

Attachment of Foreign Students to the City of Famagusta

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Submitted to the
Institute of Graduate Studies and Research
in the partial fulfillment of the requirements for the Degree of

Master of Science
in
Urban Design

Eastern Mediterranean University
June, 2014
Gazimağusa, North Cyprus

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ABSTRACT

Place attachment is defined as a significant relation between people and their surrounding environment. It has certain characteristics about different aspects of people and place. The study tried to investigate about different dimensions of place attachment among foreign students who are living in Famagusta city during their undergraduate and/or post-graduate education. Famagusta is one of the most important city of Northern Cyprus since a high portion of its residence are foreign students. It is aimed to show in this study that how different groups of students from different socio-cultural background, develop different patterns of attachment to the city. In addition, it is attempted to find out influencing factors that increase attachment of students to their new environment. 150 students from the Eastern Mediterranean University have been surveyed by using a close- ended questionnaire. These participants were selected randomly from all of the Bachelor, Master, and PhD levels that were from Iran, Nigeria and Turkey. Through the questionnaire it is examined how length of residency, satisfaction from existing facility, sharing social and cultural elements, communication skills and etc. affect the attachment of students to the city. The evaluation of data indicates that development of attachment depends on many social variables and spatial dimensions. The findings showed that among these nationalities Turkish students have the highest degree of attachment to the city.

Keyword: Sense of attachment, place identity, satisfaction, foreign students

ÖZ

Yer bağıllığı kavramı, bireylerin etrafındaki çevreleri ile kurdukları özel ilişki olarak tanımlanmaktadır. Bu özel ilişkide, hem bireyler hem de çevre ile ilgili özellikler önem taşımaktadır. Bu çalışmanın amacı, lisans ve/veya lisansüstü eğitimini tamamlamak amacıyla Gazimağusa şehrinde ikamet eden yabancı uyruklu öğrencilerin, şehir ile kurdukları yer bağıllığı duygusunun çeşitli boyutlarını araştırmaktır. Kuzey Kıbrıs'ın önemli şehirlerinden biri olan Gazimağusa'da ikamet edenlerin çoğunluğunu yabancı öğrenciler oluşturmaktadır. Çalışmada, farklı sosyo-kültürel kökenlere sahip öğrencilerin, ne şekillerde farklı bağıllıklar geliştirdiklerini tespit etmek amaçlanmıştır. Buna ek olarak, öğrencilerin yeni çevrelerine karşı hissettikleri bağıllık duygusunu artıran faktörlerin araştırılması da çalışmanın amaçlarından birini oluşturmaktadır. Doğu Akdeniz Üniversitesi'nin 150 öğrencisi ile kapalı uçlu anket çalışması gerçekleştirilmiştir. İran, Nijerya ve Türkiyeli olan bu öğrenciler, Lisans, Yüksek Lisans ve Doktora seviyelerinden rastgele seçilmiştir. Gerçekleştirilen anket çalışmasında, öğrencilerin ikamet süresi, çevredeki imkanlardan memnuniyetleri, sosyal ve kültürel paylaşımları, iletişim becerileri gibi faktörlerin, şehre olan bağıllıklarının ne derece etkili olduğu sorgulanmıştır. Elde edilen sonuçlar göstermektedir ki, yer bağıllığı, birçok sosyal değişken ve çeşitli mekansal boyutlar doğrultusunda gelişmektedir. Bu veriler doğrultusunda, yapılan çalışmada, söz konusu öğrenci grupları arasında, şehre en fazla bağıllık gösteren grubun Türkiye'den gelen öğrenciler olduğu ortaya konmuştur.

Anahtar Kelimeler: Yer bağıllığı, yer kimliği, memnuniyet, yabancı öğrenciler

To My Lovely Family

ACKNOWLEDGMENTS

I am really indebted to the kindness of my supervisor, committee members and my family that without their support I would never been able to do this research.

I am especially grateful to my thesis supervisor, Asst. Prof. Dr. Ceren. Bogac, for her help, advice, and constant guidance in doing this study. It has been an honor to be her student.

I deeply thanks to my committee members Assoc. Prof. Dr. Beser Oktay and Asst. Prof. Dr. Nazife Özay for their valuable time that allocated to read my thesis and providing useful proposal.

Moreover biggest thanks to my mother, father and sister because of their constant emotional and financial helps during my education.

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Chapter 1

INTRODUCTION

Every year, many students commence their education and step into universities. For them, university is as a bridge for departing home and embracing society and beside that, it provides them an arena for gradual adaptation, and integration with society. This transition brings new opportunities of personal and social developments for students (Chow & Healey, 2008). It also combines some confuse emotions and attachments that are profoundly connected with students' living environments and from the human geography and environmental psychology is referred as place attachment.

Recently, place attachment has become an attractive subject for studies (Giuliani, 2003; Low & Altman, 1992). Part of this interest originated from the consciousness that person–place connections have become frail because of the globalization, which has increased the mobility and environmental problems both of which threaten our relationship with places that are important for us (Relph, 1976). Moreover, place attachment is valuable to investigate since its pertinence to many other processes. For example, the study of place attachment as an emotional connection leads to better understanding of the hardship and sadness experienced by those who are obliged to relocate (Fullilove, 1996). Consequently, the study of place attachment benefits immigration (Ng, 1998), mobility (Gustafson, 2002), and disaster psychology researches (Brown & Perkins, 1992).

As noted by Pitkethly and Prosser (2001), it seems that universities should understand students' experiences as they have significant effects on the performance of students on campus and their behavior in the society. As one of the most important experiences of students in Famagusta, North Cyprus, is the sense of attachment.

1.1 Definition of the Problem

The Island of Cyprus, which was a united states until 1974, has been divided into a dichotomy. One part is located in the southern geography of the Island, the Republic of Cyprus that is mostly inhabited by Greek Cypriots, and another part, which populated by Turkish Cypriots, namely, Turkish Republic of Northern Cyprus, is situated in the northern lands. The separation was mainly a direct result of the internal conflicts of 1974. Consequently, cities and rural areas, which were the habitat of both Turkish and Greek people, fragmented depending upon which group is the majority population in the area. While the separation still had not accepted wholly by international communities to some extent, supported by the accessories of Turkey, the Turkish Cypriots created its own governing organizations (Bogac, 2009).

Nowadays, the North Cyprus is completely a separate state and is governed independently. Since 1974, the Northern part has embraced considerable economic growth and developments mainly due to its tourism industry and the presence of five universities. These universities, especially the Eastern Mediterranean University that is the biggest one and located in Famagusta, play an important role in the local economy and the creation of this significant growth.

The Eastern Mediterranean University (EMU) has about 16.000 students, approximately half of the town's population. Although these universities provide an important participation in the economy and social and cultural activities of the cities in which they are situated, however, the contribution of EMU to Famagusta is the most significant one. According to Onal, et al., 1999, the establishment of EMU has triggered new growth and developments trends in the city. The establishment of the university in 1986 led a huge influx of foreign students to come to the city (Okday, 2005). Furthermore, according to the university administrative, organizational, and financial shape, it is most important organization in the island.

The population of the students and other staffs of the university have grown to more than 16,000 from 67 different nationalities especially from Turkey, Nigeria and Iran since then. The total population consist of, 14,200 students are studying in undergraduate and 1,900 in postgraduate levels respectively (Eastern Mediterranean University, 2013-2014).

One can claim that the student population of the city do not only have an economical contribution to the city, but also during the last three decades this population has also had an impact of social life of the city. Specifically, since worthwhile population of students generally lives in the Famagusta about four years, it is a matter of question what kind of attachment patterns they develop during their stay in the city.

Although the city provides unique historic environment, beautiful seashores and highly developed university activities, after the division of the island Famagusta has been into a problematic city development process. Today the city has been divided into four main areas; The Walled City, Aşağı Maraş (Kato Varosha) region, The Maraş (Varosha)

forbidden zone of the region, and the newly developed quarters to the north-west axis of the Walls (Cobham, 1969). Unfortunately these areas are highly isolated from each other. For example, the only way of passing from the Walled City to the newly developed quarters is the Fevzi Çakmak Boulevard. As a result, students cannot access to the whole of the Famagusta, conveniently. The whole city suffers from the lack of an established road networks that facilitate the movement of people inside it. Those separately developing areas within the city also have little access to each other.

Therefore this study is aimed to measure the degree and the form of place attachment among those students of Eastern Mediterranean University who were mainly represented in three groups (Turkish, Iranian, and Nigerian). The attachment patterns of these students could later answer related questions about the sense of attachment of students of other universities of the Island.

1.2 Aim and Objectives of the Study

The aim of the research will be measuring the degree and form of place attachment of the foreign students, which are mainly represented in three groups (Turkish, Iranian, and Nigerian), to the city of Famagusta.

The objectives of the study are three fold:

- To determine the degree of attachment of the students to different parts of the Famagusta city (recreational, historical, commercial and mix use areas).
- To determine popular spots of the city visited by students and examine place attachment patterns in those locations
- To determine the relation between place attachment and identity

1.3 Methodology of the Study

In this study a quantitative research method is used in order to gather related data which its main focus is on 'Close-ended questionnaires'. The data gathering efforts were confined to the Famagusta and were mostly based on three main groups of students (Iranian, Turkish and Nigerian), who studying at the Eastern Mediterranean University. From each nationality 50 students surveyed.

The methodology of the thesis is as follow:

In the first chapter an overview of the problem of the research and its aim is provided.

Second chapter review the existing literature about the place attachment studies and its related dimensions including physical, social, and cultural. Moreover, it discusses about satisfaction and place attachment.

Chapter three offers information about physical and social features of Famagusta which is the case of the research.

Finally, chapter four according to the analysis of collected data concludes about the attachment of students to the Famagusta. In the table 1, a graphical representation of the methodology of this study has been shown:

Table 1. Scheme of methodology of the study (Salmani, 2014)

Chapter 1	<ul style="list-style-type: none">• Introduction• Definition of problem• Aim and objective of the research
Chapter 2	<ul style="list-style-type: none">• Literature review about place attachment studies• Related factors to attachment (Cultural, social, physical)• Attachment and Satisfaction
Chapter 3	<ul style="list-style-type: none">• Information about the case of the research• Methodology of research• Empirical results
Chapter 4	<ul style="list-style-type: none">• Conclusion and Recommendation

Chapter 2

THEORIES OF PLACE ATTACHMENT

In the following sections studies about place attachment has been presented. First, the terminology of place, attachment and place attachment has been discussed by referring to the main scholars. Then, an overview of the dimensions of place attachment within the content of these researches has been introduced. Furthermore, various dimensions of place attachment such as social, physical and cultural have been slightly covered. Moreover, the overlapping concepts regarding to the place attachment studies, such as place identity and place dependence, has been clarified. Finally, a list of studies about the relationship of place attachment and satisfaction has been presented.

2.1 Place Attachment Studies

According to John Bowlby (1979), theory of attachment was first scrutinized in the context of the relationship of parents with infants. The “emotion-laden target-specific bond” that establishes between human being and a specific person or a physical object is explained as attachment. These connections might be very strong or delicate. Bowlby, (1979) interpreted attachment as a basic human need for safety and survival.

Nowadays, the significance and pertinence of the attachment theory has become more complicated than the simple developmental infant-parent relationship context and many different fields such as consumer behavior, neighboring, and marketing have investigated in this regard. Bowlby (1979) followed the observation of the infant-mother relationships, laid the foundation for the critical examination of attachments

that has rose above the parent-infant bond to embrace other context such as adult relationships (Hazan and Shaver 1994), social friendships (Wiess 1973), possessions (Belk 1988), places (Kyle, et al., 2004), social environment (Milligan 1998) and homes/neighborhoods (Hidalgo and Hernandez 2001). Now, the theory includes a broad domain with consideration of application, encompassing bonds to individuals, places and things. In the following paragraphs a review of the studies about the place attachment has been discussed.

The places in which we occupy and patronize are accompanied with the deepest meanings and very strong sentimental and emotional attachments. According to Relph (1976) everyone has a deep association and consciousness of the place to where he/she born, grew up, live, or even had a transitional experiences. This association and cognition feeds both the individual and cultural identity and security. There are some studies about the components and aspects of emotional attachment. Some of these researches include 'place attachment' (Altman & Low, 1992), 'place identity' (Proshansky, et al, 1983) and 'sense of place/ rootedness' (Relph, 1976; Tuan, 1980).

Humanistic geographers claim that a connection with a meaningful place is a global emotional relationship that satisfy basic human requirements (Tuan, 1974; Relph, 1976).

Proshansky, et al. (1983) and Altman & Low (1992) have considered a complex and multifaceted definition for place attachment which combines several facets of people and place relationships, including behavior, affect and cognition that are the central principles to the concept. People establish sentimental relationship with places to

increase their satisfaction, as places authorize control, encourage innovativeness and supply the chance for confidentiality, safeties and tranquility (Altman & Low, 1992).

Hummon (1992) stresses that the sense of attachment involves both an interpretive perspective and an emotional reaction to environments. However, the author further argues that in today's personal and social life, emotional elements dominate and the perceptions of what places are like are embedded in a sentiment, value and some other personal meanings

Altman and Low (1992), definition of the place attachment merely is based on the emotional relationship of people and their surroundings. Furthermore, they state that the attachments should not merely characterize physically using physical entities. The authors claim that it is principally associated with the meanings and experiences that exist in the relationships of people with each other (Altman & Low, 1992).

However, connection also involves evaluation, and more identity related facets as well as objective criteria like length of residency and engagement in the local area and within social relationships (Moore, 2000). Therefore, attachment has embodied people since the social relationships a place represents are fastened inescapably to the attachment procedure.

Jorgensen and Stedman (2001) define place attachment as a specific element of a broader concept which they call 'sense of place'. They claim that the sense could be conceptualized by a three components of affective, cognitive and conative ideas (Jorgensen & Stedman, 2001).

Hay (1998) differentiates the sense of place from the place attachment. The author states that social and geographical concepts of place bonds should be taken into account by the sense of place

Some researchers have proposed this feeling cover the sub-concepts of place attachment, place dependence, and place identity (Hay, 1998; Stedman & Jorgensen, 2001). There are two main dimensions of the concept of place attachment; place dependence and place identity that are explained in the following sections.

2.2 Relations of Place Dependence, Place Identity and Attachment

In the following section, the relationships among place dependence, place identity and place attachment has been discussed accordingly.

2.2.1 Place Dependence

The term place dependence has originated from the context of the attachment theory and is referred as the emotional connection to a place that reduces from the perceived exchangeability of other places (Milligan, 1998).

Similarly, Stokols and Shumaker (1981) considered the perceived intensity of association between people and places as place dependence that includes comparison of the current outcomes with possible outcomes that would be acquired through another place. Correspondingly, Jorgenson and Stedman (2001) referred to the comparison and explained place dependence as a judgment and concern for the extent to which a place serves goal achievement with the consideration of some existing alternatives for the place (Jorgenson & Stedman, 2001).

The authors accentuate the difference between place dependence and other forms of attachment and claim that it could be considered as negative that constraints the

acquisition of valued results (Jorgensen and Stedman 2001). As an illustration, the whole possible alternative places may be negative, but the selected choice might have the least negative outcomes.

From the transactional point of view, place dependence leads people to compare places against alternatives, according to the extent of meeting functional requirements of themselves (Backlund, et al, 2003). Furthermore, past experiences assist people in the alternative evaluation process (Vaske & Kobrin, 2001).

The evaluation process incorporates two kinds of appraisal; first, the quality of the current environment should be evaluated, and second, the excellence of the alternatives would be estimated. Proofs for the place dependence have discovered in place function studies (Kyle, Mowen & Tarrant 2004); visitation and past experience issues (Backlund, et al, 2003) and place attachment model development context (Kyle, Graefe & Manning 2005). In the following paragraphs the second dimension of place attachment that is place identity has been specifically discussed.

2.2.2 Place Identity

Beside the concept of place dependence, place identity is part of the relationship of human being and the surrounding environment (Relph, 1976). Although the term place is the central point in the environmental psychology, its definition should be clarified and distinguish from related concept of space.

