Impacts of Educational Tourism on Social Capital and Mental Health of International Students of Eastern Mediterranean University in Northern Cyprus, Famagusta.

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ABSTRACT

The purpose of the thesis is to investigate the impacts of educational tourism on social capital and mental health of international students of Eastern Mediterranean University in Northern Cyprus, Famagusta. In order to achieve the necessary information, the qualitative approach was conducted as a research methodology. The process of data collection was done through in-depth interviews among international students who have come to North Cyprus to continue their studies.

According to data collection, some types of changes have been found in this research such as: Social isolation, financial insecurity, crash of expectations, family relationship social interaction problems. The study indicates that educational tourism has impacts on international students' social capital and mental health, since the students decide to move and leave their country to study and live in another country, their life will change. The most important change is in their mental health and that happens because of many reasons such as lack of confidence, language difficulties and barriers, family expectations and lock down issues (due to the pandemic). All these changes bring other impacts in their lives such as loneliness, lack of emotions, insomnia, using too much social media, lack of communication, and fear of future, increasing stress and anxiety and paranoia.

Keywords: Educational Tourism, International Students, Mental health, Social capital, North Cyprus

ÖZ

Tezin amacı, Kuzey Kıbrıs, Gazimağusa'da bulunan Doğu Akdeniz Üniversitesi'nde öğrenim gören uluslararası öğrencilerin sosyal sermaye ve ruh sağlığı üzerindeki eğitim turizminin etkilerini araştırmaktır. Gerekli bilgiye ulaşmak için nitel yaklaşım bir araştırma metodolojisi olarak yürütülmüştür. Veri toplama süreci, çalışmalarına devam etmek için Kuzey Kıbrıs'a gelen uluslararası öğrenciler arasında derinlemesine görüşmeler yoluyla gerçekleştirildi.

Veri toplamaya göre, bu araştırmada sosyal izolasyon, finansal güvensizlik, beklentilerin çöküşü, aile ilişkileri sosyal etkileşim sorunları gibi bazı değişiklikler bulunmuştur. Çalışma, eğitim turizminin uluslararası öğrencilerin sosyal sermaye ve ruh sağlığı üzerinde etkileri olduğunu, öğrencilerin başka bir ülkede okumak ve yaşamak için ülkelerini terk edip ayrılmaya karar vermeleri nedeniyle hayatlarının değişeceğini göstermektedir. En önemli değişiklik ruh sağlığıdır ve bu, güvensizlik, dil zorlukları ve engeller, aile beklentileri ve kilitlenme sorunları (pandamik nedeniyle) gibi birçok nedenden dolayı gerçekleşir. Tüm bu değişiklikler hayatlarında yalnızlık, duygusuzluk, uykusuzluk, çok fazla sosyal medya kullanımı, iletişim eksikliği, gelecek korkusu, artan stres ve anksiyete ve paranoya gibi başka etkiler de getiriyor.

Anahtar Kelimeler: Eğitim Turizmi, Uluslararası Öğrenciler, Ruh Sağlığı, Sosyal Sermaye, Kuzey Kıbrıs

DEDICATION

This study is wholeheartedly dedicated to my parents and the entity of my husband whose words of encouragement and push for tenacity ring in my ears.

I dedicate this work and give special thanks to my best friend Firoozeh Azizi who has supported me throughout the process.

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1.1.1 Educational tourism: A global analysis

Owing to globalization and a market in education (Soutar & Tumer, 2002), the pace of previous work on methods influencing the choice of foreign students to study abroad has increased. Marketing efforts of school tourism have now gone up significantly. It can be verified that marketing of education tourism recently became critical (Soutar & Tumer. 2002). Notably, Scout has noted that the two concepts of globalization and internationalization vary entirely from each other. Internationalization centers on business partnerships, travel internationalization and recruiting of professional visitors, and student cooperation around the globe. Globalization, though, represents the cycle of global competition, which intensifies cooperation. Globalization involves the cycle of global competition and intensifies collaboration; globalization in education tourism. The globalization and internationalization of educational tourism (Chapman, 1986) will result in the introduction of business theory into educational tourism and was the first to extend customer behavior theory to education by proposing that students and their parents go through a few stages and ultimately chose application level, option decision and registration. Phases are: actions of pre-scan, actions of quest, stage of operation, decision of option and record. The initial step is the behaviors of pre-search, search behavior, application stage, decision of choice and register. The preliminary stage is pre-search activity where there is possible destination for research,

institutes, and courses. Afterwards, they apply their proposals in the evaluation stage to chosen organizations. Option choice occurs as students consider a bid, based on how many deals they get. Ultimately, students represent the correct decision to register with the course at the registration period, there is a risk that it could be a wrong decision and turn down the offer (Chapman, 1986).

1.1.2 Educational tourists

There is great demand nowadays for studying abroad; especially in countries of the Middle East. Hence, it is important that educational marketers have greater awareness of the elements that affect foreign student decision-making. There are different kinds of models of choice among students such as: models of cultural, sociological, or knowledge processing. The student preference economic models concentrate on the expense of learning as jobs. The sociological paradigm reflects family affects decisions, moral inspiration and the ability to affect certain men. Student preference models of knowledge management include the economic model as well as the sociological model for a strong outlook on potential study decision-making and the college selection process8ions (Maringe, 2006). Several investigators have recommended that it is not easy to discover students' decision making. Maringe (2006) have discussed about the choice as the perplexing issue in students' decision making. Previous studies have searched about choice behavior in decision making process and elements which impact choice (Mazzarol & Soutar, 2002). Meringe & Carter gave collected some data about the general decision making of educational tourists and they have discovered five stage process which contains the identification of a problem which requires solution; the search for information, and evaluation of alternatives, deciding the purchase decision and finally evaluating the purchase decision in 2007. There is a sequential requirement to study abroad rather than overseas, accompanied by the option of destination for the research and eventually the students select a

particular institution (Chen, 2007). Pimpa (2003) stated that there is no sequential order among the choices made by Thai students; but the selection of academic programmers is the most critical. Both of them have mentioned that there are some cases in which students pass and select University directly (Chen, 2007). Mazzarol and Soutar (2002) have noted that Chinese, Indian, Indonesian and Taiwanese international students move through three stages when choose a study destination which can be impacted by push and pull factors in various stages. Initially, international students study abroad with the impact of the push factors within the home country. Second , the students analyze the variables that make pull factors one or more appealing. Finally, students prefer the institution in stage three and there are other pull variables that render one institution more appealing than its rivals, such as the institutions' notoriety for raging courses and the experience of workers.

1.1.3 Social capital

The concept known as social capital first appeared in the 18th or 19th century, (Halpern, 2005) in the writing of Adam Smith, Alexis De Tocqueville, and Emile Durkheim who examined the value of social capital (Ferlander, 2007). Durkheim associated social integration with mental health (Halpern, 2005). Via the foundational work of three main investigators Pierre Bourdieu, James Coleman, and Robert Putnam, the idea of social capital was recreated and pioneered in the 1970s. Mainly through the writings and study of these three influential scholars, the current understanding of social capital developed. Social capital has typically been described as the assets that individuals obtain as a result of social experiences (Bourdieu, 1986; Lin, 2001; Putnam, 2001).

There is not a single definition of social capital. Bourdieu, (1986:248), for example, defined as '... the total of resources, real or virtual, that accumulate to a person or

community because of having a stable set of connections of mutual friend or acknowledgement that are more or less institutionalized.' Coleman (1988) related some sets of human relationships to social resources that promote complex practices. In his description, connections are considered to be tools used by individuals to accomplish their goals. Social capital was described by Lin (2001) as tools that individuals can watch and use that are rooted in their social relations.

1.1.4 Social capital and mental health of international students

International students are sacrificing their former social network and support structure after fleeing their own country and, sadly, not all entrants have the ability to restore themselves in their new world. The vast geographical separation among them and their parents and siblings back home might be extremely overwhelming for foreign students and could contribute to their being lonely as well as homesick. Indeed, an absence of social care and social networks might contribute to the lack of social capital which might facilitate the coping with psychological problems (Budianto, 2012). Although several recent surveys have concentrated on issues of culture shock and adaptation among foreign students, barely any have tried to record how these students might restore social capital and what effect this would have on their mental health (Budianto, 2012; Messina, 2007; Poyrazli and Grahame, 2007; Zhang and Goodson, 2011). Furthermore, in order to strengthen foreign students' psychological states, it is essential to have an appropriate prevention strategy. Findings concerning psychological states typically concentrate on psychological, social, and environmental influences. Aside from social factors, social capital is quite detailed and its influence and usefulness are of special significance in determining mental health at various stages of life.

Putnam et al. (1993) claimed that the most crucial approaches focus on the idea of social capital. The definition of social capital applies to many characteristics of social

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life, including structures, mutual help and having contacts. It has been shown that a few elements of social capital, including trust, social support, and social networks, are quite major factors of personal mental health. (Yamamura, 2011; Yiengprugsawan et al., 2011).

1.2 Aims of the study

This research aims to investigate the impacts of educational tourism on social capital and mental health of international students of Eastern Mediterranean University in Northern Cyprus, Famagusta.

