

Exploring the Influence of Translocation Factors on International Students' Well-being

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ABSTRACT

Un-dubiously, the pivot of human performance has been established based on a healthy lifestyle and general well-being. Plenty of studies have argued the involvement of different factors that can manipulate a healthy lifestyle. Between all these factors, translocation stressors have been singled out, addressed in depth among immigrants, refugees, asylum seekers, nomadic native people, newly translocated individuals and migrating ethnic groups. On the contrary, the impact of this phenomenon has not been exhausted in-depth, on the most vulnerable nomadic population, “international students” as they temporarily dwell overseas. In this particular study, a healthy lifestyle was measured by diet, sleep and lack of stress. We presumed that stress due to translocation, specifically acculturative stressors can tamper with sleep patterns and a healthy lifestyle of international students, who were studying master of tourism management at Eastern Mediterranean University, located in North Cyprus. In this study, both genders, different ages (mean of 25), different communities such as: Africans (Nigerians, Moroccans), Middle Easterners (Iranians), Asians (Tajiks, Jordanians, Pakistanis, Turkmen, and plantains) and Europe (Russians) were taken into equation. In order to attain the purpose of this study, data compiled via an inductive approach (self-administered interview). Participants approached through email or their personal contact numbers to attend in either one o’ one or group interviewees in order to establish a transparent picture on the translocation stressors which could create emotional stress for the subject in the novel environment. In conclusion, among all the introduced stressors, financial impediments and language barrier [academic/host community] were highlighted as chief stressors, which reinforced the results of

previous studies over physiological and psychological impact on the sleep cycle, nutritional behavior and further down the road, well-being of international students.

Keywords: International students, Dietary patterns, Sleep cycle, Healthy life-style, Acculturative stress, Translocation stress, Emotional regulation strategy

ÖZ

Şüpesizce insan performansı sağlıklı yaşam tarzı ve genel iyilik hali ile bağlantılıdır. Birçok araştırma diğer faktörlerin de sağlıklı bir yaşam tarzını etkilediğini savunmuştur. Bu faktörler arasında translokasyon stresi göçmenler, mülteciler, sığınmacılar, göçebe yerliler, yakın zamanda yer değişen insanlar ve göç eden etnik gruplar üzerinde detaylı olarak incelenmiştir. Ancak, bu olgunun etkileri geçici olarak yurtdışında okuyan “uluslararası öğrenciler” üzerinden detaylı bir şekilde incelenmemiştir. Bu çalışmada sağlıklı yaşam tarzı beslenme biçimi, uyku ve stressizlik üzerinden ölçülmüştür. Translokasyon stresinin (ve özellikle akültüratif stress faktörlerinin) Kuzey Kıbrıs’da bulunan Doğu Akdeniz Üniversitesi’nde Turizm İşletmeciliği okuyan uluslararası öğrencilerin uyku düzenini ve sağlıklı yaşam tarzını bozabileceği varsayılmıştır. Bu çalışmaya her iki cinsiyetten, yaş ortalaması 25 olan Afrikalı (Nijeryalı, Faslı), Orta Doğulu (İranlı), Asyalı (Tacik, Ürdünlü, Pakistanlı, Türkmen) ve Avrupalı (Rus) öğrenciler katılmıştır. Çalışmanın amacına ulaşabilmesi için tümevarım yaklaşımı altında mülakatlar gerçekleştirilmiştir. Hangi translokasyon stress faktörlerinin yeni çevrelerinde katılımcılara duygusal stress yaratabileceğini şeffaf bir şekilde belirlemek için onlara e-posta veya kişisel telefonları üzerinden ulaşıp teke tek veya grup halinde mülakatlar gerçekleştirilmiştir. Sonuç olarak, finansal ve [akademik/ev sahibi topluluk] ile olan dil engelleri başlıca stress faktörleri olarak belirlenmiştir. Böylece bu çalışmadan çıkan sonuç uluslararası öğrencilerin fizyolojik ve psikolojik durumlarının uyku düzenlerini, beslenme biçimlerini ve sonraki zamanlardaki sağlık durumlarını nasıl etkileyebileceği üzerine yapılan önceki çalışmaların sonuçlarını desteklemiştir.

Anahtar kelimeler: uluslararası öğrenciler, beslenme biçimleri, uyku döngüsü, sağlıklı yaşam tarzı, akültürel stres, translokasyon stresi, duygusal düzen stratejisi

DEDICATION

To tea and chocolate, my sole companions, during day and night time of writing this work.