According to some researchers (Relph, 1976; Tuan, 1977) place is a meaningful space; however, there is not any consensus about how to define and measure people's connections with various places. Moreover, there is not also a consensus in literature on how to interrelate place identity with place attachment. While, in some researches

(Williams et al., 1992) these two concepts are utilized alternately, occasionally place attachment is considered at the same phenomenological level as place identity (Jorgensen & Stedman, 2001). Sometimes place attachment has been categorized under the idea of place identity (Hernandez & Hidalgo, 2001).

Jacobson and Widding (1983) considered two meanings for identity; first 'sameness' (continuity), and the second 'distinctiveness' (uniqueness) (Jacobson & Widding, 1983). Accordingly, there is a probability that the term of identity whenever used with the term of place, the resulted phrase of place identity combines these two facets. On one hand, place identity may pertain to the distinctiveness and continuity features of the place. Therefore, the 'genius loci' concept which is utilized to explain the unique character of a place (Stedman, 2003), refers to this explanation of place identity. On the other hand, the psychologists' application of the term place identity refers to the features of a person not a place.

According to Proshansky (1978), place identity could be referred to different dimensions of self that explain the human being's personal identity with the consideration of the physical environment. The author's definition of place identity suggests a complicated model of both conscious and unconscious concepts, sensation, merits, aims, favors, abilities, and behavioral inclination relevant to a specific place. Furthermore, remarkable uniqueness characteristics of a place from architectural, historical, or cultural aspects could connect to the concept of self.

Twigger-Ross and Uzzell (1996) referred this connection as the 'place-related distinctiveness'. Based on the authors' studies, place assists an individual to

differentiate between self and others, to keep a feeling of continuity, to establish a positive self-esteem, and to build a sense of self-efficacy.

According to the optimal distinctiveness theory, place identity is different from social identity (Lewicka, 2008).

The theory states that social identity creates when an individual tries to make a scale of similarity into group members and distinguishing from outsiders. Moreover, place carries some information about similarity or distinctiveness that is based on physical or social characteristics. Similarity shows a feeling of association to a place and it could be achieved by comparing the physical characteristics of houses (Lewicka, 2008).

Difference in place identity would result to from distinguishing characteristics such as distinct climate or different landscape and the related connotations. Furthermore, it should be said that attachment might originate from a hierarchy in identity.

For example, a city is a part of a region or country, so local or national identities may affect the relationship with and attachment to the city as a result (Bialasiewicz, 2003).

Sometimes a place could be inevitably significant for individuals; some people may feel attachment to a place since their friends live there, or because they had their best times there, or their predecessors have been living there for a long time (Manzo, 2003). People might also sense attachment since they are an integral component of a place with which they identify. Generally, people establish attachment to a place, according to its position in fulfilling who they are. This attachment might be cognitive or might

completely been unified with the personal definition of self (Lewicka, 2008). Place attachment is the subject of a wide range of studies so it has been defined in various ways. In the following section dimensions of place attachment, personal and place dimensions, have been discussed.

2.3 Place Attachment in Personal and Spatial Context

In the previous sections, two dimensions of the place attachment have been stated and discussed separately. Place attachment is a multidimensional concept with person and place dimensions. According to Scannel and Gifford (2010), people is the first dimension who is attached to a place based on the individual and collective self-meanings. This dimension refers to its individually or collectively determined meanings. The second dimension includes the place which is subject to sense of attachment and its characteristics and nature including spatial level, uniqueness, and the eminence of social or physical components.

2.3.1 The Person Dimension of Place Attachment

Place attachment happens both individually and in the group levels, and though explanation of the phrase inclined to focus one over the other, there may be an overlap. Individually, it engages the personal links a person may have to a place. As an illustration, place attachment is more robust for environments, which stimulate personal memories, and this kind of connection has considered initiated from a steady feeling of self (Twigger-Ross & Uzzell, 1996).

According to Manzo (2005), the meanings of places come from personally significant experiences like accomplishments, individual growth experiences, and important events such as where the meeting with an important person happened.

Although other researchers claim about the integral of place characteristics in the building of place meaning, Manzo (2005) believes that places are not only important facts in this regard, but also the experiences in the place that gives meaning to the place is of greater significance. Similar to Manzo, Low (1992) also argues that in a group domain, attachment includes symbolic meanings of a place that are common in the group members. Some researchers (Fried, 1963; Michelson, 1976) also consider attachment as a community process that groups establish attachment to places in which they may meet, practice, and behave and consequently keep their cultures (Fried, 1963; Michelson, 1976).

2.3.2 The Spatial Dimension of Place Attachment

Probably the most significant dimension of place attachment is the place itself, which has been researched at various geographic levels including a room, a city, or even the world (Cuba & Hummon, 1993). This level has also divided into two levels; first, social level place attachment, and second, physical level place attachment (Riger & Lavrakas, 1981). These two categories have also more investigated at three different spatial levels of home, neighborhood, and city by Hidalgo and Herná'ndez (2001). The authors discovered that the intensity of the attachment vary among these levels of investigation; stronger sense of attachment appeared for the levels of city and home in comparison to the neighborhood levels (Herná'ndez & Hidalgo, 2001). It is also observed that the social dimension of place attachment was stronger than the physical dimension.

Riger and Lavrakas (1981) claim that the social attachment or namely 'bondedness' is composed of social bonds, belongingness to the surroundings, and existence of relationship with other residents, while the physical attachment, or in other words 'rootedness', is prognosticated using the duration of occupation, ownership, and plans

of habitation. Other researchers (Mesch & Manor, 1998) have also proposed integrated physical-social place attachment theories.

Some specific physical characteristics, including quality, closeness, and the existence of facilities and other social necessities affect these relationships (Fried, 2000). Individuals consider various types of places as meaningful; the range is from built places like street, house, and non-residential indoor setting to natural places such as forest, lakes, trails, and mountains (Manzo, 2003).

The degree of specificity of the physical attachment is significant. As a case, Williams et al.'s conducted a research (1992) about attachment to a particular place, which was the Rattlesnake Wilderness in Montana's Lolo National Forest, to find out whether this attachment differs from attachment to a type of places like 'wilderness' or not. Results of this study showed that people with higher place attachment were less enthusiastic to change their place for another while people with wilderness-focused attachment were more willing to see other wilderness areas, and be a part of to a wilderness organization (Williams, et al., 1992).

Studies about place attachment have discovered evidences for both types of attachment; (i) physical attachments, (ii) the interpersonal attachment relationships established within the environmental domain. Besides the dimensions of place attachment, there are some physical, social and cultural factors related to the attachments to place in the studies. These factors and their effects have been explained in detail below.

2.4 Investigation of Related Factors to Attachment

There are some influential factors which play an important role in the connection of occupants and their surrounding environment. Social issues including all of the shared relationships and interactions among the occupants, physical issues containing all of the corporeal aspects of place and the created container in which the social interactions occur, cultural issues such as symbols and the history of the environment and occupants, and memories that have been happened in the place and its related experiences all come together in human being's mind to characterize a place that may worth to attach (Daneshpour, et al, 2009). Moreover the length of residency in the location is another significant player in the process of attachment. In the following sections a detailed description of these factors has been provided.

Not only the sense of place attachment is an isolated feeling, but also it is dependent on the behavior and norms that are in the culture of the residence. Cultural issues are among the most influential factors affecting the sense of attachment that have been discussed in the following paragraphs.

2.4.1 Cultural Dimension

Community members, groups and similar cultures share same attachment to the specific place. Attachment to place depends on the activities that people do in their cultural requirements. Generally, culture due to its role in shaping the kind of place preference is impressive on interaction of groups with a place (Newell, 1997).

Culture establish a relationship between its members and a place through common symbols, values, and historical experiences (Rappaport, 1969). Similarly, Altman and Low (1992) believe that various meanings originate from historical happening,

religion, and events and these elements lead to attachment and move to next generation over time. The authors, in this regard, refers to place attachment is initiated from in the context of cultural processes that 6 cultural elements present in this issue:

- Lineage, Lose, Ownership, Looking to the cosmology and Philosophy of being that Caused by the religion view and mythology of a culture.
- Pilgrimages and religions: in relation to those places that have special meanings, such as religious places.
- Narrative: The descriptions and narratives about a particular place that association with the lives people (Altman & Low, 1992).

Places have some symbolic meanings which to some extent help people to find out who they are and as a result are subject to attachment (Marcus, 2006).

Some places have obtained symbolic meanings for specific religious groups over time. As an illustration, Roman Catholics recognize with the Vatican, Jews recognize with the Wailing Wall. Important locations like Mecca or Jerusalem or other places with less significance level such as mosques, temples, churches, shrines, burial sites, are in center of the believes of different religions, and their holy meanings are common among idolizers. Not only do such places seem to bring worshippers closer to their gods, but reverence for, and safeguarding of these places represents their cultural fealty (Williams, 2009).

In addition, place attachment may have religious bases. As Mazumdar and Mazumdar (2004) claim, sometimes religion may lead the meanings of particular places to obtain an elevated holy status. These authors state that religious relationships of place might also be personal and a place could gain incorporeal importance by the way of

individual experiences, similar to epiphany. Hence, not only the cultural and individual levels of place attachment are not autonomous, but also sometimes, they are highly related to each other. While the cultural meanings and values have important effects on the level of personal place attachment, on the opposite direction, these personal experiences within a place may preserve and probably reinforce the cultural place attachment (Mazumdar & Mazumdar, 2004).

People communicate each other within different groups with different characteristics and social behavior. They may establish attachment to the places based on their feelings that are affected by their social context. The features of the social domain have been put forward as follows.

2.4.2 Social Dimension

Generally, environmental psychology considers both of the physical and social dimensions of a place. The second dimension emphasizes on the significance of the position of the community on establishing the sense of attachment. According to Daneshpour, et al (2009), there is need to discuss various levels of this dimension such as community attachment, belongingness, rootedness, and familiarity.

The phrase 'community' is been founded on a systemic pattern of relationship between occupants and their group (Kasarda & Janowitz, 1974). This systemic pattern could be referred to community attachment that is highly associate with personal relations, local social bonds and the communications happens with them.

Urban sociologists claim that place attachment is unavoidably social (Hunter, 1974; 1978; Kasarda & Janowitz, 1974), and in some studies (McMillan & Chavis, 1986) it

is compared with the sense of community, where as in others (Perkins & Long, 2002) it is combined with the sense of community.

There are two kinds of communities in the studies; first, community of interest that individuals are linked through lifestyle and shared penchants and second, community of place that members are linked by means of geographical location (McMillan & Chavis, 1986). As a result, people tend to attach to places, which expedite social associations and community identity. McMillan & Chavis (1986) believe that two factors that found a communal characters for a social group are first, interpretation of themselves as ‘member of the group’, and second, interpretations by others, such as fellow-members and non-members, as ‘belonging to the group’.

Kasarda and Janowitz (1974) utilized a linear population size and density estimation model to compare community attachments. The authors claim that the social connectedness that is established between people over the period of their occupation in a particular place is more effective forecaster of community attachment than population size or density of the community population (Kasarda & Janowitz, 1974).

In addition, Perkins and Long (2002) ascribe to social bonds in places as social connections or the feelings of membership to a group of people, as well as the emotional bonds based on common history, hopes, interests or worries.

For example, some people try to find places in which they share similar aspects of their lives such as race, religion, lifestyle, education, etc. Although the homogeneousness of these aspects among people motivate them to meet and interact more and consequently promote their attachment to place, non-homogeneous social places also

is another factor which enhances experiencing rich social interaction (Marcus & Sarkissian, 1986).

2.4.2.1 Social Ties

Recent researches (Kasarda & Janowitz; 1974, Mesch & Manor; 1998, Brown, et al.; 2004) show that social ties are unquestionable positive predictor of place attachment. Also, favorable social spaces facilitate the process satisfaction and encourage people to informal communications, participation in social activities and so improve the attachment to the place. It is difficult for people to forsake the positive sense of social interactions as far as appropriate amount of attachment have been observed in the unfavorable physical conditions with favorable social factor (Cohen & Shinar, 1985).

Social ties between people are operationalized variety ways:

- A number of friends and familial ties in the living area
- Individual and communal characteristics of place users
- Scope of connection and intimacy among users in the place
- The extent of participation of users in social activities (Brown & Werner, 1985).

2.4.2.2 Sense of Security

Another social factor that affects place attachment is the ‘sense of security’ in the habitat (Lewicka, 2010). Guilt and crime lead social relationships to disrupt and become disorganized which consequently destroy the sense of attachment to the environment.

Sampson and Groves (1989) claim that systematic social disorganization considers irregularity and disruption in relationships as a dimension of social disorganization. Similarly Wu and Tsai (2008) also argue that disorganization in the environment such as crime and guiltiness leads to a high extent of fear and distrust in occupants. They

argue that these fear and distrust prevent occupants from participation in social activities and interactions and even they may change their habitat (Wu & Tsai, 2008).

Brown and et al, (2003) also stress that the feeling of insecurity promotes occupants to escape from social places. The authors state that fear limits the scope of place attachment and shifts the relationships to the individual houses. Occupants who consider their environment as a secure and safe place establish a stronger attachment to it and even they show more willingness of opposition against guiltiness (Brown and et al, 2003). The one of the feature of the social dimension is Place memories that have been discussed as follows.

2.4.2.3 Relationship of Attachment with Place Memories and Experiences

Human memories are basically set of collective memories. What we remember is more based on our embedding in social structures such as (nation, family, etc.) and often less a product of direct personal experiences (Jung, 2011). The human brain memorizes all of the place physical features, memories, experiences, social relationships, friends, and etc. that cumulatively characterize a place in peoples' minds and form its meaning (Peaz & et al., 1997; Lewicka, 2010).

According to the appropriateness of the recorded features, human may establish attachment to the place.

Attachment to place, usually occurs at the long term experience of people with the place and in this process the place could gain various meaning (Gifford, 2002).

Riley (1992) in his studies of place attachment found that attachment to a place arises from the growth and communication that happens in one place, not just in any place.

The researcher claims that we remember the place that is experiencing favorable events on it. Therefore, the place is the part of our experience that can be a symbol of the experience (Riley, 1992).

Marcus (1992) examines the memories of her location. According to the author, based on social interaction, experiences and place around, people create sense of identity within itself. Emotions happen in a place and different people establish their emotional relationships to the place differently. In other words, the relationship between person and the place is an interactive process rather than a cause and effect relationship (Marcus, 1992).

Chawla (1992) argues that for the development of a child, a place does not only refer to a physical need, but it also refers to qualities such as a favorable mental picture of the self (Chawla, 1992).

Rubinstein and Parmelee (1992) have done studies related to the attachment of the elderly people and rate how pleasant or unpleasant experiences are reflected on their current living condition. Base on their studies, place attachment is dynamic, but the part of the attachment is related to some of the memories and important events of the person, (Rubinstein & Parmelee, 1992). Place attachment of elderly is a tool to preserve the past and individual identity against any change. It should be noted the past interaction of the person with specific place and strength of this relation or attachment to place depends on the meaning of the experience (Milligan, 1998).

2.4.2.4 Socio-demographic Predictors: Length of Residency

Length of residency is considered as one of the positive predictors of place attachment. The significance of this factor for place attachment has been first noted in the pioneer

study of Kasarda and Janowitz (1974). The results of that study corroborates the systemic model of community integration considers as the main determinant of the stable society, and acts despite the linear-developmental model which corroborates the pattern of the society size and compactness (Sampson, 1988). Kasarda and Janowitz (1974) state that stability facilitates communication and interaction among neighbors and reinforces the formal and informal social bonds among them. Therefore, stability is one of the most important factors in promoting the formation of social bonds and subsequently attached to a residential area. On the other hand, mobility limits the frequent and continuous interaction. In an environment with high mobility, it will be difficult for residents to get to know each other and find solidarity with the other people in the group activity.

According to Taylor & Ralph (1996), when people leave their residential neighborhood, many of the group's relationship are disrupted. Personal relationships occur in a stable social environment. Mobility will disrupt the formation of such links and cause a social disorganization. Separation of local groups, which leads to weakening of the attachment of them, causes higher degree of mobility.

Oishi, et al. (2007) discovered that participants of steady groups have higher tendency to recognize themselves as a part of their group in comparison to the participants of frail groups. On the other hand, some researchers (Elder & et al, 1996; Bolan, 1997) have also aroused the relationship between mobility and attachment. Some of the researchers have tried to find out whether mobility prevents attachment or not.