1.3 Main objectives

This study tries to achieve four objectives, first to identify the types of changes that studying abroad has taken place on social capital and mental health of international students. Second to understand the reasons for these changes. Third to find and investigate the problems and impacts that students may have due to these changes, and fourth to find out coping strategies in order to deal with the problems.

1.4 Research main questions

This study tries to answer four main questions:

1) What types of changes studying abroad has taken place on mental health of international students?

2) What are the reasons for these changes?

3) What are the impacts of these changes on students?

4) What are coping strategies in order to deal with these problems?

Chapter 2

LITERATURE REVIEW

2.1 Introduction

In the whole country, the number of foreign students has reached over 4.5 million (Chang, 2012). It has been claimed that by 2025, 7.2 million students will be able to study overseas (Chang, 2012). Both universities around the world negotiate actively with one another to get more and more foreign students, so they can have tremendous cultural, educational and financial benefits. However international students face various challenges in their new countries. Students may live and work in another country for up to 4 years or longer. International students who arrive in Cyprus for higher education face multiple challenges such as learning a new language, adapting to a new culture(s) and lifestyle(s), academic pressures, family responsibilities, and changes in their diet and health that may cause anxiety, stress, sleeping disorders, confusion, and even depression.

This research studies the impacts of educational tourism on social capital and mental health of international students and to do so, some areas that have been studied such as mental health and social capital were considered mostly.

This study tries to first identify the types of changes that studying abroad has taken place on students' mental health. Second to understand the reasons for these changes. Third to find and investigate the problems and impacts that students may have due to

these changes, and fourth to find out coping strategies in order to deal with the problems. There are large number of studies looking at the impacts of tourism on psychological well-being of international students. However, since the focus of this research is on the impacts of tourism on psychological well-being, social capital and mental health of the international students so, other areas which are considering the physical health (not mental) and their problems or effects on students will not be reviewed in detail.

2.2 Educational tourism

As Quezada mentioned in a study in 2004, Tourism education and training has attracted considerable interest in recent years, both in the public and private sectors, clearly demonstrating the variety of types of training programs place at different levels, particularly in countries where tourism has become a significant socioeconomic factor (Mayaka and Akma, 2007). It is more successful than normal studying in a classroom to involve a person's learning process with a major tourist background including such witnessing a foreign culture(Weary, 2008). As every tourist trip epitomizes an act of acquiring information that means the sense of educational tourism by traveling to get acquainted with new populations, environments, languages, cultures, and traditions.

A more detailed description of educational tourism is also given by (Weary, 2008), where the team has been highlighted as tourist events carried out by those who pursue an overnight vacation and those who experience an expedition for whom schooling and learning is a primary or secondary part of their trip. This may include general educational tourism and adolescent research trips, travel to foreign and domestic colleges and school students, such as language school, school excursions and exchange programs, educational tourism may be arranged separately or systematically and may be carried out in a number of natural or human-made environments.

Edu-tourism is any variety of program within which participants trip a location either one by one or during a cluster with the first motive participating in or having academic tourists (edu-tourists) area unit "individuals or teams WHO trip and keep in places outside their usual atmosphere for quite twenty four h and less than one year" for functions together with study, business, leisure and different activities (World business Organization, 2012).analysis on the interaction between digital equity, authorization and versatile learning in an academic business atmosphere may yield larger understanding on however these factors influence learners (Joyce, 2012).

As Abubakar et al mentioned in a study in 2014 the term education tourism edu-tourism refers to any "program during which participants trip a location as a gaggle with the first purpose of partaking in a very learning expertise directly associated with the location" (Rodger, 1998, p. 28).instructional tourism" may be a "tourist activity undertaken by UN agency those that people who} are endeavor AN nightlong vacation and people who are endeavor AN excursion for whom education and learning may be a primary or secondary a part of their trip".(Brent Ritchie, 2009).It is comprised of many sub-types together with tourism, heritage business, rural/farm business, and student exchanges between instructional establishments. The notion of traveling for instructional functions isn't new (Gibson, 1998; Holdnak & The Netherlands, 1996; Kalinowski & Weiler, 1992) and its quality within the business market is simply expected to extend (Gibson, 1998; Holdnak & The Netherlands, 1996).this kind of business could also be classified into the subsequent dimensions; cultural / historical, eco-tourism / nature primarily based business / rural business, and study abroad programs (Ankomah Life Long Learning (LLL) is "all learning activity undertaken throughout life, with the aim of rising information, skills and ability, at intervals a private, civic, social and/or employment-related perspective.

Sharma in 2015 had mentioned that edu-tourism describes the event within which individuals travel across international borders to accumulate intellectual services. in an exceedingly globalized world wherever our standard of living becomes additional and additional competitive, wherever the access and supply of academic services will increase and wherever data sharing ways takes similar shapes, the importance of novelty gains essential which means. Individuals are trying to find one thing new, new experiences, social norms and cultures. In addition, countries giving edu-tourism were found to be affluent and extremely competitive within the commercial enterprise sector; it absolutely was all over that academic commercial enterprise is said to wealth of host country (Rico & Loredana, 2009). Learning commercial enterprise will be viewed as a time starting from general interest learning or exposure whereas traveling to purposeful learning and travel (Ritchie, Carr, & Cooper, 2003).

Educational tourism can therefore be characterized as a plan that transfers prospective students to a certain place in order to acquire new information related to their curriculum (Bodger, 1998). Educational tourism is a mechanism that raises socio-economic wealth and autonomy around the world for students and local residents (Pittman, 2003). Similarly, Ritchie et al. (2003) claimed that educational tourism is predominantly a practice involving individuals who visit overnight and others who perform an expedition as schooling and learning are primary or secondary components of their trip.

2.2.1 Education

Education refers to the experience of standardized, qualification-based and off-job testing by participants (Mallon and Walton, 2005, p.473). Education (is) knowledge transfer or acquisition; psychological or spiritual teaching; mind growth, emotions and etiquette. (Weyl, 1931). Acquiring data and encouraging ideas that lead the person to

think and behave in the right way (Jones, 1941). A basic learning practice aimed at training either for everyday life or for a broad reason including a specific occupation or business, and is in any case without an instantly practical emphasis. (Vancouver Society of Immigrant and Visible Minority Women v. M.N.R., [1999] 1 S.C.R. 10; also at 169 D.L.R. (4th) 34). "Education implies all such structures developed by a given culture as a way of understanding the values of the group as a whole in individuals."

During the 2012-2013 academic year, the number of international kids entering colleges and universities in the United States (US) hit an all-time high of 819,644, comprising 4 percent of the US higher education community, according to the Institute of International Education (2013). Foreign students have significantly contributed to enhancing different cultures in their host institutions and states (Msengi et al., 2011). Moreover, the financial impact they make is important. For starters, during the 2012–2013 academic year alone, foreign students applied $24.7 billion to the US economy (Institute of International Education, 2013).

2.2.2 Educational tourists

There is a huge competition nowadays for studying abroad, particularly in Middle Eastern countries. It is therefore necessary for educational marketers to have greater knowledge of the elements that impact the decision-making of international students. In their new countries, foreign students encounter varied obstacles, but evidence is less explicit regarding their information behavior challenges. Among students, there are various kinds of models of preference, such as cultural, sociological, or information processing models. The economic models of student choice focus on the cost of learning as work.

Ahmadian in 2013 cited that the sociological model represents the power of family choices, spiritual motivation, and the potential to effect those people. The economic model and the sociological model for a clear perspective on future research decision-making and college selection processes are student choice models of information management (Maringe, 2006). Several investigators have indicated that it is not straightforward to uncover the decision making of students.

Over 450 million persons suffer from psychiatric illnesses in today's society (World Health Organisation [WHO], 2003). Psychosocial and behavioral illnesses accounted for about 10 percent of the worldwide burden of sickness during the 1990s, and it is expected to grow to 15 percent by 2020. The amount of mental health challenges they face is growing each year, concentrating on university students, which indicates that this topic needs urgent attention (Zivin et al., 2009). Students at universities are more likely to have psychological issues or disabilities as opposed to comparable age categories of the general population. Foreign students, between university students, had more mental health challenges in particular. Sovic (2009) pointed out the fact that foreign students face more challenges transitioning to new environments because they have diverse histories, traditions, perspectives, and skills, and that this tends to elevated stress levels relative to domestic students. Educational expectations are linked to the difficulty of transitioning to a different society, resulting in foreign students being more likely than students in general to experience mental health challenges. International students are sacrificing their former social network and support structure after fleeing their own country and, sadly, not all entrants have the ability to replace them in their foreign world. The distance separating them from relatives might be overwhelming for foreign students and could contribute to feelings of loneliness and homesickness.

This transition can be much more difficult for foreign students who have distinct cultural traditions, vocabulary, academic readiness, and study patterns (Yan & Cardinal, 2013). All university students must go through the process of transitioning to new educational and social conditions.

2.3 Psychological well-being

Psychological well-being, as Bewick et al mentioned in their research in 2010, is treated in numerous respects. One considers it because of early philosophers' hedonic and eudemonic perspectives. Ryan and Deci (2001) created subjective well-being as formed of the view of enjoyment, dissatisfaction, satisfaction and happiness that runs along the hedonic approach. A further strategy is the eudemonic approach or the model of psychological well-being that incorporates the processes of balanced coping and adaptation into account. It is said that psychological well-being (PWB) is more consistent than subjective well-being that might vary with life experiences. PWB could contribute to appropriate human functioning and meaningful life experiences.