To my mother who introduced me to nutrition science as the university major.

And finally, to my diligence, to the all hardships and obstacles I confronted in my home country (IRAN) while I was mastering English language on my own.

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Chapter 1

INTRODUCTION

1.1 Introduction to the Topic

As students become independent and enter university life, their life styles go through significant changes. In fact, by entering uncharted academic territory which culturally, socially, and financially seems enigmatic, their sleep cycle and nutritional behavior get distorted. Among this group international students are more vulnerable as new exasperating elements such as social, cultural, academic and financial factors all create significant toll on their well-being and normal routines. (Leo, Jackson, & Alderson 2018).

Academically, they will encounter one of the most horrifying experiences, which seems to be language barrier. In fact, language barrier acts like a blockage, impedes their ability to consolidate their interaction with their lecturers, members of the host community and classmates from other communities. They get misunderstood or unable to justify their points to academic staff properly. Also, due to lack of proficiency in English, international students cannot deal with online academic demands, entailing: online learning, submission of assignments via MOODLE system, which all can impose significant emotional stress upon them. Financially, international students will get tried as well; those who are translocated from outside, they will face currency barrier. Such newly- translocated students for the first time, orient themselves to a situation, coerced to pay for their fees and other expenses on their own. On top of that,

they have to acclimatize their banknotes to the accepted currency in the host country which most of the time, seems to be extravagant as compared with their own currency back at home. Therefore, the cost of living (food and other rudimentary needs), combined with the cost of books and other educational materials will create havoc in the minds of these students which can be the rationale behind mounting stress and mental break- down. In addition to, international students must sustain their social lives, build themselves in the new environment, integrate and assimilate into the new hosting culture, maintain their bodily health, and, possibly construct an intimate relationship. As a matter of fact, all these concerns and challenges will accumulate the dose of stress in them as days elapse. Thus, such hidden stress can be a trigger for apprehension, jitters, depression, a high level of blood pressure and inflammatory reactions within the body (Leo, Jackson, & Alderson 2018).

Translocation stressors can also cause sleep disturbance and eating habits distortion (dietary changes) therefore, students become either over-weight (enhanced appetite and ratcheted up craving) or too scrawny as a result of either skipping meals (especially breakfast) or embracing a mal-nourished diet. Furthermore, limited time to eat, meal clashes with class time, overwhelmed feelings (stress accumulation), lack of proper sleep (going to bed late and getting up early for school) all can pervert their appetite and their dietary choices (Geiker, Astrup, Hiorth, Sjödin, Pijls & Markus, 2018).

One of the significant products of translocation stress is cultural shock [acculturative stress] which can lead to physiological and psychological issues for international students as they try to adjust to the new culture (Berry, Kim, Minde and Mook, 1987). In fact, Berry, Mook (1987) defined acculturative stress as attenuation of health status which targets the psychological and social facet of the subject.

1.2 The Significance of the Study/ The Contribution of the Study

The rationale behind this research is that, despite translocation stressors seem to be a nuisance which plenty of college students experience, especially the new comers (Pedersen, 2011) the impact of this nuclear phenomenon has not been exhausted in depth, among the most susceptible nomadic population; named, “international students”.

Given the fact that translocation stressors are the most daunting dilemma for the international students, brining awareness to university staff over exasperating stressors which these students, encounter and their improvised strategy in how to neutralize the raw emotion can provide better appreciation over which coping strategy would be suitable in order to aid students more easily to overcome the impact of such stressors, [specifically acculturative ones].from the contribution point of view, this study contributes in two veins, first it will provoke consciousness of nutritionist and academic consultants over the devastating impact of such stressors on elements of student’s healthy life style[sleep cycle& eating habits] Therefore, this research not only will provide information over this under researched area of translocation stressors simultaneously, it will pave the path for subsequent research first on schooling international students on their vulnerabilities to international jitters due to transition of translocation. Second, from the nutrition point of view, this study will lead to, how to invent a comprehensive nutritional education schemes, aggregated with affordable conventional food packages, resonate with each community taste to refine the well-being of international students.

1.3 Aim and Objectives of the Study

Un-dubiously, translocation stressors are authentic and divergent, they happen as a result of personal or environmental factors which can easily brutalize the measures of a healthy life style (a good sleep and optimal diet). Behavioral change theory which elaborates changes in behavior can get articulated with personal and environmental factors as one part of translocation stress. In addition, the theory of emotion regulation by psychologist James Gross can shed light on the ways in which emotional stressors can get handled or modified. Therefore, based on the theory of Behavioral change, the chief purpose of this study is to ascertain first, what are the translocation stressors, how these translocation stressors can lead to changes in sleep cycle behavior and create unhealthy nutritional behavior in international students. Moreover, the theory of emotion regulation will aid us to assimilate what kinds of coping tactics or strategies can be deployed by these newly trans-located students, to attenuate or extinguish the impact of such stressors.

