

International Student's Satisfaction in Host Community

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ABSTRACT

Higher education is seen nowadays as an international service industry (i.e. business activity) engaged by both public and private institutions. The sheer number as well as the growth rate of students in tertiary education indicate the increasing importance of the higher education sector and hence the need for systematic approach to achieve the goals of the participants in the industry (Gupta, 2005).

International students studying in a foreign country are driven by various motives and hold different expectations (Wang, 2004). Basically, their motives can be classified into (a) seeking academic quality, and (b) seeking opportunities (such as employment, safety and welfare, experience and exposure). On the other hand, Service quality has become a requirement for all successful firms and organizations to remain competitive. Many researchers have emphasized the importance of quality improvement initiatives which have resulted in sustainable competitive advantage. Given that higher education is a service which students are now expected to fund for themselves at great expense, it has become an increasingly competitive market (Angell et al., 2008).

The theory underlying this subject is customer satisfaction; hence we introduce customer satisfaction judgment as the result of the consumer's perception of the gap between their perceptions of performance and their prior expectations (Parasuraman et al., 1994). The difference between expected and perceived services is defined as a gap. Expectations are viewed as "normative expectations", which means desires or wants of customers, i.e. what they feel a service provider should offer rather than

would offer (Buttle, 1995) and perceptions is related to perceptions of performance. Bitner (1990), Bolton and Drew (1991) and Parasuraman et al. (1988) argued that customer satisfaction is an antecedent of service quality, while others believed that it is service quality that leads to customer satisfaction and behavioral intentions. The importance of student satisfaction will be apparent when responding to the question: “What are the consequences of students who are dissatisfied?”

This work investigated the effect of external environment on international students’ satisfaction in Eastern Mediterranean University, North Cyprus. By external environment we mean host community and by international students we mean long term tourists or academic tourists. In this study, we examined student’s general satisfaction in four different factors such as, accommodation, employment, safety and life style, and hedonism. Results of the study shows that students are more satisfied with safety and lifestyle factor and least satisfied with employment.

Keywords: international students, service quality, educational tourism, satisfaction.

ÖZ

Yüksek öğrenim günümüzde uluslararası hizmet sektörü kapsamında görünmekte ve hem kamu hem de özel kuruluşlar tarafından yürütülmektedir. Yüksek öğrenimdeki öğrenci sayısı ve artış hızı bu sektörün önemini gün geçtikçe artırmaktadır. Bu nedenle sektörde rol alan kurumların amaçlarına ulaşabilmeleri amacı ile sistematik bir yaklaşım ihtiyacı ortaya çıkmıştır (Gupta, 2003).

Yabancı bir ülkede öğrenim gören öğrenciler bir çok güdü (etmen) tarafından etkilenmekte ve farklı beklentiler içerisinde olmaktadır (Wang, 2004). Temelde, bu güdüler ikiye ayrılmaktadır (a) akademik kalite aramak (b) fırsatlar aramak (çalışabilme, güvenli ve refah bir ortam, tecrübe ve yenilik arama). Diğer yandan, hizmet kalitesi bir çok kurum ve işletmenin rekabet edebilmeleri için gerekli hale gelmiştir. Birçok araştırmacı rekabet avantajı elde edebilmek için kalite seviyesinin geliştirilmesinin önemini vurgulamışlardır. Yüksek öğrenim öğrencilerin kendi masraflarını karşılayan ve gün geçtikçe de rekabeti orlaşan bir alan olmuştur. (Angell et al., 2008).

Konumuzu destekleyen teori müşteri memnuniyetidir; müşteri memnuniyeti müşterinin kalite algısı ile performans beklentisi arasındaki fark olarak çıkmaktadır (Parasuraman et al., 1994). Beklenen ve algılanan hizmet düzeyi arasındaki fark “gap-fark” olarak tanımlanmıştır. Beklentiler “normative beklenti” olarak görülmekte, diğer bir tanımla müşterilerin istek ve arzularını oluşturmaktadır, örneğin hizmet sağlayıcısının neyi sunması değil de ne sunacağını hissetmeleridir (Buttle, 1995), algı ise hizmetin performansı ile ilgilidir.

Bitner (1990), Bolton ve Drew (1991) ile Parasuraman et al. (1988) müşteri memnuniyetinin hizmet kalitesinin öncesi olduğu, diğerleri ise hizmet kalitesinin müşteri memnuniyetine sebep olduğu görüşünü savunmaktadırlar. Öğrenci memnuniyetinin önemi “Öğrenci memnun olmaz ise sonuçları ne olur?” sorusunun cevabında yatmaktadır.

Çalışmamız Doğu Akdeniz Üniversitesinde öğrenim gören uluslararası öğrencilerin memnuniyetini etkileyen dışsal etmenleri tesbit etmektir. Dışsal etmen ile uluslararası öğrencilerin içerisinde buldukları toplumun bakış açısıdır. Bu çalışmada, uluslararası öğrencilerin genel memnuniyeti dört faktör altında, barınma, çalışma imkanı, güven ve yaşam tarzı ile eğlence (hedonizm) incelenmiştir. Çalışmamız uluslararası öğrencilerin daha çok güven ve yaşam tarzının etken olduğudur.

Anahtar Kelimeler: uluslararası öğrenciler, hizmet kalitesi, eğitim sektörü, memnuniyeti.

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Chapter 1

INTRODUCTION

The first chapter includes introduction, importance of this research, problems encountered, and aims and objectives of the research. Also the information about the methodology, data collection and analysis and at the end the organization of this study is provided.

Nowadays traveling internationally is something comprehensive. Especially Young people travel around the world easily and the fact is that getting education in a foreign country is nowadays very popular between young generations (<http://ec.europa.eu/eurostat>). Those students who live in a foreign country and stay for up to 365 consecutive days are considered as International Tourist (World Tourism Organization, 1995; Glover, 2011; Pawlak, 2013). The number of students deciding to study abroad is growing more and more as the number of international students in Europe increased from 3,25m in 2000 to 5,83m in 2010 and this fact clearly indicates the growing rate of international students. All this data indicates that effect of international students on tourism cannot be ignored (Pawlak, 2013).

Since this model of student mobility has its own characteristics (and can be explicitly differentiated from the other types of travelers), it has been considered as a new category of tourism and termed differently in various studies and researches such as "Academic Tourism" (Rodríguez, 2013), "Long-term Tourism" and "Educational

Tourism" (Pawlak, 2013). As related studies shows, tourism industry in general and international students in specific can have a considerably positive (and sometimes negative) effect on economy and atmosphere of the host or local community. Specifically, international students have been considered as moving ambassadors and source of income in the host society and they have the ability to expand the learning community, to bring economic prosperity and promote host community value by word of mouth. (Pawlak, 2013)

Furthermore, the effect that community as external environment has on international student's satisfaction is much more than internal environment (Arambewela & Hall, 2013). International students are long term tourists with long-term effects. Hence needs and expectation of this category of tourist should be studied, understood and met by stakeholders of tourism industry. In the host community whose industry is based on tourism, as in the case of TRNC, it's vital to have a deep knowledge on tourism behavior, experience and satisfaction. Now the question is what the international student's expectation and needs are? Briefly, what the community should provide for international students? Among these needs and expectation we can name hedonism, accommodation, employment, safety and lifestyle (Hall, 2013).

1.1 Significance of the Research

This research is investigating the effect of host community on Eastern Mediterranean University (EMU) international student's (as long term tourists) satisfaction in TRNC, Famagusta. On one hand, the industry of Turkish Republic of Northern Cyprus (TRNC) is tourism and higher education-based (Altinay et al 2005) and on the other hand, there are five international universities in TRNC having the total

population of 31,700, hence this category of tourism is of prominent importance for TRNC authorities responsible for sustainable tourism development.

The importance of this study, is that if expectations (before the experience) and perceptions (after the experience) of international students, as ambassadors in destination, are identical, it brings tourism improvement and sustainable financial development to the host community, and these ambassadors can improve local community image and value by using word of mouth.

1.2 Problem Statement

Although, this category of students mobility as an additional model of tourism, deserves a deep research and investigation but it has not been deeply studied and there are just researches analyzing the costs related to international students (Rodríguez, 2013) and in TRNC some attempts to explore the socio-cultural and economic impacts of international universities on host population and at most some internal environment studies. That's why there are still students complaining about issues such as: "Affordable accommodation, Employment opportunities, Personal safety and life style, and hedonism" (Hall, 2013). In fact, this category of tourists has more expectation and requirements because they are paying large amounts of money to live their life in another country. Therefore, their expectations and needs should be considered genuinely by stakeholders of tourism industry and local community.