Bolan (1997) hypothesized that people who move from a place to another place regularly, may adopt to novel environments better than who seldom move. He showed

that for a sample of people from Seattle the background of movement had higher significance than duration of staying. Correspondingly, Cuba and Hummon (1993a) discovered that the number of movements could consider as a positive forecaster of attachment to place. Later the authors (1993b) also found that not only movement itself was not associated to place attachment, but also the age at which the movement happened was related with different patterns of place attachment. Since for the younger wanderers, movements were almost based on the connections with social ties and sentimental self-attributions; however, for the elderly movers it was based on satisfaction with the new residence and on its positive opposition with the former dwelling. Clearly, the topic of the connection among sense of attachment, duration of residency and mobility, is not determined and needs greater investigation. There is a perfect relationship between the length of residency and the factor of age.

Related to the other socio-demographic variables, in some researches (Mesch & Manor, 1998; Bolan, 1997) home ownership is also considered as a direct indicator of the sense of attachment. Following figure exhibits the related factors to the social attachment.

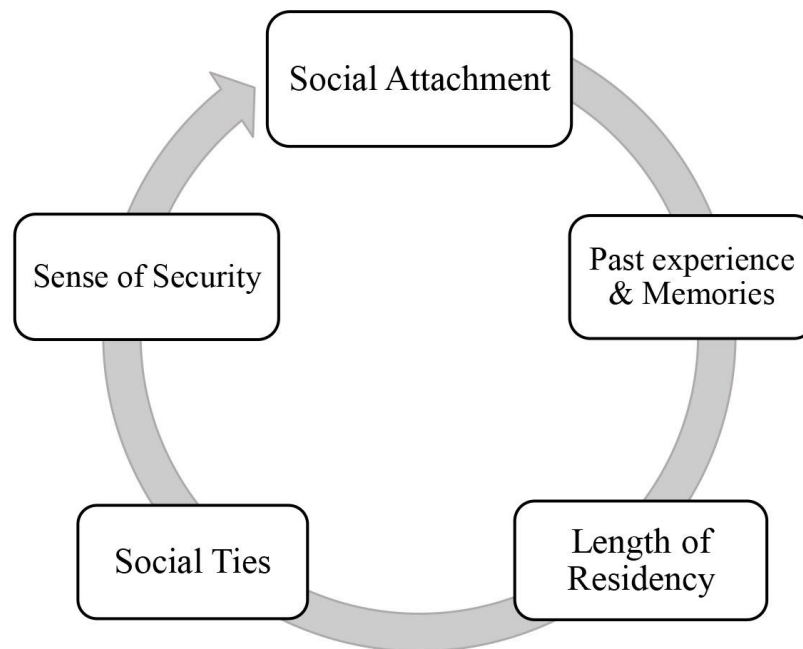


Figure1. Social attachment model (Salmani, 2014)

Place attachment studies have also claim theories about both kinds of attachment, one concentrating of interpersonal relationship and the other focusing on the physical aspects of the place. Literature confirming the physical issues has been reviewed in the following section.

2.4.3 Physical Dimension

Some of the studies about the place attachment focus on the significance of the physical factors of the place. Lavrakas and Riger (1981) stress the existence of two kinds of attachment; first, physical attachment, and second, social attachment.

Physical environments play a major role in the establishing a sense of meaning, order and permanence in peoples' lives (Norberg-Schulz, 1980). 'Sense of place' is settled by a mixture of the physical environment, social use, and the meaning of the place that residents have in their minds. People experience something beyond the physical and corporeal characteristics of places and could sense attachment to a 'soul of a place' (Jackson, 1994).

As a result, people generally establish powerful sentimental attachments to the places in which they habituate. This emotional feeling is a positive relationship between residents and their residential dwelling, which creates sense of relief and safety (Shumaker & Taylor, 1983).

Environments offer a foundation for social experiences and the connections that form through these experiences. Environmental studies investigate about the physical features of environment in two different methods, both by requesting residents to assess their habituation area according to some criteria like its upkeep, aesthetic niceness, confusion, perceived incivilities and by choosing locations that have different urban or architectural characteristics (Ng, et al., 2005; Bonaiuto, et al., 2003). Individuals might establish attachment to various kinds and scales of physical environments like towns, hills, deserts, mosques, churches or even bar (Altman & Low, 1992). Person with a generic place attachment could be gratified in a number of different places inasmuch as these environments have the suitable features. On the other hand, 'geographic place dependence' is ascribed to a highly forceful attachment to a particular town or house (Stokols & Shumaker, 1981).

Independent analysis of physical facets of place and civility aspects would result in results that are more trustworthy. It could be achieved by independent judgments or applying objective measures such as building size, intensity, and visual comprehension such as color, structure, and model. There are few studies which straightforwardly bridge between physical characteristics of the residency and place attachment; but existing literature indicates that such qualities like calm areas and existence of aesthetically genial constructions are explicit forecaster of place attachment, similarly discerned rudeness might be negative forecaster (Brown, et al., 2003).

Continuity theory proposes that persons might imagine physical surroundings as a source for past activity and experience (Raymond et al, 2010). Past activities and experiences completely plays a major role in preserving single and group identity. It is confirmable that place attachment studies have considered relationships to the physical surroundings beyond natural nature. According to Manzo (2003) individual bonds to places are spirited and circumscribe a broad scope of physical environments, like residential and recreational settings. For example, Ng et al. believe that the rehabilitation of dwelling is a perfect indicator of the feeling of membership to the surrounding area (Ng, et al., 2005).

Rollero and De Piccoli's (2010) also discovered that individuals with a high level of place attachment explained the related place in a positive manner, such as pretty, while people with low degree of place attachment exhibit the related place negatively. The subcategories of attachment have been represented in figure 2.

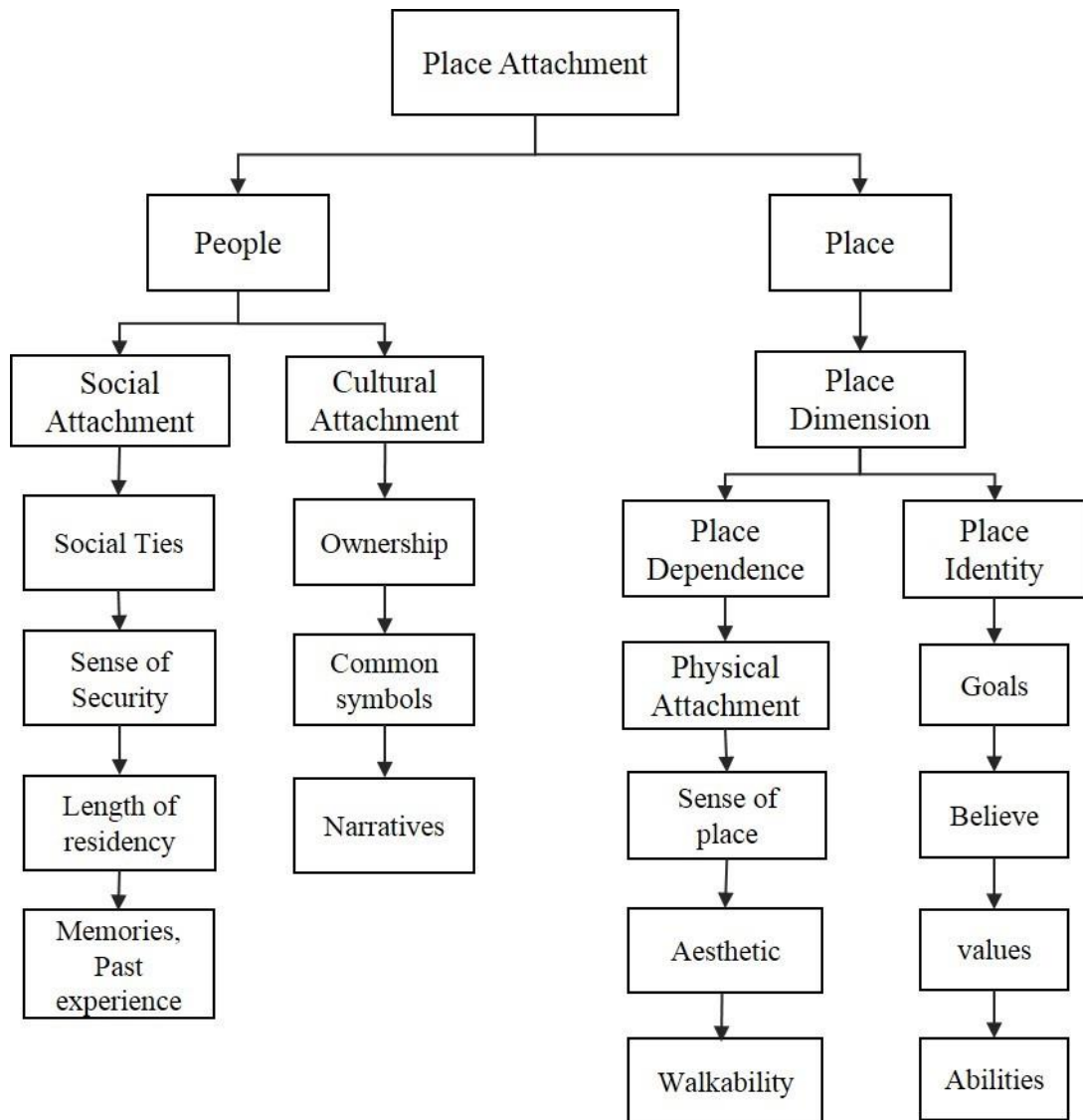


Figure 2. Place attachment model (Salmani, 2014)

Another important factor that have great effects on the sense of attachment is individuals' satisfaction (Tognoli, 1987). The satisfaction might have some physical or social characteristics such as availability of facilities and fulfilling emotional needs respectively. Following section discusses the relationship of attachment and satisfaction in the detail.

2.5 Attachment and Satisfaction

Environmental psychology considers satisfaction as a significant factor in the study of place attachment (Tognoli, 1987; Sundstrom, et al., 1996). Clearly, an excellent and suitable quality setting induces a sense of satisfaction and happiness to its residents by its physical, social, and symbolical characteristics.

Gerson, et al. (1977) have described the level of satisfaction in people from the perception perspective in which a person (whether man or woman) evaluates its surrounding environment according to his/her needs and wishes. Gender, age, expectations, cultural factor, and the person social and economic levels could affect the 'needs' and 'wishes' and also the 'level of satisfaction'. Satisfaction or dissatisfaction with a place is expected to be managed by a broad range of elements such as both social and physical factors of the habituation surroundings.

Bonnes et al. (1991) and Canter (1983) also stress the point that habituation satisfaction is a multidimensional pattern concentrating on various particular facets of a place such as spatial characteristics, human qualities, functional features that come together and become united at the assessment procedure of people from their surroundings.

The author claim that inhabitation satisfaction is meaningfully positive related to diverse facets of people's transitory experience in the residential place.

Similarly, Ame"rigo & Aragone"s (1990) conceptualized environmental satisfaction in phrase of a wide group of very particular items that each one refers to a single characteristic of the living area.

Some particular facets of qualitative features such as well-being and safety along with the union of comfort and appeal aspects provoke the environmental features. The environmental dimension is described by some causes including clarity, liveliness, commonness, security, walkability, transportation amenities, service accessibility, public place, sound, smell, and pollution (Poll, 1997). These elements have straight effects on the quality of surrounding environment and individual satisfaction. According to Connerly and Marans (1985), it is possible to differentiate satisfaction from attachment in terms of the extent to which each furnishes the perceptive and efficient quality of life elements.

Pacione (2001) claimed that the degree of satisfaction is a function of the personal and experiential elements like past housing experience, the extent of unification of the person into community, the person's origin group, the person's socio-psychological position toward the society, traditions. Furthermore, factors of municipal management system, such as the standard of garbage collection and other local services might also affect the features of the building, the neighborhood and the resident.

Since satisfaction is considered to be connected to the assessment of particular environment qualities, it is hence anticipated that it will initially furnish the cognitive element of well-being. In contrast, it is expected that attachment to the place will be more strictly associated to the emotional elements of perceived environment characteristics. Related factor to satisfaction and dissatisfaction have been shown in the subsequent figure 02.

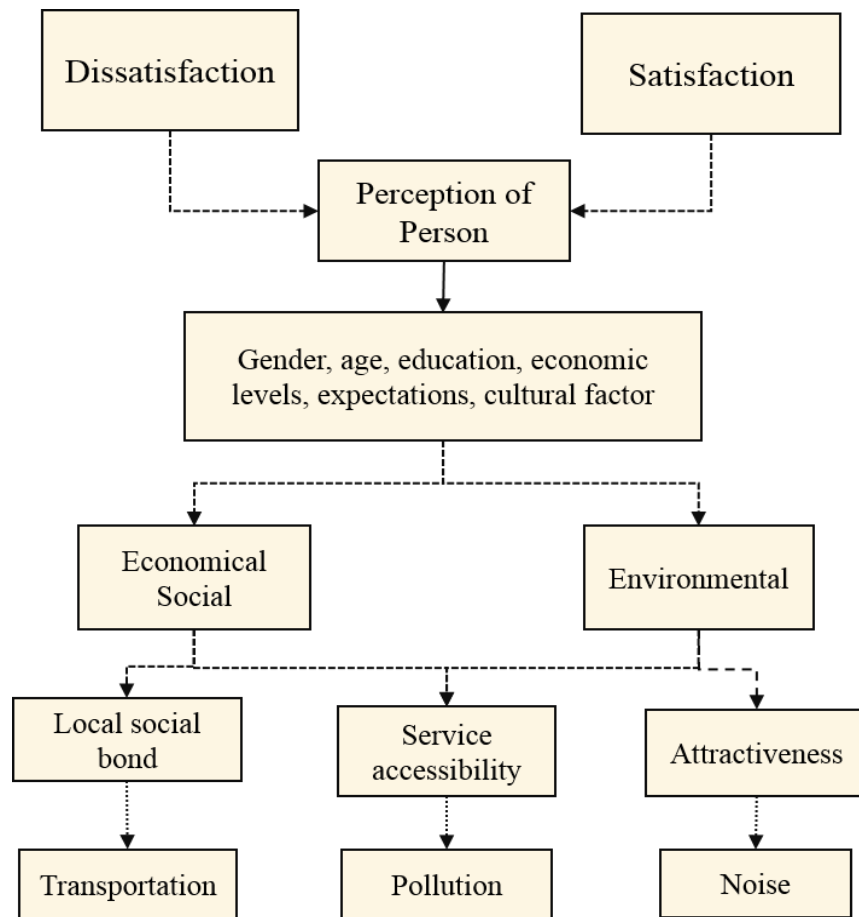


Figure 3. Related factors to satisfaction and dissatisfaction (Salmani, 2014)

Finally, different researches have been done regarding to the place attachment. Some studies investigate about different dimensions of place attachment including place and people. Place dimension includes physical characteristics of place such as aesthetic, upkeep, niceness etc. On the other hand, people dimension discusses about social-cultural factors including social tie, sense of security, ownership, length of residency, memories, and past experiences. All of these three dimensions, namely social, cultural, and physical, affect the attachment of person and consequently satisfaction. According to existing literature, it seem that social-cultural factors play much more intense role in establishment of attachment.

Chapter 3

CASE STUDY

The objectives of the study is to determine degree and form of place attachment among foreign students, study at Eastern Mediterranean University and living in city of Famagusta North Cyprus, from three major group of nationalities such as Turkish, Iranian and Nigerian. City of Famagusta has largest university student population among the other cities of North Cyprus. For the objectives of the study, different parts of the Famagusta city (recreational, historical, commercial and mix use areas) have been examined to determine the degree of attachment of the students to those territories and place attachment patterns in those locations have been discussed.

3.1 The Physical and Social Context of the Study

Various social, cultural, political, environmental, and economical factors affect the organization and the physical layout of a place (Onal, et al, 1999). The interactions among these factors create diverse urban settlements that generally incorporate a historic core accompanying with a huge architectural and urban heritage. Specifically, in the case of Famagusta which is located at the junction of the west to east and north to south navigation paths, the results of these interactions factors is observable because this island had been conquered by different peoples throughout the centuries (Onal, et al, 1999). As the Famagusta grow, new urban developments with their specific architectural characteristics embrace the historic cores of the city in that period.