The thesis has been guided by a concern to understand the relationship between the translocation stressors and their impact on the wellbeing of international students. Special attention will be also given to the impact of acculturation stress on the sleep cycles and dietary practices of international students.

The main objectives of the study are:

- to identify the translocation stressors
- to identify the impacts of these stressors
- to measure how translocation stressors can lead to changes in sleep cycle behavior (sleep deprivation/ sleep crash) and un-healthy eating behavior of international students in EMU.

- To measure how acculturative stressors among translocation stressors can impact the sleep cycle and nutritional behavior of students.
- to identify the coping strategies these students deploy in order to attenuate or eliminate the negative impact of such stressors in general and in particular on their sleep cycle and eating patterns

1.4 Research Questions

In order to achieve the research aims and objectives, the study will examine the perceptions of international students studying master of tourism management in the Eastern Mediterranean University (EMU), located at the Turkish Republic of North Cyprus through the following questions:

- What are the main translocation stressors for the international students studying in EMU?
- What are the impacts of translocation stressors on the international students?
- How can translocation stressors lead to specific changes in the sleep cycle behavior (sleep deprivation/ sleep crash) and unhealthy eating behavior of international students at EMU?
- Are the sleeping patterns and eating habits of the students affected by acculturation stress?
- What kind of coping strategies do these students deploy in order to attenuate or eliminate the negative impact of such stressors on their sleep cycle and eating patterns?

1.5 Methodology

For the purposes of investigating this topic, a qualitative methodology, accompanied with self-structured interview, with purposeful sampling is used since the study is concerned exclusively with the point of view of the respondents.

Chapter 2

LITERATURE REVIEW

2.1 Health and Healthy Life Style

Health is an asset which universally has been relished and celebrated. The World Health Organization (WHO) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. Quality of life is determined by quality of health. There are multiple factors in people’s lives which can influence how healthy their life styles are. In this particular study, the impact of translocation stressors on [elements of life style]; sleep cycle & nutritional behavior of newly trans-located international students will be discussed.

2.2 Stress and Types of Stressors

Indubitably, stress is an inseparable part of life, something which we as humans try to weather, without conceding that the same stress is the rationale behind health complications and will yield negative impacts on our health.

To our knowledge, there are heterogeneous types of stress with a variety of causes. Some of them can be fabricated explicitly, others can be born implicitly. Personal and social factors (explicit stressors) can be the explicit trigger behind stress and its dependents such as: apprehension, jitters, depression, inflammatory responses & hypertension within the body. Personal and social stressors can stem either from relationship or environmental issues. Relationship complications, comprising: divorce, separation, abandonment, betrayal, disloyalty, trust issues, loss of loved ones,

massacre, genocide, war crime's victims or observers of sexual harassment and rape (Geiker & Astrup, 2018).

Environmental issues comprising: a hectic schedule, jitters, overwhelming tasks and duties, economic and social impediments, cultural discrepancy, noisy lodgings/accommodation, noisy neighborhood/neighbors or roommates, which all can instigate further stress and will contribute to an unhealthy life style further down the road (Geiker & Astrup, 2018).

On top of that, there are implicit stressors which can anchor a fertile ground, intensify the susceptibility of the subject to explicit stressors (social and personal life issues). These implicit stressors are affiliated with sleep cycle and nutritional status. In fact, sleep cycle distortion (sleep deprivation) and deficiency of certain nutrients encompassing: CALCIUM, IRON, THIAMIN, NIACIN, B12 AND FOLIC ACID, essential fatty acids like OMEGA3 can implicitly make the subject more vulnerable to explicit stressors. Stress could also be provoked at a certain stage in life such as: the conception period which can tap into gestational stress or chronic stress (co-existing with stress for a long time) which can lead to depression (Geiker, Astrup & Jjorth, 2018).

Generally, there are plenty of offenders which have been introduced as the trigger behind stress. The master mind of all is job-related stress, as the study by Keith C. Herman., Hickman-Rosa., Wendy M. (2018) attested that teachers in a "high stress, high burn-out and low coping class", would generate the poorest student audition. Due to such outcomes, teachers must get supported and patronized in order to hone students' audition.