1.3 Aim and Objectives of the Research

In the light of the above-mentioned subject, the aim of this study is "to explore the EMU international student's satisfaction in host community in four different dimensions such as, accommodation, employment, hedonism and safety and lifestyle".

In order to attain the stated aim, we have to follow the objectives stated below:

1- Having a deep understanding about terms such as "long-term tourism", "academic tourism" and "satisfaction" by reviewing the relevant articles.

2- Acquiring appropriate knowledge about TRNC international universities and students by studying their expectation and preferences that will be met by host community.

3- And finally, to find out if the student's expectations and perceptions of the experience (before and after the experience) are identical.

In fact, the host community of TRNC should aim at a sustainable tourism development and economic growth. This objective can't be attained, unless through studying, understanding and meeting the needs and expectations of international students.

Chapter 2

LITERATURE REVIEW

In this Chapter, a combination of definitions related to tourism, long term tourism, educational tourism and community are provided and also, the impacts of community on international student's satisfaction are studied.

2.1 Definition of Tourism

The initial incentives of people to travel were preparing foodstuff, water, and shelter and also gaining resources. But gradually the knowledge of travel for leisure and survey rapidly developed. Travel has a very close connection with technology, as it provides means of transportation and movement. The first travelers have been walking or using trained animals to destination. Then progressively, the development of the cart and the sail delivered new styles of transportation.

Each and every development in technology improved individuals' chances to travel. While transportations were enhanced and governments stabilized, more and more people were interested to travel for different purposes like, education, exploration, and religious purposes. One of the first travel guides was inscribed by Pausanias. He was Greek, and his book was in 10 volumes named, Guide to Greece, and was written for Roman tourists in 170 A.D. Tourism can be stated as an assortment of actions, facilities and industries that brings a travel experience, along with transportation, lodgings, feeding, shopping, entertainment activities as well as other hospitality facilities delivered to people or groups traveling away from home. The

World Tourism Organization (WTO), asserts that tourism is presently the world's main and biggest industry of which annual revenues is more than \$3 trillion dollars. Actually Tourism offers above six million employment opportunity in the United States. Mathieson and Wall (1982) gave a complete explanation of tourism. They defined tourism as the temporary movement of individuals to destinations outside their usual places of work and residence and encompass all activities done throughout their stay in that destination as well as services offered to meet their requirements. With regard to what Macintosh and Goeldner (1986) stated, tourism is the set of the events and interactions coming from the interface between tourists, business dealers, host authorities and host societies in the course of attracting and hosting tourists.

Tourism can be defined as any movement or traveling that is happening for the purpose of entertainment, vacation, or business purpose that is of a limited length. Tourism is normally related to international movements, but it can also stands for travel to another place inside the same country. The World Tourism Organization expresses tourists as individuals who travel to places outside their normal place of work and life and stay there for a period of less than 365 consecutive days for leisure and business and other reasons". (World Tourism Organization, 1995; Glover, 2011). Consequently, tourism in a simple word is an industry or business that offers travel and entertainment services for individual far from their homes (Trotman Publishing, 2010). According to all definitions, tourism and tourist today encompasses different kinds such as sporting games, shopping in weekend, business, educational or academic and meeting travels.

In fact, nowadays tourism is considered as the world’s major industry and business of small islands that are tourism-based. Tourism acts as a development engine in lots of host communities due to bringing employment, economic developments, investment, and foreign currency to those communities (Jayawardane & Ramajeessingh 2003 cited in Katircioglu, 2010). As tourism can be considered as in export class, this class of export has the ranking of 4 all over the world after the export of oil and chemicals and the export material is passengers that in 2010 was over \$1 trillion or close to \$3 billion per day (Zima, 2011).

The tourism industry nowadays is one of the fastest developing economic segments all around the world and has become the second biggest service after health services. Tables below show the significance of tourism in today’s world in terms of tourism arrival, receipt and expenditure internationally.

Rank ↕	Country ↕	UNWTO Region ^[21] ↕	International tourist arrivals (2012) ^[22] ↕	International tourist arrivals (2011) ^[22] ↕	Change (2011 to 2012) (%) ↕	Change (2010 to 2011) (%) ↕
1	 France	Europe	83.0 million	81.6 million	▲ 1.8	▲ 5.0
2	 United States	North America	67.0 million	62.7 million	▲ 6.8	▲ 4.9
3	 China	Asia	57.7 million	57.6 million	▲ 0.3	▲ 3.4
4	 Spain	Europe	57.7 million	56.2 million	▲ 2.7	▲ 6.6
5	 Italy	Europe	46.4 million	46.1 million	▲ 0.5	▲ 5.7
6	 Turkey	Europe	35.7 million	34.7 million	▲ 3.0	▲ 10.5
7	 Germany	Europe	30.4 million	28.4 million	▲ 7.3	▲ 5.5
8	 United Kingdom	Europe	29.3 million	29.3 million	▼ 0.1	▲ 3.6
9	 Russia	Europe	25.7 million	22.7 million	▲ 13.4	▲ 11.9
10	 Malaysia	Asia	25.0 million	24.7 million	▲ 1.3	▲ 0.6

Figure 1: Arrival of tourists internationally, frequent ranking. WTO (2013)

Rank ↕	Country ↕	UNWTO Region ^[23] ↕	International tourism receipts (2012) ^[22] ↕	International tourism receipts (2011) ^[24] ↕	Change (2011 to 2012) (%) ↕	Change (2010 to 2011) (%) ↕
1	United States	North America	\$126.2 billion	\$115.6 billion	▲ 9.2	▲ 11.7
2	Spain	Europe	\$55.9 billion	\$59.9 billion	▼ 6.6	▲ 14.0
3	France	Europe	\$53.7 billion	\$54.5 billion	▼ 1.5	▲ 16.2
4	China	Asia	\$50.0 billion	\$48.5 billion	▲ 3.2	▲ 5.8
—	Macau	Asia	\$43.7 billion	\$38.5 billion	▲ 13.7	▲ 38.3
5	Italy	Europe	\$41.2 billion	\$43.0 billion	▼ 4.2	▲ 10.9
6	Germany	Europe	\$38.1 billion	\$38.9 billion	▼ 1.9	▲ 12.1
7	United Kingdom	Europe	\$36.4 billion	\$35.1 billion	▲ 3.7	▲ 8.2
—	Hong Kong	Asia	\$32.1 billion	\$27.7 billion	▲ 16.0	▲ 24.6
8	Australia	Oceania	\$31.5 billion	\$31.5 billion	▲ 0.2	▲ 8.1
9	Thailand	Asia	\$30.0 billion	\$27.1 billion	▲ 9.6	▲ 25.9
10	Turkey	Europe	\$25.6 billion	\$25.0 billion	▲ 2.4	▲ 10.1

Figure 2: Receipt of tourist internationally. WTO (2013)

Rank ↕	Country ↕	UNWTO Region ^[25] ↕	International tourism expenditure (2012) ^[22] ↕	International tourism expenditure (2011) ^[22] ↕	Market Share (%) ↕	Change (2011 to 2012) (%) ↕
1	China	Asia	\$102.0 billion	\$72.6 billion	9.5	▲ 28.9
2	Germany	Europe	\$83.8 billion	\$85.9 billion	7.8	▼ 2.5
3	United States	North America	\$83.5 billion	\$78.2 billion	7.8	▲ 6.4
4	United Kingdom	Europe	\$52.3 billion	\$51.0 billion	4.9	▲ 2.5
5	Russia	Europe	\$42.8 billion	\$32.9 billion	4.0	▲ 23.2
6	France	Europe	\$37.2 billion	\$44.1 billion	3.5	▼ 15.7
7	Canada	North America	\$35.1 billion	\$33.3 billion	3.3	▲ 5.2
8	Japan	Asia	\$27.9 billion	\$27.2 billion	2.6	▲ 2.6
9	Australia	Oceania	\$27.6 billion	\$26.7 billion	2.6	▲ 3.3
10	Italy	Europe	\$26.4 billion	\$28.7 billion	2.5	▼ 8.1

Figure 3: Tourism expenditure internationally. WTO(2013)

2.2 Academic or Educational Tourism

The question here is that, in what category the student mobility will fall in Tourism.