2.3.1 Components of psychological well-being

❖ Affective Component

Perez in 2012 claimed that Subjective well-being is characterized by the frequency of enjoying positive or pleasurable emotions like happiness and pleasure, rather than negative or unpleasant ones. The equilibrium between satisfying emotions (positive effect) and unsatisfying feelings (negative effect) is known to be composite. It is said that the degree to which the positive consequence exceeds the negative influence determines the sense of happiness of an individual (Christopher, 1999). A person with more beneficial impacts and few harmful impacts is considered to have better psychological well-being. The need to perform more research on this topic is highlighted by conflicting results regarding gender differences in affective

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experiences. A study of US college tests revealed a difference between the sexes in depression scores, with women who reported more repeated depression experiences In the research of Fujita, Diener and Sandvik (1991), while women were as satisfied as men, a more new survey showed parallels in the perception of effect among women and men (Roothman et al , 2003). The current study tries to determine the level of interaction between both the men and women groups with both negative and positive results.

  ❖ Social Component

The consistency and importance of a person's social relations are often suggested as a critical part of psychological well-being (Ryff and Singer, 1998). It is said that strong interpersonal connection is representative of positive psychological well-being. Psychological well-being is interpreted for Filipino teenagers as encouraging strong, peaceful and positive intimate relationships with important others and essential communities (Ramos, 2007). Research findings indicate that a critical cause of positive self-image is gaining encouragement, love, and approval from family. It has repeatedly been shown that low parental involvement is indicative of anxiety (Barrera & Garrison-Jones, 1992); whereas high parental involvement improves self-belief (Flaherty & Richman, 1986). Further, interactions in school with classmates and lecturers can be important influences which might impair teenage well-being (Feldman & Newcomb, 1969). Peers achieve substantially greater control than relatives as teenagers build communication beyond their houses (Slavin-Williams & Berndt, 1990). Complicated cases have also been reported about gender disparities in this field. Robinson (2000) stated that for males and females, the connection of family characteristics to the value of romantic relationships between young adults is the same. Nevertheless, in their study, Colarossi and Eccles (2003) observed no substantial gender gap in the understanding of parental assistance among US samples.

❖ Cognitive Component

Any investigators often consider the emotional aspect of psychological well-being. As essential variables in the perception of psychological well-being, they acknowledged self-acceptance and self-worth, determination, determination, general outlook towards life and its adversities (Wissing and Van Eeden, 1997). Ramos (2007) identified the happiness of Filipino adolescents as a cognitive or mental state that indicates a positive perception of life and a deep confidence in one's integrity and self-efficacy. Autonomy, measurement of one's individual development and environmental control were also included in Ryff's framework of psychological well-being (Ryff & Singer, 1998). Conflicting studies were also reported on the disparity between the sexes in this aspect of psychological well-being. Previous literature claims that women have a distressingly poor self-esteem than males (e.g. Pipher, 1994), but early study indicates that gender differences in self-esteem mostly varied from small to medium scales of consequence. (Kling,Hyde, Showers, & Buswell, 1999; Twenge & Campbell, 2001). Autonomy across genders where boys displayed greater autonomy than girls and were correlated with greater parental disobedience was also found to be different (Fleming, n.d.). Women reported higher personal development ratings than men in an earlier analysis (Ryff, Lee, Essex, & Schmutte, 1994). No disparity was found in personal development between the sexes in a later study (Ryff & Keyes, 1995). Similarly, there has been no gap in environmental mastery between men and women (Ryff & Keyes).

❖ Spiritual Component

The religious element in the justification of psychological well-being is also deemed significant. Religion is constructed as a dedication to seeking deeper life missions and the pursuit of a fully realized, carefully conceived reason for life (Bryant, 2007). The concept of relation with a greater force is often developed as spirituality (Underwood,

2011). Some research has also shown the significant role of faith in the psychological well-being of different classes of persons. (Fan & Ellison, 2008; Greenfield, Vaillant & Marks, 2007). Spirituality was included along with Filipino teenagers as a major aspect of psychological well-being. A cheerful Filipino teenager is described as having faith in God, and by believing in religious rituals and leading a religiously agreed life, he develops a spiritual bond with him (Ramos, 2007). Between college students, Bryant (2007) found gender gaps in spirituality. Amusingly, on this subject, conflicting factors are obtained. Spirituality was included along with Filipino teenagers as a major aspect of psychological well-being. A cheerful Filipino teenager is described as having faith in God, and by believing in religious rituals and leading a religiously agreed life, he develops a spiritual bond with him (Ramos, 2007). Between college students, Bryant (2007) found gender gaps in spirituality. Amusingly, on this subject, conflicting factors are obtained in this aspect, contrasting results have also been identified. In college samples, Bryant found gender patterns in spirituality, while Ryff and Keyes (1995) and Roothman and colleagues (2003) showed no correlation in this factor between men and women.

2.3.2 Psychological distress

As Clough mentioned in a study in 2018, between college students, psychological depression is normal. However, considering extensive studies on university students' psychological well-being, comparatively few studies has been focused on foreign students' psychological well-being and anxiety levels. Previous study has shown that foreign students have higher psychological morbidity levels as comparison to local students (Janca & Hetzer, 1992) and encounter other problems specific to their condition (Toyokawa & Toyokawa, 2002). A variety of research have contrasted foreign and domestic students with psychological well-being, depression, or medical morbidity, with findings generally conflicting whether there is distinction between the

two classes on mental health metrics health. To the awareness of the scientists, only one research was undertaken contrasting the psychological well-being of local and foreign university students in the Australian sense. Khawaja and Dempsey (2008) contrasted psychological factors such as psychological depression, social support, mismatched expectations, educational tension, and unhealthy struggling to deal methods between the two classes of university students. International students have larger misaligned perceptions of university existence with their real reality as comparison to domestic students, had fewer perceived social support, and used unhealthier coping mechanisms. However, according to theories, in contrast to domestic students, foreign students showed equal degrees of psychological distress. Result of this research illustrated that the discomfort among two student groups was similar, but as opposed to their domestic colleagues, foreign students appeared to have poorer amounts of social support and weaker coping skills to cope with this distress. Instead than seeking adequate resources, foreign students were more willing to pursue coping mechanisms such as refusal and suppression of their problems.

2.4 Mental health

As Qin mentioned in a study in 2019, mental health literacy is a consideration that has been widely debated as a mediator in help-seeking. "The word "Mental Health Literacy (MHL)" was developed by Jorm et al. (1997) and could be described as "information and attitudes about mental illness that promote their identification, management or prevention" (p. 182). In the university student body, and especially within the international student population, a number of studies have shown that degrees of awareness about mental wellbeing and accessible help-seeking resources are less than adequate. In the survey of Chinese-speaking international students attending an Australian university previously listed, common barriers to finding clinical assistance

for mental health issues were identified as inadequate awareness of the mental health resources available, the belief that their distress was not serious enough to receive care, and the lack of knowledge of psychological illness symptoms. However, much of this study has been conducted in this area, using quantitative and psychometrically rigorous tools for reliable calculation of MHL.

To find signs of increasing mental health issues, foreign educators don't have to go deep. The National Institute of Mental Health (NIMH) estimates that mental illness is faced by about one in 5 U.S. individuals (NIMH 2017). While focusing on demographics of normal university age, the percentage rises to around one out of four (NIMH 2017; Forbes-Mewett and Sawyer 2016) and almost one out of three exclusively for university freshmen (APA 2018; Jackson 2019). These estimates are consistently found to rise throughout the years (e.g., Forbes-Mewett and Sawyer 2016). Data suggests that this increase also applies to foreign students, with one study reporting a 6 percent rise in international students who say that their academic success has been compromised by health concerns, and almost 83 percent of these reports being "mental" or "psychological" (Atack 2018). Although reliable evidence on mental illness prevalence in foreign students is challenging to access, existing literature suggests that this is a crucial issue for university personnel dealing with foreign communities for reasons addressed in this report, such as social stigma and cross-cultural communication barriers. International student surveys in the United Kingdom indicate that 36 percent of international students experience "poor mental wellbeing" with the same number reporting that they have considered suicidal at certain level (Atack 2018; Kennedy 2018). Accounts of particular conditions or signs of mental wellbeing, including depression and anxiety, are also not unusual between foreign students (Poyrazli 2015). Important challenges facing international students and how

these barriers relate to their mental distress or availability to resources about mental health, creating the conditions and some finding about this subject. It should be noted here that all international students have unique perspectives, so experts must not believe that all are affected in same situations or to similar degrees by these obstacles:

- **Second language anxiety**

It is not uncommon to emphasize that language and communication are examples of the main problems in the lives of foreign students. In classrooms and personal encounters, many foreign students in which their first language is not English communicate that they do not completely know others. Speaking to someone in any environment will cause stress, because challenges include learning various tones; "trying to keep up with the discussion; and recognizing regional accents, vocabulary, and humor (Hamamura and Laird 2014; Kuo 2011). "Most foreign students are aware of their personal ability in English, always asking, "Do I always make a big mistake in spelling? Or Have anyone heard my pronunciation?" Or Do they get what I say?" This second language fear is not only widespread between students who are relatively new to the United States, as well as within students who might have moved to America for times and who speak English fluently from the point of view of everyone else. Some foreign students tend not to contact inside- or outside-campus departments as a matter of fact about this and other foreign language frustrations, particularly those that may provide services to address mental health concerns. Communication without becoming completely reliant on other information, such as body language, movements, or other external clues, is daunting. Speaking with others on the telephone implies that a majority of the conversation is absent, which may create misconceptions and frustration, specifically for students who come from societies which typically mix verbal and nonverbal communication channels to grasp the bulk of communication.