College students are no stranger to this as stress can also tamper with their lives in different ways. As a matter of fact, college students orient themselves to a new environment which seems to be mutant from their expectations. They encounter real-life responsibilities for the first time as they attempt to master how to tackle novelty of things, which pursue them on a daily basis. They might financially patronize themselves for the first time or find themselves self-nourishing. Due to such novel experiences, their sense of well-being and self-esteem will be brutally tried.

A study by Dexter, Huff, Radecki and Abraham (2018) demonstrated that students confronted stress in a positive or negative vein. In fact, the study characterized some students via practicing exercise, latching onto faith and mumbling the phrase “it is going to be fine” they tried to relieve the stress positively while others tried to alleviate stress through engaging in some vices, encompassing: drugs obsession, smoking, drinking alcohol, boasting unhealthy eating habits (over-eating, craving for fat, confectionary or salty food as a response to stress hormone, Cortisol), over sleeping and procrastination. In general, among college students, there is a specific group by the name of international students, which the extent of the stress they encounter in the host country will be significantly higher than the domestic ones.

Indubitably, triggers such as “mal-appreciation of the language between hosts and international pupils, currency barrier, cultural discrepancy, homesickness, solitude, uncertain surroundings, adaptation to the socio-academically novel environment and sky-rocketed expectation” can take a significant toll on the emotional intelligence of international students (Smith & Khawaja, 2011). Therefore, these aforementioned factors which stem from translocation stress can lead to emotional apprehension, anxiety, sleep crash and the pursuit of unhealthy eating patterns.

2.2.1 Language Barrier and Communication Difficulty

It is crystal clear that, as regards to translocation stressors, the language barrier is on the spot light, especially for those students who are soaked up into the system by procrastination, they really require some indispensable academic aid to be able to assimilate into the academic program more swiftly (Quan, Smailes, & Fraser, 2013). In fact, the language barrier seems to be one of the most conventional apprehensions of international students, something which domestic ones do not experience at all. The barrier can be that much grave, leading to mental distress and depression down the road (Mori, 2000). Moreover, English proficiency seems to be the most up-hill battle element among Asian international students as compared with Africans, Middle-Easterners, Europeans and other nationalities (Ebu-EN, 1995; Stafford, Marrion, & Salter, 1998).

On the contrary, European international students experience less impact from translocation stressors comprising: “English fluency, social support satisfaction and social mingling” as compared with other nationalities specifically, Asian international students (Yeh & Inose, 2003). Such revelation is attestation to how much fluent English interaction can break down the barriers in socialization and propagate coherent communication between incompatible international students (Hayes & Lin, 1994; Pederson, 1991). As a matter of fact, English fluency can help international students to put aside their introversion, uncertainty over their accent and their ethnicity, enabling them to build more agile relationships with different communities including the host community in order to get integrated into the fabric of society more promptly (Barratt & Huba, 1994). The issue of language barrier augments significant stress, tension and down the road depression which can have a detrimental effect on emotional intelligence, sleep status and the eating habits of international students. In fact, a study

by Bhowmik, Cheung & Hue (2018) on main land Chinese students at Hong Kong University, concluded that mainland Chinese students encountered translocation stress which derived from these ensuing factors: “language barrier, cultural shock/cultural discrepancy, bigotry and favoritism, transportation, food and lodgings”.

In addition, a separate study by Chen, Friesen, and Adekola (2018) on post -graduate Chinese students who were schooling in the United Kingdom, postulated that participants went through a great deal of stress during their academic time interval. As a matter of fact, findings demonstrated that translocation stress was affiliated to difficulty in interactions with peers from divergent cultural backgrounds, difficulty of interactions with lecturers (difficulty in corresponding, online learning), as one part of the language barrier. Therefore, securing a higher level of language skill can elevate the self- confidence of students, can aid them to fare better academically in certain courses, in research projects or class exams. Competency in language can assist international students to speak their mind more comfortably, to project their overall perspectives and values more eloquently as compared with students who have tight interaction skills. Due to confined interaction skills, international students will find themselves either neglected or marginalized by the uncharted society which steer them to experience dreadful results in exams or presentations for some courses. Such reality can have detrimental ramifications on their psychological health such as sleep and healthy eating (Kao & Gansneder, 1999; Lin & Yi, 1997). In addition, sophistication in spoken English can supply the opportunity of a teaching assistantship for international students, accompanied by monthly income which can ease the impact of other acculturative stressors encompassing: cost of living, social integration and networking with other communities.

