independent samples t-tests were conducted to compare the SKS total scores and the PEASS total scores of female and male students. Levene's test for equality of variances was found not to be violated for the SKS scores (LF=5.16 p=.02), but it was found to be violated for the PEASS scores [LF = 1.24, p=.27]. Owing to this violated assumption, Satterthwaite approximation for degrees of freedom, the most common adjustment used in statistical software was used for the PEASS scores.

Table 2

Results of t-test and descriptive statistics for SKS by gender groups

Group	N	M	SD	df	t	p
Male	226	17.64	4.56	449.55	2.58	.01
Female	267	18.64	3.97			

Table 3

Results of t-test and descriptive statistics for SKS by gender groups

Group	N	M	SD	df	t	p
Male	226	46.10	7.22	491	3.15*	.00
Female	267	48.06	6.59			

Note: Satterthwaite approximation employed to PEASS scores due to unequal group variances. *

As seen in Table 2 and Table 3 there are statistically significant differences between male and female students both in SKS scores [t(449)= 1.89, p=.01] and in PEASS scores [t (491)= 3.15, p=.00]. SKS scores were significantly higher for female students (M=18.64, SD= 3.97) than males (M=17.64, SD=4.56). Similarly, PEASS scores were significantly higher for female students (M=48.06, SD= 6.59) than males (M=17.64, SD=4.56). Therefore, females tend to perceive higher school kindness and have higher school covitality than males.

Findings Regarding the Effects of Immigration Groups on School Kindness and Student Covitality

Since the homogeneity of variances assumption was met for the SKS scores (LF = 2.58; p=.11), but not for the PEASS scores (LF = 6.31; p=.01), one-way ANOVA was conducted to compare the SKS total scores, and Kruskall Wallis test was used to compare the PEASS scores of the three groups of students.

Table 4

Results of ANOVA for SKS by immigration groups

	Sum of Squares	*df*	Mean Square	F	p	Significant Difference
Between Groups	73.98	2	36.99			
Within Groups	8864.96	487	18.20	2.03	.13	___
Total	8938.94	489				

SKS: The School Kindness Scale

Table 5

Results of Kruskal Wallis H test for PEASS by immigration groups

	N	Mean Rank	*df*	Chi-Square	p	Significant Difference
Syrian Refugee	112	239.18				
Internally Displaced	54	232.63	2	.98	.61	___
Native	324	249.83				

PEASS: The Positive Experiences at School Scale

As seen in Table 4, results of ANOVA showed that there is no statistically significant difference at the p<.05 level in SKS scores among the three student groups [F(2;487)= 2.03, p=.13]. Similarly, as seen in table 5, there is no significant difference at the p<.05 level in PEASS scores among the three student groups [X2(2)=.98, p=.61] statistically. Overall, these results revealed that, whether they are Syrian refugees, Turkish internally displaced, or Native, all students in Turkish primary schools reported similar levels of school kindness and student covitality.

Findings Regarding the Predictive Role of School Kindness on Student Covitality

Simple linear regression analysis was used to examine the predictive role of school kindness on student covitality, using total SKS scores as the independent variable and total PEASS scores as the dependent variable. Before starting the regression analysis, the sufficient sample size, outliers, normality, linearity, and equal variances assumptions were controlled to determine whether the variables entered into the study met the regression assumptions. In light of all these data screening procedures, it was decided that the variables were suitable for regression analysis. The results of the analyses are presented in Table 6.

Table 6

Simple Linear Regression analysis for SKS and PEASS

Predictive Variable	Dependent Variable	*B*	R	R^2	F	p	t
SKS	PEASS	.50	.309	.096	52.01	.00	7.312

As seen in Table 6, a significant regression equation was found [F(1;191)=52.01, p =0,00]. The R2 value was 0.096, explaining 9.6% of the variation. Overall, according to this result, student covitality is predicted by school kindness in Turkish primary schools

that hosting Syrian refugee students, Turkish internally displaced students, and Native students.

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

In this study, firstly, gender differences in both school kindness and student covitality were examined. Significant differences were found in both scores, in favor of female students, indicating that females perceive higher kindness in their schools and they report more covitality than their male counterparts. This result is consistent with the studies indicating gender differences in favor of female students in school kindness (Binfet, et.al, 2016, Yurdabakan & Uz-Bas, 2018), and student covitality (Furlong et. al., 2013; Ito et.al., 2015; Telef, 2016). Furlong et al. (2013), reported significantly higher scores for females in three sub-dimensions except for optimism (gratitude, zest, and persistence) of student covitality. Similarly, in the Turkish adaptation study of the PEASS, Telef (2016) reported this meaningful difference in all four sub-dimensions in favor of females. Unlike these studies, no difference was found between genders in Chinese version of PEASS (Wang, Yang, Jiang & Furlong, 2017). Also, Lee and Huang (2021) found no difference between genders in their study on school kindness.

Secondly, differences among Syrian refugees, Turkish internally displaced students, and native students were investigated in terms of school kindness and student covitality. No significant differences were found among the groups on both two scores. Maybe one of the most important findings of this study was that finding regarding the three groups of students' comparisons. Similarly, in the literature with this subject, Renshaw (2017) found no difference between African Americans and Latinos in his study on student covitality. Nevertheless, neither school kindness nor student covitality was previously investigated in any study on Syrians or Syrian refugee students. Therefore, the finding of this study on the Syrian refugee students' scores is a contribution to the literature on this population.