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Second-language fears can contribute not just to the alienation from someone's family, and even from specialists who can aid with mental health emergencies.

- **Isolation**

Between foreign students, experiencing alone and being alone is normal. Loneliness became the fourth increasingly prevalent emotional stressor in a survey of 198 foreign students by Pennsylvania State University (PSU); greater than a half of participants mentioned having certain emotions (Poyrazli 2015). A number of foreign students characterize their life as a pendulum clock going among their own home and school or laboratory. They would not often communicate with almost another individual. Most students clarify that the loss of contact results from busy schedules or the existence of their research or job atmosphere. Much of the cases, second language distress in public environments is often involved, trouble finding shared goals with domestic students, uncertainty towards past experiences with domestic classmates (that makes it more nervous for the student to start once more in the future), For instance, when their United states colleagues take out their schedules to attempt to arrange a "easy" fun gathering, several foreign students seem puzzled, while meeting with mates may not require a lot of detailed preparation in their home country. International students typically cope with small talk, not understanding where to begin a discussion with classmates from the United States. Others worry with how, after passing the conversation process, to strengthen relationships. In the process of establishing or sustaining partnerships, the idea of "boundaries" is frequently brought up. This subject may be unfamiliar to some foreign students, particularly those that come from socialistic societies. These foreign students search for stronger relationships and partnership relationships. They can feel dissatisfaction in relationships that they establish in the U.S. that causes sensations.

- **Crash of expectations**

Sometimes, those who take them by accident are the most complicated challenges that students encounter. Many foreign students consider it to be difficult to study overseas, but many do not know exactly how tough it can be or how difficulties can impact their personality after they decide to live in the community in America. Most students are liberal, economically secure, and content with the picture of United States community. But the impact of this collapse, as their perceptions are very dissimilar from what they predicted, is powerful enough to place them at a low point, and to allow them reconsider their choice for studying to the Americas, and to come back home or drop out of their organization in certain instances. Between new international students, this problem in the primary level is not unusual. The breakdown of beliefs will also refer to the mechanism of alteration as a whole. Most foreign students assume that the adaptation mechanism is predictable; at the early stages they might fail, but soon they would resolve these challenges, become adapted, and afterwards all would be fine. The transition method is not always simple, although, as academics mentioned. (Wang et al. 2018; Black and Mendenhall 1991; Rhinesmith 1975). In spite of streams of good and bad times, it much more strongly matches a U type or a roller coaster. Several foreign students are surprised by the shock of nonlinear transition events without such awareness, and they begin to understand and accept such "deviated moments" like their own shortcomings, contributing to extreme psychological damage. Many foreign students complain that they experience tremendous feelings of failure as a result of these collapses of diverse aspirations and identity issues. The lack of their parents (because home is not close), the losing of comfort (to their home country and to their old routine), the lack of self - esteem (they might immediately realize the same as a kid, not understanding how to articulate oneself or what to believe), the loss of their existing sense of individual (they might not have been the best student as well and the

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loss of focus (not realizing where they'd be after finishing school because it is unclear if they might take a job in the U.s). These levels of isolation lead to anxieties, fears, and feelings of not belonging.

- **Family relationships**

Retaining far connections with their family members, parents, and in some cases, their wives and kids is a significant obstacle that several foreign students encounter. 23% of foreign students noted family problems in the PSU survey and 15% mentioned relationship issues. This figure increased to greater than one in four for married foreign students (Poyrazli 2015). In foreign graduate students, this risk element of weak mental wellbeing is exacerbated. Most foreign students note that after leaving school, they come to their new institution with a family goal to remain in America. This objective will coincide, but not always, from their specific objectives. Students seem trapped in pursuing their individual desires and satisfying those around' expectations. The relationship between their relatives can be exacerbated by this challenge, which makes it impossible for them to tell their parents about their true emotions, concerns, or problems, let alone ask for guidance and assistance. For a number of factors, foreign students frequently do not expose their issues to their close relatives: (1) they may not want members of the family to feel anxious; (2) their parents would not be capable of contributing to their difficulties; and (3) since they are not comfortable with the host community, they believe their family members will not provide good guidance. For foreign students, it is popular to remember that their parents imagine that they have pleasure and build a better world, when the reality is that they struggle, lose or feel lost and hopeless. Furthermore, coping with long term friendships will lead to intense feelings of deprivation, depression, and solitude, which in addition increases mental distress.

- **Financial insecurity**

International students are not dependent on the economic assistance that is partially or largely self-funded, which restricts their economic stability opportunities when travelling overseas. A study of foreign students at a university in Minnesota showed that approximately 60 percent of participants faced financial-related tension in the previous year, the largest widely reported element by far (Johanson 2010). It may also be frustrating for foreign students to be told that certain roles or businesses do not accept international students as applicants when they look for jobs. Restricted career opportunities, new paperwork demands, and little economic aid enhance unsafe emotions.

2.5 Psychological wellbeing and mental health

Barkham et al in 2019 claimed in their study that there must first be clarification about language and a clear concentration of commitment in order to form programs that are up to standard. There is a possibility that the use of standardized words that seek to encompass the entire spectrum of student challenges and perspectives would potentially bind together dramatically diverse groups of students (Hewitt, 2019). In recent years, much of the emphasis and focus has centered on student well-being and can be seen as a community concept that emphasizes on optimistic emotions towards themselves and represents an internal potential to cope with the stresses and difficulties of student activities and education. Cases of such projects have been developed in the United States (e.g., Ramasubramanian, 2017) that the United Kingdom UK (e.g., Galante et al., 2018; Roulston, Montgomery, Campbell, & Davidson, 2018) and have concentrated on resistance and/or understanding in academic environments. Although when initiatives focused on well-being are reasonable as sort of a structured commitment to students' general wellbeing, several notable critics have suggested that

separate elements, including as well-being promotions, increase expectations and put burden on current services (e.g., see Arie, 2017). Relevantly, fitness services themselves are not structured to tackle the behavioral health challenges faced by the most high - risk students. Mental health problems and psychological illness, in relation to well-being, refer to a sample of the student population where particular problems have a detrimental effect on the participant (e.g., intense worry, fear, depression, isolation) and therefore do not believe like they have the internal potential to overcome these problems.

In 2019 Khosravi et al showed in their research that almost 450 million persons struggle from psychological illnesses in today's society (World Health Organization [WHO], 2003). Mental and behavioral illnesses accounted for about 10 percent of the worldwide rate of sickness throughout the 1990s, and it is predicted to grow to 15 percentage until 2020. The amount of mental health challenges they encounter, is growing every year, concentrating on college students, which indicates that this topic needs urgent consideration (Zivin et al., 2009). University students are generally at danger of having mental health issues or disabilities as opposed to comparable age ranges of the overall community. Foreign students, between university students, had more mental health challenges in general. Sovic (2009) pointed out the idea that foreign students have more challenges transitioning to new environments because they have diverse histories, traditions, perspectives, and abilities, and therefore this contributes to elevated amounts of anxiety relative to many other students. Educational expectations coincide with the difficulty of transitioning to a new society, putting foreign students at higher risk compared to students in particular of experiencing mental health issues. International students are sacrificing their former social network and supportive structure after exiting their home country and, sadly, not all entrants

have the ability to restore them in their strange land. The huge physical separation among them and their parents and siblings back home might be extremely overwhelming for foreign students and might contribute to feelings of loneliness and anxiousness. Although several recent research concentrate on issues of culture shock and adaptation between international students. In reality, the absence of social care and social networks in the current community may also imply the lack of social capital that may assist them in coping with specific psychological health conditions. While several recent research concentrated on culture shock and adaptation concerns between foreign students, not any have tried to report how these students will restore social capital and what effect it might have on their mental wellbeing of students. Even though in order to strengthen foreign students' mental health, there is an immediate necessity find an appropriate prevention strategy. Researches associated with mental health typically concentrate on the relationship of psychological, socioeconomic, and environmental influences. Derived from social factors, social capital is very detailed as well as its influence and usefulness are of special significance in determining mental health at various stages of life. Putnam et al. (1993) claimed that one of the most significant ways of studying the relation between culture and mental health is the idea of social capital. The definition of social capital applies to many characteristics of social life, such as structures, principles of mutuality, networks and social trust, and also discusses how through concerted action and cooperation, the amount and nature of social interactions promote reciprocal gains. Many elements of social capital were found to become very significant determinants of personal psychological health. In general, previous scholarships have been restricted to the connection among social capital and mental wellbeing, leading to inadequate focus to action studies targeted at restoring social capital, especially between international students; Based on the available literature, no prior review of action to enhance the social capital and mental health of

