Perceived Causes of Culture Shock: A Study on International Students in North Cyprus

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ABSTRACT

Culture shock is an important issue and is the result of movement of individuals from one place to another. The differences between the old environment and the new environment are the major causes of culture shock. The individuals may feel insecurity, disorientation, anxiety and so forth as a result of culture shock.

The goal of this research study is to analyze the causes of culture shock and how international students at Eastern Mediterranean University (EMU) perceive them. In this study, factors were identified and questionnaires were distributed to three-hundred fifty international students in order to measure how culture shock elements vary based on gender, country of origin, educational level, age, length of stay and monthly income. Major causes of culture shock were infrastructure, service quality, weather, and language. Also, the results of this research showed there are significant differences between international students' demographic characteristics and culture shock causes.

The results of this thesis imply that almost all international students should expect to experience culture shock because they may find the new environment challenging to adjust to. As a result, we suggested that international students should collect enough information about the host culture, education system etc. and try to build relationships with locals in order to understand their society.

Keywords: International students, culture shock, culture shock elements, Eastern Mediterranean University, North Cyprus.

ÖZ

Kültür şoku, bireylerin yaşadıkları bir yerden başka bir yere taşınması sonucu, yeni çevredeki farklılıklara adapte olmakta yaşanan zorluklar nedeniyle ortaya çıkan önemli bir konudur. Kültür şokunun yaşanması, bireylerde güvensizlik, yönelim bozukluğu, endişe v.b. neden olabilmektedir.

Bu araştırma, Doğu Akdeniz Üniversitesi'nde öğrenim gören uluslararası öğrencilerin kültür şoku yaşamalarının nedenlerini ve öğrencilerin bu şoku nasıl algıladıklarının araştırılmasını amaçlamaktadır. Kültür şokuna neden olan unsurların, öğrencilerin cinsiyetleri, menşe ülkeleri, eğitim düzeyleri, yaşları, kalış süreleri ve aylık gelirlerine göre nasıl değişim gösterdiğini ölçmek için üçyüz elli öğrenciye anket dağıtılmıştır. Elde edilen bulgular, uluslararası öğrencilerin farklı demografik özellikleri ile kültür şoku nedenleri arasında belirgin farklılıklar olduğunu göstermiştir.

Tezde elde edilen sonuçlara bakıldığında, hemen hemen tüm uluslararası öğrencilerin, uyum sağlamaları zor olan yeni çevre koşulları nedeniyle farklı kültür şoku faktörlerinden etkilenebileceklerini göstermiştir. Sonuç olarak, uluslararası öğrencilere, kültür şokundan etkilenmemeleri için yeni kültür, eğitim sistemi vb. hakkında yeterli bilgi toplamaları yanında yerel halkla ilişkiler kurmaları önerilebilecektir.

Anahtar Kelimeler: Uluslararası öğrenciler, kültür şoku, kültür şoku unsurları, Doğu Akdeniz Üniversitesi, Kuzey Kıbrıs.

This thesis is dedicated to my loving family, my inspiring professors and my

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INTRODUCTION

When individuals move to a new culture they might experience cultural differences such as; religion, ethnicity, traditions, language and lifestyle. The process of perceiving these differences is based on their way of thinking and feelings and their various personality characteristics which specify their ability to adjust to a host culture. Dealing with cultural differences is hard for foreigners who are already aware of these differences, but it is harder for those who are unaware of how the host culture operates. So, a number of solutions were proposed in order to prevent and cope with culture shock such as; learning the host culture՚s language basics, contact with locals, accept culture shock and avoid stereotyping.

Culture shock was defined by Oberg (1960) as "the consequence of strain and anxiety resulting from contact with a new culture and the feelings of loss, confusion, and impotence, which are due to loss of accustomed cultural cues and social rules." Culture shock is usually accompanied with negative symptoms such as sadness, lack of confidence, depression, loneliness, longing for family and so on. Also, it goes with various stages or phases that clarify international students՚ way of adjustment starting by optimistic reactions that start to become negative feelings such as feeling unhappy

and lonely, these negative feelings are caused due to the criticizing of the new culture. Finally, they end up of being more integrated in the new culture or environment.

1.1 Aim of the Study

The goal of this study is to test which culture shock causes are perceived as important by international students through differentiating which of these elements are considered mostly important. Three-hundred fifty questionnaires were distributed among both undergraduate and graduate international students in order to highlight their adjustment to North Cyprus culture. Several independent variables were taken into account in order to understand how they affect international students. These variables are "language, interpersonal communication, mentality, Values and beliefs, local's attitudes toward international students, infrastructure, service quality, food, environmental concerns, immigration policies, cost of living, rules of behavior and weather."

1.2 Scope of the Study

This research study took culture shock concept from EMU international students' perspective by clarifying how culture shock elements are perceived by international students. As we said earlier, the study is limited only to one university and didn't take the population as a whole. This means that the results of this study can not be generalized since respondents' personality differ from one to another.

1.3 Methodology of the Study

For the goal of implementing this research study, a questionnaire has been developed so as to collect all the needed information from international students at EMU. The questionnaire has been adopted from previous dissertation and several articles. SPSS

program was the main tool for analyzing the hypotheses in order to illustrate the significant differences between dependent and independent variables.

1.4 Research Hypotheses

In this research, we wanted to find the answer of the following hypothesis:

- Which culture shock elements are perceived as important by international students among gender.

- Which culture shock elements are perceived as important by international students among country of origin.

- Which culture shock elements are perceived as important by international students among educational level.

- Which culture shock elements are perceived as important by international students among age groups.

- Which culture shock elements are perceived as important by international students among length of stay.

- Which culture shock elements are perceived as important by international students among monthly income.

1.5 Limitations of the Study

1. Location: The study has been conducted only in EMU.

2. Language: The questionnaire was developed in English. However, a large number of the respondents faced difficulties in understanding some concepts.

3. Respondents credibility in filling the questionnaire.

4. Time limitation.

1.6 Structure of the Study

This research study is composed out of five chapters concerning specific topics. Chapter two is the theoretical part in which it discusses the idea of culture shock starting by defining the culture concept, then the four phases of culture shock and how they affect individuals in a foreign culture accompanied with symptoms and causes of culture shock and how to deal with it. Chapter 3 talks about the research methodology by covering the design of the study, questionnaire design and data collection, sample of the study, data analysis and research hypotheses. Chapter four is about the findings of this research. SPSS program was used to analyze the data according to the Independent Samples T-Test and One-Way ANOVA test. The last chapter summarized the research study and mentioned some recommendations for future studies.

This research study has been structured into five major chapters.

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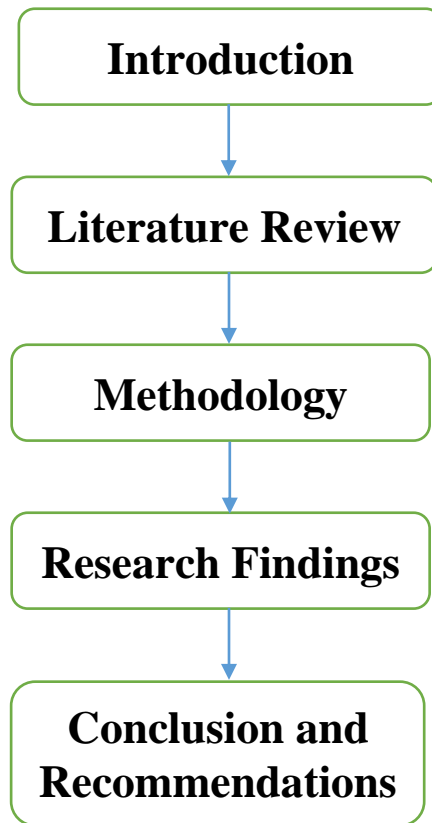
Figure 1.1: Structure of The Study

Chapter 2

LITERATURE REVIEW

2.1 Overview

Cultural differences may cause a great challenge to individuals who move to a new culture since each culture has its own well-being, such as religion, ethnicity, traditions, language, lifestyle and so on. All of these factors will shape the personality of individuals of a certain culture in their ways of feeling, thinking and reacting to the culture dependent upon values that look apparent in their rituals, heroes and symbols. When facing these factors in a foreign culture, individuals' possibility of facing cultural shock is high especially when their beliefs, attitudes and values on which they raised on will clash with those of the host culture.