By way of contrast, students who are less fluent in English, cannot enjoy the prospect of becoming a teaching assistant as they will be subjected to student protests or grumbles due to ambiguities or obscurity in their spoken language or their pronounced accent. Thus, some foreign countries like the USA, have passed legislation to test the eligibility of foreign assistants for the teaching profession based on their English language competency (Lin & Yi, 1997; Oramas, Gringarten & Mitchel, 2018).

2.2.2 Academic Pressure, High Expectations/Toxic Speculation and Social Support Concern

A study by Ye and Juni (2018) on graduate students in Malaya University clarified that academic pressure, financial challenges and social support concern are predictors of translocation stress in the new environment. Asian international students, especially Chinese ones, as one part of translocation stress, encounter significant academic pressure and career adversity which can be attributed to incompetency in spoken English and to the heterogeneity of the academic system in the host country specifically USA. Such stressful impediments ensue by a tremendous influx of Chinese students to USA (Yeh & Inose, 2003). On top of that, Asian families they have too much accentuation on their children high academic achievement which itself interprets into further mental distress in the new environment (Li, Wang, & Cui, 2018).

Meanwhile, those international students who are accommodated by high ranking universities in USA or Canada or have been subjected to scholarships, are already outstanding students who are determined to grind on that excellency Therefore, they will go through enormous pressure, ground themselves to the room to study their best and pry the maximum benefit out of that scholarship. Such squeeze will influence their socialization and heighten the pressure on their mental and physical status (Pedersen, 1991; De costa, 2016).

Mal-conceptualization, plus contradictions over the concept of plagiarism, has unexpectedly mounted significant academic pressure on all students, regardless of their country of origin (Froese & Nelson, 1995; Marshall 2006; Maxwell, 2008; Stander, 2018 & Cao & Meng, 2018). Consciousness over what it means; plagiarism does not necessarily interpret into its academic avoidance in essays or dissertation's writings. To be frank, students do not always have proper schooling on their academic writing skills, therefore, they keep counting on previous knowledge acquired during their secondary school time, which bailed them to draft primitive compositions and attained satisfactory scores (Wilhoit, 1994; Kessler, 2003; Evering & Moorman 2012; Stander, 2018). Unfortunately, the task of authentic writing without mis-spelling grammatical mistakes, and referencing paraphrased lines to refrain from plagiarism seems to be more intricately elusive for international students, especially Asian ones as they have shortcomings either regarding an appreciation of the English language, or deficiency in academic writing skills and poor reading conceptualization (Ashworth & Bannister, 1997; Froese, et.al.1995; Roig1997; Stander, 2018).

Unwarranted speculation from the new environment can also, impregnate new dilemmas. Toxic speculation that academic atmosphere will be strangely incompatible with back home, classes are seriously impersonal, fear of dejection by host community due to wrong accent or being misunderstood as a result of stumbling English and being coerced by significant others to study in the foreign country (USA) all can aggravate the inner jitters and apprehension for new comers and will lead to academic failure (Tang, Collier, & Witt, 2018).

Different research has also, proven that social support is the pivot of psychological stability for trans-located foreign students in the new environment (Hayes & Lin, 1994;

Mallinckrodt & Leong, 1992; Pedersen 1992). Specifically, Asian international students will get exposed to more skyrocketed “socio-psychological nuisance or affordability annoyance” as compared with European or American international students (Deng & Ritchie, 2018). Receiving social support in the host country to a large extent can mitigate the impact of translocation stressors. Very often the chief social support for international students originates from their own community support in the host country. A study by Cao, Zhu & Meng, (2018) demonstrates that international students, consolidate and underpin their resilience, via social support which they obtain from their own nationals in the host community. In fact, due to such support they can slash more of the cultural stressors, in the novel environment. In addition, the same study enlightens on the role of social support which in second position stems from international communities and in the third position derives from the host community. In addition, a study by Shadowen & Drexler (2019) reinforces that stumbling English, and a discriminatory environment as prevalent translocation stressors can project depressive symptoms upon international students whereas social support which can be the healer of those depressive symptoms.

Translocation to another country (no matter how assertive and ambitious the students may be) creates that feeling of loneliness and missing due to separation from their previous lives. Such feelings, accompanied by hampered social networking will impede acclimatization to the new surroundings even further to the extent that down the road anxiety and bewilderment can develop (Mallinckrodt & Leong, 1992; Jin & Wang, 2018). A study by Kim, Maleku & Lemieux (2019) hints that international students in some eye-catching cases, in order to deplete the impact of translocation stressors, fall into the trap of drinking and alcohol abuse which is a potential menace to their healthy eating habits. Also, agitation, temperament break-down and feelings

of perplexity and disorientation all have been asserted as other normal reactions to a lack of social support in the new environment (Pedersen, 1991; Sandhu, 1995; Leong & Mallinckrodt, 1992).