In this chapter the geography of the region and its historical background, characteristic features of the physical setting will be reviewed briefly. Moreover, the demographic features of the respondent to the questionnaire will be explained. Finally, the outcomes of the analysis and results will also be discussed.

3.1.1 The Geography of the Region

The Republic of Cyprus is a broad island located in the eastern part of the Mediterranean Sea, north of Egypt, northwest of Israel, south of Turkey, east of Greece, and west of Lebanon and Syria (CIA world fact book). It ranks third among the largest and populous islands in the Mediterranean Sea. It has a Mediterranean climate while it is warm and rather dry and it is usually rainy between November and March. Generally, Cyprus has mild wet winters and dry hot summers (<http://www.un.org>).



Figure 4. Location of Cyprus Island (Onal, et.al, 1999).

Cyprus is a member state of the European Union and has two independent parts. The Republic of Cyprus which is inhabited exclusively by Greek Cypriots is located in the south of the island while the North Cyprus that is populated by the Turkish Cypriots is located in the north part and the United Nations controls the border of these parts.

Famagusta, which is located on the east coast of the Cyprus with the eastern Mediterranean Sea, is the second largest city in the north part of Cyprus and it is placed at the intersection of the east – west and north – south navigation routes. Before the separation of the island the city played an important role in the economic and tourism activity of the Cyprus (Oktay, et al, 2009). There are two main factors in the overall economic and social context of the city; first its harbor, and second the Eastern Mediterranean University (Onal, et al., 1999). According to Onal, et al (1999) the impact of the second factor is of greater significance in comparison to the first factor because the establishment of the university has accelerated the growth and development of the city. Moreover, due to the high population of students in this city a diversified set of activities is observable in the Famagusta (Onal, et al., 1999).

Four major parts could be considered as the components of the Famagusta; first of all, the Walled City, second Aşağı Maraş (Kato Varosha) which includes the harbor and is developed outside the Walled City, third Maraş (Varosha) region which is a vast area and it is uninhabited and is located on the south-east of the Walled City, and fourth is a recent developed part including the Eastern Mediterranean University and located north-west of the Walls.

3.1.2 Historical Background

According to Keshishian, (1972) the history of Famagusta and its urban development refers to the first century. The city has evolved throughout seven specific periods including; the early periods which is accompanied with the foundation of the city date back to 648-1192 AD, the Lusignan period that occurred during 1192-1489, the Venetian period related to the 1489-1571, the Ottoman period pertaining to the 1571-1878, the British period alluded to the 1878-1960, 1974 and the period of after the war which is ascribed to the 1974 to the present.

Famagusta is thought to have been founded upon the remains of Arsinoe, an ancient lagoon settlement, which was founded by the Ptolemy II **in 300 BC** and it was just an undistinguished little coastal area for fishing purposes for a long time. The annihilation of the neighboring Salamis by Arab attackers, known as Saracens, in 648 AD led the lasting inhabitants to move to the current site of the city and consequently it developed as small commercial port (Parker, 1962).

Famagusta that was originally a small fishing village started to become an important trading activity point between the East and West in the Lusignans period (Maier, 1968). During the Lusignan period, Famagusta was playing an important role in its natural harbor, therefore it needed be protected and a citadel and a fort were founded. Moreover, a lot of religious and public building such as the fine cathedral of St Nicholas appeared there. In addition the Walled city has been established during this period (Gunnis, 1973).

During the Venetians period that comes right after the Lusignans, the utility of Famagusta had been changed to a fortified city for military uses. Throughout the

period, the urban pattern of the city grew in the direction of the principal axes in the south or north and south-east or north-west. Moreover, its center located inside a triangle built by St. Nicholas church, its square and the Venetian Palace (Dagli, 1994).

Afterwards, Ottomans grabbed the city in 1571. Following the victory as a result, the major population of the city was exchanged to the Anatolia and non-Muslim people (Greek Cypriots) had to sell their belongings and leave the Walled City toward Maraş and Aşağı Maraş (Cobham, 1969).

Since Famagusta was primarily used by Ottomans for privileged political exiles and for military objects, its economic and commercial importance diminished during the Ottoman period (Cobham, 1969). The policy of the Ottomans influenced the social life of occupants and also the physical and spatial form of buildings. While they established new buildings, their primary goal was to save the existing structures and do some modifications to make them compatible with the social and economic culture of resident (Luke, 1965). As an illustration, the cathedral altered to a mosque and a minaret and some necessary characteristics were added. Some modifications also altered the physical shape of the organic urban pattern such as the introduction of cul-de-sacs that adapt with the Islamic concepts. Furthermore, in this era, the majority of population was occupied in the southern half to the Walled City (Luke, 1965).

Luke (1969) studies showed that the Walled City had very small densely population containing empty places during its development. Additionally, the consular archives implies that during the mid-19th century the Maraş and Aşağı Maraş were much more developed than the Walled City and also had more dense populations. Then, the

Ottomans rented the Island to the British in 1878 and subsequently it turned into a colony of British Empire in 1910.

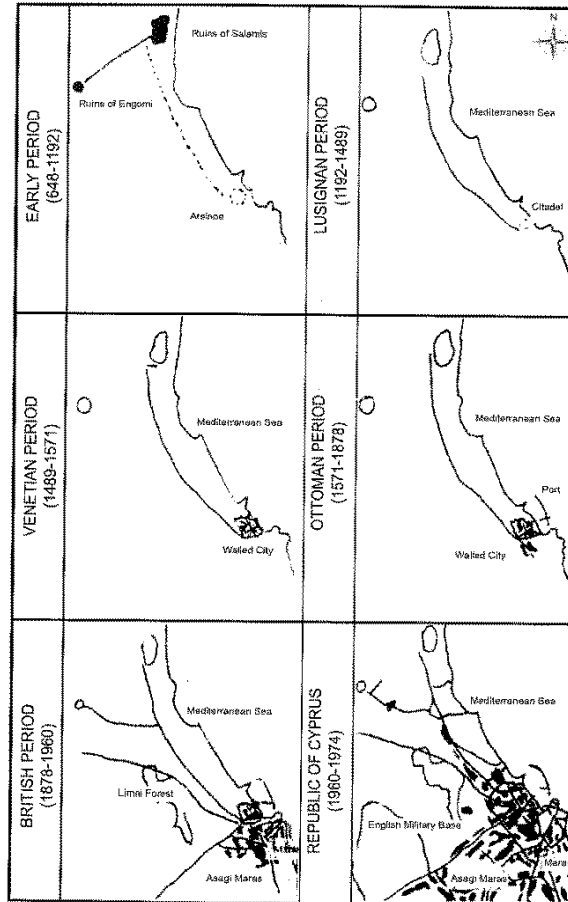


Figure 05. Development of Famagusta (Onal, et al, 1999)

During the British administration period, the Turkish and Greek Cypriot occupants were living together in the Famagusta that resulted in to the higher important for it and the development of the city toward the south and outside of the Walled City was quickened (Luke, 1969).

Consequently, these two groups of occupants were spread around different parts of the city in a pattern that the Turkish Cypriots population were occupied inside the Walls while the Greeks Cypriots were living outside the Walls mainly in the Maraş and Aşağı

Maraş districts. Besides, the British had also built an administrative center as their colonial constructs between the Maras and Walls (Doratli, et al., 2007).

The principal characteristic of the British Period was the ignorance of the former buildings and focus on the construction of new structures according to the requirements of the ethnics. According to Luck (1965), the construction of these new properties was indifference of the traditional pattern and attributes.

Finally, in 1960, the Republic of Cyprus founded as a collaboration of Turkish and Greeks ethnics when the British had left the island. As a result of this partnership the administration of Famagusta divided into a dichotomy. While the Turkish municipal was dominated inside the Walls, the Greeks administration commanded on other areas. In this environment, the city started to broaden both in population and size along with the direction of south-east of Aşağı Maraş toward Maraş area as a center for tourism activities (Doratli, et al., 2007).

While Famagusta was a significant port for trading and tourism purposes before the internal conflicts of 1974, after the happening of the conflict events till the early 1980's, various pressures and constraints affected the urban development of the city negatively. Thenceforth, the foundation of the High Institute of Technology (1979), named Eastern Mediterranean University later, wiped out some limitations and hastened the growth of Famagusta both in economic and social aspects. According to Onal et al. (1999), studies about the urban development and growth of Famagusta after 1974 should consider two major intervals; first, 1794 till 1986, and second after the foundation of Eastern Mediterranean University in 1986.

In the first period, because of the conflicts of 1974, the Island divided into two areas, Turkish in the north and Greeks in the south. This separation affected Famagusta significantly and led it to loss its high status. A few years later, in 1986, the establishment of Eastern Mediterranean University helped Famagusta to recover its position.

While initially vertical development was dominated, this factor changed the direction of the growth that was previously toward south, and altered its direction towards beyond the university.

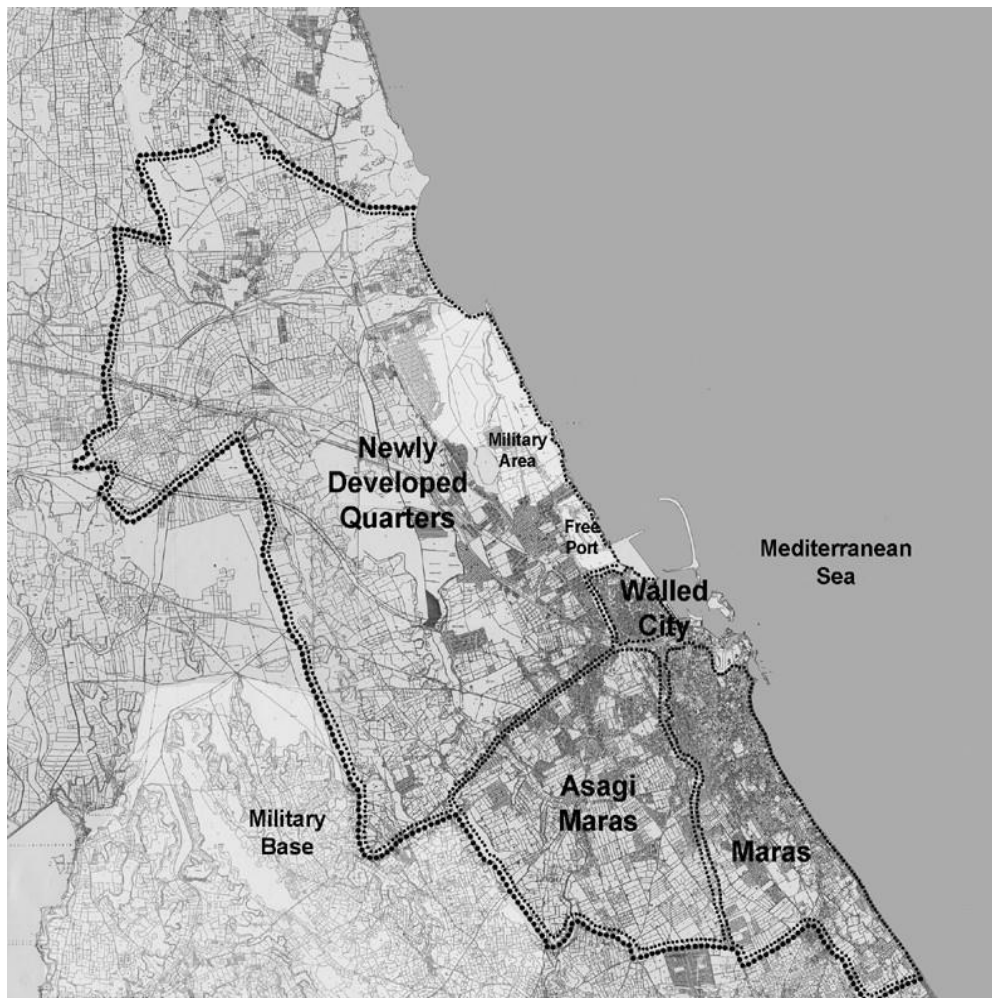


Figure 6. Districts of Famagusta (Doratli's archive)

3.1.3 Social Context

According to some special physical and functional characteristics, and the type and rate of development trends Famagusta is comprised of four main parts (Onal, et al, 1999). First, Suriçi or the Walled City which is the historic core of the city; second Aşağı Maraş (Kato Varosha) region; third Maraş (Varosha) area that are inhabited for inhabitants; and fourth the new developed regions that are developed outside of the Walled City including important areas such as Baykal, Karakol and Tuzla settlements.

The social context of Famagusta is quite diversified and a wide variety of residents live in this city, especially the Turkish Cypriots that are the refugees from southern part of the island after 1974 internal conflicts or immigrants coming from Turkey, university staffs and students who are from various countries (Oktay, 2009). Today, Eastern Mediterranean University hosts around 16,000 students from 85 diverse countries studying in the Famagusta.

The inhabitants of each of the four parts of the Famagusta have some specific characteristics as follows:

The Walled City (Suriçi) is mainly the inhabitation of the local people who have born in Famagusta with limited income and the lowest education as recorded by the recent research (Oktay, 2009). Same research indicates that about more than half of the citizens are older than 60 years old.

The second region which is the Maraş has been left uninhabited and vacant of any population since 1974. Therefore, there isn't any urban activity in this area that once was the most developed part of the Famagusta (Boğaç, 2009).

Today, about a quarter of the inhabitants of the third region, Aşağı Maraş, are Turkish Cypriots refugees from the southern part of the island. "These people are either a refugee or an immigrant, or a child of a refugee or immigrant." (Boğaç, 2009).

Different groups of people from various age, income, gender, education level and family type live in the Baykal region (TRNC 2006 Population and Dwelling Census; Oktay, 2010).

About half of the occupants in the Karakol region are not local residents and they are from various social and income level and they have mainly a high education or a graduate degree. Students are the majority of the population (TRNC 2006 Population and Dwelling Census; Oktay, 2010).

People who live in the Tuzla region have high-income levels and they are consisted of a diversified mixture of family type, gender, age, and educational goals. Moreover, the type of development in this area has led the communal life in this area to be discouraged (TRNC 2006 Population and Dwelling Census; Oktay, 2010).

3.1.4 Physical Setting

As it is mentioned in the previous paragraphs, Famagusta city is mainly composed of four different zones. The significant change in the urban development of Famagusta throughout time is the distraction of the growth direction from south before 1974 toward and beyond the Eastern Mediterranean University in the opposite direction, northward, after 1986 (Onal, et al, 1999).

The predominated housing growth in the Famagusta was in the form of horizontal expansion with just a few exceptions until 1986. Later, after the foundation of the

Eastern Mediterranean University, since this type of housing development was unable to accommodate the university staff and students appropriately, it changed remarkably and converted to the vertical development (Oktay, 2002). The concurrent structure of the residential regions in the Famagusta could be considered as the result of such developments.

According to Oktay (2002) first type of residential developments carry the characteristics of the free standing villa which is a substitution for the courtyard house type. The author claims that, the villa is still the preferable for both of the old and new generations though this pattern is not suitable for the hot and dry climate of Cyprus and also it is unable to provide full convenient privacy resulting from the lack of the internal open spaces. According to her, the second type of residential development could be characterized by anonymous growth of concrete apartment blocks without any green factors and similar amenities, in which occupants' satisfaction is lower (Oktay, 2002).

Due to the increase in the number of student population, the sprawling expansion of the service sector has been developed as a kind of natural response to the enhanced need for the existing retail and service activities. Moreover, according to the new social and economic pattern of the student-type city, beside the geographical sprawling developments, a considerable diversification in the activities of the service sector is observable. In addition, the lack of a development plane for Famagusta, has accentuated the inconsistent and haphazard development in both housing and service sector (Onal, et al., 1999).

Today, the Walled City of Famagusta, has still keep its historical urban patterns and identity with its significant structures and its own organic urban plan. According to Saeidi and Oktay (2012), small and penetrable urban blocks, equal density in the two dimensional framework, narrow streets and cul-de-sac, and organic, sparse urban spaces are some main characteristics of the traditional urban texture of the Walled City. Throughout the observations, it could be said that the majority of the traditional houses located in this region are in the poor situation. Very rich and divers materials have been used in these structures while cut stone is dominant in this context, whereas mud-brick and stone are utilized in the most of the buildings. Furthermore, reinforced concrete has been applied in the recent construction though it is not compatible and harmonic with older constructions.