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recently enrolled foreign students has been undertaken at universities in Southeast Asia. Several studies have concluded that integrative research is important to understand the dynamic connection between social capital and mental health, and this research is one of the few to answer specific needs. Mental health conditions affected 13.1 percent of the international incidence of illness in 2004, referring to the World Health Organization (WHO); with unipolar depression expected to be the main source of disorder incidence globally by 2030, this extremely elevated proportion is expected to raise more (WHO, 2004). Support for mental health programs, however, is also regarded weak priority, including nearly one third of all nations without a clear target for mental health (Saxena, Thornicroft, Knapp, & Whiteford, 2007). While study on the mental health problems of ethnic populations is increasing in nations such including Americas, Canada and Europe, in certain Asian countries, limited focus is paid to ethnic minorities. Emphasis can be expanded to research of areas beyond the U.S. and Canadian areas to broaden the awareness of individuals' mental health challenges around the world (e.g., Arnett, 2008). A good correlation among sociocultural adjustment and mental health has been demonstrated by recent research on sojourners (e.g., Swami, 2009; Tonsing, 2013). In that research, they explore if Korea's modifications to Asian foreign students living in a distinctive cultural context conform to previous study results. Social dynamics and alleged inequality were examined more commonly than many other adaptation-relevant problems in the relation to foreign students. Though Korean culture has lately expanded its diversity, shifts in global attitudes may not shifted at the similar speed. A research on Korean responsiveness to interethnic interactions towards foreign race/ethnic persons also indicated that South Koreans provide a deep feeling of cultural integrity and if they become of European origin, they are increasingly willing to communicate with

outsiders (Y. S. Kim, 2016). The new research also focuses on racial origin, as the two have been closely discussed in various studies on mental health problems.

2.6 Social capital

Emile Durkheim was among the pioneers to connect social inclusion to psychological wellbeing. There is not a single definition of social capital, but academics have multiple meanings. The sum of the resources, real or virtual, that allocate to a person or community by reason of providing a stable network of relationships of mutual acquaintance or acceptance that are more or less institutionalized. It was described by Putnam (2001a) as '... relations between persons, social networks and the values of mutual recognition and reliability that emerge from them' (p. 19). Coleman (1988) related some sets of personal interactions to social resources that promote complex practices. In his description, partnerships are considered to be tools used by individuals to accomplish their objectives. Social capital was described by Lin (2001) as tools that individuals can watch and use that are rooted in their social relations. The related concepts were combined by other researchers as follows:' the by-product of social experiences contained in and obtained through social networks or promoting person or social cohesion, trust, cooperation expectations, perceived justice and sense of belonging.' Social capital comprises the following aspects: cognitive (if it is believed that your relationships engender a sense of trust, mutual help, protection, and the feeling that you belong), systemic (how students behave in social networks and political engagement partnerships), bonding (friendships between students with a similar background) and bridging (interactions with students from different backgrounds) (Szreter and Woolcock, 2004). A consciously formed network of persons is one specific aspect of social capital (Bourdieu, 1986). The complexity of the network; its hierarchy in terms of roles, hierarchies and interaction types; and the

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amount of money that its participants have significant consequences for the benefits it provides (Lin, 2001). A further aspect is common rules, beliefs, standards and punishments that help sustain the stability of the social network by enhancing solidarity and trust and reducing negative behaviors (Coleman, 1988).

Galindo et al in 2017 claimed that, in order to explain the role of partnerships in different fields, social capital is a dynamic but highly useful concept. The concept of social capital has grown and expanded through the social sciences during Coleman's (1988) seminal paper nearly three decades ago. This growth has contributed to a social capital categorization that emphasizes typical systemic and philosophical characteristics, including their elements and purposes (Halpern, 2005).

Social capital features, as mentioned above in the literature have been categorized as bonding, bridging, and linking. Social capital bonding relates to certain relations formed between representatives of homogeneous networks or organizations (Putnam, 2001). Its role is to maintain close relations to build cohesion in the community. But at the other side, bridging social capital entails links between individuals through numerous networks. Its purpose is to establish relations with numerous organizations and societies in order to improve links to valuable services. Linking social capital is a type of bridging capital that actively ties people or entities through asymmetrical power lines (Halpern, 2005). In addition, Orr (1999) claimed that the roles of social capital have a racial/ethnic component. Based on his ethnographic analysis of school improvement in Baltimore, Maryland, he argued that it is necessary to differentiate among intergroup and intragroup social capital as populations are represented by separate racial/ethnic groups. Intragroup social capital was defined by Orr mostly as form of ethnic bonding in which partnerships and organizations inside a specific ethnic

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group defend the rights of members and increase their opportunities for education. In comparison, he described intergroup social capital as ties and networks through racial/ethnic groups which are represented in agreements and alliances, a type of bridging social capital (Orr, 1999). Intergroup social capital is thus highly critical in minimizing community alienation and promoting the sharing and dispersion of resources.

2.6.1 Building social capital intervention

Brouwer et al in 2016 mentioned in their study that over the transformation from high school to university, creating social capital is especially difficult as students may appear uncertain in this unfamiliar social environment. They should create new social networks as they abandon their high school instructors, often their family houses, and past peers, in addition to fulfilling college expectations and transitioning to academic life (e.g., Clark, 2005). School mates, professors and peers would become more essential than family help after this transfer, since fellow students and professors interact more often and if they relocate to a campus area, learners are geographically separated from their family. Developing better relationships and presumed access to help from peers for these learners is more critical than parental help for their transition to college life within the first term (Buote et al., 2007; Friedlander et al., 2007). Friends are the most significant source of help at this point of growing maturity and guide the formation of the personality of students to become adolescents who are gradually concerned for choices and investments, free from their families (Arnett, 2004; Van Duijn, Zeggelink, Huisman, Stokman, & Wasseur, 2003).

Social capital has been used as both the strategic mechanism for building project and the core ways of achieving the deep aim of the project to promote health, particularly between international students. In order to provide structural, cognitive, bonding, and

bridging sections, social capital was established. The experiment, planned and administered by the study's chief scientist, consisted of 10 group meetings in which students obtained communication skills instruction and how to respond to self-help in the group. A self-help community initiative paired with academic preparation may be a successful tool to create social capital, referring to Cheung and Kam (2010). Community activities were targeted at networking with new foreign students and training participant's social skills to improve their ability to communicate their thoughts and emotions as a group through conversation. The experiment helped learners cultivate a compassionate mindset and a potential for collective assistance, thereby building a positive climate for them. International students taught how to respond to each other during the regular group meetings, and each participant gained a feeling that I'm not alone, we're a group'. Individuals used resources and skills from the self-help community throughout these workshops to cope with their mutual issues. Throughout the workshops, relational skills included changing unwanted feelings, productive conversation, control of assertiveness and frustration, and dealing with feelings and tension. The participants begin by trying to get to know each other during the first meeting and discussing their concerns and challenges as newcomers to Malaysia. Participants learned a communication interactions connected to their problems in each meeting, thus explaining their concerns and giving input to each other. They continued to create confidence and feel connected to each other via this process that typically sparked a feeling of connection to the community and the new environment.

2.7 Social capital and mental health

As Pang mentioned in his research in 2018, in general psychological well-being applies to the self-assessment of people and their capacity to fulfill essential life

requirements, such as independence, healthy interactions with others as well as their meaning in life (Harrington and Loffredo, 2010). Rubin concluded that in the entire process of media use the differentiated psychosocial consequences of participants really occur and these characteristics influence the process and function of culture at the same time. (Rubin,1983). In social media studies, psychological well-being has rapidly become a main focus. A number of theoretical and observational evidence has indicated that there are important associations between the usage of social media and the different well-being variables of consumers (Basilisco and Cha, 2015; Chen and Li, 2017; Wang et al., 2014). Chan showed that multimodal communication and the intensity of close relations through digital media technology will promote the standard of living of participants by discussing these psychosocial effects in a social environment (Chan, 2015). Significant existing studies has discovered that various forms of social capital are correlated with distinguishing metrics of psychological well-being, such as connections with close friends and family (Johnston et al., 2013; Wang et al., 2014).

Hamano et al claimed in 2010 that the favorable relationship between social capital and well-being may be due to the truth that good and bad communication relationships can help reduce loneliness, disseminate heterogeneous information, and provide emotional and social support (Forbush and Foucault-Welles, 2016). Chan (2015) also reported that the good and bad connections of individuals with relatives and friends could facilitate the real connection among online contact and perceived well-being. Chen and Li (2017) previously proposed, using a two-wave panel in Hong Kong, that both bonding and bridging social capital are favorably correlated with the quality of life of individuals. The findings of relevant topics suggest that social capital plays an essential part in the impact of social media use on the psychosocial well-being

variables of individuals. Most of the previous literature on the links between well-being interventions and social capital, however, appeared to overstate the value of relatives, romantic partnerships, and close friends (Ramosacaj et al., 2014), while missing the possible links among psychological well-being and the other major aspects of social relationships, including cohesion and sustaining social capacity.