In the interpretation of this finding, the findings of the studies examining the impact of immigration on various psychological variables could be utilized. For instance, the Immigrant paradox is a general concept that using to explain the greater achievement among immigrant children compared to their native counterparts (Hofferth & Moon, 2016). Alegria et. al. (2008), used this concept in their study to explain the fact that Latin immigrants who came to the United States have a lower rate of anxiety and substance use than Americans. However, Takeuchi, Alegria, Jackson, and Williams (2007) reported that this paradox could not be generalized to all immigrants, since different results were gathered for groups of different origins, in their study on Latino, Black, and Asian immigrants. Based on the immigration paradox, although the literature shows negative results on various psychological variables for Syrian refugees (eg. Ceri & Nasıroglu, 2018), it would not be correct to think that Syrian refugees will score less in this study because of their immigration. According to the findings of this study, it was seen that

Syrian refugee students did not perceive less kindness at their schools, and they did not report lower student covitality which is a total score composed of their gratitude, zest, optimism, and persistence tendencies. None of the migrated groups which were examined in this study (neither the Syrian Refugee group nor the internally displaced Turkish group) reported higher scores on school kindness or/and on student covitality than the native students. Also, none of them reported lower scores than natives.

In addition, the findings of this study suggest that there are no differences between Syrian refugees, Turkish internally displaced students, and native students in terms of the two measured variables. This finding may be interpreted as an indicator of the positive environment for the students in their schools. Especially, the positive teacher attitude towards Syrian students in Turkey (Aydin & Kaya, 2017) may be one of the possible reasons for this positive school environment. This positive attitude and willingness to help Syrian students will have positive effects on the adaptation and well-being of these students. In this study, it was seen that Syrian students mostly rated the 4th item "My teacher is kind" of the SKS as 4 or 5, indicating a positive attitude towards their teachers. Additionally, the seven schools, where the participants of the study retrieved from, selected from the top of the list of "Schools with most Syrian refugee students" in the district. These schools were located in areas that are also highly emigrated from other regions of Turkey. Therefore, none of the three groups of the study might be disadvantaged in those schools, due to the high level of adaptation of Syrian refugees, similar socioeconomic and socio-cultural levels of most students, and the high multicultural capabilities of their teachers.

As another explanation for the similar scores among the Syrian refugees, Turkish internally displaced students, and native students, results of satisfaction with life studies among immigrants could be utilized. Life satisfaction is a topic studied more frequently among immigrants. In a study conducted with immigrants in Canada, it was found that the immigrants' life satisfaction scores are higher than those in the country they came from and the same as Canadian citizens (Frank, Hou & Schellenberg, 2016). Senik (2014) argued that this difference in life satisfaction may not be due to migration but may be due to cultural characteristics. Therefore, it is thought that the perception of school kindness and student covitality may have been affected by cultural characteristics and experience factors other than the migration phenomenon.

Finally, in this study school kindness was found as a significant predictor of student covitality. This finding shows that as the students perceive more kindness in their schools, their covitality also increases. Considering that student covitality is the sum of the gratitude, optimism, zest, and persistence tendencies of the students, when students perceive their school (peers, classmates, and teachers) as kinder, they feel more grateful, optimistic, persistent, and zest. This finding is consistent with the earlier literature showing the relationship between school kindness and school climate (Yurdabakan & Uz Bas, 2018), peer acceptance (Binfet, et. al., 2016), empathy (Binfet, et. al., 2016), social skills (Binfet, et. al., 2016), school attachment (Oguz-Duran & Kaya-Memis, 2017),

psychological and emotional well-being (Kaya-Memis & Oguz-Duran, 2019), resilience (Yurdabakan & Uz Bas, 2018) and satisfaction with life (Yurdabakan & Uz Bas, 2018). These findings point to the importance of intervention by school counselors to create a culture of kindness in their schools.

To conclude, this study showed the predictive role of school kindness on student covitality in primary schools, hosting Syrian refugees, Turkish internally displaced children, and native students. Additionally, results revealed that male students are more disadvantaged in terms of both school kindness and student covitality. School counselors may consider these findings, and conduct studies to increase kindness in their schools. They may also conduct studies to increase student covitality, especially for male students. If schools become the places where children can perceive more kindness and experience more positive experiences that result in student covitality, it will be possible to increase their school attendance as well as their psychological well-being.

This research was conducted only in schools in one district due to accessibility conditions. The situation of refugees in different regions and the environmental characteristics of the region where they are settled may make a difference. For this reason, it may be suggested to researchers to repeat the research in a wider area and to make comparisons according to regions. Also, in this study, data could be collected only from primary school fourth grade students due to the lack of measurement tools. Developing appropriate measurement tools at other levels of primary school and collecting data from these levels and including them in the evaluation will yield a more comprehensive result. In addition, additional variables that reveal factors such as the level of traumatic experience, family attitude, economic status, and educational status of the family can be included in the study in order to better understand how children are affected by migration in future studies.

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