According to Doratli, et al. (2007), the Walled City is in the danger of losing its character in the shadow of the fast development which is in the contradiction with the form, scale, volume, proportion, and identity with the old components of the Walled City. To the authors, the most striking problems associated with the Walled City is the neglecting the areas which have a great potential, the useless historical structures and their surrounded public spaces, and also incongruous utilizes of these places (Doratli, et al., 2007). Different part of the walled city is shown in following figure.



Figure 7. Walled city of Famagusta (www.emu.edu.tr)



Figure 8. Walled city of Famagusta (Salmani, 2014)



Figure 9. Walled city of Famagusta (Salmani, 2014)

The Maraş region, on the other hand, has been inhibited to habitation and any urban action after the 1974 internal conflicts resulting in the creation of the dichotomy in the Island. This ban is a serious problem for Famagusta. Before the conflict, Maraş was the most dynamic region of the city in various facets such tourism, economics, and recreational activities (Kıbrıs, 1997) while due to the UN decision for the inhibition all of the facilities are left useless since 1974 today. The imputation of the ghost city (Maraş) to the quarter is just because of this reason that it has not any population and urban activity while it was the most dynamic developed part of the Famagusta. Moreover, because of the uncertainty in political condition of this region any

development in the existing buildings or adding new structures is not feasible. In other words, it will be too costly, to do any reparation, restructuring, and restoring activity in this region due to the high level of destruction and decay (Onal. et al, 1999).

Aşağı Maraş region mainly has a rural characteristic in its architectural environment. The first generation of immigrants who were from Turkey were settled in this region while they were faced with severe problems during their adaptation process within the environment. According to Onal, et al. (1999), the most important problem was the ownership issues of the unadjusted lands and the ambiguous condition in political issues. The authors stated that as a result, the physical shape of the area has remained unchanged and quite as same as it was because due to the mentioned problems any investment or developing was highly risky. Furthermore, it is claimed that being in the neighborhood of an inhibited area, Maraş had some negative impacts on the development of this area. The lack of public transportation routes has also exasperated the problem (Onal, et al, 1999).

According to the personal observations of the researcher, it could be said that the newly developing part of the city of Famagusta exhibits entirely distinctive urban characteristics of the other parts. Because of the lack of a determined urban development plan, the physical growths of these areas accompany with the legislation of the British period. Consequently, urban development in these areas are completely random and without any architectural character. All of the constructions and developments in these areas are indifference of the visual and functional quality of the outdoor spaces of the properties. In other words, they are isolated organizations of their surrounding environments.

Most of the streets in these areas suffer from the lack of spatial features, public utilization, and unity, moreover, the uncontrolled constructions and undefined public spaces in these areas, all together, have made an environment which is hard to characterize. For example, the New Lemar shopping complex center which is built in this area is utilized as a public space and for outdoor activities while in this buildings' plane a clear public space is not designed. Moreover, the frontier space of this building is used for car parking while it could be utilized as a gathering area. In addition to the New Lemar shopping complex the Salamis Road has also located in this area. Most of Famagusta residence including students use this road for shopping purposes and for their free time.



Figure 10. The position of popular spots of Famagusta

In based on the personal observations of the scholar, it could be said that, these areas are still in the shadow of the rapid development of construction in housing sector. The Baykal region is approximately in the state of being highly developed while the Karakol district could be considered as a huge construction site. The district of Tuzla, which had some characteristics of village have also started showing similar features. Private construction firms have also inclined to developing duplex kind of housing projects nearby the Tuzla. To conclude, Famagusta is under the danger of negative growth without any unique development plan. Following the physical features of these areas will be discussed separately in the following paragraphs.

Base on researcher Saeidi & Oktay (2012), in Baykal district, a variety of housing shapes, both apartments and detached houses, with various uses and activities is observable. Usually, houses in this region are clustered together, but because of the rapid growth and development they lack a tangible center. Moreover, paying attention to the physical, functional and visual features of the buildings and their surroundings, public spaces are poor. In addition, the safety of streets and sidewalks are also poor.

According to Oktay et al. (2009), another clear observable feature in the Karakol district is the existence of uncompleted buildings and vacant spaces that have negative effects on the quality of outside environs in the functional, visual, and environmental aspects. This also has led to the ignorance of the efficient utilization of waterfronts and greet field. Consequently, residents of this district have no opportunity for outdoor activities and social interactions. Karakol that was an empty area once, has gain most of its share of the development from proximity to the university campus. According to the population of the students in this area, it can be divided to: Semi completed

development, medium density, mixed building types (apartments & detached houses), and mixed use buildings.



Figure 11. (Fevzi Çakmak Boulevard)
(Salmani, 2014)



Figure 12. (Fevzi Çakmak Boulevard)
(Salmani, 2014)

Oktay (2007) stated that the last district, Tuzla, has raised serious problems on the quality of community life. This region lacks clear board, suitable density and link to the surrounding environs. Moreover, the spaces among the buildings along with the streets are merely utilized for transportation. Most of the buildings are all made with reinforced concrete while painted in repetitive colors and do not have private outdoor spaces and green components. In addition, like Karakol, the efficient use of waterfronts and green fields is entirely neglected. As a result, in this district also there is not any opportunity for outdoor life and social interactions (Oktay & Conteh, 2007).

Various analyses show that different social, cultural, environmental, political, and economical factors affect in development of Famagusta. Because of the growing population of students the population pattern of this city is involving and it has been shifted toward a student city. The newly developed area develops without any specific urban pattern according to the needs and requirements of its habitants which are mainly students. There are still some important shortcomings in this part that among them the lack of public space, walkability facilities and diversity are of greater importance.

It seems that the most important shortage in the Walled City is its inaccessibility and farness from newly developed quarters. This part of city is much more utilized by local people and students seldom visit this part because of its farness and the difficulty of transportation. However, few students go to this part mostly in days for recreational purposes while the area is inactive during nights. In the next part, the characteristics of all participants and obtained results are provided.

3.2 Method

The data collection method was conducted based on the quantitative research methods. The Main focus of the data collection is according to the result of the ‘Close-ended questionnaires’. This process will be explained in the following paragraphs.

3.2.1 The Participants

In order to evaluate the extent of place attachment of students to Famagusta, according to the accessibility of students and their population, 50 students (25 person from each gender) were chosen from each nationality (Iranian, Turkish, and Nigerian) randomly. Since the number of population among various student groups were differing, a pilot group of participants were selected among the target groups. The population of Turkish students was about 8000 students, the population Iranian students were only about 1200. Therefore, rather than considering a same percentage for the sampling which could result in considerably different sample sizes within the study an accessible number of respondents have been identified as 50.

In 2014, 150 students of the Eastern Mediterranean University were chosen from Turkey, Iran, and Nigeria. These students study different fields of knowledge in this university at various levels of Bachelor of Science, Master of Science, and Doctoral degrees. The majority of them were studying Bachelor of Science (50%) and 41% and

9% of them were doing in Master and Doctoral degrees respectively. These participants had different ages ranging from 18 to 40 years. The participants were 35 students between the ages of 18 to 22 years, 71 of the students between the age of 22 to 26 years, 39 of the students between the age of 26 to 32, and 5 of the students between the ages of 32 to 40 years.

The demographic characteristics of participants are provided in Table 01. In terms of the length of residency, 45 of the selected student participants were habiting in the city for a year, 50 of the participants for 2 years, 33 participants for 3 years and finally 22 of them more than four years residency.

Table 2: Characteristic of foreign students

Ages	N	18-22	22-26	26-32	32-40	Total
Nationality	Iranian	2	27	19	2	50
	Turkish	22	21	6	1	50
	Nigerian	14	20	14	2	50
Sex	Female	27	29	17	2	75
	Male	21	36	20	3	75
Education	Bachelor	38	29	4	2	73
	Master		27	33	4	64
	PhD			7	3	13
Length of Residency	1 year	45				45
	2 years	50				50
	3years	33				33
	More than 4 years	22				22

3.2.2 Data Collection Procedures

The proposed questionnaires were distributed among students between the 20th March and the 20th April. 50% of the surveyed students were undergraduate, where as 41% of them were master, and 9% of them PhD were students as mentioned earlier.

The questionnaire contained 18 close-ended questions and according to the Likert scale choices were provided for answers (strongly agree, disagree, undecided, strongly disagree). The Likert-type scale method was used since utilizing this kind of choices had very successful results in the past (Williams & Vaske, 2003).

Through the analysis of the answers, it was aimed to assess the degree of the attachment of students. Moreover, it was tried to determine which part of the city is much more subject to attachment and existence of which factors will increase their attachment. The Likert scale questions were as follows:

- I call Famagusta as ‘home’
- I can be away from the city for a long time.
- I feel happy when I am in Famagusta.
- I feel safety in the city.

3.3 Results and Discussions

The strategy of analysis the collected data and the findings were discussed as follows.

3.3.1 Strategy of Analysis

This study tried to analyze, identify, and categorize patterns founded in the collected data for each group of participants (Turkish, Iranian, and Nigerian). Extracted information from the distributed questionnaire surveys transformed into short and simple statistical significances. Quantitative findings from the Likert scale questions, for each group of participants, are available in the Appendix 1. According to each group of participants, collected questionnaires were initially analyzed distinctly and then a series of shared algorithms was recognized.

3.3.2 Patterns of Place Attachment of Foreign Students

According to existing literatures, generally the attachment of people to their surrounding environments mostly depend on the familiarity and/or foreignness of the

environs and the duration of residency in it (Taylor, Gottfredson, & Brower, 1984 in Bogac, 2009). As the case of university and academic environments, students are immediately faced with a new series of intellectual and social challenges that might leads to questions about who they are and how they see themselves (Cassidy &Trew, 2004 in Bogac, 2009). University may represent the first important time era in which students are separated from their old routines in their life. Because of the nature of university, which is unfamiliar environment to some extent, it is certain that students will spend a long period away from their family dwellings. Consequently, gradual loss of the home may be facilitated by the absence of temporary access to it.

3.3.2.1 Results of Attachment of Iranian Students to City of Famagusta

The group of Iranian students consisted of 50 students including 6 undergraduate students, 37 master students, and 7 PhD students. There were 2 students between ages of 18-22, 27 students between the age of 22 to 26, 19 students between the age of 26 to 32, and 2 students between the ages of 32 to 40. According to the collected data, the majority of the respondents (76%), were 2-3 years inhabitants of the city.

The answers of Iranian students were analyzed through the questionnaire and the findings were categorized in three groups of physical attachment, socio-cultural attachment, and satisfaction results which are as follow;

- **Famagusta as ‘home’**

One of the most important questions of the questionnaire was "I call Famagusta as a Home" which could help a better understanding of the connection of students with Famagusta. Considering ‘Famagusta as home’ indicates that students feel comfortable, happy, serenity, and hope in this city. According to Likert scale there were some choices provided; strongly agree, agree, neutral, disagree, and strongly disagree. 4%

of respondents chose strongly agree, 16% and 8% percent also selected agree and strongly disagree respectively. In addition, neutral and disagree choices were selected by same amount of students (36%).

These results indicate that there is a positive relationship between the length of residency and the perception of students of Famagusta as home. The majority of students who have lived in Famagusta less than one year chose neutral and disagree. However, other students who had longer residency in this city mostly had better perception of Famagusta as 'home' by choosing agree and strongly agree choices and they stated that they cannot be away from the city for a long time.

Furthermore, participants who have lived in Famagusta less than one year state that they do not like to live in this city in the future, while other students who had longer residency tend to keep living in the city for a longer time.

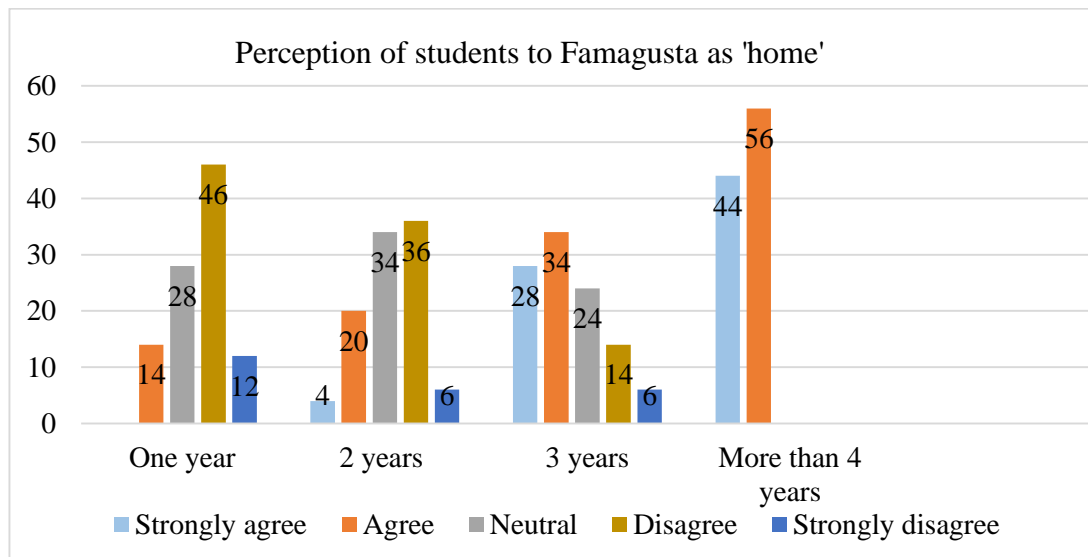


Figure 13. Effect of length of residency to Famagusta as 'home'

Moreover, there was another question asking about the feeling of students when they are in Famagusta that was: "I feel happy when I am in Famagusta". According to results, 8% of students were strongly agree while 42% chose agree. 26% and 24% of respondents also selected neutral and disagree respectively.

▪ **Socio-cultural attachment**

One of the most important factors that have great influences on the social attachment is safety. Iranian students mostly consider Famagusta as a safe city (62% chose strongly agree and 28% chose agree).

Another significant factor of social attachment is social ties and social responsibility. About half of Iranian students state that they enjoy from their relationship with their neighbors while 26% were neutral in this regards. Results also indicate that Iranian students like to participate in cultural events held in Famagusta. They note that if there were a situation in which they had convenient ways for communication, it would motivate them for higher participation in social activities.

Moreover, social responsibility is another factors that investigated in this part. It was asked to the students about their feelings facing with any damage and destruction to the Famagusta which is an indicator of the degree of their responsibility against it. More than half of the respondents stated that they are neutral about damage and destructions.

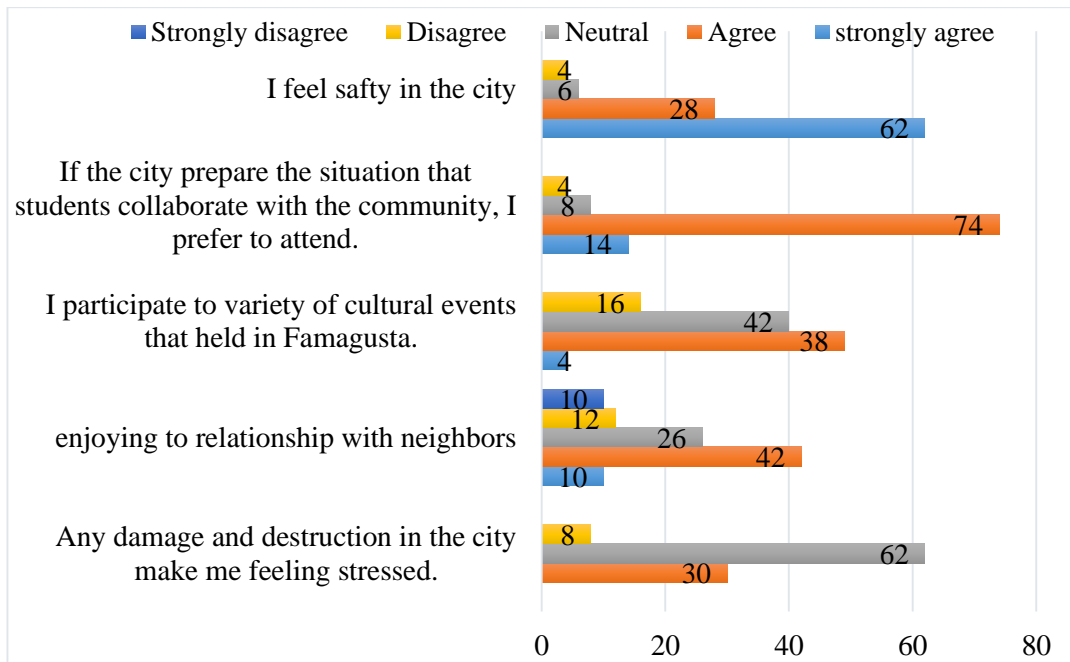


Figure14. Social ties and responsibility of Iranian students

The results also indicated that the students spend their time for recreation and pleasure mostly in restaurants, Salamis street, seaside.