2.8 Conclusion

International students are sacrificing their former social network and support structure after fleeing their own country and, sadly, not all entrants have the ability to replace them in their foreign world. The great physical divide between students and their relatives can be overwhelming for foreign students and could contribute to loneliness and being homesick. Indeed, the absence of care and contacts may contribute to a lack of social capital to assist in coping with psychological concerns. Though several previous research based on international students 'cultural shock and transition problems, actually barely any of those studies have tried to track how these students might restore social capital and what influence it might have on their mental health. Thus in order to strengthen foreign students' mental health, there is an immediate need to develop an appropriate prevention strategy. Research on the state of wellbeing typically concentrate on the relationship of psychological, socioeconomic, and environmental factors. Aside from social factors, social capital is very detailed and its influence and usefulness are of special significance in determining mental health at various stages of life. In particular, past scholarships were restricted to the relationship among social capital and mental health, due to the inadequate focus on intervention studies designed for the restoration of social capital, especially for foreign students.

According to the available literature, no previous research on ways to ameliorate the social capital and psychological wellbeing of foreign students has been conducted at a

university in Famagusta, North Cyprus. Some research projects have concluded that it is important to understand how personal capital affects psychological wellbeing and my research does precisely this.

Chapter 3

METHODOLOGY

3.1 Introduction

This research is designed to identify the effects and impacts of educational tourism on social capital and mental health of international students and to understand relationships between them. The approach and methods used in this analysis will be explored in this chapter of the project. Often listed are inductive analysis, qualitative research methodology, and interviews. It also provides information on the methods of sampling and the sample used.

3.2 Research approach

3.2.1 Inductive approach

Inductive method, also accepted in inductive reasoning, continues with the conclusions and hypotheses that are proposed as a result of observations at the conclusion of the study process (Goddard & Melville, 2004). Inductive analysis "involves the search for observational patterns and the development of theories for these patterns through a series of hypotheses" (Bernard, 2011). In the outset of the analysis, no assumptions or hypothesis will apply in inductive experiments and the researcher is free to change the aim of the study after the study process has started. It is necessary to stress that when formulating research questions and priorities, inductive policy does not mean disregarding hypotheses. In order to define correlations and interactions to construct a hypothesis, this approach seeks to derive interpretations from the data collection gathered; however, the inductive approach does not preclude the researcher from using

current theory to articulate the topic of analysis to be addressed (Saunders, Lewis & Thornhill, 2012). Inductive reasoning is focused on observation understanding. In order to take a decision, trends, correlations and patterns of behavior (premises) are observed (or to generate theory).

3.2.2 Why inductive approach

For the purposes of this analysis, an inductive approach to the technique would be used. According to this method, researchers begin study with concrete findings, which are adopted to generate hypotheses/theories and assumptions, which Creswell and Plano Clark (2007) called 'working from the' bottom-up, then using the views of the participants to establish wider themes, creating the definitions of the research in order to:

- ❖ Describe the kinds of changes that have taken place on student's mental health while studying abroad.
- ❖ Second, the explanations for these improvements should be known.
- ❖ Thirdly, the issues and consequences that students may have due to these improvements will be found and investigated.
- ❖ Fourth, to identify coping mechanisms to deal with the issues.

3.3 Methodology

3.3.1 Qualitative research

The objective of this research is to follow a qualitative methodology of analysis for this study. According to Bogdan & Biklen (2003) and Denzin & Lincoln (2000), qualitative methods of research are very useful in understanding/discovering the importance that individuals or people bring to the activities they are witnessing. Silverman (2005) has noted that qualitative methods are necessary in order to analyze how people perceive or explain their lives and defend them. This technique

categorically notes that where it is necessary to examine the essence of study problems, a qualitative approach is required. The decision to pursue this path, however, stems from the need to carefully challenge this issue.

According to (Collis and Hussey, 2003), in contrast to the traditional nature of quantitative analysis, a qualitative approach provides a full definition and understanding of the topic of the research, while removing the constraints and possible reasoning of the respondents.

Research based questions are often structured to begin with words such as " how "' what"' or that help the researcher to gain a detailed understanding of the subject matter (Patton, 2002; Seidman, 1998).

3.4 Research method

This research aims to investigate the impacts and relationships between educational tourism and international students' social capital and mental health at Eastern Mediterranean University in Cyprus. Some other researches have been studied and published social capital of international students or their mental health problems in other countries such as countries in America, Europe and Australia. This study is focusing on having this research done in the Middle East on international students who are moving to study in Cyprus.

3.4.1 Research instrument

In this review, the qualitative research approaches to be used include: semi-structured interviews and open-ended social capital and mental health and philological well-being issues. Essentially, relational methodologies focus their theory around a need to enhance their interpretation of the significance related to their human experiences.

Measures need to be set in order to prepare for fluid dynamics adjustments (Jones, Torres and Arminio, 2006). Qualitative analysis aims to illustrate and appreciate the rich lives of people and their ecosystems on the basis of a comprehensive study. To navigate this comparatively unfamiliar territory with critical but unknown though potential challenges, we need to pursue a semi-structured interview, and our interviewees are free to identify and pursue significant links (Newcomer, Hatry and Wholey 2015).

Open-ended questions would enable us to be motivated independently of the participant by views. Semi-structured interviews are often "ideally suited to a number of useful tasks, particularly when many open-ended questions need more queries," according to (Newcomer, Hatry, and Wholey 2015), which makes it usually the perfect answer. Our aim is to learn and help us achieve our objective.

3.5 Sampling

In testing terminology, a sample is a group of persons, objects, or things for evaluation collected from a wider population. To guarantee that we can make generalizations of the results from the test study to the population as a whole the survey should be representative of the population. The sample is a smaller collection of cases chosen from a wider pool by a researcher and generalized to the population.

The sampling process will be organized throughout strength sampling with an emphasis on reasoned sampling. Purpose or judgmental sampling that is expected to be used in a sampling. This approach is known to be successful in collecting knowledge from a very particular group over a period of time (Black, K. 2010).

This strategy will enable us specifically define the consequences on participants. With the publishing of the script by Alexander George and Andrew Bennett, selective sampling has become a progressively being used referenced tool of qualitative analysis (2005).

Growth of research studies and social sciences theories. It has been mentioned that the key respondent methodology typifies purposeful sampling (Bernard 2002, Garcia 2006, Gustad et al. 2004, Jarvis et al. 2004, Lyon & Hardesty 2005), in which one or more persons provide the interviewer with a reference to community as an intrinsic part of everyday life (Bernard 2002, Campbell 1955, Seidler 1974, Tremblay 1957).

3.5.1 Data collection

To choose the participants, this study has been tried to make categories to make it easier in order to collect data:

1. First category is containing both, students who are new in Cyprus (by new we mention those students who are facing their first experiences and having their first time to be, stay, work and study in this country) and also those students who are staying for longer time like bachelor students or students who are studying their PHD, to understand and investigate all effects at the first time they arrive and also effects they might have after longer time by staying in this island.

2. Second category is containing students from countries with a very different culture, language such as counties in America, southern Africa and Asia to get a better understanding on the effects, they might have on their mental health due to several factors like language.

The research sample, as discussed above, includes students who are new and others who stayed for a longer time in Cyprus and students with very different culture and lifestyle. According to these categories the questionnaires are distributed among students studying in different faculties at EMU.

3.5.2 Sample size

To understand the number of participants, some connections to the university administration and registrar's office have done, as well as some emails, to get enough information about the number of new students who arrived in this university and also the number of students who came from America, Africa and Asia.

Chapter 4

DATA ANALYSIS

This study tries to investigate the impacts of educational tourism on on social capital and mental health of international students In order to reach the objectives of the study, fifteen students have been interviewed. The results are explained in different parts as shown below. The demographic profile of the interviewees is presented in the following table 4.1.

Table 4.1: The Demographic Profile of the Interviewees

Respondent	Age	Educational degree	nationality	Gender
R1	25	Master	Nigerian	Female
R2	33	Bachelor	Lebanon	Female
R3	18	Bachelor	Nigerian	Female
R4	26	PHD	Malian	Male
R5	24	Master	Nigerian	Male
R6	20	Bachelor	Azerbaijanian	Female
R7	25	Bachelor	Nigerian	Female
R8	30	Master	İraqi	Male
R9	32	Master	İranian	Male
R10	18	Bachelor	Nigerian	Female
R11	24	Master	Palestinian	Female
R12	38	Master	Nigerian	Male
R13	25	Master	Kenian	Male
R14	28	Bachelor	Azerbaijanian	Female
R15	31	Master	Nigerian	Female

4.1 Definitions

Percy, Kostere, Kostere (2015), considered four steps for analyzing data in qualitative research according to Table 4.2.

Table 4.2: Qualitative Data Analysis

Step	Definition
Coding	The process of identifying and labeling recurrent words or concepts
Categorization	In which researchers seek to group patterns that they found in data into relevant categories
Constant Comparison	A process in which gathered and coded data will compare and analyze with existing findings continuously in order to develop concepts
Thematic Analysis	Researchers examine the data carefully in order to find common themes and ideas

In order to achieve precise outcomes, in-depth interviews were conducted for this research. Data were analyzed by reading all transcripts deeply and accurately and then highlighting the necessary information and bolding the related information to each part of the literature review.

4.2 Coding

Akinyode (2018), described coding as the process that enables researchers to classify and sort the information derived from transcripts into meaningful data by assigning labels to the words in order to find common themes and concepts. This process of data analysis aims to decrease the data into relevant and manageable data.

During the process of coding data, the interviews should be examined carefully line-by-line to allocate labels to words and phrases and reduce information into relevant and controllable data. This step can contribute to the categorization step. The following table presents the codes that have been used in this study.