The World Tourism Organization (WTO, 1994) answers our question. According to

WTO, tourism is defined as activities of individuals who travel to and stay in localities outside their normal location for less than one successive year, whether for the purpose of entertainment, trading and other reasons. In this definition, “other reasons” stands for reasons such as studying, education and researches. Therefore, with regard to these definitions, the term “tourist” can be used to discuss travelers who travel to an environment other than that of their normal location for less than one year and for the purpose of studying and education. The outcome is that if education comes under higher education in colleges and universities, then the term “academic tourism” can be applied to discuss them. (Rodríguez, 2013).

The main aim of academic tourism would be to attain university degrees and/or going to language courses arranged by these schools while educational tourism is more comprehensive and include academic tourism as well (Fig. 4).

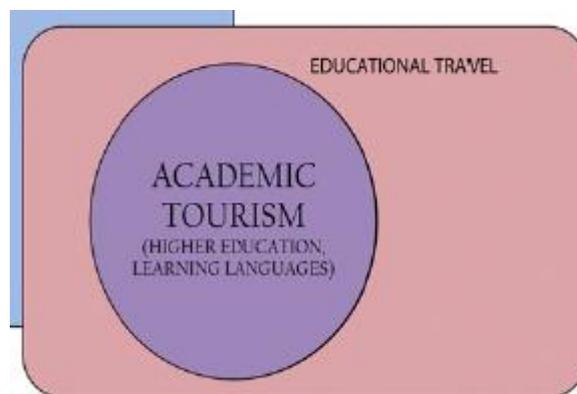


Figure 4: The relationship between educational and academic tourism. (Rodríguez, 2013)

The development in tourism sector has created some parts in tourism industry such as, educational tourism (Ritchie et al. 2003 cited in Chew & Croy). Educational tourism happens when an individual intends to travel to an environment with the purpose of education, whether formal or informal, and it can have different types such as, job opportunities, studying a new language, culinary and medical, and

cultural tours (as cited in Jeffry, 2011). School and university tours are also included in educational travel (Sayre & King, 2010). Actually, educational tourism is not a new idea and it has been recognized since 17th century. Also, as Poon (1993) stated, educational tourism is not a uniform and constant category. The fact is that, educational tourism can range from a short visit to a monument to a four-year bachelor degree from an institute or university in a foreign country (as cited in Williams, 2010).

Offering service to international students has turned into a big market and nowadays, many students travel abroad to study in an international university. In the last 30 years, the number of international students has been growing increasingly (Hashemipour & Manesh et al., 2011:305). The number of international students in the world increased to 2.8 million in 2007. Among the countries that provide international student services, China, India and Korea are the first three countries and United stated, United Kingdom, Germany, France, Australia and Japan are the most popular countries successively (UNESCO Institute for Statistics, 2009 cited in Hashemipour & Samadi, 2010:410). Educational tourism now is considered as a policy to gain a sustainable tourism development in tourism industry and WTO has acknowledged its significance in the education marketplace. Educational tourism has been classified in to some subcategories as, social tourism, antique tourism, ecotourism, nature-based tourism, urban tourism and packages for studying in foreign country.

Another term that has been created and used in the field of educational tourism is educational tourism visitor, as any individual more than 15 years old, who travels and whose purpose of travel is mainly education and stays in destination for less than

one year (Canberra Australia capital tourism, cited in Ritchie, 2003). Conferring to Ritchie (2003), most of the researches so far regarding educational tourism, have been subjects around the total student population and actually, there are not much studies that consider issues such as student's satisfaction and the role that community plays on their satisfaction. Educational tourism industry comprises specific challenges for educational dealers and organizers. Stakeholders of this market need to collaborate together in order to offer educational tourism service so that both destination and educational tourist take advantage of this market (Ritchie, 2003). There are some negative impacts as well as positive impacts of foreign students on destination or local community. As Warner (1999) specifies, "while an upsurge in international students is considered to be advantageous, there will be also negative consequences such as, decrease in the quality of life of citizens and conflict between students and citizens specially if the population of students increase rapidly compare to local community" (Ritchie 2003: 228).

2.3 Community

The term *community* has been loaned from Latin language and applied in English language since 14th century. Community can be defined as associations composed of societal groups. The community idea has multiple interpretations that conflict with each other and is based on individual application. Some people take community as locations and some as persons and even as both. Namely, it has a wide application based on space. Community has some features like, a small society, with the same identities and specifications and having connections. Community was recognized as a concept in 14th century.

A community is not only a collection of individuals circumscribed by geographical territories, such as a region or district, but embraces people brought together by culture, beliefs, habits and interest. A community cluster often follows a mutual aim, concern or concentration on a completely voluntary basis. Wilmot (1986) stated that community implies having things of common concern, restricted to three unique features: connection, interest and location. The maximum aim of all communities is change in lifestyle while conserving their cultural structures.

2.4 Relationship between Community and Tourism

Local communities are generally considered as tourism stakeholders that are the most influenced and the least authorized. The bond between tourism and local communities is multi-dimensional and this relationship encompasses economic, social, cultural, ecological and political factors. It is supposed that, community role in tourism sector will bring community welfares, authorize the locals and encourage community prosperity. Therefore, the contribution of the community in tourism is well- agreed upon. Correct arrangement and organization will be required to enable the sustainable growth of both tourism sector and the local community (Su, 2013).

This relationship has been internationally discussed and a different range of studies, theoretical and empirical, concentrating on the key topics of this issue (Su, 2013). Researches have shown the great influence of tourism sector on the superiority of lifestyle of communities. According to Gumus (2007), tourism industry has changed the economy of both developed and developing communities. As a result of tourism development, many cities have undergone improvement economically, environmentally, culturally, internationally as well as other huge benefits. Although, sustainable tourism growth has extremely influenced the lifestyle of the societies

negatively in different ways such as, increasing rates of crime, increasing the living costs, creating waste water and rise of traffic.

As Snaith and Haley (1999) stated cheerful communities will ultimately support the development of tourism and ultimately welcome travelers to their area. Due to the fact that communities are different from each other culturally and traditionally, tourism development is practiced differently as well. Studies indicate that there is a strong relationship between the degrees of tourism development in societies and their awareness and perception of tourism, which can finally bring sustainable tourism development (Nzama, 2010). Citizens, who have high economic profit, are those who maintain and care about tourism industry development. Yet, the interface between tourism and community may well have positive consequences by bringing social peace, creating opportunities, and combining various cultures. Instead, this interface might have negative consequences as well. Among positive effects, is the quality of lifestyle of a community that can be enhanced by tourism development via creating more attractions, facilities, and leisure opportunities. In accordance with Kumar et al. (2009), tourism offers chances to make relationships, to meet people of our interest, to expose community to new world and to create job opportunities. The advantage of sustainable tourism development for local communities includes economic growth, making career, and infrastructure expansion.

Tourism incomes bring economic development to local communities, which in turn increase the standard of life. Sustainable tourism authorities obligate themselves to provide employments for destination residents. A rise in tourism income in a district increases the development of infrastructure. With rise in tourist demands in a

destination, a more vigorous infrastructure will be required in providing needs of both tourism sector and local community.

2.5 Service Quality and Customer Satisfaction

Service quality has become a requirement for all successful firms and organizations to remain competitive. Offering high quality service can result in sustainable competitive advantage. On the other hand, higher education is a service sector which has become an increasingly competitive market (Angell et al., 2008). It is becoming increasingly difficult for universities and local communities, to develop and maintain a competitive advantage in their respective target markets (Cubillo-Pinilla et al., 2009). As the levels of domestic and international competition and customer demands have increased, educational institutions in external and internal aspects have searched for ways to gain a differential advantage (Rasli and Naim, 2005). In the literature, there is much emphasis on the importance of service quality in the external environment of educational institutions (Angell et al., 2008; Ham, 2003; Harvey and Knight, 1996; Yeo, 2008). Measuring service quality in destination is increasingly important for attracting and retaining tuition-based returns.

The theory that has been used in this study is a mixture of customer satisfaction and service quality. A customer satisfaction judgment is the result of the consumer's perception of the gap between their perceptions of performance and their prior expectations (Parasuraman et al., 1994).