Individuals in the host culture will experience these cultural differences which is called culture shock, which includes to some degree severe symptoms relying on the ability of those foreign individuals to adapt and cope with the upcoming difficulties in the host culture.

This chapter will discuss the idea of culture shock starting with defining the cultural concept accompanied with Hofstede cultural dimensions. In the following subtitles, culture shock will be discussed in more details by providing different definitions about

this term accompanied with its negative characteristics and highlighting three approaches which are stress and coping, culture learning, and social identification. This chapter will also talk about the four phases of culture shock from Michael Winkelman's point of view and how they affect individuals in a foreign culture, accompanied with symptoms and causes of cultural shock and how to deal with it. This chapter also mentioned international students go together with the factors that affect their sojourn, challenges they might face and finally how to adjust themselves with the host culture.

2.2 Culture

Several efforts have been made in defining culture by emphasizing the idea that any culture is inherited from one generation to another and it differs in the way it is perceived by individuals. A culture includes lots of variables such as language, religion, attitudes, values, history and others. Each one of these variables differ in its degree of shaping cultures and the way they are connected. The reason behind these differences goes to the different rules that were passed from one generation to another which are reflected in the way individuals consider things and make decisions (Hall, 1989; Hofstede, 1984; Triandis, 1989).

Hofstede (1989) stated that "culture is the collective programming of the mind which distinguishes the members of one group or society from those of another." He proposed that culture types are deep seated in the value systems of main groups of the people which are steady over long periods in history (Hofstede, 1984). A culture is not only obvious in values, but in superficial ways such as rituals, heroes and symbols. Rituals are collective activities such as weddings and greetings. Heroes are characters or individuals who might be dead or alive, fictional or even real. Symbols are presented in

the form of objects, words, pictures and gestures which are known and shared in each culture. Hofstede formed a model called cultural onion by placing the values at the core while locating rituals, heroes and symbols in three separate layers (Hofstede, 2001).

2.2.1 Hofstede Cultural Dimensions

For the purpose of determining any culture's elements, Hofstede (1984) utilized four dimensions: "Power Distance, Individualism Versus Collectivism, Masculinity Versus Femininity and Uncertainty Avoidance."

1. **Power Distance**

   Power distance is usually connected with accepting the inequality of the distributed power in the society which has an influence on both less and more powerful members (Hofstede, 1984). It can be also clarified in the context of demonstrating how members of a certain culture see power relationships like the relationship between children and their parents or employees and their managers (Greets, 1977).

   Power distance is divided into high power distance cultures and low power distance cultures. For those with high power distance, no justifications are needed since the hierarchical order is already accepted by the society. Whereas, low power distance cultures fight in the sake of achieving power equalization accompanied with justification for any inequalities in power (Hofstede, 1984).

2. **Individualism Versus Collectivism**

   Individualism is that kind of societies in which individuals are independent and have weak connections with others because achieving their goals have the first

concern, but for collectivist societies individuals care about each other by being involved in an interdependent relationship. However, it is not necessary that all members of individualists cultures or even collectivist have the attributes of those cultures (Triandis, 2001).

3. **Masculinity Versus Femininity**

Masculinity Versus Femininity dimension was defined by Hofstede (2011) as "the distribution of values between the genders which is another fundamental issue for any society, to which a range of solutions can be found." Masculinity dimension illustrates the degree to which male dominance is accepted in a certain culture and vise versa for Feminine cultures, in other words how social roles are distributed among genders (Hofstede, 1984).

4. **Uncertainty Avoidance**

The term of Uncertainty Avoidance expresses individual's comfort by engaging in certain behaviors (Hofstede, 2011). It is also divided into high and low uncertainty avoidance. People who are engaged in high uncertainty avoidance cultures are more likely to be emotional, attempting to reduce any strange circumstances and obeying laws and regulation. Whereas, in low uncertainty avoidance cultures, people are more pragmatic in a way of feeling more comfortable toward environmental changes or unstructured situations (Hofstede, 2010).

2.3 Culture Shock

The notion of 'culture shock' was used for the first time by Kalervo Oberg. Oberg (1960) defined the term culture shock as "the consequence of strain and anxiety resulting from contact with a new culture and the feelings of loss, confusion, and impotence, which are due to loss of accustomed cultural cues and social rules." Taft (1977) also specified six negative characteristics:

1. strain or stress relating to psychological adaptation;

2. a sense of loss or deprivation resulting from the removal of friends, status, role, and personal possessions;

3. fear of rejection by or rejection of the new culture;

4. confusion in role definition;

5. unexpected anxiety, disgust or indignation regarding cultural differences;

6. feelings of helplessness due to not being able to cope with the new environment; (Taft, R., 1977).

Winkelman (1994) stated cultural shock as "a multifaceted experience resulting from numerous stressors occurring in contact with a different culture." Culture shock is usually experienced by newcomers such as international students, immigrants or sojourners who may face cultural conflicts that lead to psychological reactions which contains cognitive fatigue, physiological reactions, interpersonal communication problems, emotional, identity loss and role stress. Since cultural shock is a normal thing in any unfamiliar culture, newcomers have to deal with cultural shock effectively by admitting the occurrence of cultural shock due to the loss of the homeland cultural environment and the new culture challenges by adjusting their behaviors and developing

adaptation skills to beat cultural shock (Oberg, 1960; Winkelman, 1994; Rhinesmith, 1985).

In their research of predicting which group is most affected by cultural shock, Zhou et al., (2008) suggested a theoretical model which contains three modern approaches. Starting with Stress and Coping approach, cross-cultural travelers should be flexible, adjust and develop strategies and tactics to minimize inherently stressful life changes. Coming to Culture learning approach, researchers' result was based on the idea that in order to survive in a new and unfamiliar culture, cross-cultural travelers should focus on acquiring social skills. Ending with Social Identification approach, it may cause cultural identity changes because it focuses more on the internal cognitive processes such as the way of thinking that may be experienced by newcomers. These three approaches address the ABC model which goes for "Affective, Behavioral and cognitive".

Social Identification is based on two conceptual approaches, the first one is known as Acculturation which can be defined as a procedure of continuous communication among individuals of different cultural groups which will cause later changes in the original or main cultural patterns of one or both groups (Redfield et al., 1936). However, the amount of change that can be caused will be more in one group than another. The second approach is known as Social Identity theory. This theory was developed for the first time by Henri Tajfel & John Turner in 1970s to understand intergroup behavior (Tajfel & Turner, 1979). Social identity explains and estimates one's self-concept and the way he is going to be treated by other groups. So basically, when individuals make comparisons

between their groups and other groups, they tend to show that their groups are more special, different and positively evaluated (McKeown et al., 2016).

As reported by Yost & Lucas (2002), experiencing cultural shock by immigrants depends on several factors, such as previous familiarity with different cultures, the magnitude of preparation for the cultural change, support systems availability, the level of distinction between the inherited culture and the new one, and finally individual personalities differences. It is also important to know that individual's Cultural dissonance level strongly affects the process of acculturation among home and host country (Yost & Lucas, 2002).

2.4 Phases of Culture Shock

As mentioned earlier Culture Shock term was first introduced by Oberg. So, in order to define the process of cultural shock, many researchers nominated a number of phases to describe the obstacles that newcomers will face.

The following four phases of cultural shock were developed by Michael Winkelman (1994) by emphasizing the idea that all these four phases are cyclical and sequential. The aim is to show how individuals pass through these four phases when experiencing a new different culture.

1. **The Honeymoon Phase**

   In this stage people usually have positive feelings, a sense of pleasure and joy, optimism, discovery, adventure and excitement toward the new culture. This stage summarizes the process of how newcomers realize various differences

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among home and host cultures which can be interesting and exciting driven by a sense of self-assurance, curiosity, interest and collecting experiences. Any interpretations of similarities as well as differences are adapted to individual's original identity and status role. Honeymooner's activities vary among individuals, if they are tourists all their activities will be limited in resorts, business, hotels and others, but in our case of international students, they tend to enjoy their time such as tourists with little responsibility toward consequences (Winkelman, 1994; Pedersen, 1994).

2. **The Crisis Phase**

In this stage, the positive effect of the Honeymoon phase comes to end by emerging into crisis phase either immediately or after few weeks. The duration of shifting relies on preparation, individual characteristics and other factors. It may occur by facing negative experiences and increasing problems. Later, individuals get depressed and frustrated in addition to tensions and anxiety. After that, they will start criticizing the new culture because of the many obstacles they face such as language, feeling disliked by others or even helpless, lifestyle and others (Oberg, 1960; Winkelman, 1994).