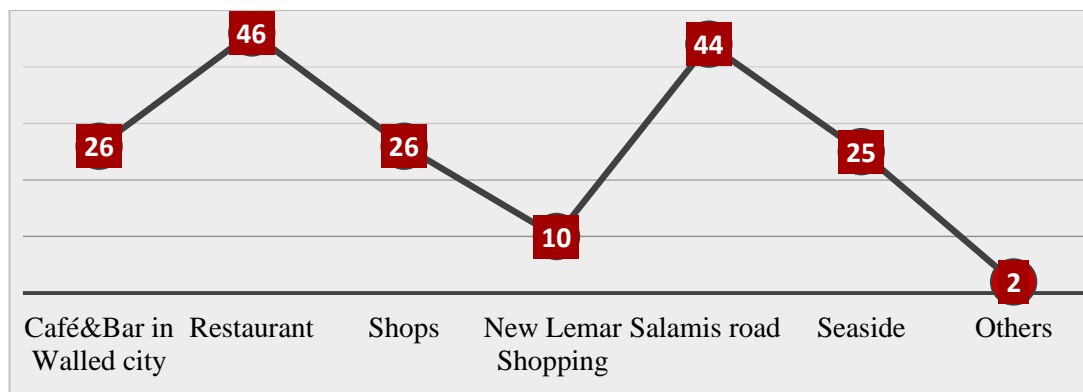


Figure 15. Recreational and social activities of Iranian students

Another indicator of social attachment of people to their surrounding environment is the memories and experiences that they have in that place. According to the answers, it seems that the most striking memory and feature of Famagusta for the Iranian students is the university campus and Salamis road (Fevzi Çakmak Boulevard).

- **Physical attachment**

Quality of environment is one of the most important factors of physical attachment. In terms of quality of physical environment (form of building, aesthetic, walkability, cleanness, etc.) 92% Iranian respondents consider Famagusta as poor.

Furthermore, the main problem, that was stated, was the various parts of the Famagusta were not conveniently accessible. Results show that students also consider this issue important. They have problem with public transportation to different part of the city in various times. 72% percent of participants stated this problem in their answers. Among the different parts of the city including Salamis road (Fevzi Çakmak Boulevard), Walled City, Seaside, and University campus most of respondents prefer to visit Salamis road (Fevzi Çakmak Boulevard) and Seaside.

▪ **Satisfaction**

Satisfaction is another important factor of place attachment which affects peoples' attachment. Specifically, it is generally claimed that the more satisfaction a person has in a place, the more attached he/she will be to the environment. The participants were asked about their satisfaction of the existing facilities in the Famagusta. Based on the results, it could be concluded that Iranian respondents are not satisfied by the existing facilities of the city. Moreover, it is investigated that the accessibility of facilities (market, transportation, green land, etc.), most of the participants are unsatisfied about the approachability to the existing amenities.

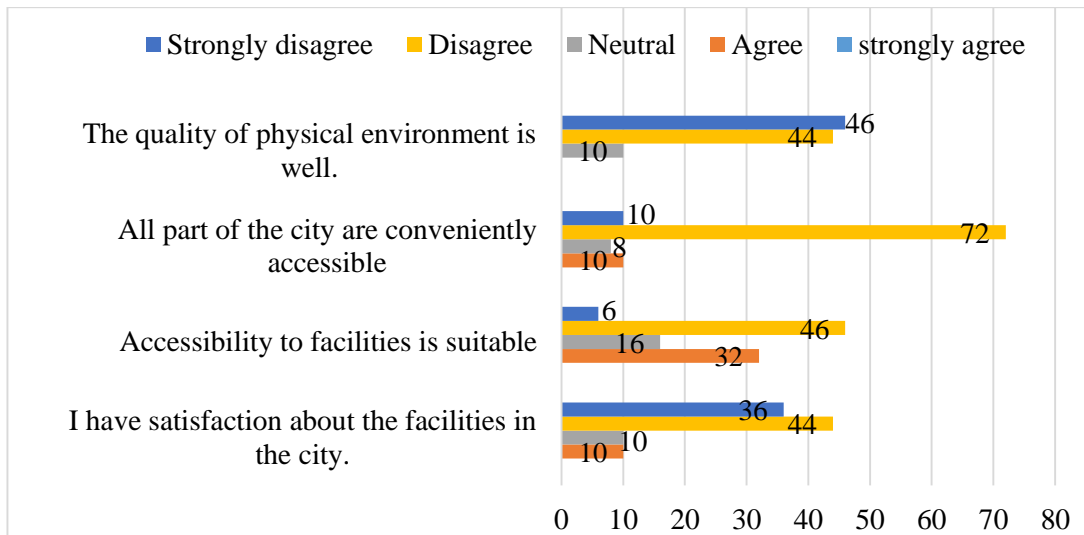


Figure 16. Iranian respondents' opinion about satisfaction and quality of environment.

Finally, the participants were questioned about the most influential factor that increases students' attachment. The respondents claim that existing of public space and gathering areas, increasing job opportunities, and being familiar with the Turkish language would increase their sense of attachment to the Famagusta. It seems that Iranian students consider the availability of working in the Famagusta important. They believe that if they had the opportunity to have a job in the city, it would increase their satisfaction significantly and consequently they may choose to keep living in this city in future as well.

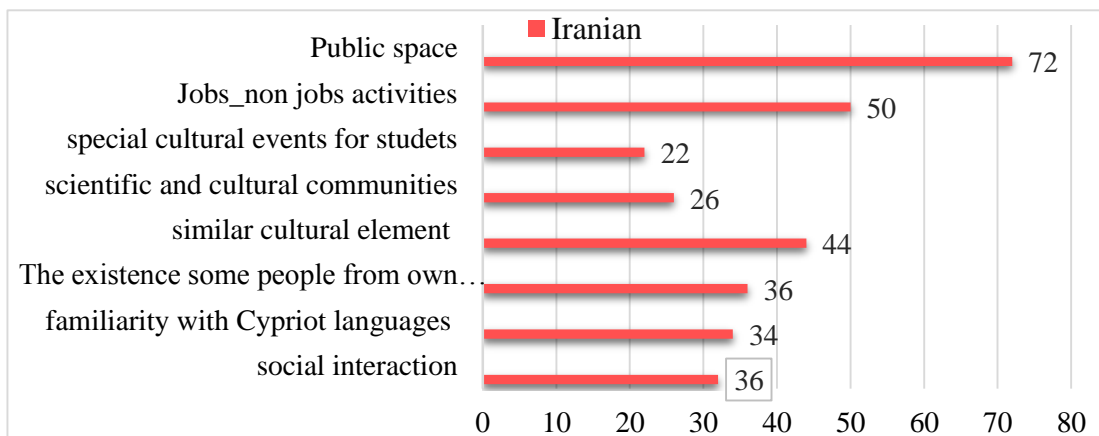


Figure 17. Influential factor that increase students' attachment.

3.3.2.2 Results of Attachment of Turkish Students to the City of Famagusta

The selected participants contained 50 Turkish students that were 38 undergraduate students, 9 master students, and 3 PhD students. The participants were 22 students between the age of 18-22 and 21 students between 22-26 also, 6 students between the age of 26 to 32, and lastly 1 students between the ages of 32 to 40. Among the about 68% of respondents had lived in the Famagusta more than 4 years.

Similar to the result of Iranian students, the findings of the analysis of the Turkish students' answers are categorized in 3 parts as provided below.

- **Famagusta as 'home'**

Being agreed with the statement that indicates that Famagusta could be considered as 'home' shows how students are attached to the place and how the city could replace their own hometown. 26% of Turkish respondents chose strongly agree, 34% agree, 8% neutral and 12% disagree respectively to this statement. Accordingly, it seems that these respondents are tend to consider Famagusta as an appropriate substitution of their 'home'.

Similar to the result of Iranian students, the findings regarding to the Turkish respondents indicate that there is a positively related connection between the length of residency and the perception of students of Famagusta as home. The majority of students who have lived in Famagusta less than one year tend to be neutral about this perception. However, other Turkish respondents who had longer residency in this city (more than 4 years) mostly had clearer position and their perception of Famagusta as home was relatively stronger than those of respondents with shorter residency. Interestingly, they also stated that they cannot be away from Famagusta for a long time.

One of the significant result of the questionnaire survey put forward that respondents who had lived in Famagusta less than one year noted that they do not like to live in this city in the future, while other students with longer residency tend to keep living in the city for a longer time. It again confirms the consensus that there is a positive relationship between the duration of residency and attachment. In addition, more than half of the Turkish respondents stated that they feel happy when they are in the Famagusta.

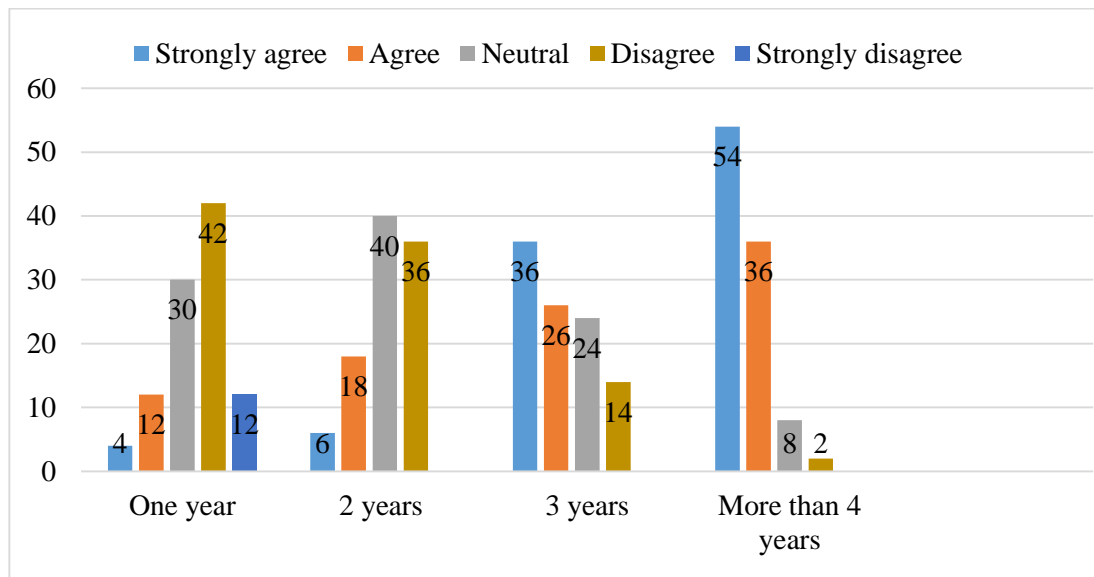


Figure 18. Effect of length of residency to Famagusta as “home”

▪ Socio-cultural attachment

Obviously, safety has a tremendous effects on establishment of attachment to place and the more safe a place is, the more likelihood exist that residence become attached to the place. Interestingly, in line with Iranian students, Turkish respondents also consider Famagusta as a safe residency (40% chose strongly agree and 48% chose agree). Consequently, because of the feeling of safety, it could be claimed that they might establish attachment to the city.

Furthermore, as another significant indicator of social attachment has been identified as social ties and social responsibility. More than half of Turkish participants stated that they are pleased from their relationship with their neighbors while 24% were neutral in this regards. Results also showed that 46% Turkish students like to participate in cultural events held in Famagusta. They note that if there were a situation in which they had convenient ways for communication, it would motivate them for higher participation in social activities.

Moreover, they spend their time for recreation and pleasure mostly in Fevzi Çakmak Boulevard, Cafe & Bar in Walled city after that seaside and New Lemar Shopping Complex.

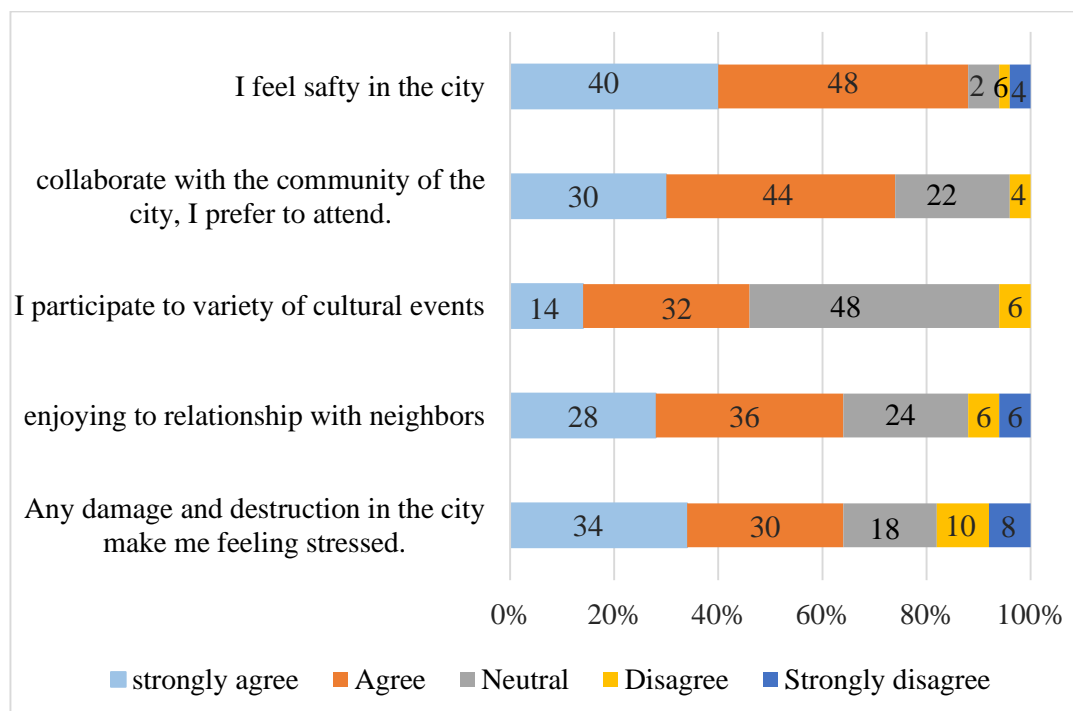


Figure 19. Social ties and social responsibility of Turkish students

As it was mentioned before, another indicator of social attachment of people to their dwelling is the memories and experiences that have occurred for them in that place.

According to the answers, it seems that the most striking memory and feature of Famagusta for the Turkish students is the university campus and Salamis road (Fevzi Çakmak Boulevard as its official name).

- **Physical attachment**

Quality of environment is one of the most important factors of establishment of physical attachment. In terms of quality of physical environment (form of a building, aesthetic walkability, pollution, etc.) 60% of Turkish respondents consider Famagusta as poor.

As it was stressed in the earlier chapters the various parts of the Famagusta are not conveniently accessible. The results show that students also consider this issue important. 58% of participants state this problem in their answers. Among the different parts of the city including Salamis road (Fevzi Çakmak Boulevard, Walled City, seaside, and university campus, most of respondents stated that they prefer to visit University campus and Salamis road (Fevzi Çakmak Boulevard).

- **Satisfaction**

Among the factors that affect attachment, satisfaction generally has considered as the most striking effects. However based on the results, Turkish respondents are almost neutral about their satisfaction from Famagusta. During the questionnaire survey opinion of Turkish participants about the accessibility of facilities (Market, transportation, green land, etc.) is also investigated. Most of the participants have chosen neutral and disagree about the approachability of amenities.