Some studies show that customer satisfaction is an antecedent of service quality, while others indicate that service quality brings customer satisfaction and behavioral intentions. The question that is the center of debates and show the importance of

student satisfaction is: “What will happen if students are dissatisfied?” When the environment is highly competitive, dissatisfied students tend to withdraw or transfer. However, while dissatisfied students may remain in the institution for lack of alternative options, they may not speak well of the institution to other potential students and may not be supporters of the institution after graduating (Wince & Borden, 1995). One of the most interesting debates of satisfaction theories is that they consider the students as consumers. According to Parasuraman et al. (1997) and Ham et al. (2003), data on service quality gaps can help stakeholders and authorities of tourism industry to diagnose where performance improvement can best be targeted. Identifying the largest negative gaps, combined with assessment of where expectations are highest, facilitates prioritization of performance improvement. Equally, positive gap scores will imply expectations are not just being met but exceeded. This information will allow stakeholders of tourism industry to review whether they may be “over-supplying” this particular feature of the service and whether there is potential for re-deployment of resources into features which are underperforming (Shahin, 2008).

2.6 International Students Satisfaction

The most frequently reported predictors of students psychological symptoms are stress, social support, length of residency and acculturation. The studies found international students with higher stress levels have more psychological symptoms, whereas those with greater social support had fewer such symptoms. Also Regarding length of residence, generally, the longer students stay in destination, the fewer psychological symptoms they experienced. Studies based on bilinear acculturation models found, greater host identification (acculturation dimension) brings fewer psychological symptoms. Findings indicates “Asian international students who tend

to use suppressive coping are vulnerable to depressive symptoms associated with perceived discrimination, whereas those who tend not to use suppressive coping are less negatively affected by perceived discrimination”.

When detecting discrimination from local community, international students are more likely to perceive discrepancies between their self-concept and their self as ascribed by local community, and thus tend to feel more depressed. As Sherry, Thomas and Chui (2009) point out, citing Andrade (2006) and McClure (2007), “students want to explore different cultures, learn new ways of thinking and behaving, make new friends, and improve their cross-cultural knowledge and skills” (p. 33). The immersion in another culture often helps international students attain higher levels of self-esteem and confidence. As the higher education industry becomes increasingly competitive, marketers in this industry are required to improve their service quality through understanding the attributes of an excellent college or as well as community factors and through narrowing the gap between the expectations and perception of the educational services (Arambewela & Hall, 2006; Barnes, 2007; Shekarchizadeh, Rash & Hon-Tat (2011).

Many studies explore the various aspects of international education, including the reasons for studying overseas (Vincent-Lancrin, 2008; British Council, 2008; Arora, 2007), and assessment of the educational service quality (Arambewela & Hall, 2006; Katty, Catherine & Tin (2009). However, the relationship between international student’s satisfaction and local community quality has not yet been investigated adequately. As a key area of interest in creating a successful educational institution, attention is increasingly being paid towards the ‘service quality’ of local community.

Students' retention and their performance depend on the service quality of the external environment (Sanders, Stevenson, King & Coates, 2000).

Measurement and evaluation of service quality is subjective as it uses individual judgment based on psychological factors such as motive, attitude, perception, etc. A study about the process of service and determination of service quality outcome needs to consider psychological factors of customers. In higher education, students pursue their education programs with different underlying motives that affect their decision to study abroad; the selection of a destination country, school and subjects. Many studies were conducted in the past about the reasons or motives of foreign students studying abroad (British Council, 2008). Firstly the choice between studying at home and studying abroad even for the same program offered by a well reputed university is dependent on the perspective of potential employers who may rate studying abroad higher than studying at home, thus leading students to want to be internationally educated graduates (British Council,2008). Wang (2004), cited also by Poh and Townsend (2008), developed a typology of motives of foreign students in which three 'primary' motives of international students are classified as:

Academic (seeking purely high quality, high standard education with recognition from employers, quality teaching, seriously studying).

Career (seeking opportunities to get a job, now or later, attracted by job market conditions in the host country, aiming to settle down in the host country, i.e. migration).

Experiential (putting high value on the experience of staying abroad, particularly the host country of study, looking for opportunities to actively participate in social and cultural events, expecting to meet with people from different countries, learning the international culture and host country's culture).

It was noted that the decision to study abroad and the decision where to study depend on a broad spectrum of cultural, educational, economic and social factors. It is claimed that a greater understanding of the students experience and estimation of their satisfaction need to incorporate more extensive features of the student's educational environment, going outside the internal environment (LeBlanc and Nguyen 1999). One area that has not been sufficiently studied in this context is the effect of the external local environment, in which students pass a long time of their educational life. The external local environment indicates the social and physical scopes of a student's life outside of the academic site. The satisfaction concept of international students signifies international students' happiness with their general academic experience. Therefore, satisfaction is qualified as a composite develop, which is a summated degree of academic students satisfaction with key factors of the internal and external educational environment. (Arambewela & Hall, 2013). In this research, we focus on external community environment and the role it has on international student's satisfaction.

As some experts stated, universities have not only gave up much of their past independence for policymaking, they have been required compulsorily to lose part of their vital character as heart of academic and social life (Altbach 2009). In specific, the severe dependence of universities on revenue from international student

registrations has enhanced the change towards education being understood as a commodity, and not as an academic involvement (Gibbs 2008).

2.7 External Academic Community environment

From the stand point of the external environment, the experience of international students in the host community has a substantial effect on their satisfaction. While students are spending more than one third of their life inside the local community, external environment is worth to be studied deeply by authorities of tourism industry. The external community environment comprises the social and physical scopes outside of the university site in which students spend a substantial extent of their educational life, involved in manifold interactions with the local community. The term *host community* is described as clusters representing local society; a place where international students spend life time, together with native students and other international students. Notwithstanding the importance of this issue still, a few investigations have been done concerning the influence of community on international student satisfaction. Gudykunst (1983) and Levine (1979), in their initial exploration on stranger-host association, debate typologies representing the consequences of the associations labeled as strangers' concern in the host community and the host's response. According to this stranger theory, the students' concern in host community could be clarified according to their stay, dwelling and membership, which are valid to the different drives for which international education is used (e.g., short-range courses, degree courses and migration). The host's responses differ in terms of being pleasant, hesitant and aggressive, and can right touch student experience.

Studies related to communal relationships, such as relationship patterns, discrimination, living measures, accommodation, have shown that international students who have made pleasing social links with host communities, in the face of other obstacles, show satisfaction with their educational environment. The obstacles to such interactions comprise language problems, adaption to a new academic system (Sam 2001), hesitant reaction of the host community (Ward and Masgoret 2004), absence of self-confidence and social self-efficacy (Li and Gasser, 2005). Studies show that international students have an inclination to devote over 60% of their educational life with students from their own nationalities (Ward and Masgoret 2004). This behavior is in agreement with communal identity theory, which proposes that persons endeavor to keep positive self-confidence via group membership. Though, counter to the opponents of international students, there is evidence of poor reaction of the local communities to communicate with international students, and insufficient care from the higher education organizations to encourage host community interfaces (Ward and Masgoret 2004). The assaults on Indian students in Australia in 2009 (Austin 2010; Miller and Doherty 2009; OneIndia 2009; Ramachandran 2009) is an instance, where a negative event in the local community has had a negative influence on student experience, satisfaction and their future demand. The lack of instant response to such events by local authorities and the rumor of “Australia was an unsafe country” have led to decrease in the number of international students. The authorities understood the significance of this catastrophe, when the amount of international student fell expressively. Afterward, the Assembly of Australian Governments, which comprises national and local governments, has tried to apply a five-year international student policy, in which government upkeep

local involvement accomplishments, in order to secure international students retention.

2.8 Destination Social Factors Affecting International Student's

Satisfaction

While, this study investigates the international student's satisfaction in external community environment, it is worth to mention and define the aspects of student's satisfaction in host community. All these factors have been shown in the model and a brief explanation of each of them is provided here:

Safety and lifestyle factor: the host community should be a harmless place and a culturally accepting society.

Accommodation factor: the community should have acceptable normative accommodation at a rational price.

Employment factor: the host community has to offer some part-time or full-time careers for students.

Hedonism factor: community should provide some standards of fun and excitement.