At this phase, individuals may feel that they lack control over their own life which can cause hostility, depression, anger, or isolation. Due to all these negative behaviors, individuals may postpone some of their plans such as learning the host country language and wish to get back home as problems increase and depression reaches advanced stages to become more serious (Winkelman, 1994).

3. The Adjustment Phase

After coming out of the Crisis phase toward the Adjustment phase, individuals should learn how to adjust themselves to the new culture by starting to accept the differences and dealing with them in a simple way. Adjustment can also be accomplished by developing problem-solving skills in order to start accepting the culture with a favorable attitude. Through this phase, negative reactions to the new culture start declining gradually because individuals are now convinced that problems are caused due to their misunderstanding and difficulty in accepting and adapting the new culture (Winkelman, 1994).

Adjustment differs based on individual's personality, it can take the form of adjustment without adaptation such as isolation or flight. Isolation have many shapes such as avoiding to learn fundamental issues about the new environment or living in ethnic enclave (Winkelman, 1994).

4. The Adaptation Phase

Is also known as Resolution stage or Acculturation stage. As individuals reach the forth and last phase, they already get accustomed to the new culture by having an effective and stable means of adaptation. This is because they became more efficient in solving any problem they face and having control over the new culture. However, the adaptation process varies based on the goals and the characteristics of individuals. At the end of this phase individuals tend to have bicultural identity which causes fundamental personal changes due to the process of cultural development and adaptation. However, it is important to note

that absorption of the new culture is impossible and difficult to achieve (Winkelman, 1994).

Further to previous comments, cultural shock stages have been developed by several researchers. So it is important to mention one of the earliest studies of cross cultural adjustment which is known by the name of U-Curve that has been developed by Lysgaard Sverre in 1950s. This study took a sample of two-hundred Norwegians who used to study in the united states by concentrating on their duration of sojourn which has the range of zero to six months, six to eighteen months and over eighteen months (Church, 1982).

The U-Curve theory of adjustment defines adjustment difficulties that may be experienced by sojourners who populate in a different culture as a U-Shaped curve process. It clarifies that adjustment is faced by optimistic reactions at the beginning, until it is followed by crisis in which negative feelings begin to appear such as feeling unhappy and lonely. These feelings will continue until reaching the phase of being more integrated in the new culture or environment. Later, studies were extended from the U-Curve theory to come up with the W-CURVE theory which has been developed by Gullahorn and Gullahorn in 1960s to include the following phases "The Honeymoon, Culture shock, initial adjustment, mental isolation and acceptance, integration and connectedness." They indicated that sojourners frequently experience an acculturation process when they return back to their home cultures identical to that experienced abroad (Lysgaand, 1955; Church, 1982).

The U-Curve hypothesis or even the phases may not be considered as an effective way in measuring the adjustment process since not all sojourners are going to start with the Honeymoon phase or those positive feelings of optimism or elation (Church, 1982).

2.5 Causes of Cultural Shock

Winkelman (1994) stated four causes of Cultural shock, starting with stress reactions, then cognitive fatigue and role shock and finally personal shock. These causes clarify the various symptoms and feelings that individuals may experience when moving to a new culture or environment in order to adapt and learn all the differences for the goal of behaving in an appropriate and culturally accepted way.

1. **Stress Reactions**

   According to Mumford (1998) "When people find themselves in an unfamiliar cultural environment for the first time, they frequently suffer some degree of emotional disturbance." Stress is highly affected by the psychological and physiological factors when trying to adjust to a new culture. They are connected in a way in which the psychological state that an individual is passing through will definitely affect his body and its physiological reaction, this will lead to rise stress feelings, depression, anxiety and so on. Coming to the physical state, cultural shock will result in feeling discomfort, ill and minor pains (Rhinesmith, 1985; Kohls, 2011; Winkelman, 1994).

2. **Cognitive Fatigue**

   Also known as Culture Fatigue in which understanding and dealing with a new culture requires a lot of mental efforts, such as social communication,

interpreting language and nonverbal communication which will lead to an information overload state due to the efforts made to understand the new culture. Another reason why understanding the new culture is very exhausting is that most individuals shift from unconscious understanding of the familiar culture to conscious understanding of the new culture (Winkelman, 1994). Winkelman (1994) also claimed that "understanding all the new information is very fatiguing and results in a mental and emotional fatigue or burnout."

3. **Role Shock**

Minkler & Biller (1979) defined the term Role shock as "the stresses and tensions manifested as discontinuity is encountered when moving from familiar to unfamiliar roles. Theses unfamiliar roles may constitute totally new roles, or familiar old roles which are played differently in a new situation." Role shock is taken into account as a part of cultural shock because experiencing a new culture is accompanied by testing the stress of vague expectations not only in occupational role, but in the different areas of life (Zapf, 1991). As a result, individuals are going to face some social roles changes that will affect their well being and self concept (Winkelman, 1994).

4. **Personal Shock**

Personal shock occurs as a result of various changes in individual's life. The state of personal shock increases by facing a new culture due to the invasion of individual's cultural and personal sense such as beliefs, values, morals and logic. The main symptoms of culture shock that influence individuals may contain

compulsive drinking and eating, withdrawal, boredom, excessive daytime sleepiness, inability to work effectively and tensions with family. However, individuals should increase their consciousness of the Pathological aspects (study of diseases) of cultural shock in order to minimize the negative reactions and preparing the ground for adaptation, perception and change (Winkelman, 1994; Abarbanel, 2009).

2.6 The Concept of International Students

The expression of International students can be defined as the process of registration in high educational institutions accompanied with temporary residency (Andrade, 2006). According to our case of North Cyprus, international students speak English as a second language.

International students are more likely to face the following problems during their sojourn in the host country which can be limited in the language, housing, economic, socially unaccepted, health, entertainment and race discrimination. These experiences can cause severe problems while adapting their new life to the host culture which can negatively affect their educational success (Furnham, 2010; Hammer, 1992; Snoubar & Celik, 2013).

2.6.1 International Students Sojourners

Siu (1952) defined sojourners as "strangers who spend many years of their lifetime in a foreign country without being assimilated into it." International students generally spend six months to five years in the host country for the purpose of studying, teaching and representing their countries in hopes to return back after completing what they came for (Furnham, 1988). As a result of temporary sojourn, international students are classified

in a different category than those who immigrate for working or living purposes (Martin & Harrell, 1996). International students number is growing year by year due to the decline of trade barriers and advancement in communication and technology. These cross cultural interactions will lead up to a spread of knowledge between cultures and successful international relations (Hechanova-Alampay et al., 2002).

2.6.2 Challenges Facing International Students

1. Language Barrier

In our case of North Cyprus, the majority of international students speak English as a second language who may face some difficulties in translating and interpreting words in order to carry the same meaning. In addition, international students may lack good English skills, inability to understand lectures, communication difficulties and so on (Sawir, 2005).

According to Hofstede (1984) language is considered as an important part of the culture by the fact that it can be learned and not inherited. The major stress that may be faced by international students in North Cyprus is the proficiency of Turkish language which is connected to the term of culture shock when trying to adapt to the host culture, because lack of understanding the Turkish language will cause difficulties in communication. However, for those who speak Turkish they will feel more comfortable and confident in adapting to the new culture (Barriers to Cross-Cultural Counseling, 2017).

2. Religious Differences

Emile Durkheim (1995: Original 1912) defined religion as "a unified system of beliefs and practices relative to sacred things, i.e., things set apart and forbidden

– beliefs and practices which unite into one single moral community." Religion is considered as a controversial element when the talk is about cultural differences. When individuals come from cultures where religion occupies a stature in people's lives, any practices by the individuals of the host country that are not matched with their religious beliefs are considered as disrespectful practices and a violation of the beliefs and values they were raised on it. As a result, those individuals are going to face a lot of social pressures in attempting to adjust themselves to the new culture (Lacina, 2002; Al-Sharideh & Goe, 1998).