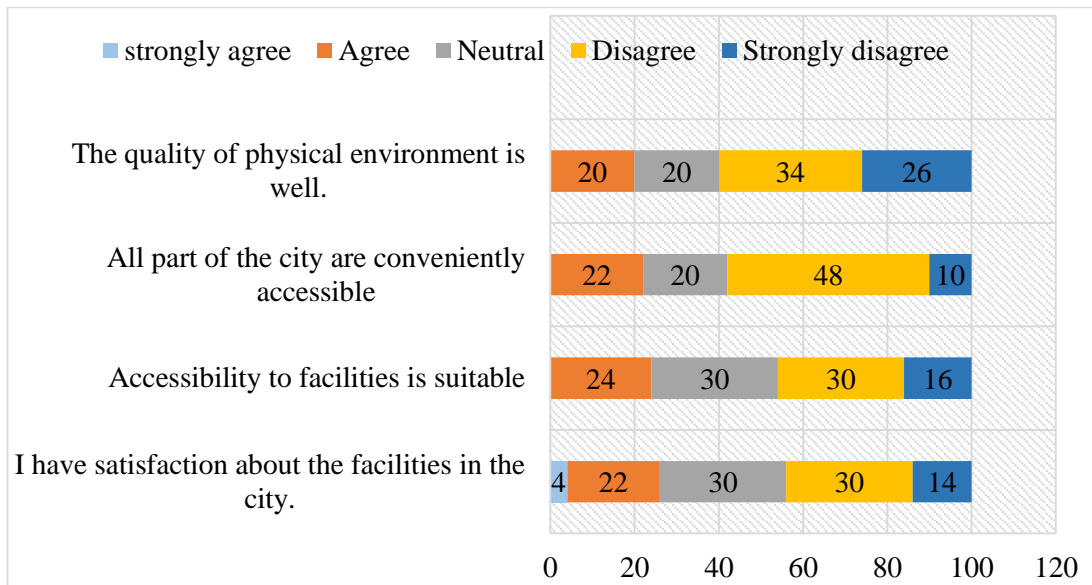


Figure 20. Turkish opinion about satisfaction and quality of the environment

Finally, the most influential factor that increases students' attachment was questioned. The participants claimed that existence of similar cultural elements between Turkish and Cypriot culture, using same languages, participating social interaction, existing of public space and gathering areas, and participation of some people from their own country living in Famagusta would increase their sense of attachment to the Famagusta.

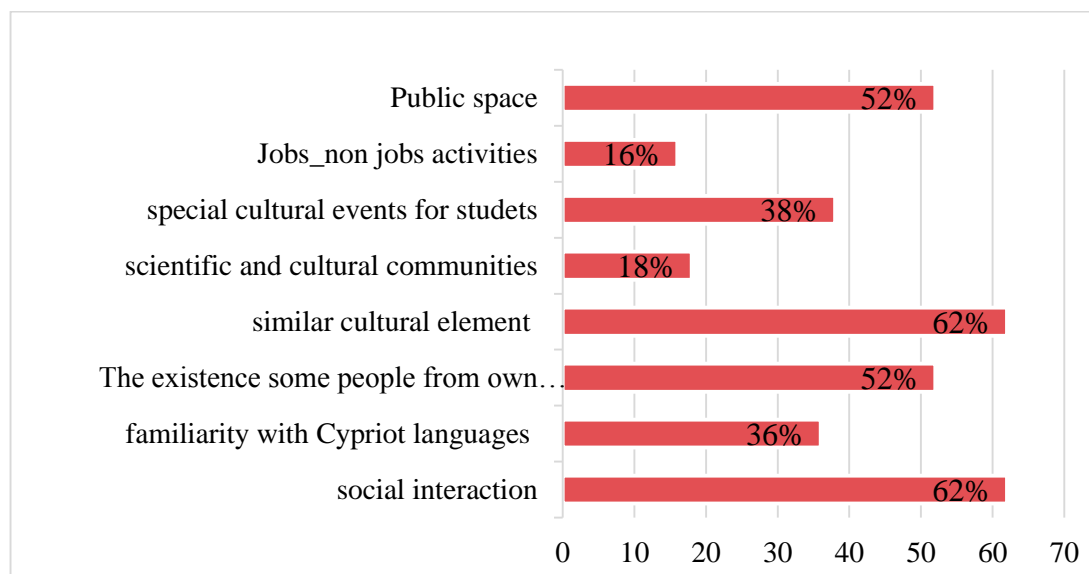


Figure 21. Influential factors that increase Turkish students' attachment

3.3.2.3 Results of Attachment of Nigerian students to the city of Famagusta

The Nigerian student participants consisted of 50 students including 29 undergraduate students, 18 master students, and 3 PhD students. There were 14 Nigerian students between the age of 18-22 and 20 students between 22-26 also, 14 students between the age of 26 to 32, and 2 students between the ages of 32 to 40. The majority of these students had been lived in the Famagusta less than 1 year (63%).

Results of the analysis of the Nigerian respondents are presented as follow.

- **Famagusta as ‘home’**

When the participants were asked about their perception of Famagusta as ‘home’, 2% of respondents chose strongly agree, 18% agree, 50% neutral, 24% disagree and 6% strongly disagree respectively. Similarly, with the findings of the Iranian and Turkish students, results of Nigerian also indicate that there is a positive relationship between the length of residency and the perception of students of Famagusta as home.

The majority of students who have lived in Famagusta less than one year were neutral about calling Famagusta as ‘home’. However, other students who had longer residency in this city (more than 4 years) mostly had better perception of Famagusta as home by choosing agree and strongly agree choices and they stated that they cannot be away from the city for a long time.

Moreover, 40% of Nigerian respondents indicate that they are happy when they are in the Famagusta.

▪ **Socio-cultural attachment**

Similar to the Iranian and Turkish students, most of the Nigerian respondents consider Famagusta as a safe city (16% chose strongly agree and 50% chose agree). 30% of Nigerian students state that they enjoy from their relationship with their neighbors while 70% were neutral in this regards. Results also indicate that 32% of students like to participate in cultural events held in Famagusta. They note that if there were a situation in which they had convenient ways for communication, it would motivate them for higher participation in social activities. In addition, they also stressed that they spend their time for recreation and pleasure mostly in Salamis road (Fevzi Çakmak Boulevard), seaside and after that Cafe & Bar in Walled city and New Lemar Shopping complex. Moreover, According to the answers, it seems that the most striking memory and feature of Famagusta for the Nigerian students is the university campus and Salamis Street. They majority also indicated that destruction and damage to the Famagusta is important for them.

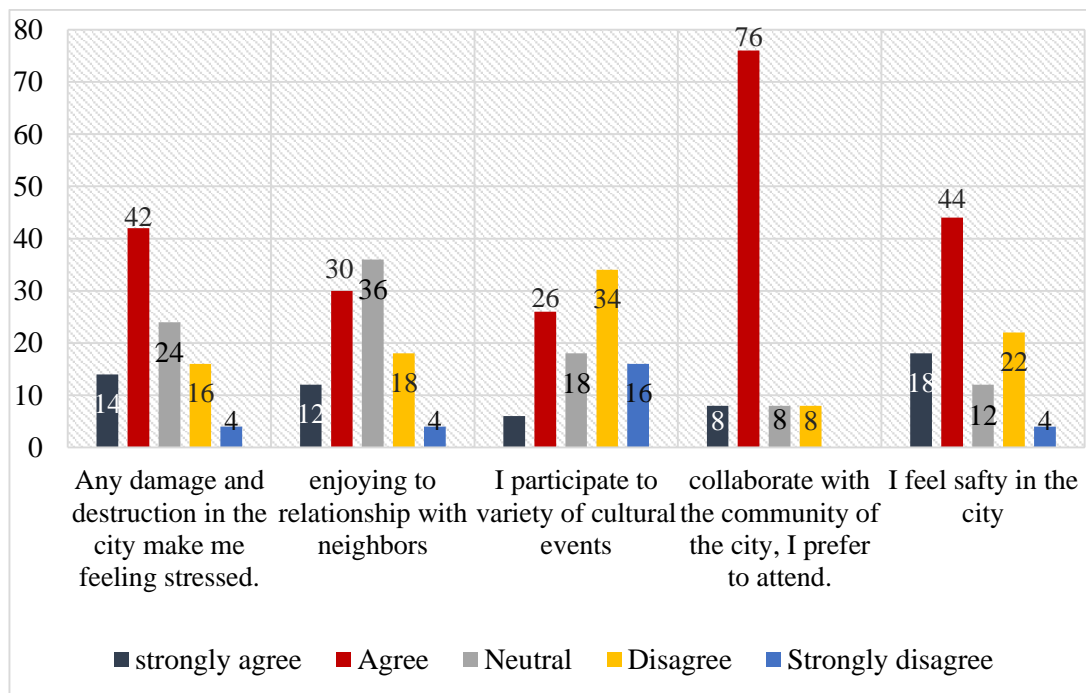


Figure 22. Social ties and social responsibility of Nigerian students

- **Physical attachment**

56% of Nigerian respondents differ from other participants when considered the quality of environment is well, which is one of the important factors of physical attachment in the city of Famagusta.

Similarly, the participants claimed that the various parts of the Famagusta are not conveniently accessible.

- **Satisfaction**

Based on the results, it could be said that Nigerian respondents are not highly satisfied by living in the Famagusta. Moreover, they think that the accessibility of facilities (market, transportation, green land, etc.) is not appropriate in this city.

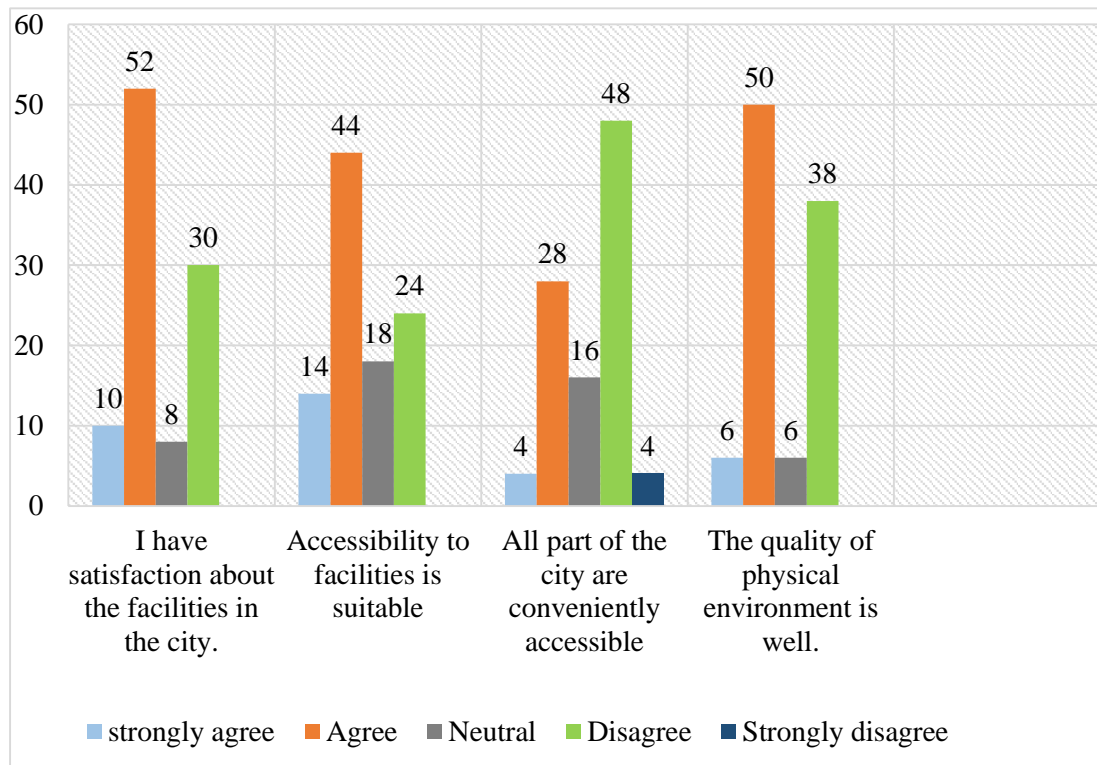


Figure 23. Nigerian respondents' opinion about satisfaction and quality of the environment

Moreover, among the different parts of the city including Salamis road (Fevzi Çakmak Boulevard), Walled City, seaside, and university campus, most of respondents mentioned that they prefer to visit university campus and Salamis road more frequent.

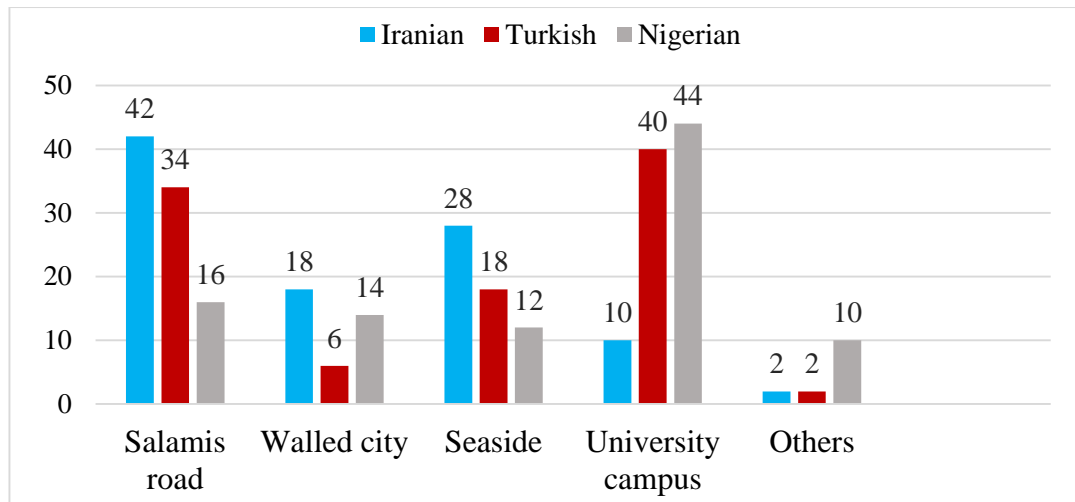


Figure 24. The most popular part of the city from the students' perspective

Likewise, the Nigerian students noted that knowing the language of Turkish Cypriots is the most effective factors to their attachment, whereas existence of public space and gathering areas, being with people from their own country living in Famagusta, would also increase their sense of attachment to the Famagusta.

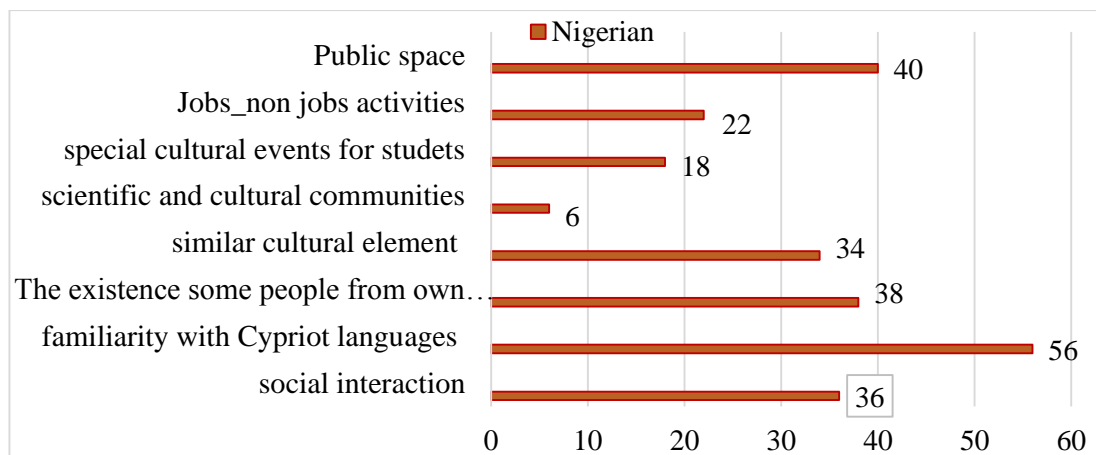


Figure 25. Influential factors that increase Nigerian students' attachment

The most memorable place in the Famagusta for all of the three groups of students has been identified as the Eastern Mediterranean University campus and after that salamis road.