(Arambewela, 2013)

2.9 Turkish Republic of North Cyprus (TRNC)

Cyprus is among the three largest islands in Mediterranean Sea (Alipour and Kilic, 2005) and it is the largest island in Eastern Mediterranean (Sagsan & Yildiz Cited in Reddick 2010). This island is 60 km in 96 km and occupies south shoreline of turkey and west shoreline of Syria. The climate in this island is Mediterranean, hot summers without rain and mild winter with annual rainfalls (Goulding & Goulding 1992).

Since Turkey interfered in Cyprus as supporter in 1974, this island has been divided in to two states. Greek Cypriot inhabited in the south part of the island and Turkish Cypriot inhabited in the north. The formal language of north Cyprus is Turkish and English but the southern part language is Greek (Reddick, 2010). 37% of the island is being running by Turkish Cypriot. Diplomatically, TRNC is only recognized by Turkey Government; this is while the Greek Cyprus government is formally recognized by the United Nations as Cyprus Republic. This fact has led to a big economic difference between North State and South State (Katircioglu, 2006). As evidence, from 1974 tourism industry has been improved broadly in the Southern Cyprus, but it is upsetting in the Northern Cyprus (Alipour & Kilic 2005).

2.10 North Cyprus and Famagusta

The population of three main cities in TRNC is as follow: lefkosa, 85579, Famagusta, 64269, kyrenia, 62158 (TRNC State Planning Organization, 2012). After lefkosa, Famagusta is the biggest city in TRNC (TRNC 2006 Population and Dwelling). This city is located in the east part of the island. Famagusta has a rich history and there are many historical monuments and castles. North Cyprus’s biggest university, Eastern Mediterranean University, is located in this city as well.



Figure 5: Map of Cyprus

2.11 Economy and Tourism in North Cyprus

As the main specific of all islands, TRNC has inadequate natural resources (Altinay, Bicak and Altinay, 2005). Since TRNC is under economic embargo and is not recognized politically, this island is suffering from the decrease in the rate of economic development (Mehmet & Tahiroglu, 2002). The main business partner of TRNC is Turkey as 46% of its total import and 60% of its total export is with Turkey in 2004 (Statistical Yearbook 2004). As TRNC natural resources are narrow, Tourism industry is so important for the administration experts and in 1986 service sectors such as, tourism and higher education was accepted as primary sectors (Altinay, Bicak and Altinay, 2005). This fact can be evidenced in 1977 to 1988 that the total number of tourism institutions augmented from 46 to 76 and the bed capacity augmented from 3265 to 4569 for TRNC. In 2005, this numbers increased by 5.2% and 11.2% respectively (Social and Economic Indicators, 2004).

According to statistics, in 2005 Turkey has shaped the main part of tourists of TRNC; as the total number of tourists was 652.779 that 488.023 of this total are Turkish and 164.756 from the other countries. This is while, the amount of tourists in TRNC has enlarged 9% in 2005 (Yili Makroekonomik ve Sectoral Gelismeler 2007). 90% of TRNC industry and its economic growth are based on service sector, particularly, tourism and higher education (Altinay, Bicak and Altinay 2002). Higher education in TRNC is a deep-rooted and qualified sector (Altinay, Bicak and Altinay 2005).

2.12 Universities in TRNC

Eastern Mediterranean University (EMU) is the first and largest university in TRNC and has been found in 1979. After EMU, American University of Kyrenia is the

second largest university in TRNC. The other universities in turn are Near East University 1988, European University of Lefke 1989, International American University 1992, Cyprus International University 1997, and the one that is established recently, is Middle East Technical University, 2002. Definitely, launching all these universities in a small island like North Cyprus has an economic motivation. The administrative and private authorities in TRNC came to the result that a rise in the number of international students brings considerable economic growth to TRNC, as its international non-recognition has well-affected the tourism industry on which it depends (Arsalan & Guven, 2013). Over the last few years, there has been an increase in the number of international students moving to TRNC for academic reasons. The largest part of international students in TRNC is from turkey. After Turkey, students from Nigeria and Iran have the most shares of total number of students in North Cyprus. More recently, this university is expanding their international admission to countries like Kazakhstan, Russia, Belarus, China and other African and Arabic countries.

2.13 Eastern Mediterranean University (EMU)

Eastern Mediterranean University (EMU) is a government-owned university found in Famagusta 1979. The number of students studying in this university is about 15,000 that are coming from 75 different countries. 12% of students in EMU are international students who are travelling to TRNC from different countries. The number of academic staff is over 1000 from different countries. Eastern Mediterranean University, offers the best sample of a cultural assortment. EMU as a pleasing campus university embraces buildings, laboratories, sports complexes and, all sited in above 3000 acres of land. Eastern Mediterranean University holds 12 Faculties and 4 schools in undergraduate, postgraduate and doctoral degrees, all

qualified by the Turkish Assembly of Higher Education. The most popular departments between international students are business, tourism and architecture (Hashemipour & Salime, 2011). Eastern Mediterranean University is the best option for those who are willing to take education at a facilitated and safe situation.

2.14 Famagusta before EMU

This section was provided to show the influences of academic tourism on Famagusta and to detect the changes that happened in Famagusta after formation of EMU. According to the findings, the local community of Famagusta stated that, EMU and international students had a positive outcome for Famagusta. Before EMU, Famagusta was a small, not populated, silent town. There was no track of big buildings, malls and shopping centers and locals were living in place that was enclosed by walls. The social connection was very strong between people and everybody knew each other (Hashemipour & Salime, 2011). Actually, there was not much about tourism, before EMU. Although, Famagusta was a tourism destination before 1974 war (between Turkey and Greek), but after 1974, the tourism growth decreased and the source of income for Famagusta was from the main harbor.

2.15 Famagusta after EMU

With development of EMU, a prominent transformation or better to say, revolution occurred all over Famagusta. Firstly, the population augmented from 18000 in 1982 to 69270 in 2011. At that point, higher education industry became the main source of revenue for locals in Famagusta and even in North Cyprus. The flood of students and academic staff like lecturers from different countries to Famagusta triggered an increase in founding new buildings, big malls and flashy restaurants. After the establishment of EMU, Famagusta started to become a place with all features and shapes of a touristic city and in reality Famagusta was converted from a small city to

a the second biggest town in TRNC. Furthermore, foundation of EMU has rose to some positive and negative social, cultural, economic and environmental outcomes in Famagusta as follow:

Deterioration of social bonds

Cultural conflict

Increase in crime

Use and sale of drugs and alcohol

Increase in gambling

Prostitution

Changing eating and clothing traditions

Increase in traffic

Increase in open-mindedness and cultural consciousness

Economic growth

Environmental development as well as deterioration.

Chapter 3

METHODOLOGY

3.1 An Overview and the Aim of Research

International student's satisfaction with local community in which they are living is the subject of this study. The purpose of this study is to emphasize the importance of international students, as long term tourist and their satisfaction with the host community by help of the authorities of TRNC, Famagusta. This study wants to investigate the preferences and needs of international students. Despite the significance of international students, especially for a small island like Cyprus, there are limited attention and exploration about this category of tourists in TRNC.

In this study, the positive outcomes (as well as negative ones) of long term tourist were examined. As we said, the aim of this study is to have a deep understanding about terms such as "long-term tourism", "academic tourism" and "satisfaction" by reviewing the relevant articles, to acquire appropriate knowledge about TRNC international universities and students, to study their expectation and preferences that should be met by host community and finally to find out if the student's expectations and perceptions are identical.

3.2 Theoretical Features of the Methodology

There are two methods of fulfilling research; deductive and inductive. Possibly the best way to differentiate these two methods is by the way they begin. The progress trend of inductive method of research is starting by data analysis and then reaches to

theory; while deductive starts with theory, then continue to data analysis and at the end back to theory (Babbie, Halley & Zaino, 2003). In summary, the progress trend of inductive reasoning is from the particular to the general (Repping & Romammenkova et al. 2006) while, deductive progress trend is from the general to the specific (Babbie, 2008). Deductive research is frequently related to quantitative method of research, whereas inductive research is related to qualitative studies. Normally, inductive method of research has a longer process and needs more resources than deductive method because, theories gradually develop from the data (Gratton & Jones, 2010). This study will progress inductively, as it is investigating international student's satisfaction and examines their opinion and perception from their experience in Famagusta, TRNC. Therefore, data will be collected and the related theory will be respectively developed from data.