3. Homesickness

International students who are experiencing cultural shock will definitely feel nostalgic to their homeland. Homesickness is usually connected with a desire and longing to the familiar environment that creates a psychological reaction due to their absence (Hendrickson et al., 2011). Several researchers pointed that homesickness negatively affects international students' behaviors and their psychological well being such as sadness, loneliness and adjustment difficulties (Poyrazli & Lopez, 2007). Another negative impact of homesickness is that it plays a major role in the loss of social support which is going to be discussed later in the factors that affect sojourners adjustment.

4. Cultural Diversification

Cultural diversification can make international students life gets harder, because they should not only take into consideration the host country's culture since it

hosts students from different ethnic and cultural backgrounds who have different beliefs, attitudes and norms. So, international students have to deal with this situation by interacting with students from other cultures in order to increase their level of understanding of different cultures, not being aggressive to accept the new ideas that are totally different from their own and do not force any values that may be inconsistent with other culture (What is Cultural Diversity, 2017).

2.6.3 Adjustment of International Students Sojourners

According to Chapdelaine & Alexitch (2004) "Adjustment relies on a person's capability of making accurate attributions about the cultural values, beliefs, behaviors, and norms of a new society." Adjustment issues are faced by both domestic and international students' sojourners. As mentioned earlier they may face the same problems such as health problems, financial problems, academic pressures and interpersonal conflicts (Baker & Siryk, 1984).

It is important to note that international students' sojourners will experience more problems than those mentioned earlier in this section such as stress, realizing their part as foreigners, verbal and non verbal communication difficulties and so on. These problems come to the surface due to the large difference between home and host cultures which leads to lower the adjustment level with a high degree of stress and anxiety (Pedersen, 1991; Church, 1982).

Sojourners adjustment can be explained as the process of positive reinforcement removal and presenting unpleasant stimuli. A study casts temporary residents' adjustment in the

sense of culture learning using social learning principle and instrumental conditioning by knowing that relocation of home culture learning whether negative or positive will rely on the resemblance of both host and home cultures. When sojourner adjustment is imagined in connection with learning principles, this will lead to reduce the inability to adapt to the host culture. However, occurrence of learning may fail when attitudes to be acquired and learned are in conflict with deep rooted personality orientations (Church, 1982).

2.6.4 Factors Affecting Sojourners Adjustment

Numerous factors were found to show how international students' sojourners ability can influence the way they adjust to a new culture or environment, knowing that international students have different levels in the way they experience specific problems (Church, 1982). The following three factors "self-efficacy, cultural novelty and social support" are going to be covered through this section.

1. **Self-efficacy**

   Self-efficacy can be defined as the confidence and belief individuals' have about their capability in achieving goals and performing tasks (Bandura, 1977). Self-efficacy is used as a tool to forecast student's learning and motivation. For those whose self-efficacy is high, they tend to be enthusiastic and persistent toward learning and exhibiting new behaviors, work harder and make more efforts to get tasks done than those with low self-efficacy who view things in a negative way with a feeling of depression, anxiety and stress (Schunk, 1991; Zimmerman, 2000, Hechanova-Alampay et al., 2002).

2. **Cultural Novelty**

The term of cultural novelty demonstrates the degree to which international students feel comfort when they interact to a new culture. According to one research, adjustment to the new culture will become difficult when the host culture is totally different or novel from the home culture in addition to interaction problems such as living and housing conditions, climate, language, type of food, health care facilities, transportation, clothing, religion or spiritual practices, social practices and educational system. All these aspects play a major role in measuring cultural novelty (Black & Gregersen, 1991; Hechanova-Alampay et al., 2002).

3. **Social Support**

When talking about social support, self-esteem should be taken into account, because it describes the judgments international students have about themselves accompanied with perceptions of self-confidence and self-worth (Kaplan, 2003). When facing a new culture, international students are more likely to experience the feeling of loss since all their families and friends are left behind which in return will be accompanied by a sense of nostalgia for the homeland and a feeling of being uprooted (Pedersen, 1991; Sandhu, 1994).

Types of social support that international students may seek in the host culture in order to help them adjust seem to vary, like looking for other students who share the same culture or ethnic background. This in return makes the process of overcoming obstacles much easier with the support of these students, also no difficulties will be found to keep their social self-esteem. However, international

students may be at danger of not being able to adjust to the host culture (Al-Sharideh & Goe, 1998).

2.7 Dealing with Culture Shock

In reference to previous information, the way cultural shock adaptation can be managed depends on the characteristics of individuals, their needs and intentions, and the social and cultural status of adaptation. Cultural shock features demand modifications dependent upon good skills in resolving problems or crisis, consciousness of cultural shock and admission that cultural shock adaptation and resolution requires a certain degree of personal change. This is said to be as a process of accommodation, in other words acculturation and not assimilation by understanding how to adapt effectively (Winkelman, 1994).

Successful cross-cultural adaptation can be achieved through a social learning theory that merges both behavioral and cognitive strategies by taking into account cognitive orientation and consciousness of the experience. Managing cultural shock in an effective way especially in cultural immersion cases that requires a series of issues to be addressed. These issues that are going to be discussed later in this section explains how individuals can effectively manage cultural shock by stabilizing themselves as a first step then smooth their adjustment to steady adaptation out of cultural learning (Winkelman, 1994; Taft, 1977).

The issues are as the following

1. **Pre-departure Preparation**

   Estimation of individual's capability in adapting to a new environment is a good indicator before stepping to a new environment or culture. However, individuals differ in their ability to accept the strictness of cultural shock and the process of adaptation. In this case individuals need to be aware of the unavoidable problems while living in an unfamiliar country and be pragmatic about the necessary changes (Winkelman, 1994).

   Cross-cultural problems as a result of culture shock will definitely affect individuals. So, in order to reduce cultural shock, individuals should prepare for the upcoming problems and utilizing resources that will encourage coping and adjustment. By doing this, individuals will know how to reframe their problems in a way that encourages tolerance and executing problem-resolution strategies (Winkelman, 1994).

2. **Transition Adjustments**

   To achieve an easy and successful adaptation when moving to a new culture the presence of transition resources should be available such as security, food, social relations, the requirements of physical well being and personal development (Winkelman, 1994).

   Self-efficacy plays an important role in which individuals should instantly show previously mastered foreign cultural behavior in order to increase their level of self-confidence in their attempt of adaptation (Winkelman, 1994).

3. **Personal and Social Relations**

In their way of adaptation, individuals should look after their primary relations such as friends and family relations which are considered as a part of the social support concept in order to have those positive interpersonal relations that are necessary for self-esteem and meeting the emotional and personal needs. For the case of international students, continuous contact with their families will push them forward against cultural shock (Winkelman, 1994).

To successfully adapt to a new culture, individuals should become bicultural by admitting that there will be personal and emotional changes. Personal changes may be accomplished by cognitive flexibility such as accepting the new beliefs, ideas and conditions of the host culture. Whereas emotional changes demand further steps than understanding, knowledge and empathy since individuals need to spur new behaviors (Winkelman, 1994).

4. **Social and Cultural Interaction Rules**

Understanding the host culture requires both verbal and nonverbal communication patterns. Verbal communications are presented by having the right language skills. Whereas nonverbal communication types can be presented in proxemics and kinesics, social interaction patterns, paralinguistic conventions and behavioral communication such as emotional communication, gestures and interpersonal behavioral rules. In their way of adaptation, individuals should learn the different styles of the host culture which include managing, communicating, negotiating and reasoning (Winkelman, 1994; Dodd, 1987).

Cultural adaptation can be achieved by understanding and showing behaviors that are comprehended in the unfamiliar culture in order to reduce stress and make the process of accepting the host culture much easier. During their cultural adaptation, individual should admit that behaviors practiced by the host culture members are reasonable (Winkelman, 1994).

5. **Intercultural Effectiveness and Conflict Resolution Skills**

Successful adaptation asks individuals to admit the fact that facing problems is normal in the new culture in a way they should look for solutions in place of rejecting their existence. To make cultural shock adjustment easier, individuals should develop problem-solving approach that tests conflicts and recognizes problems, foresees strict social situations, solving unpleasant experiences and participate in activities proposed to solve problems (Winkelman, 1994).

Achieving adaptation effectively demands that individuals should avoid increasing the severity of cultural conflict that can be unavoidable in intercultural situations. When individuals have all necessary abilities to effectively adapt and communicate in the host culture, several aspects can be reduced such as culture shock, communication problems, social relations, stress reactions and so on (Winkelman, 1994; Abe & Wiseman, 1983).