Table 4.3: Coding Table

Item	Code
1	Social isolation
2	Financial insecurity
3	Crash of expectations
4	Family relationship
5	Social interaction problems
6	Lack of confidence
7	Language difficulties and barriers
8	Family expectations
9	Lock down issues (due to the pandemic)
10	Loneliness
11	Lack of emotions
12	Insomnia
13	Using too much social media

14	Lack of communication
15	Fear of future
16	Increasing stress and anxiety
17	Paranoia
18	Engaging in activities
19	Finding a job
20	Reading books
21	Watching movie
22	Attend university's events and festivals
23	Decrease expectations from others
24	Focusing more on studying

4.3 Categorization

Costantino, Raffaghelli, Alvarez, Moran (2012), defined categorization as a process that enables researchers to analyze and interpret data by grouping them into relevant categories. In this method, researchers seek to make sense of what respondents express in transcripts. Based on the coded data and further analysis, four general categories are considered in this study according to the following table, namely types of mental health problems, reasons of changes on mental health, impacts of these changes on students and some copying strategies to solve these issues.

Table 4.4: Categorization Table

Category 1	Category 2	Category 3	Category 4
Types of changes on mental health	**Reasons of changes on mental health**	**Impacts of changes on students**	**Coping strategies**
Social isolation	Lack of confidence	Loneliness	Engaging in activities
Financial insecurity	Language difficulties and barriers	Lack of emotions	Finding a job
Crash of expectations	Family expectations	Insomnia	Reading books
Family relationship	Lock down issues (due to the pandemic)	Using too much social media	Watching movies
Social interaction problems		Lack of communication	Attending university's events and festivals
		Fear of future	Decrease expectations from others
		Increasing stress and anxiety	Focusing more on studying
		Paranoia	

4.4 Types of changes on students' mental health

First of all, almost 80 percent of respondents believed that their expectations were different from what they have faced and seen after they arrived in north Cyprus. We can say that twelve people who has been interviewed had seen crashes in their expectation of the country and also the university and it happened because of different reasons. As one of the respondents have claimed:

       " I thought I will make so many friends and become outgoing and I had the expectations that the school will be just like what I see in movies but everything I thought is happening in the opposite way." **(R3)**

Another interviewee who was new in Cyprus and just has started education it EMU, asserted that:

       " I expected to study in classes with lots of people from different nationalities and have a great time. Unfortunately, due to the virus, it wasn't to my expectations." **(R5)**

Another student who has been interviewed pointed out:

       " That everything will be ok, no corona, go classes like normal, finish my study as successfully, but unfortunately it seems that this virus does not like to finish and disappear from our lives." **(R4)**

Another respondent said:

       " I came here to make my dream true, I started my master but it didn't go as I expected, unfortunately Covid 19 came across our life's, and it was so difficult situation to survive, physically and emotionally, we had online courses rather than face to face classes, which was too far from what I thought it would be before I came here." **(R11)**

Some of the participants have claimed in their interviews that because of the Covid 19 pandemic, all their expectations from coming and living and studying here went in other ways and it wasn't like what they have thought and expect about it. Most of them had felt loneliness due to the long lock down, especially those who were new didn't have many friends to talk to, or did not know what to do during these difficult times.

Other student has explained like this:

       " Apart from my education, I expected to get a job, unfortunately it has not been possible unlike how it is advertised online." **(R13)**

The other participant has claimed:

> " I expected bigger cities as opposed to small towns like Famagusta. I thought it might be a bigger place with many job opportunities, so I would be able to work and manage my expenses by myself, but after I came here I saw the situation is completely different from what I thought, and there is lack of job opportunity to be honest and you should be really lucky to find a good job. So I have faced some unexpected financial problems because of being jobless and I was under pressure, it increased my anxiety and I felt very nervous." **(R15)**

Other important issue that about ten interviewers have talked about it was social interaction problems. They thought their problems are because they are new in a place, they were not before, and not familiar to other people, and they did not know how to contact or communicate to other people or how to make new friends, mostly because of language differences or barriers. As one of the master students who came from Nigeria claimed that:

> " Anxiety for finding myself in a new environment that I am not familiar with, I couldn't socialize a lot because first of all I didn't know anyone and I was afraid if I cannot communicate well with them, which has increased my stress more." **(R1)**

One student from Lebanon said that:

> " I felt lonely most of the times and I didn't see any one, I was staying in my dormitory a lot so I felt I have missed my family and friends back there in my country, it was a real pressure on me to be in a new place. It was such stressful experience at first." **(R2)**

A master student who was from Iraq has explained that:

> " I had communication problem because I could not speak and understand people very well, we usually do not use a second language in my country." **(R8)**

One more factor that was mentioned a lot during this study in the interviews was the family relationship, between the students and their parents. This study has noticed that

most of the interviewer's answers about their relationship between families were positive. They have expressed positive feelings and good relationships with their parents after they have moved to Cyprus and left their countries, especially through social media platforms, and it has even increased after the pandemic has started and they were all locked down. One of the students has said:

> " My relationship with parents is good because I discuss everything with my parents. I tell them my problems and whenever I want to take a decision, I tell my parents first, so I have a good relationship with them." **(R10)**

And one more interviewer has explained that:

> " Yeap, generally I like to share everything with my family, they always support me, because you know you will adapt, you will learn environment better, and you will success your courses." **(R14)**

4.5 Reasons of the changes on mental health of students

The findings revealed that most of the respondents confirmed (about 11 respondents) language difficulties and barriers during their study in Cyprus. Some of them claimed that they faced many problems due to lack of language skills, most of them were not able to speak English very well or some of them did not know Turkish which is the local language in North Cyprus. Here are some of their answers:

> " Language barrier has created a lot of misunderstanding between me and the nations of other countries, especially when I got out for shopping, sometimes I have to use signs for them to understand what I want or mean." **(R1)**

And one more interviewer has explained that:

> " The lack of ability to understand, and misunderstandings that comes with trying to say the little understand, but it is not so hard because some trying to communicate in English." **(R3)**

Other student has explained like this:

" I had a lot of problems because of language different. For example, when I was in the class, sometimes I didn't understand what teachers told us, also when I went to shopping I had problem to speak with shoppers." **(R2)**

The other participant has claimed:

" Not being able to speak Turkish and some of them not understanding English as well, it gets frustrating." **(R5)**

And one more interviewer has explained that:

"Language is one of the most important problems I had here, and I am really antisocial. I feel I need to socialize more and attend events and gatherings." **(R7)**

Another issues that some of the respondents have mentioned was the family expectations. Some of them claimed that they were under too much pressure in order to satisfy their parents and pass courses with high grades. Here are some of their answers:

" Educational responsibilities and pressures and family expectations were the main reasons I was too nervous about and put me under pressure." **(R10)**

The other participant has claimed:

"Pressures, language skills, and specially for me, educational responsibilities are very important issues I had during my study, my family wanted me to be the best all the time but I had some language skill problem which made it so hard for me to be successful and get great marks, I felt so nervous especially the first year." **(R2)**

" The lack of ability to understand, and misunderstandings that comes with trying to say the little understand, but it is not so hard because some trying to communicate in English and my parents expected me to develop my language skills very quickly and they were always checking me to be sure I'm doing my study well or not, that made me crazy at first and I could not tolerate the pressure they were giving to me…" **(R3)**

Other student has explained like this:

> "educational responsibilities and pressures, because it was my first time I left my country and started to live alone, my parents expected me to contact with them every day, but after I came here I found some new friends and I had a lot of lessons to study so I was so busy and I could not contact them too much, it made my parents to become worried about me and start to think I'm not focusing on my studies well and that made me so sad and under pressure." **(R4)**

4.6 Impacts of the changes on students

Most of the participants have experienced loneliness and they have mentioned that because of the Covid 19 pandemic this situation became even worse and they have spent many days alone at home that effected their mental health in different ways. Here are some answers about experiencing loneliness during their study:

> "Sure, in the lockdown periods and after, the friends, I came in contact with, left the country. I felt sad, no one was there to hang out or communicate with." **(R1)**

Another respondent said:

> " Anxiety about making more friends, afraid of loneliness were the impacts of being far from my parents and home country, specially first semester I was really alone, I just knew some classmates from university and no close friends." **(R10)**

Other student has explained like this:

> " Problems of acceptance the people do not really make friends or even talk to blacks in order to make friendship with them. So, yes, sometimes I do feel loneliness and depressed cause back in my country I had so many friends and my parents around me." **(R12)**

And one more interviewer has explained that:

> " As I said I might have language problems with those who are Turkish but beside all these factors, I myself am a little shy. It will make it harder for me to make friends easier than others. As a result, I feel lonely most of the time and feel depressed that it makes me cry and wish I was back in my home country with my parents." **(R13)**

Other problem that international students have seen and experienced while they were studying out of their home country and far away from their family and friends was increasing stress and anxiety. About 11 participants have claimed that they have experienced anxiety and stress that happened because of many reasons. These are some of their answers.