3.3 Research Method

Scientific data is collected and analyzed by applying quantitative, qualitative, or a mixed method. In quantitative method the researcher predominantly uses post-positivist statements for the fact to emerge (Creswell, 2003). Besides, approaches of analysis that are employed in quantitative method include tests and surveys, and data are collected based on prearranged tools that give statistical data (Basit, 2010). Qualitative method, on the other side, is a concept or subject on which little investigation has been done. This method is exploratory and researcher applies it when he/she doesn't have too much knowledge about significant variables (Kawamura, 2011). Furthermore, the researcher might apply this method when the subject is new; the subject has never been investigated with definite sample or current theories don't use the specific sample (Creswell, 2003). Qualitative data is related to data that is challenging and time consuming to quantify or perform

numerical analysis (Ghosh and Chopra, 2003). Qualitative method of research gives the full features of social phenomena via descriptive study that emphasis on what people say and do (Encyclopedia, 2004).

Since the purpose of this study is to investigate the international student's perception in local community, a quantitative approach will be suitable to provide the needed knowledge and data. Contrasting to qualitative method, a quantitative method considers responses as if they are independent from the settings and background that yield them (Mishler, 1986 cited in Lindlof, 1995), overlooks the clear participants own language and doesn't permit the interviewer and participants to communicate mutually the significance of subjects of investigation (Lindlof, 1995). In this study, a quantitative method has been chosen to progress and employ a mathematical model and hypotheses related to phenomena. Quantitative research is the systematic experiential study of social phenomena through statistical and mathematical data and employs computational methods (http://en.wikipedia.org/wiki/Political_science). In this Quantitative survey, some questions and a model have been provided. In the next step, we analyze the data. The resulted data and numbers are unbiased and can be generalized to a larger population. Here, the role of community on international student's satisfaction has been shown by use of some variables.

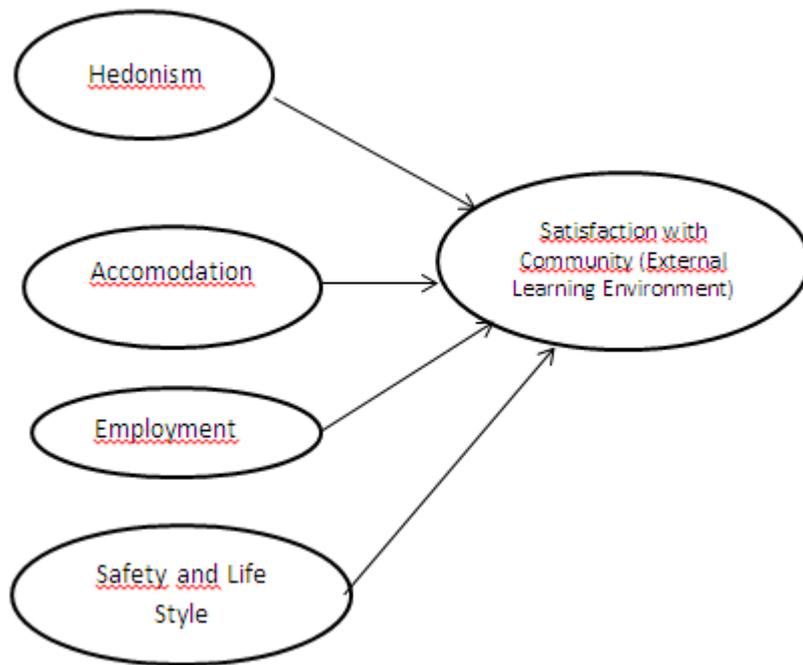


Figure 6: Model of International Students Satisfaction in Four Different Factors in Host Community (Arambewela & Hala, 2013)

3.4 Research Site and Data Analysis

International Eastern Mediterranean University has chosen to be the research site for this survey. As argued earlier, this university is located in North Cyprus, Famagusta, in which many students from different countries study. To analyze the collected data, IBM SPSS and quantitative approach was used.

SPSS Statistics is loaded with powerful analytic techniques and time-saving features to help researchers and students quickly and easily find new insights in data, so they can make more accurate predictions and achieve better outcomes for their organization. This software is for managing data and calculating a wide variety of statistics. IBM SPSS statistics is the new version of SPSS Statistics.

3.5 Survey

In order to accomplish this research a questionnaire was used as an instrument to gather data. A questionnaire is a survey instrument containing some questions to which respondents answer and provides information and is the easiest, most reliable and standardized way of collecting data. Another profit of questionnaire is that most people know about the questioning process and that respondents feel more secure to answer questions.

3.6 Questionnaire Design

The format of this questionnaire is obtained from Minnesota Satisfaction Questionnaire (1977), a 5-point Likert-type scale with 20 items. The main idea of the questionnaire is to collect data regarding the level of satisfaction of participant and face to face data collection technique has been used. Our sample questionnaire has 39 Questions that measuring all aspect of international student's satisfaction in the external environment or local community. The questions measure satisfaction in

accommodation, employment, safety and lifestyle, and hedonism. The questionnaires have been given to participants according to voluntarily basic and the assurance was given to them that information obtained during the survey will be used just for master thesis research. Questions provided to English and distributed to students from different nationalities except Turkish and Cypriot students because, they are not considered as international students.

3.7 Survey Instrument

The questionnaire consists of two blocks of questions. The first block is measuring satisfaction of respondents in different factors using a five-point Likert Type scale from 1 to 5 that is ranging from strongly disagree to strongly agree , and the second part is questions about students age, education and accommodation.

3.8 Research Sample

For this study, 100 questionnaires were prepaid and distributed between students from different nationalities. Extra copies were prepaid as well in case of damaging questionnaires. It was expected that, the response rate would be much higher, since the timing for the interview fell at the beginning of the semester. But this prediction was wrong because, the only time the interview could be done was during break time between classes and a total of 72 respondents completed questionnaires.

Chapter 4

DATA ANALYSIS

Seventy two respondents including international students of Eastern Mediterranean University completed the questionnaire (included 5 variables as satisfaction, accommodation, employment, hedonism, and safety and lifestyle). These students were from different nationalities such as African countries, Iran, Russia, china, Kazakhstan, Pakistan, Afghanistan, Syria and Iraq. Table 1 shows descriptive statistics. The answers of questions were in a range between disagree to agree in 5 options.

4.1 Descriptive Statistics

In a dataset, it is better to have a descriptive statistics to understand what these data means. Here, we have a simple dataset, having five different variables – satisfaction, accommodation, employment, safety and life style and hedonism. Satisfaction is our dependent variable, and the rest variables are independent. The type of statistic description that can be used in an analysis depends on the complexity level of data. The Descriptive Statistics table contains the mean, standard deviation, and number of observations (N) for each of the variables that you specified.

As the table below shows, the student's satisfaction mean for employment variable is 2.48, that is lowest mean and the highest mean belong to safety and life style variable with mean of 3.28. This means, students are most unsatisfied with employment and more satisfied with their safety and life style variable. As well, standard deviations

are a little bit different from each other; means respondents are having different view as regard to their satisfaction.

Table 1: Descriptive statistics for the dimensions involved in the conceptual model

Descriptive Statistics			
	Mean	Std. Deviation	N
Accommodation	2.9198	.79649	72
Employment	2.4867	.83604	72
Safety and lifestyle	3.2841	.86686	72
Hedonism	3.0156	.75736	72
Satisfaction	2.8974	.90286	72

4.2 Reliability

Reliability analysis helps the researcher to study the properties of measurement scales and the items that compose the scales. The Reliability Analysis procedure determines how much the model is reliable. For example, this table answers the question “does this questionnaire measure customer satisfaction in a useful way?” Using reliability analysis, someone can conclude the extent to which the items in the questionnaire are related to each other, also they can get an overall impression of the repeatability or internal consistency of the variables as a whole, and distinguish which items has problem that should be excluded from the scale. And in our case the reliability is 100 percent, shows no item need to be excluded.

Table 2: Reliability statistics for all variables

Reliability Statistics	
Cronbach's Alpha	N of Items
.862	28

Factor analysis is a useful tool for investigating variable relationships for complex concepts such as socioeconomic status, dietary patterns, or psychological scales. It allows researchers to investigate concepts that are not easily measured directly by collapsing a large number of variables into a few interpretable underlying factors. Important parameters in this table are as follow:

Factor - The initial number of factors is the same as the number of variables used in the factor analysis. However, not all 25 factors will be retained. In this example, only the first four factors will be retained.