2.8 Hypothesis Development

Based on the results of the majority of the previous studies, we developed the following hypotheses.

Table 2.1: Research Hypotheses

H1	The perceived importance of culture shock elements varies among international students' gender.
H2	The perceived importance of culture shock elements varies among international students' country of origin.
H3	The perceived importance of culture shock elements varies among international students' educational level.
H4	The perceived importance of culture shock elements varies among international students' age groups.
H5	The perceived importance of culture shock elements varies among international students' length of stay.
H6	The perceived importance of culture shock elements varies among international students' monthly income.

Chapter 3

METHODOLOGY

3.1 Introduction

The aim of this research is to highlight the adjustment of both undergraduate and graduate international students of EMU to the North Cypriot culture. This research used a quantitative approach by adopting a questionnaire in order to recognize this case study using statistical techniques.

Parahoo (1997) defined research design as "a plan that describes how, when and where data are to be collected and analyzed". This research is designed in a way to help the researcher understand the impact of culture shock experience on international students at EMU.

3.2 Questionnaire Design

Survey method was used as a tool of data collection by focusing only on one instrument which is a questionnaire. Isaac and Michael (1982) explained survey method as "a means of gathering information that describes the nature of the extent of a specific set of data ranging from physical counts and frequencies to attitudes and opinions". It is important to know that gathered information helps to settle observed problems and deciding whether or not the goals have been met (Isaac and Michael, 1982).

The reason of using this type of survey method is to measure how international students adjust to the Northern Cypriot culture by taking into account social support and social network, gender differences, personality and different cultural backgrounds.

The questionnaire consists of forty-five questions about their cultural experience in North Cyprus with seven demographic questions. Most of the questions were designed according to Likert-type scale, using strongly disagree, disagree, neutral, agree and strongly agree, plus a few multiple choice questions.

The questionnaire is made up of four major sections starting with demographic information about participants including gender, nationality, educational level, age, length of stay in North Cyprus, monthly income and marital status. The next section talks about social network which has been formed by Baier (2005) for the goal of measuring international students' level of social support network. Regarding the third section, personality traits were taken into consideration which has been created by Gosling et al. (2003) in order to define the big five personality traits. Ending with causes of culture shock section, questions were adopted from two different sources Miller & Green (2009) and Rajasekar & Renand (2013) in order to highlight how international students' reasons for examining culture shock are different.

These sections have been addressed to ask about living conditions, communication, adjustment difficulties, self-confidence and self-efficacy, psychological and physical problems and social life in the host culture.

3.3 Data Collection

Research sampling can be defined as a process of selecting a small proportion of the whole population within a specific interest for the goal of presenting all the findings of the quantitative research sample in general. In other words, findings of this research will be generalized to include the population (Marshall, 1996).

Quantitative approach usually focuses on random sampling which is the most common approach in which each individual of the population has the probability of being selected (Babbie, 2015). In this research, we distributed four-hundred questionnaires and a three-hundred-fifty were collected and used. International students were personally contacted or received the questionnaire online in order to meet the requirements of the study.

The participants of this research are both undergraduate and graduate international students who study at EMU. For the goal of eliciting quantitative data, international students were asked kindly to answer a questionnaire with close-ended questions in order to show the desired results in numerical and statistical analysis ways.

3.4 Eastern Mediterranean University

EMU is a co-educational state university which has been founded in 1979 in Turkish Republic Of North Cyprus (TRNC) whose mission is "becoming a university acting in line with universal values, guided by internationally recognized academic educational criteria, providing solutions for regional and international problems with a sense of social responsibility, raising graduates who have internalized multiculturalism, free

thought, tolerance and participation as well as carrying out work to make international improvements in the fields of production, science, arts and sports" (About EMU, 2017).

EMU with its slogan "for your international career" provides high quality education system to more than 20,000 students from 106 different nationalities (About EMU, 2017).

Quick facts about EMU:

- It offers 100 bachelors degree programs and 81 masters and doctoral programs.

- It holds the "Accreditation Board of Engineering and Technology", MIAK accreditation, FIBAA accreditation, AQAS accreditation, TEDQUAL accreditation, ASIIN accreditation and EDEXCEL accreditation.

- It's a full member of "The European Foundation for Management Development" and "The Association to Advance Collegiate Schools of Business" (About EMU, 2017).

3.5 Data Analysis

IBM Statistical Package for Social Sciences (SPSS) version 24 was utilized as a tool to analyze and interpret the data collected from the questionnaire in a numerical and statistical way. Independent samples T-test was used to determine the significant difference between two independent groups based on one dependent variable. Whereas, One-way analysis of variance (ANOVA) was used for the goal of comparing the mean of more than two groups.

Chapter 4

RESEARCH FINDINGS

4.1 Demographic Analysis

The demographic analysis consists of gender, country of origin, educational level, age, length of stay and monthly income. The results of the demographic analysis are shown in table 4.1.

The researcher distributed and collocated 350 questionnaires, 185 respondents were males with a percentage of 52.9% and 165 females with a percentage of 47.1%. Coming to respondents' nationalities, 16.3% were Palestinians, 16.3% were Nigerians, 14.9% were Jordanian, 14.6% were Iranian, 8.3% were Kazakhstanis, 5.1% were Egyptians, 4% were Azerbaijanis, 3.7% were Turkish, 3.1% were Saudis and 13.7% were from other countries including Algeria, Syria, Tunisia, Kenya, Lebanon, Yemen, Kurdistan, Libya, Iraq, Pakistan, Sudan, Morocco and Cameron.

Educational level results show that the majority of the respondents were undergraduate students with a percentage of 52%, Master's degree 41.4% and Doctorate degree with the lowest percentage of 6.6%.

When we analyzed age groups, 164 respondents had a percentage of 46.9% within the group 24-29 years, 139 of respondent's ages were within the group 18-23 years old with

a percentage of 39.7%. The age of 45 respondents ranged between 30-34 years old had a percentage of 12.9%. In addition, only two respondents were from 35-39 years old with a percentage of 0.6%.

Length of stay was also investigated in this research, respondents who have been studying at EMU for more than 2 years are the majority count 179 represented 51.1%. Also, 103 respondents had 29.4% of the total respondents ranged from more than 1 year to 2 years. In addition, 50 respondents represented 14.3% of the duration between 6 months to 1 year. Moreover, less than 6 months were 18 respondents with a percentage of 5.1%.

When we look at respondent's income levels, 181 respondents which represent the majority had an income level between $501-1000 with a percentage of 51.7%. 141 of the sample respondents' had an income between $0-500 with a percentage of 40.3%. 7.4% of the respondents count 26 had an income level between $1001-1500. In addition, 0.3% for each income level ranged from $1501-2000 & $2001 and over, had only one respondent in each income group.

Table 4.1: Demographic Analysis

Demographic variables		N	Percent
Gender	Female	165	47.1%
	Male	185	52.9%
	Total	**350**	**100%**
Nationality	Turkey	13	3.7%
	Iran	51	14.6%
	Nigeria	57	16.3%
	Azerbaijan	14	4%
	Jordan	52	14.9%
	Kazakhstan	29	8.3%
	Palestine	57	16.3%
	Egypt	18	5.1%
	Saudi Arabia	11	3.1%
	Other	48	13.7%
	Total	**350**	**100%**
Educational level	Undergraduate	182	52%
	Masters	145	41.4%
	Doctorate	23	6.6%
	Total	**350**	**100%**
Age Group	18-23	139	39.7%
	24-29	164	46.9%
	30-34	45	12.9%
	35-39	2	0.6%
	Total	**350**	**100%**
Length of stay	Less than 6 months	18	5.1%
	6 months to 1 year	50	14.3%
	More than 1 year to 2 years	103	29.4%
	More than 2 years	179	51.1%
	Total	**350**	**100%**
Monthly income level	$0-500	141	40.3%
	$501-1000	181	51.7%
	$1001-1500	26	7.4%
	$1501-2000	1	0.3%
	$2001 and over	1	0.3%
	Total	**350**	**100%**

4.2 Mean Scores of Culture Shock Causes

Table 4.2 represents the mean of all the twenty-two causes of culture shock.