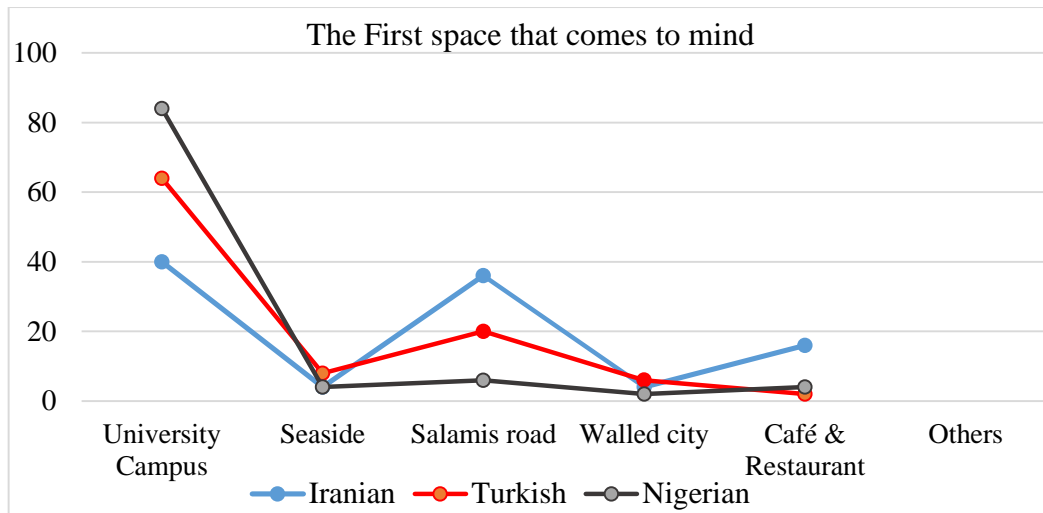


Figure 26. Most striking memory and feature of Famagusta for the foreign students

In this survey, social, cultural, and physical attachment of students have been studied. According to collected data, it was found that social attachment of students to the city is as follows:

Regarding to the ‘feeling safety’ dimension of the attachment patterns, all of the three groups consider Famagusta as a safe place. They tend to have much more intense social tie to local community of Famagusta. Another important factor of social attachment is the past experience and memory. According to students' point of view, the Eastern Mediterranean University is the most memorable place of this city for them that they spend most of their time in the campus. Moreover, Salamis road (Fevzi Çakmak Boulevard), also plays an important role in the social attachment of students in which most of their social interactions takes place in.

For the cultural dimension of the attachment patterns, Turkish students have more attachment to the city in comparison to the other two groups due to sharing same language, religion, and common symbols with the local community of Famagusta.

Regarding to the physical dimension of the attachment patterns, Turkish students and Iranian students consider the physical quality (aesthetic, accessibility to various parts of city, walkability) of Famagusta as poor. On the other hand, it seems that Nigerian students are more satisfied by the physical quality of Famagusta and consider it as good.

Finally, different groups consider different factors for increasing their attachment. Turkish students stated that participation in social interaction and similar cultural elements increase their sense of attachment. Moreover, Iranian students and Nigerian students consider existence of public place and familiarity with Turkish language respectively as the most important factors that would enhance their attachment to the Famagusta. The following table (Table 3) shows the collected information regarding students' responses to our proposed questionnaire.

Table 3. Results of the questionnaire survey for foreign students (Iranian, Nigerian and Turkish)

50 respondents were selected from each nationality. They were between (18 and 40 years old).	Nationality		
	Iranian= 50 N	Nigerian= 50 N	Turkish= 50 N
1. How long have you been living in Famagusta?			
1 year	7	31	7
2 years	22	17	9
3 years	14	2	14
More than 4 years	5	-	20
2. I call Famagusta as 'home'.	Iranian	Nigerian	Turkish
SA	2	1	13
A	8	8	17
N	18	26	8
D	18	12	11
SD	4	3	1
3. I can be away from the city for a long time.	Iranian	Nigerian	Turkish
SA	2	9	14
A	17	11	9
N	22	16	10
D	6	13	12
SD	3	1	5
4. I would like to keep living in Famagusta in the future.	Iranian	Nigerian	Turkish
SA	-	2	7
A	7	3	5
N	2	14	10
D	25	20	15
SD	16	11	13
5. I feel happy when I am in Famagusta.	Iranian	Nigerian	Turkish
SA	4	20	14
A	21	25	12
N	13	3	17
D	12	2	2
SD	-	-	5
6. I have a satisfaction about the facilities in the city.	Iranian	Nigerian	Turkish
SA	-	5	2
A	5	26	11
N	5	4	15
D	22	15	15
SD	18	-	7
7. Accessibility to facilities (market, transportation, green land, etc.) is suitable.	Iranian	Nigerian	Turkish
SA	-	7	10
A	16	22	15

N	8	9	17
D	23	12	8
SD	3	-	-
8. The quality of physical environment (aesthetic, walkability, cleanness, etc.) is well.	Iranian	Nigerian	Turkish
SA	-	3	10
A	-	25	10
N	5	3	17
D	22	19	13
SD	23	-	-
9. I feel safety in the city.	Iranian	Nigerian	Turkish
SA	31	18	20
A	14	44	24
N	3	12	3
D	2	22	1
SD	-	4	2
10. Any damage and destruction in the city make me feel stressed.	Iranian	Nigerian	Turkish
SA	-	7	17
A	15	21	15
N	31	12	9
D	4	8	5
SD	-	2	4
11. All parts of the city are conveniently accessible.	Iranian	Nigerian	Turkish
SA	-	2	11
A	5	14	10
N	4	8	24
D	36	24	5
SD	5	2	-
12. I am enjoying the relationship with neighbors.	Iranian	Nigerian	Turkish
SA	5	6	14
A	21	19	18
N	13	18	12
D	6	5	3
SD	5	2	3
13. I participate in various cultural events that are held in Famagusta.	Iranian	Nigerian	Turkish
SA	2	3	7
A	19	13	16
N	21	9	24
D	8	17	3
SD	-	8	-
14. If the city prepare the situation that students collaborate with the community, I prefer to attend.	Iranian	Nigerian	Turkish
SA	7	4	15

A	37	38	22
N	4	4	11
D	2	4	2
SD	-	-	-
15. Which place do you go for recreation in the city?	Iranian	Nigerian	Turkish
Cafe & Bar in walled city	13	3	18
Restaurant	23	20	12
Shops	14	8	6
New Lemar shopping complex	5	13	18
Salamis Road	25	7	27
Seaside	20	15	17
Other	-	7	7
16. Which part of the city do you like to visit frequently?	Iranian	Nigerian	Turkish
Salamis Road	21	8	17
Walled city	9	7	3
Seaside	14	6	9
University Campus	5	22	20
Others	1	7	1
17. Which is the first space that comes to your mind in Famagusta city?	Iranian	Nigerian	Turkish
University Campus	20	44	32
Salamis road (Fevzi Çakmak Boulevard)(shops & café)	18	3	10
Walled city	2	2	3
Café & Restaurant	8	1	1
Seaside	2	-	4
Other	-	-	-
18. Which factors increases your sense of attachment?	Iranian	Nigerian	Turkish
Participating social interaction.	16	18	31
Being familiar with the language of the host country.	17	28	18
The existence of some people from my own country living in Famagusta.	18	19	26
Existence of similar cultural elements between your country and 'Turkish Cypriot Culture.'	22	17	31
Establishing scientific and cultural communities.	13	3	9
Participating special cultural events for students.	11	9	19
Jobs, non-academic activates	24	11	8
Public place and gathering area	36	20	26

Chapter 4

CONCLUSION

This research investigates about the issues associate with place attachment of students to the Famagusta, besides other geographical and cultural factors, which is one of the most important cities of Northern Cyprus in terms of higher education.

Within the light of the review literature and conducted questionnaire survey, one could claim that three group of indicators regarding to the human and place, consciously or unconsciously, play important roles in the process of developing place attachment to new surroundings. These are:

- Belief, thoughts and imagination of human to the place according to his or her past experiences that affect the perception and judgment of person to new places,
- Preferences and feelings of person against emotional quality of place that have some influences on his or her assessment of the place,
- Personal expectations and needs and the extent to which place meet these requirements affect the attachment of human to the place.

As it was mentioned before in the literature review, there is a meaningful relationship among the length of residency, extent of satisfaction and access to facilities, physical quality, social tie and place attachment. Likewise, according to Logan and Molotch (1987), the more accessible facilities are available in a place, the more attachment people will have to the place in their personal lives.

As it was expected, the length of residency has been measured an important factor of the attachment of students. In all of the three groups of research participants, those students with longer residency than four years have stronger attachment to the city of Famagusta. On the other hand, students with shorter residency than one year have the weakest attachment. This findings is along with the Kasarda and Janowitz (1974) results indicating that there is a straight relationship between the stability and length of residency and attachment.

According to the results of the study, while Iranian students have the least attachment to Famagusta, Nigerian students are better attached to the city. Turkish students have the highest level of attachment among others.

According to Tognoli (1987) and Sundstrom, et al. (1996) the sense of satisfaction from physical, social, and symbolical features have direct effect on the sense of attachment. Accordingly, Iranian and Nigerian students have noted that, accessibility of facilities plays an important role for their satisfaction from Famagusta. They stated that physical factors, especially the quality of pedestrian, existence of bike line and public place, form of building, pollution and public transportation have great influence on their attachment. The research results also indicate that the majority of the three nationalities of respondents consider different parts of Famagusta as not being conveniently accessible. For example, they considered the Salamis road (Fevzi Çakmak Boulevard as its official name) as the only available choice of entertainment because of its closeness. As a result, the participants mentioned that they tend to spend their time in the restaurants and cafes on that road. Although the participants have claimed that they like the Walled City, because of its farness and difficulty of accessibility, they have very limit connection with the historical part of the Famagusta.

This findings complies with the Low and Altman (1992) implication about the impact of common cultural elements on the establishment of attachment. They had pointed out that sharing common culture, lifestyle, language, religion, symbols, etc. lead to more integration with community that consequently results in attachment. Moreover, Iranian and Nigerian students tend to establish relationship with their neighbors, however their inability to speak Turkish prevents them from such these engagements. It complies with the McMillan & Chavis (1986) findings that indicate the perception of people as being a 'member of the group' and on the other hand, the view of community to them as 'belonging to the group' have a direct influence on the sense of attachment. Moreover, they claimed that the low level of familiarity of local people with English forces them to have relationship with just their countryman.

Therefore, Turkish students have the highest level of attachment to Famagusta and the most important factor of their attachment is their ability of communication with others in Turkish language. Moreover, these robust relationships could also be explained by this fact that the population of Turkish students is highly greater than other nationalities; therefore they have much more opportunities to communicate with the natives. Furthermore, since they are native in the Turkish language they can take advantage of this potential and have more convenient communication in the Famagusta.

The attachment of Nigerian students toward Famagusta is in the middle of Iranian and Turkish students. Interestingly, their satisfaction of physical quality is high. Moreover, they claim that their inability to speak Turkish, unfamiliarity of local people with English language and few job opportunities prevent them from having stronger attachment and social relationship with local people.

As it mentioned in the literature review, social structures, personal experiences, and physical features structure the characterization of a place features (Peaz & et al., 1997; Lewicka, 2010). The most memorable place in the Famagusta for all of the three groups of students has been identified as the Eastern Mediterranean University campus. Due to the lack of public spaces and gathering areas is another important factors that most of the students of surveyed were interested in hanging out in public spaces, but, this town approximately was failed to satisfy this desire. They spend most of their time in the university. Since they spend most of their time in the campus and most of the participants consider their homes as a 'sleeping place'. Moreover, since students prefer to have relationships with other students of the same age, most of their communications and interactions happen in the university leading to consideration of university as a memorable area.

As it pointed before, the lack of appropriate job opportunity repel students from considering Famagusta as suitable choice for future life. They stated that the only available options for them is working in the restaurant or getting assistantship from university both of which have their particular problems and are not ideal. For example, working in the restaurants take lots of their time and disturb their focus from university works. Moreover, they noted that getting assistantship is difficult.

This study showed that the students, which have been considered as quest population of Famagusta; yet represent very huge number of population within the city, have developed various types of place attachment patterns to the city. Therefore these patterns need to be considered for the future planning developments of the city. The integration of the student population within the city is important to establish more

unified place. In the following paragraphs, some recommendations have been done for the development of the city.

4.1 On the Basis of the Findings of This Study, the Following Suggestions Can be Made for Further Inquiry

Based on the finding of the research, some suggestion are proposed by the researcher for improving the condition of Famagusta as an ideal student city as follows:

- **Physical recommendation**

There is need for utilizing students' abilities for improving the physical quality of Famagusta. For example, the Eastern Mediterranean University could cooperate with the municipality of Famagusta to make some sculpture for installing in the city. This could increase the physical quality and beautifulness of Famagusta, because of utilizing students' skills this cooperation will be completely economically feasible as well. Furthermore, by hiring those students with powerful power in street art, Famagusta could get some beautiful paintings and graffiti that improve its visual appearance in urban areas.

There is need to form some public places especially in the Walled City of Famagusta. For example, the ditch of the castle could be an appropriate choice that increase the tendency of students to spend their time in this part of city. It also leads to better social interactions and makes this part of city attractive during day as well. Moreover, because of the apartness of these areas from university and Salamis road (Fevzi Çakmak Boulevard), the accessibility of students could made convenient (For example by setting much more frequent bus lines).

There is need to improve physical quality of Famagusta that would motivate students to pursue their education in this city and also attract tourist to visit the city as well. Clearly, both of these outcomes have a great contribution in the overall economic progress of Famagusta.

- **Social recommendation**

There is need to organize monthly festivals by using students' abilities in order to introduce scientific and cultural elements of nations to each other.

There is also need to organize a clear and fair framework for the employers who hire students in the university and outside. (Some of students had claimed from lack proportion between the difficulty of jobs and paid wage).

The Eastern Mediterranean University and the Municipality of Famagusta may organize a framework for granting some award, such as tuition waiver or assistantships, to graduate students who specifically could focus on improving the quality of this city in architectural and urban aspects.

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APPENDIX

Appendix: Questionnaire Date: 3/13/2014

This questionnaire is part of a research about “Place attachment of foreign students in Famagusta city” that investigate influencing factors to improve place attachment of students in Famagusta. Thank you for your participation.

Gender Male Female

Age 18-22 22-26 26-32 32-40

What is your education level? Under graduate student Master PhD

What is your nationality? Iranian Turkish Nigerian Other

1. How long have you been living in Famagusta?
One year 2 years 3years more than 4 years
2. I call Famagusta as 'home'.
Strongly agree Agree Neutral Disagree Strongly disagree
3. I can be away from the city for a long time.
Strongly agree Agree Neutral Disagree Strongly disagree
4. I would like to keep living in Famagusta in the future.
Strongly agree Agree Neutral Disagree Strongly disagree
5. I feel happy when I am in Famagusta.
Strongly agree Agree Neutral Disagree Strongly disagree
6. I have a satisfaction about the facilities in the city.
Strongly agree Agree Neutral Disagree Strongly disagree
7. Accessibility to facilities (market, transportation, green land, etc.) is suitable.
Strongly agree Agree Neutral Disagree Strongly disagree
8. The quality of physical environment (form of the building, pedestrian, cleanness, etc.) is well.
Strongly agree Agree Neutral Disagree Strongly disagree
9. I feel safety in the city.
Strongly agree Agree Neutral Disagree Strongly disagree
10. Any damage and destruction in the city make me feel stressed.
Strongly agree Agree Neutral Disagree Strongly disagree
11. All parts of the city are conveniently accessible.
Strongly agree Agree Neutral Disagree Strongly disagree
12. I am enjoying the relationship with neighbors.
Strongly agree Agree Neutral Disagree Strongly disagree

13. I participate in various cultural events that are held in Famagusta.

Strongly agree Agree Neutral Disagree Strongly disagree

14. If the city prepare the situation that students collaborate with the community of the city, I prefer to attend.

Strongly agree Agree Neutral Disagree Strongly disagree

15. Which place do you go for recreation in the city?

Cafe & Bar in walled city Restaurant Shops Lemar

Salamis road Seaside Other

16. Which part of the city do you like to visit frequently?

Salamis road Walled city Seaside University Campus

Others

17. Which is the first space that comes to your mind in Famagusta city?

University Campus Salamis road (shops & café) Walled city

Café & Restaurant Seaside Other

18. Which factors increases your sense of attachment?

- Participating social interaction.

- Being familiar with the language of the host country.

- The existence of some people from my own country living in Famagusta.

- Existence of similar cultural elements between your country and ‘Turkish Cypriot Culture.’

- Establishing scientific and cultural communities.

- Participating special cultural events for students.

- Jobs, non-academic activates

- Public place and gathering area

If you have further comments about enhance of sense of attachment please write it
down