Initial Eigenvalues - Eigenvalues are the variances of the factors. Accordingly, the eigenvalue rule (Kaiser, 1960) asserts that factors with eigenvalues less than 1.0 (and, thus, containing less information than the average item) should not be retained.

Table3: Factor analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	.727	26.907	26.907	.727	26.907	26.907	.945	19.781	19.781
2	.746	10.983	37.889	.746	10.983	37.889	.977	11.909	31.691
3	.190	8.759	46.648	.190	8.759	46.648	.953	11.814	43.505
4	.950	7.799	54.447	.950	7.799	54.447	.736	10.942	54.447
Extraction Method: Principal Component Analysis.									

Next table is factor loading table in which each number represents the correlation between the item and the un-rotated factor. These correlations can help to formulate an interpretation of the factors or components. This is done by looking for a common thread among the variables that have large loadings for a particular factor or component. When trying to interpret the first factor, we can see that all variables that

measure satisfaction with safety and life style in one way or another are highly correlated with this factor.

Table 4: Factor loading

	Component			
	1	2	3	4
acc1 I am satisfied with quality of my residence.		.444		
acc2 I am satisfied with price of my residence		.607		
acc3 I am satisfied with transportation quality		.558		
acc4 I am satisfied with transportation price		.456		
emp1 Finding a part time or full time job is easy during my studying.				.808
emp2 The kind of job I am doing is course-related and education-related.				.656
emp3 I have job safety (layoff and dismiss)				.588
emp4 I am satisfied with the way my manager is treating me				.681
sl1 I am satisfied with my personal safety living in Famagusta	652			
sl2 I am satisfied with quality of medical treatment I have received here	782			
sl3 I am satisfied with the price of medical treatment I have received here	796			
sl4 I am satisfied with the way Cypriot people treat me	687			
sl5 I am satisfied with the social interaction between students and local community in sympathy to my situation aspects	856			
sl6 I am satisfied with the social interaction between students and local community in sensitiveness to my culture and language aspects	793			
sl7 I am satisfied with the social interaction between students and local community in respectfulness and friendliness aspects	775			
sl8 I never experienced any sign of prejudice (bias) so far between people of Famagusta?	588			
sl9 I don't have problem with homesickness	433			
sl10 I don't have problems in making Cypriot friends	593			
sl11 I am always invited and participated in Cypriot national celebrations	688			
hed1 I am satisfied with the quality of community's fun, recreation and amusement facilities			.528	
hed2 My day to day activities are enjoyable			.540	
hed3 I am satisfied with quality of shops and restaurants here			.638	
hed4 I am satisfied with price of shops and restaurants here			.607	
hed5 I am satisfied with the facilities available to me for practicing my religion and beliefs			.697	
hed6 I am satisfied with the quality of Cypriot clubs and bars?			.551	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 15 iterations.				

4.3 Correlation

Correlation is used to decide if two variables are linearly connected to each other.

And in our analyses we can see there is statistically significant correlation among the variables. The correlations section gives the values of the specified correlation tests.

Each row of the table corresponds to one of the variables. Each column also

corresponds to one of the variables. Correlation coefficient cannot be more than 1.0, which shows a perfect linear relation. The correlation between satisfaction and accommodation is more interesting, 0.318. There are two numbers in each cell, where the first number is the Pearson correlation coefficient. The second number is the significance of this correlation. As the significance closes to 0.000, this shows that the correlation is statistically significant between two variables. In our case all the variables have significantly correlated with each other except “Satisfaction with Employment”. ”Satisfaction with Hedonism” has the highest correlation.

Table 5: Correlation between variables involved in the conceptual model

	Accommodation	Employment	Safety _life _Style	Hedonism	Satisfaction
Accommodation					
Employment	Coef. .395** Sig. 0.001				
Safety _life _Style	Coef. .322** Sig. 0.006	Coef. .329** Sig. 0.005			
Hedonism	Coef. .398** Sig. 0.001	Coef. .251** Sig. 0.033	Coef. .514** Sig. 0.000		

Satisfaction	Coef. .318** Sig. 0.007	Coef. .140 Sig. 0.241	Coef. .490** Sig. 0.000	Coef. .576** Sig. 0.000	
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4.4 Model summary

The variation of dependent variable can be measured by its variance. R is the multiple correlation coefficients between all variables in our model and explains the simple correlation, which is 0.628. This indicates a high degree of correlation. R square is the proportion of variance in satisfaction that is related and explained by independent variables, not by chance. As we see, in our example the value of R square is 0.394 means 39.4% percent of total variance in satisfaction variable has been explained by independent variables not by chance. But the rest that is around 60% has been explained by other factors that are not explained in our model. Adjusted R square explains how many percent of variance in variables and model are by chance. Standard error of the estimate is the standard deviation of error which is 0.72. Generally this table means our model variation is supported by this numbers and is acceptable and explainable.

Table 6: Model summary

Model Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628a	.394	.358	.72336
a. Predictors: (Constant), hedonism, employment, accomod, safety_life_Style				

4.5 ANOVA

ANOVA is used to explain if the means are statistically different or not. But ANOVA doesn't explain the basic information about mean differences. If we compare means, we can see which one is the highest and which one is the lowest. ANOVA can be used to determine if the differences between condition means are significant. We need ANOVA to make a conclusion about whether variables have an effect on satisfaction. But means can give a head start in interpretation. The significant value will help the researcher to determine if the condition means are relatively the same or if they are significantly different from one another. Put differently, this value determines if variables are effective.

If the Sig value is greater than 0.05, there is no statistically significant difference between 5 conditions and the differences between condition Means are likely due to chance and not likely due to the variables. If the Sig value is less than or equal to .05 there is a statistically significant difference between different conditions and differences between condition Means are not likely due to chance and are probably due to the variables. As the table below shows, significance is 0.00 that means there is significant difference between means and this difference is not accidental but is related to variables.

Table 7: Anova

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.819	4	5.705	10.903	.000b
	Residual	35.057	67	.523		
	Total	57.876	71			
a. Dependent Variable: satisfaction						
b. Predictors: (Constant), hedonism, employment, accomod, safety_life_Style						

4.6 Coefficients

This table indicates, safety and hedonism are significantly coefficient to satisfaction.

Table 8: Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.378	.438		.864	.391
	Accommodation	.114	.125	.100	.909	.367
	employment	-.103	.115	-.095	-.896	.374
	safety_life_Style	.285	.119	.274	2.392	.020
	hedonism	.500	.138	.419	3.622	.001
a. Dependent Variable: satisfaction						

4.7 Item Statistics

Table below shows the mean (mathematical average) and the standard deviation for each question in the survey instrument. Questions sl10 (I don't have problems in making Cypriot friends), hed6 (I am satisfied with the quality of Cypriot clubs and bars) and sat3 (If I have or had children, I would send them to the same university that I get education now) have the highest deviation, which means the answers obtained from the questions highly deviate from the mean. In other words, the respondents' answers highly change among themselves.

Table 9: Item Statistics

	Mean	Std. Deviation
acc1 I am satisfied with quality of my residence	3.542	1.0739
acc2 I am satisfied with price of my residence	2.648	1.2793

acc3 I am satisfied with transportation quality	2.861	1.2816
acc4 I am satisfied with transportation price	2.629	1.3756
emp1 Finding a part time or full time job is easy during my studying.	2.176	1.1861
emp2 The kind of job I am doing is course-related and education-related.	2.656	1.1655
emp3 I have job safety (layoff and dismiss)	2.344	1.1775
emp4 I am satisfied with the way my manager is treating me	2.770	.9985
sl1 I am satisfied with my personal safety living in Famagusta	4.000	1.1259
sl2 I am satisfied with quality of medical treatment I have received here	2.814	1.3353
sl3 I am satisfied with the price of medical treatment I have received here	2.817	1.2926
sl4 I am satisfied with the way Cypriot people treat me	3.271	1.3627
sl5 I am satisfied with the social interaction between students and local community in sympathy to my situation aspects	3.225	1.2693
sl6 I am satisfied with the social interaction between students and local community in sensitiveness to my culture and language aspects	3.347	1.1647
sl7 I am satisfied with the social interaction between students and local community in respectfulness and friendliness aspects	3.361	1.1421
sl8 I never experienced any sign of prejudice (bias) so far between people of Famagusta?	3.043	1.1801