Table 4.2: Mean Scores of Culture Shock Causes

Causes of Culture shock	Mean
Language	3.56
Interpersonal Communication	3.17
Mentality	3.22
Values and Beliefs	3.16
Local's Attitude toward International Students	3.23
Infrastructure	3.72
Service Quality	3.61
Food	3.28
Environmental Concerns	3.16
Immigration Policies	3.33
Cost of Living	3.43
Rules of Behavior	3.25
Weather	3.57
Politics	2.63
Religion	2.72
Traditions	2.78
Education System	2.49
Social Roles	2.93
Relationship Stress	2.89
Traffic	2.61
Local Lifestyle	2.88
Social support	2.77

In this study, we can conclude the causes that have a mean of 3 and above can be considered more important than other causes such as infrastructure, service quality, weather and language.

In their research study, Rajasekar & Renand (2013) found that most of the respondents were interested and influenced by tradition and religion issues. Whereas, weather or

climate conditions weren't an issue. Based on the previous table, the researcher found the contrary as religion and traditions were not perceived as a problem by international students at EMU. However, weather was perceived as an important cause of culture shock. This may refer to respondents' personality in the first place and the environment or the nature of the the host culture.

4.3 Hypothesis Testing

Independent Samples T-test was used to test the first research hypothesis (H1). In first research question we wanted to test whether "The perceived importance of culture shock elements varies among international students' gender." Table 4.3 shows that there are is only significant difference ($P<0.05=0.042$) between gender regarding religion. This made us conclude that the hypothesis is partially accepted.

Based on the results, females are less likely to experience culture shock than males which contradicts with Miller & Green (2009) who found that females are more likely to experience culture shock. Also, they found that there weren't any significant differences about gender in responding to culture shock which has been supported by the findings of this study.

Table 4.3: Independent Samples T-test by International Students among Gender

	Gender	Mean Score	T-value	Sig.
Language	Male	3.55	-0.191	0.849
	Female	3.58		
Interpersonal Communication	Male	3.21	0.715	0.475
	Female	3.12		
Mentality	Male	3.23	0.265	0.791
	Female	3.20		
Values and Beliefs	Male	3.07	-1.797	0.073
	Female	3.27		
Local's Attitudes toward International Students	Male	3.32	1.639	0.102
	Female	3.13		
Infrastructure	Male	3.79	1.461	0.145
	Female	3.63		
Service Quality	Male	3.62	0.261	0.794
	Female	3.59		
Food	Male	3.36	1.361	0.174
	Female	3.19		
Environmental Concerns	Male	3.10	-1.246	0.214
	Female	3.22		
Immigration Policies	Male	3.34	0.017	0.987
	Female	3.33		
Cost of Living	Male	3.62	3.187	0.297
	Female	3.23		
Rules of Behavior	Male	3.31	1.220	0.223
	Female	3.18		
Weather	Male	3.49	-1.485	0.138
	Female	3.66		
Politics	Male	2.61	0.409	0.683
	Female	3.23		
Religion	Male	2.83	2.043	0.042
	Female	2.59		
Traditions	Male	2.76	-0.369	0.713
	Female	2.80		
Education System	Male	2.58	1.167	0.107
	Female	2.39		
Social Roles	Male	2.97	1.045	0.297
	Female	2.88		
Relationship Stress	Male	2.83	-1.277	0.202
	Female	2.96		
Traffic	Male	2.63	0.314	0.754
	Female	2.59		

Lifestyle	Male	2.89	1.812	0.071
	Female	2.76		
Social Support	Male	2.76	-0.320	0.749
	Female	2.79		

One-Way ANOVA was used to test which culture shock elements are perceived as important by international students among country of origin. Table 4.4 below shows the significant differences among respondents regarding their country of origin.

Table 4.4: Results of One-Way ANOVA of Culture Shock Elements among Country of Origin

		Mean	F	Sig.
Language	**Highest Mean (Nigeria)**	**4.11**	**9.762**	**0.000**
	Lowest Mean (Azerbaijan)	**1.79**		
Interpersonal Communication	**Highest Mean (Saudi Arabia and Kazakhstan)**	**3.55**	**2.944**	**0.002**
	Lowest Mean (Turkey)	**2.15**		
Mentality	**Highest Mean (Azerbaijan)**	**3.64**	**2.943**	**0.002**
	Lowest Mean (Turkey)	**2.62**		
Values and beliefs			1.708	0.086
Local's Attitudes toward International Students	**Highest Mean (Nigeria)**	**3.60**	**4.045**	**0.000**
	Lowest Mean (Azerbaijan)	**2.21**		
Infrastructure	**Highest Mean (Turkey)**	**4.15**	**2.217**	**0.021**
	Lowest Mean (Egypt)	**3.11**		
Service Quality	**Highest Mean (Saudi Arabia)**	**4.09**	**3.816**	**0.000**
	Lowest Mean (Nigeria)	**3.07**		
Food	**Highest Mean (Kazakhstan)**	**3.62**	**3.623**	**0.000**
	Lowest Mean (Turkey)	**2.15**		
Environmental Concerns			0.719	0.691
Immigration Policies			1.333	0.219
Cost of Living	**Highest Mean (Egypt)**	**4**	**5.848**	**0.000**
	Lowest Mean (Iran)	**2.75**		
Rules of Behavior			1.812	0.065
Weather	**Highest Mean (Kazakhstan)**	**4.07**	**7.124**	**0.000**
	Lowest Mean (Saudi Arabia)	**2**		
Religion	**Highest Mean (Jordan)**	**3.17**	**3.373**	**0.001**
	Lowest Mean (Azerbaijan)	**2.29**		
Traditions	**Highest Mean (Saudi**	**3.09**	**2.009**	**0.038**

	Arabia)			
	Lowest Mean (Kazakhstan)	**2.45**		
Education System	**Highest Mean (Jordan)**	**2.98**	**4.090**	**0.000**
	Lowest Mean (Turkey)	**2**		
Social Roles			1.504	0.145
Relationship Stress			1.035	0.411
Traffic			0.860	0.561
Lifestyle	**Highest Mean (Jordan)**	**3.25**	**3.097**	**0.001**
	Lowest Mean (Saudi Arabia)	**2.36**		
Social Support			0.797	0.620
Politics			0.842	0.578

In the second hypothesis (H2), we tested the perceived importance of culture shock elements among international students' country of origin. Based on One-Way ANOVA test results the hypothesis is partly accepted because there are significant differences between groups of country of origin and language ($P<0.05=0.000$), interpersonal communication ($P<0.05=0.002$), mentality ($P<0.05=0.002$), local's attitudes toward international students ($P<0.05=0.000$), infrastructure ($P<0.05=0.021$) and service quality, food, cost of living and weather ($P<0.05=0.000$), religion ($P<0.05=0.001$), traditions ($P<0.05=0.038$), education system ($P<0.05=0.000$) and lifestyle ($P<0.05=0.000$). This result is congruent with Miller & Green (2009) which found significant difference in the causal elements of "language, interpersonal communication, politics, mentality and American's Attitude towards international students between students from different regions." On the other hand, these findings contradict with what Rajasekar & Renand (2013) found in which there weren't any significant differences among respondents from different nationalities to adapt to culture shock causes such "communication, food, language, religion, traditions and weather."

The sample also included educational level, One-Way ANOVA test was used to test the third hypothesis (H3) which is "The perceived importance of culture shock elements varies among international students' educational level." Table 4.5 represents the significant differences among respondents regarding their educational level.