One student explained that:

> " Anxiety for finding myself in a new environment that I am not familiar with, I couldn't socialize a lot because first of all I didn't know anyone and I was afraid if I cannot communicate well with them, which has increased my stress more." **(R1)**

Another respondent said:

> "Loneliness, it will make me feel lonely and it will put me under pressure too much and increase my anxiety and depression." **(R2)**

Other student has explained like this:

> " Anxiety increases because of different reasons like I did not know how to speak very well with others or specially with local people here, I had really bad experience in some places such as immigration offices and banks, I felt the most stress. Beside language skills, jut Covid 19 made our life harder specially for students who are far away from parents, using online classes, no jobs and…" **(R5)**

Another respondent said:

> " I had too much stress at first when I came, because I was alone, in to a new place with no experience, that I had insomnia, I feel terrible when I can't sleep at night. The first weeks were really stressful because I did not know where to go and what to do and it took so long for me to find a friend." **(R6)**

4.7 Coping strategies to deal with these problems

In order to deal with these problems, some of the respondents have come with some solutions such as trying to engage some activities or trying to do things that they enjoy like reading books or watching their favorite movies, some of them have suggested to attend university's events and festivals and try to focus more on their studies and not to expect much from other people and try to stand on their feet and be independent like finding a job. But most participants were answering to engage in activities. Here we can see some answers.

One student has explained like this:

> "I bottle it up till I have to think about them again. And as I said before I try to socialize more and attend events and gatherings." **(R7)**

Another respondent said:

> " Focusing on studying more and it is the best motivation and strategy." **(R11)**

Other student has explained like this:

> " I have to concentrate om making friends with people I feel that are more friendly and try to do my favorite activities with them and do not expect much to avoid surprises." **(R12)**

And one more interviewer has explained that:

> " Focusing more on my education and entertaining activities such as watching movies…" **(R13)**

Chapter 5

RESULTS AND CONCLUSION

5.1 Discussion

This research aims to investigate the effects and influences of impacts of educational tourism on social capital and mental health of international students of Eastern Mediterranean University in Northern Cyprus, Famagusta. The material in this chapter is aimed at pulling strings together. We presented a description of the analysis at the beginning of this chapter.

This study was a qualitative study that tried to find out the impacts of educational tourism on international students' mental health. In order to answer the questions, semi-structured interviews were used for 15 international students aged between 18 and 35 who were not Turkish Cypriots. They were studying in different educational degrees such as under graduate, master and PhD. Each interview was transcribed and then coded to analyze it.

As Qin mentioned in a study in 2019, reliable evidence on mental illness prevalence in foreign students is challenging to access, is a crucial issue for university personnel dealing with foreign communities for reasons addressed in this report, such as social stigma and cross-cultural communication barriers. International student surveys in the United Kingdom indicate that 36 percent of international students experience "poor mental wellbeing" with the same number reporting that they have considered

suicidal at certain level (Atack 2018; Kennedy 2018). Accounts of particular conditions or signs of mental wellbeing, including depression and anxiety, are also not unusual between foreign students (Poyrazli 2015). Important challenges facing international students and how these barriers relate to their mental distress or availability to resources about mental health, creating the conditions and some finding about this subject. It should be noted here that all international students have unique perspectives, so experts must not believe that all are affected in same situations or to similar degrees by these obstacles.

In this research findings revealed that most of the respondents confirmed (about 11 respondents) language difficulties and barriers during their study in Cyprus. Some of them claimed that they faced many problems due to lack of language skills, most of them were not able to speak English very well or some of them did not know Turkish which is the local language in North Cyprus.

Speaking to someone in any environment will cause stress, because challenges include learning various tones; "trying to keep up with the discussion; and recognizing regional accents, vocabulary, and humor (Hamamura and Laird 2014; Kuo 2011). "Most foreign students are aware of their personal ability in English, always asking, "Do I always make a big mistake in spelling? or Have anyone heard my pronunciation?" or Do they get what I say?" This second language fear is not only widespread between students who are relatively new to the United States, as well as within students who might have moved to America for times and who speak English fluently from the point of view of everyone else. Some foreign students tend not to contact inside- or outside-campus departments as a matter of fact about this and other foreign language

frustrations, particularly those that may provide services to address mental health concerns.

Most students clarify that the loss of contact results from busy schedules or the existence of their research or job atmosphere. Much of the cases, second language distress in public environments is often involved, trouble finding shared goals with domestic students, uncertainty towards past experiences with domestic classmates (that makes it more nervous for the student to start once more in the future. Several foreign students seem puzzled, while meeting with mates may not require a lot of detailed preparation in their home country.

Most of the participants in this study have experienced loneliness and they have mentioned that because of the Covid 19 pandemic this situation became even worse and they have spent many days alone at home that effected their mental health in different ways.

Most foreign students assume that the adaptation mechanism is predictable; at the early stages they might fail, but soon they would resolve these challenges, become adapted, and afterwards all would be fine. Several foreign students are surprised by the shock of nonlinear transition events without such awareness, and they begin to understand and accept such "deviated moments" like their own shortcomings, contributing to extreme psychological damage. Many foreign students complain that they experience tremendous feelings of failure as a result of these collapses of diverse aspirations and identity issues. The lack of their parents (because home is not close), the losing of comfort (to their home country and to their old routine), the lack of self - esteem (they might immediately realize the same as a kid, not understanding how to articulate

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oneself or what to believe). These levels of isolation lead to anxieties, fears, and feelings of not belonging.

This research has also revealed that other problem that international students have seen and experienced while they were studying out of their home country and far away from their family and friends was increasing stress and anxiety. About 11 participants have claimed that they have experienced anxiety and stress. Almost 80 percent of respondents believed that their expectations were different from what they have faced and seen after they arrived in north Cyprus. We can say that twelve people who has been interviewed had seen crashes in their expectation of the country and also the university.

One more factor that was mentioned a lot during this study in the interviews was the family relationship, between the students and their parents. This study has noticed that most of the interviewer's answers about their relationship between families were positive. They have expressed positive feelings and good relationships with their parents after they have moved to Cyprus and left their countries, especially through social media platforms, and it has even increased after the pandemic has started and they were all locked down.

Retaining far connections with their family members, parents, and in some cases, their wives and kids is a significant obstacle that several foreign students encounter. 23% of foreign students noted family problems in the PSU survey and 15% mentioned relationship issues. This figure increased to greater than one in four for married foreign students (Poyrazli 2015).

Students seem trapped in pursuing their individual desires and satisfying those around' expectations. The relationship between their relatives can be exacerbated by this challenge, which makes it impossible for them to tell their parents about their true emotions, concerns, or problems, let alone ask for guidance and assistance. For a number of factors, foreign students frequently do not expose their issues to their close relatives: (1) they may not want members of the family to feel anxious; (2) their parents would not be capable of contributing to their difficulties; and (3) since they are not comfortable with the host community, they believe their family members will not provide good guidance. For foreign students, it is popular to remember that their parents imagine that they have pleasure and build a better world, when the reality is that they struggle, lose or feel lost and hopeless. Furthermore, coping with long term friendships will lead to intense feelings of deprivation, depression, and solitude, which in addition increases mental distress.

5.2 Conclusion

This study tries to first identify the types of changes that studying abroad has taken place on students' mental health. Second to understand the reasons for these changes. Third to find and investigate the problems and impacts that students may have due to these changes, and fourth to find out coping strategies in order to deal with the problems.

International students are sacrificing their former social network and support structure after fleeing their own country and, sadly, not all entrants have the ability to replace them in their foreign world. This could contribute to feelings of loneliness and homesickness.

These types of changes have been found in this research such as: Social isolation, financial insecurity, crash of expectations, family relationship social interaction problems. The study indicates that educational tourism has impacts on international student's social capital and mental health, since the students decide to move and leave their country to study and live in another country, their life will change. The most important change is in their mental health and that happens because of many reasons such as lack of confidence, language difficulties and barriers, family expectations and lock down issues (due to the pandemic). All these changes bring other impacts in their lives such as loneliness, lack of emotions, insomnia, using too much social media, lack of communication, fear of future, increasing stress and anxiety and paranoia.

This research has suggested some solutions to solve these issues or problems that international students have after they moved to another country. These strategies are: engaging in activities, finding a job, reading books, watching movies, attending university's events and festivals, decrease expectations from others and focusing more on studying.

5.3 Limitation and recommendation for future studies

First problem that this research faced was during collecting data, because this study have been established after the Coronavirus pandemic around the world. Most of the students have left this island and there are few students who decided to stay here. On the other side Eastern Mediterranian University has been teaching online since last February as a result it was hard to find students even inside campus.

Second limitation is somehow related to the first one, which is, there are not too many international students from different countries left here in North island, and most of

them are from some specific countries such as Nigeria and Iran. So, most participants who have been interviewed were from Nigeria.

And the last problem was about communicating with some students who were from Azerbaijan or Lebanon who could not speak English very well, and it was hard for them to understand interview questions or to answer in details about what the research was looking for.

Finally, this analysis offered recommendations about how this review might help to improve social work awareness and open up new areas of learning, study and social work practice in fields including social capital, foreign student experience, social work settlement, and appropriate training for social work settlement workers in social work school curricula. This research will probably help set the way for future studies by foreign students and several other communities on social capital and mental health. Future studies can take into consideration and focus on the other aspects of mental health or some other issues connected with psychological issues that international students may face during their studies. Other recommendation for future studies is that interview questions can be made in to more languages, not just English, so it would be easier for the participants to understand the questions better.

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