sl9 I don't have problem with homesickness	3.543	1.2066
sl10 I don't have problems in making Cypriot friends	3.397	1.4056
sl11 I am always invited and participated in Cypriot national celebrations	2.889	1.3998
hed1 I am satisfied with the quality of community's fun, recreation and amusement facilities	2.789	1.0995
hed2 My day to day activities are enjoyable	3.155	1.1944
hed3 I am satisfied with quality of shops and restaurants here	3.125	1.1251
hed4 I am satisfied with price of shops and restaurants here	2.625	1.3048
Hed5 I am satisfied with the facilities available to me for practicing my religion and beliefs	3.186	1.3353
hed6 I am satisfied with the quality of Cypriot clubs and bars?	3.214	1.4031
sat1 If I could start over again, I would go to the same institution (EMU)	2.958	1.3884
sat2 I Would recommend the University of EMU to people who want to apply for degree studies	3.319	1.2873
sat3 If I have or had children, I would send them to the same university that I get education now	2.764	1.4092
sat4 The impressions Cyprus (Famagusta) and its people made on me when you first arrived were satisfactory	2.957	1.1681
sat5 I wish to stay in Cyprus	2.437	1.2862

sat6 Generally speaking the students from my country are happy in Cyprus?	2.625	1.0804
sat7 Taking everything into consideration, I am satisfied with life in general at the present time?	3.083	1.2074

Chapter 5

RESULTS AND CONCLUSION

5.1 Results of the Study

Tables show interesting results. The average mean for five variables in table 7 are as follow respectively; safety and lifestyle 3.24, hedonism 3.01, accommodation 2.92, and general satisfaction 2.87, employment 2.48. As numbers show, safety and lifestyle variable has the highest average mean, means the satisfaction rate international students gave to questions related to this variable is higher than the other variables. This is while employment variable has the lowest mean between these 5 variables, means the satisfaction grade that students gave to the employment variable is lower than the other variables.

In factor loading table each number represents the correlation between the item and the un-rotated factor. These correlations can help to formulate an interpretation of the factors or components. When trying to interpret the first factor, we can see that all variables that measure satisfaction with safety and life style in one way or another are highly correlated with this factor.

According to the results of table 7, all variables have the mean higher than 2.50, except employment - 0.02 less than 2.50, but ignorable. This fact means the satisfaction level is more than average but still is not enough to attract educational students from the other countries or enough for current students to do verbal

promotion to attract more tourists. As well, if we look at table 7, we will see question s11 (I am satisfied with my personal safety living in Famagusta) has the highest mean between all questions. This means, international students in Eastern Mediterranean University, TRNC, are almost satisfied with their safety situation.

Reliability table shows, items that has problem and should be excluded from the scale. And in our case, the reliability is 100 percent and it doesn't need to exclude any item.

Now there is a question, what will happen if students are dissatisfied? Hence the environment is highly competitive, dissatisfied students tend to withdraw or transfer. However, while dissatisfied students may remain in the institution for lack of alternative options, they may not speak well of the institution to other potential students and may not be supporters of the institution after graduating.

5.2 Implication of the Study

Stakeholders of tourism industry and governmental organizations - local community of north Cyprus - , are the addressee of this study and they should have the knowledge of confronting international students and providing them with standard facilities, as they are considered as a category of tourist. As the study shows, the external environment factors include, accommodation, employment, safety and lifestyle and hedonism. The general satisfaction of international students in local community is dependent on these factors.

On one hand, the industry of Turkish Republic of Northern Cyprus (TRNC) is tourism and higher education-based and on the other hand, there are five international universities in TRNC having the total population of 31,700, hence this

category of tourism is of prominent importance for TRNC authorities, responsible for sustainable tourism development.

5.3 Contribution of the Study

Although, this category of students mobility as an additional model of tourism, deserves a deep research and investigation but it has not been deeply studied and there are just researches analyzing the costs related to international students (Xosé A. Rodríguez, 2013) and in TRNC some attempts to explore the socio-cultural and economic impacts of international universities on host population and at most some internal environment studies

North Cyprus is an island which its industry is heavily dependent on tourism and higher education. Also, an important portion of income of tourism industry in Famagusta, North Cyprus is coming from international students, if expectations and needs of international students, as ambassadors in destination, can be met properly, if not fully, it will bring tourism development and sustainable economic growth to the host community of North Cyprus and especially these ambassadors can improve destination image and value by using word of mouth.

5.4 Limitation of the study

Like most of studies, the sample size was the main limitation of this study. Many students were not willing to fill out the questionnaires or were filling it with wrong information. Another problem of the sample was new students as the interview time was at the beginning of semester and many new students filled out the questionnaires that didn't have enough experience about life in North Cyprus. As well, many other factors can affect the satisfaction of students that we didn't consider them in this study.

5.5 Suggestions for future research

Although, the category of students mobility as an additional model of tourism, deserves a deep research and investigation but it has not been deeply studied and there are just researches analyzing the costs related to international students and in TRNC some attempts to explore the socio-cultural and economic impacts of international universities on host population, and at most some internal environment studies. That's why, there are still students complaining about issues such as: "Affordable accommodation, Employment opportunities, Personal safety and life style, and hedonism".

For further studies in this field, it is suggested to increase the size of the sample to obtain more ground breaking analysis. As well, we should assure respondents for the security of their answers and give them the knowledge about how important their answers are and it can be useful in future, so that they answer the questions fully and correctly. In future studies, as well more factors that can affect satisfaction of this group of tourist should be considered and investigated. It is proposed for further studies in the field of international student's satisfaction in external environment in different cities in TRNC.

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APPENDIX

Appendix 1: Questionnaire

Thank you for taking your time for answering my questionnaire. The survey is carried out by a student of the department of tourism on international students' satisfaction with the local community of Cyprus for Academic research purpose only. I fully assure you that all of the answers you provide in this survey will be kept confidential. The survey data will be reported in a summary fashion only and will not identify any individual person.

	Item	Disagree...Agree				
	Accommodation					
cc1	I am satisfied with quality of my residence.					
cc2	I am satisfied with price of my residence					
cc3	I am satisfied with transportation quality					
cc4	I am satisfied with transportation price					
	Employment					
mp1	Finding a part time or full time job is easy during my studying.					
mp2	The kind of job I am doing is course-related and education-related.					
mp3	I have job safety (layoff and dismiss)					
mp4	I am satisfied with the way my manager is treating me					
	Safety and Life Style					
11	I am satisfied with my personal safety living in Famagusta					
12	I am satisfied with quality of medical treatment I have received here					
13	I am satisfied with the price of medical treatment I have received here					
14	I am satisfied with the way Cypriot people treat me					
15	I am satisfied with the social interaction between students and local community in sympathy to my situation aspects					
16	I am satisfied with the social interaction between students and local community in sensitiveness to my culture and language aspects					
17	I am satisfied with the social interaction between students and local community in respectfulness and friendliness aspects					
18	I never experienced any sign of prejudice (bias) so far between people of Famagusta?					
19	I don't have problem with homesickness					
10	I don't have problems in making Cypriot friends					
11	I am always invited and participated in Cypriot national celebrations					
	Hedonism					
ed1	I am satisfied with the quality of community's fun, recreation and amusement facilities					

ed2	My day to day activities are enjoyable					
ed3	I am satisfied with quality of shops and restaurants here					
ed4	I am satisfied with price of shops and restaurants here					
ed5	I am satisfied with the facilities available to me for practicing my religion and beliefs					
ed6	I am satisfied with the quality of Cypriot clubs and bars?					

	General Satisfaction					
at1	If I could start over again, I would go to the same institution (EMU)					
at2	I Would recommend the University of EMU to people who want to apply for degree studies					
at3	If I have or had children, I would send them to the same university that I get education now					
at4	The impressions Cyprus (Famagusta) and its people made on me when you first arrived were satisfactory					
at5	I wish to stay in Cyprus					
at6	Generally speaking the students from my country are happy in Cyprus?					
at7	Taking everything into consideration, I am satisfied with life in general at the present time?					

GENERAL QUESTIONS

Please tick the right box and fill the blank

1. Age:

2. Program Level:

Under Graduate student Graduate (master) student PhD student

3. Department:

4. Marital status:

Single Married Divorced Living together

5. Nationality:

6. Accommodation status

Home Apartment Dormitory

7. I don't have accommodation and live with a friend

Yes No