Table 4.5: Results of One-Way ANOVA of Culture Shock Elements among Educational Level

		Mean	F	Sig.
Language			1.318	0.269
Interpersonal Communication			0.651	0.522
Mentality			0.080	0.923
Values and Beliefs			0.754	0.471
Local's Attitudes toward International Students			0.016	0.984
Infrastructure	**Highest Mean (Master)**	**3.82**	**3.421**	**0.034**
	Lowest Mean (Doctorate)	**3.22**		
Service Quality	**Highest Mean (Bachelors)**	**3.69**	**8.096**	**0.000**
	Lowest Mean (Doctorate)	**2.65**		
Food	**Highest Mean (Bachelors)**	**3.48**	**7.352**	**0.001**
	Lowest Mean (Doctorate)	**2.78**		
Environmental Concerns			0.063	0.939
Immigration Policies			0.995	0.371
Cost of Living			1.657	0.192
Rules of Behavior			1.198	0.303
Weather			2.523	0.082
Religion	**Highest Mean (Bachelors)**	**2.78**	**3.423**	**0.034**
	Lowest Mean (Masters)	**2.55**		
Traditions	**Highest Mean (Doctorate)**	**3.22**	**4.528**	**0.011**
	Lowest Mean (Masters)	**2.63**		
Education System	**Highest Mean (Bachelors)**	**2.64**	**3.517**	**0.031**
	Lowest Mean (Masters)	**2.33**		
Social Roles			0.951	0.387
Relationship Stress	**Highest Mean (Doctorate)**	**3.17**	**3.111**	**0.046**
	Lowest Mean (Bachelors)	**2.77**		
Traffic			0.423	0.655
Lifestyle	**Highest Mean (Bachelors)**	**3.03**	**3.392**	**0.035**
	Lowest Mean (Doctorate)	**2.57**		
Social Support			1.321	0.268
Politics			1.877	0.155

One-Way ANOVA test shows that infrastructure, service quality and food have significant differences with educational level groups with ($P<0.05=0.034$), ($P<0.05=0.000$) and ($P<0.05=0.001$) respectively. In addition, religion, traditions, education system, relationship stress and lifestyle shows significant differences with educational level groups with ($P<0.05=0.034$), ($P<0.05=0.011$), ($P<0.05=0.031$), ($P<0.05=0.047$) and ($P<0.05=0.035$) respectively. This means that the hypothesis is partially accepted.

Miller & Green (2009) found that "There was a significant difference in educational level and belief that Religion was a cause of culture shock." The finding of this study is parallel with Miller and Green (2009) results in which religion significant level is ($P<0.05=0.034$) which tells that there is a significant difference between educational level and religion.

The analysis includes age groups; One-Way ANOVA was used to analyze the forth hypothesis (H4) which is "The perceived importance of culture shock elements varies among international students' age groups." Table 4.7 below shows the significant differences among respondents regarding their age groups.

Table 4.6: Result of One-Way ANOVA of Culture Shock Elements among Age Groups

		Mean	F	Sig.
Language			1.259	0.288
Interpersonal Communication			1.633	0.181
Mentality			0.533	0.660
Values and Beliefs			0.043	0.988
Local's Attitudes toward International Students			2.317	0.075
Infrastructure	**Highest Mean (24-29)**	**3.84**	**2.990**	**0.031**
	Lowest Mean (35-39)	**2**		
Service Quality	**Highest Mean (24-29)**	**3.70**	**2.949**	**0.033**
	Lowest Mean (35-39)	**3**		
Food	**Highest Mean (24-29)**	**3.53**	**7.712**	**0.000**
	Lowest Mean (35-39)	**1.50**		
Environmental Concerns			2.320	0.075
Immigration Policies			0.253	0.859
Cost of Living	**Highest Mean (24-29)**	**3.65**	**3.637**	**0.013**
	Lowest Mean (35-39)	**3**		
Rules of Behavior	**Highest Mean (24-29)**	**3.37**	**3.364**	**0.019**
	Lowest Mean (35-29)	**1.50**		
Weather	**Highest Mean (35-29)**	**5**	**3.050**	**0.029**
	Lowest Mean (18-23)	**3.40**		
Religion			0.111	0.954
Traditions			1.764	0.154
Education System			1.726	0.161
Social Roles			1.323	0.267
Relationship Stress			0.969	0.407
Traffic			0.190	0.903
Lifestyle			1.380	0.249
Social Support			1.240	0.259
Politics			0.569	0.636

One-way ANOVA test shows that the hypothesis is partially accepted since there are significant differences among age groups and infrastructure ($p < 0.05 = 0.031$), service quality ($p < 0.05 = 0.033$), food ($p < 0.05 = 0.000$), cost of living ($p < 0.05 = 0.013$), rules of behavior ($p < 0.05 = 0.019$) and weather ($p < 0.05 = 0.029$).

Miller & Green (2009) stated that "As you age you tended to become more flexible and thus find it easier to communicate with others." This led them to find a significant difference between age groups and interpersonal communication. This study shows the contrary regarding interpersonal communication in which there is no significant difference ($P > 0.05 = 0.181$).

Length of stay was also considered in this study; One-Way ANOVA was used to analyze the fifth hypothesis (H5) that states "The perceived importance of culture shock elements varies among international students' length of stay. Table 4.10 below shows the significant differences among respondents regarding their length of stay.

Table 4.7: Result of One-Way ANOVA of Culture Shock Elements among Length of Stay

		Mean	F	Sig.
Language			1.554	0.200
Interpersonal Communication	**Highest Mean (More than 1 year to 2 years)**	**3.24**	**0.275**	**0.003**
	Lowest Mean (Less than 6 months)	**3.06**		
Mentality			2.004	0.113
Values and Beliefs			0.400	0.753
Local's Attitudes toward International Students			0.722	0.539
Infrastructure			2.150	0.094
Service Quality			0.505	0.679
Food			0.836	0.475
Environmental Concerns			2.218	0.086
Immigration Policies			1.064	0.364
Cost of Living			0.245	0.865
Rules of Behavior			0.248	0.862
Weather	**Highest Mean (More than 1 year to 2 years)**	**3.67**	**3.629**	**0.013**
	Lowest Mean (Less than 6 months)	**2.94**		
Religion			0.258	0.856
Traditions			0.198	0.898
Education System			1.169	0.321
Social Roles			0.846	0.692
Relationship Stress			1.925	0.125
Traffic			0.652	0.582
Lifestyle			1.344	0.260
Social Support			0.733	0.533
Politics	**Highest Mean (More than 1 year to 2 years)**	**2.74**	**4.710**	**0.003**
	Lowest Mean (Less than 6 months)	**1.83**		

One-Way ANOVA test shows that there were significant differences among length of stay and interpersonal communication (P<0.05=0.003), weather (P<0.05=0.013) and politics (P<0.05=0.003) which leads to partially accept the hypothesis.

In their study of culture shock causes and symptoms, Miller & Green (2009) indicated that "there was a significant difference in religion regarding length of stay in which between 1-2 years of study, religion becomes more important than before." However, in this study there was no significant difference (P>0.05=0.856) which contradicts with Miller & Green research study.

Monthly income level was tested through this study. One-Way ANOVA test was used to test the sixth hypothesis (H6) that states "The perceived importance of culture shock elements varies among international students' among monthly income level." Table 4.12 represents whether there are significant differences or not among international students regarding their monthly income level.

Table 4.8: Result of One-Way ANOVA of Culture Shock Elements among Monthly Income

		Mean	F	Sig.
Language			1.009	0.403
Interpersonal Communication	**Highest Mean ($2001 and over)**	**5**	**2.852**	**0.013**
	Lowest Mean ($1001-$1500)	**2.92**		
Mentality	**Highest Mean ($1001-$1500)**	**4**	**2.461**	**0.045**
	Lowest Mean ($501-$1000)	**3.06**		
Values and Beliefs			0.15	0.100
Local's Attitudes toward International Students			2.338	0.055
Infrastructure			2.297	0.059
Service Quality			0.411	0.801
Food			0.625	0.645
Environmental Concerns			1.703	0.149
Immigration Policies			0.582	0.676
Cost of Living	**Highest Mean ($1001-$1500)**	**4**	**6.105**	**0.000**
	Lowest Mean ($2001 and over)	**3**		
Rules of Behavior			2.058	0.086
Weather			0.629	0.642
Religion			1.982	0.097
Traditions			0.061	0.993
Education System			1.603	0.173
Social Roles			2.166	0.073
Relationship Stress			1.494	0.203
Traffic			1.803	0.128
Lifestyle	**Highest Mean ($1501-$2000)**	**5**	**4.581**	**0.001**
	Lowest Mean ($501-$1000)	**2.66**		
Social Support			1.680	0.154
Politics	**Highest Mean ($2001 and over)**	**5**	**3.214**	**0.013**
	Lowest Mean ($501-$1000)	**2.52**		

From the previous table, we found that there were significant differences between monthly income level and interpersonal communication (P<0.05=0.013), mentality (P<0.05=0.045), cost of living (P<0.05=0.000), lifestyle (P<0.05=0.001) and politics (P<0.05=0.013). This means that the hypothesis is partly accepted.

Table 4.9: Hypotheses Summary

	Hypotheses	**Result**
H1	The perceived importance of culture shock elements varies among international students' gender.	Partially Accepted
H2	The perceived importance of culture shock elements varies among international students' country of origin.	Partially Accepted
H3	The perceived importance of culture shock elements varies among international students' educational level.	Partially Accepted
H4	The perceived importance of culture shock elements varies among international students' age groups.	Partially Accepted
H5	The perceived importance of culture shock elements varies among international students' length of stay.	Partially Accepted
H6	The perceived importance of culture shock elements varies among international students' monthly income.	Partially Accepted

Chapter 5

CONCLUSION AND RECOMMENDATIONS

This chapter is a summary of what have been done so far. This research study was done to highlight the causes of culture shock that both undergraduate and graduate international students at EMU experience during their stay in North Cyprus. In general, elements such as language, interpersonal communication, weather, infrastructure and so on reflect how international students perceive the host culture based on their demographic characteristics. In methodology part, a questionnaire was created on the basis of previous studies about culture shock causes and symptoms. Also, six hypotheses were developed in order to show the perceived importance of culture shock elements and how it varies among international students' gender, country of origin, educational level, age, length of stay and monthly income.

Referring to study findings, the effect of culture shock elements such as "language, interpersonal communication, mentality, values and beliefs, local's attitudes toward international students, infrastructure, service quality, food, environmental concerns, immigration policies, cost of living, rules of behavior and weather" varies among gender in which females are less likely to experience culture shock than males. Regarding country of origin, results showed that there were differences in culture shock elements that were mentioned earlier. There were differences that vary among gender's

educational level concerning infrastructure, service quality and food. Also, gender's age groups had differences in infrastructure, service quality, food, cost of living, rules of behavior and weather. In addition, there were differences regarding gender's length of stay based on interpersonal communication and weather. Lastly, gender's monthly income showed differences regarding interpersonal communication, mentality and cost of living. Independents Samples T-test and One-Way ANOVA test were used to test the hypotheses. Based on One-Way ANOVA hypotheses analysis, we can conclude that all hypotheses were partially accepted since ($P<0.05$).

The results of this study weren't completely identical with previous studies. This may refer to the host culture environment and international students' personality. Also, this study faced some limitations such as; respondents were limited only in EMU, time and the probability of having incorrect filled questionnaires.

5.1 Future Studies

- Create an online questionnaire in order to make the distribution and collection of data much easier. Also, targeting international students from different universities and different regions within the same country.

- Increase the number of respondents. This could be done by referring to the previous recommendation.

- Targeting international students from specific countries of origin for the goal of testing how they perceive culture shock elements based on their diverse demographic characteristics.

- Future research should be more focused by taking into account specific culture shock elements that are believed to have an effect on international students.

5.2 Recommendations and Theoretical Implications

Based on the results of the study, the following implications can be generated.

Policy and managerial implications should;

- Make laws that prevent discrimination toward foreigners in general and international students in particular.
- Provide online applications that helps international students to know more about the host culture and know their rights as residents.
- Facilitate the procedures that allow them to work.

Managers should;

- Respect and understand international students' differences.
- Fairness in writing the questionnaire by not showing bias to specific religion or nationality or ethnic groups.

Citizens of North Cyprus should;

- Respect foreigners and respond to their needs.
- Be patience with them because they don't speak Turkish language which makes the conversation a bit difficult.

International students should;

- Surf the internet to get an idea about the culture of North Cyprus, or try to build new relationships with Cypriots in order to understand their society.

- Collect more information about the education system and campus life.

- Be more engaged with the community. This in return will help them to practice some of the Turkish language and providing locals with information about different cultures.

5.3 Limitations

This study talks about EMU international students' experience in North Cyprus. The findings were helpful in understanding who they perceive culture shock elements, but the study needs to be conducted in the other universities of North Cyprus.

Most of the respondents volunteered to fill the questionnaire. However, for those who faced English language as a problem may had a major factor in decreasing the credibility. In addition, the time was not enough to reach a large number of international students.

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APPENDIX

Thank you for kindly participating in this study. The survey should take about 10-15 minutes to complete. Your participation in this study will help us to understand your **perception regarding the causes of culture shock.** Please read and answer the following questions carefully regarding culture shock.

Your responses are completely confidential.
Please answer the following questions.

I-Demographic Information:
1-What is your gender?
a-Female ☐   b-Male ☐

2-What is your country of origin?
a-Turkey ☐   b-Iran ☐   c-Nigeria ☐   d-Azerbaijan ☐   e-Jordan ☐
f-Kazakhstan ☐   g-Palestine ☐   h-Egypt ☐   i-Saudi Arabia ☐   j-Other (Please specify) _____

3-What type of degree are you pursuing in EMU?
a-Undergraduate ☐   b-Master's ☐   c-Doctorate ☐   d-Other (Please specify) _____

4-What is your age?
a-18 – 23 ☐   b-24 – 29 ☐   c-30 – 34 ☐   d-35 – 39 ☐   e-over 40 ☐

5-How long you have been studying in EMU?
a-Less than 6 months ☐   b-Between 6 months to 1 year ☐   c-More than 1 year to 2 years ☐   d-More than 2 years ☐

6-What is your monthly income level?
a-$0 – 500 ☐   b-$501 – 1000 ☐   c-$1001 – 1500 ☐   d-$1501 – 2000 ☐   e-$2001 and Over ☐

7- What is your marital status?
a-Single ☐   b-Married ☐   c-Separated ☐   d-Divorced ☐   e-Widowed ☐

II-Social Network:

1-Who you are living with?

a-Parents ☐ b-Relatives ☐ c-Student(s) from my country ☐

d-International students ☐ e-Alone ☐

2-How many Cypriot close friends you have?

a-0 ☐ b-1-4 ☐ c-5-8 ☐ d- More than 8 ☐

3-How many non-Cypriot close friends you have? (From your home country or international students).

a-0 ☐ b-1-4 ☐ c-5-8 ☐ d- More than 8 ☐

4-Almost all my close friends are

a-Cypriots ☐ b- Student(s) from my country ☐ c-International students ☐ d-I don't have any close friends ☐

5-Have you been missing your family and friends back home?

a-Most of the time ☐ b-Occasionally ☐ c-Not at all ☐

III-Personality Traits:

Please answer the following questions through **5-Strongly Agree to 1-Strongly Disagree**

		STRONGLY AGREE DISAGREE				STRONGLY
		SA	A	N	D	SD
1	I am extroverted and enthusiastic	5	4	3	2	1
2	I am critical and quarrelsome	5	4	3	2	1
3	I am dependable and self-disciplined	5	4	3	2	1
4	I am anxious and get easily upset	5	4	3	2	1
5	I am open to new and complex experiences	5	4	3	2	1
6	I am reserved and quiet	5	4	3	2	1
7	I am sympathetic and warm	5	4	3	2	1
8	I am disorganized and careless	5	4	3	2	1
9	I am calm and emotionally stable	5	4	3	2	1
10	I am conventional and do not like to experiment	5	4	3	2	1

IV-Causes of Culture Shock:

How important are each of the following factors to you? Please mark on the number which is mostly appropriate for you in order to specify your **perception regarding the causes of culture shock**. **(5-Strongly Agree to 1- Strongly Disagree)**

		STRONGLY AGREE DISAGREE				**STRONGLY**
	During my stay in North Cyprus I faced the _____ as a problem	SA	A	N	D	SD
1	Language	5	4	3	2	1
2	Interpersonal Communication (body language, facial expressions)	5	4	3	2	1
3	Politics	5	4	3	2	1
4	Mentality (mental attitude)	5	4	3	2	1
5	Religion	5	4	3	2	1
6	Traditions	5	4	3	2	1
7	Values and Beliefs	5	4	3	2	1
8	Local's Attitude towards International Students	5	4	3	2	1
9	Infrastructure	5	4	3	2	1
10	Service Quality	5	4	3	2	1
11	Education System	5	4	3	2	1
12	Food	5	4	3	2	1
13	Environmental Concerns	5	4	3	2	1
14	Immigration Policies	5	4	3	2	1
15	Cost of Living	5	4	3	2	1
16	Social Roles	5	4	3	2	1
17	Rules of Behavior	5	4	3	2	1
18	Relationship Stress	5	4	3	2	1
19	Traffic	5	4	3	2	1
20	Weather	5	4	3	2	1
21	Local Lifestyle	5	4	3	2	1
22	Social Support	5	4	3	2	1
23	Other(s) (please specify) _____	5	4	3	2	1

THANK YOU FOR COMPLETING THIS SURVEY