Lack of social support, can also stem from a discrepancy in the spoken language and cultural clashes between guests and hosts in the exotic rather eerie environment of overseas. In fact, the essence of overseas societies, especially western countries, might be completely incompatible with other societies. The best proof is provided by Asian international students as they find the fabric of western society too overwhelming (crank up music, drugs and alcohols). Therefore, they prefer to creep back into their own community loop, establishing ties with their own nationals, and rather participate in online forums and group discussions than engaging in actual conversation in real life with the host community (Mikal, Yang & Lewis, 2015). The consequence of such introverted withdrawal will feed into more paralyzing stress which will tamper with the healthy life style of that individual, specifically in this case, their sleep cycle and eating patterns. In western societies, social support for international students has been encapsulated in these two domains (language and academic challenges) which aid students to adapt to the social fabric of western society more quickly and facilitate their academic accomplishments. Therefore, universities, as one part of social support, have determined to address the English language imperfection, the shortcomings of academic writings and other academic hurdles, with specific initiatives which are supposed to target the needs of international students. On top of that, “student support services” which have been undermined by students, must come to the light and gets better induction during the orientation ceremony (Martirosyan & Saxon, 2019).

Financial difficulty and the discrepancy in currency values between the host and guest countries have always been at the core of social support concerns for international students (Redden, 2014; Schulmann & Choudaha, 2014). In fact, for international students, social support signifies job opportunity, scholarship, grants, bursaries/awards and internship or trainee-initiatives (Martirosyan, & Saxon, 2019). Unfortunately, plenty of western universities (USA) discriminate against or marginalize international students, by only offering such financial privileges to either their citizens or to permanent residents. Consequently, international students can become alienated and must meet fill the check based on their own financial ability which will create further distress and disarray in their lives (Perry, 2012).

2.2.3 Homesickness/Loneliness

The strong family link in certain cultures, especially among Asian, African and Middle-East family members will create further stress for newly trans-located students. In fact, transition to college or university life can be simultaneously, exhilarating and distressing. While some juveniles are thrilled to embrace an adventurous life and hone themselves by different experiences, for others, the nostalgia of the past and fear of homesickness can make the acceptance of such transition infeasible and of short duration. Homesickness arises as the individual becomes haunted by recalls of the past. As a matter of fact, people can be emotionally and psychologically attached to certain objects. Domestic and international students who suffer from chronic homesickness, will exhibit disturbing signs of “jitters, nervousness, depression, loss of focus /concentration, inept ability to concentrate on sober stuff rather than home memories, sleep disorder and unhealthy eating patterns” (Thurber & Walton, 2012).

On the other hand, when there is no significant language barrier, those international students who have composed their friendship network based on screening friends from the host country rather than their own community, experience less loneliness and more contentment which leads to smooth integration and a healthier life in the new surroundings (Hendrickson, Rosen & Aune, 2011). In fact, research has attested to the fact that intensification in socialization, due to valor to express your intellect in fluent English, can alleviate the impact of trans-location stressors such as: loneliness and mental health concerns. On the contrary, perceived marginalization and favoritism can tap into further, greater health concerns, isolation and loneliness (Shadowen & Drexler, 2019)

2.3 Stressors and Sleep Deprivation

Given the fact that translocation stressors can create chaos in someone's life, there is a possibility that they can distort sleep cycles and challenge the statuesque of someone's diet. Changes in the quality and quantity of sleep can be influenced by heterogeneous stressors. European and Japanese studies have posited that job stressors have a significant impact on the quality of labor sleep. In fact, stressors such as: "work-overload, role conflict, and repetitive task" have a positive correlation with poor quality of sleep and the indicator of "autonomy" has a negative association with poor quality of sleep (Kunudsen & Ducharme, 2007).

Also, sleep deprivation can arise due to longevity (out-living) and dodging towards elderly. Research has cited that deprivation from stable food (rice/bread/meat), fatigue in body, mental volatility, too much longevity, and chronic illnesses, all together turned out to have positive impact on poor quality of sleep in the sample of Chinese eldest (Li, Yao & Dong, 2013).

As much as elderly stressors, the intensity of childhood can also pervert the quality of sleep. In fact, Koskenvuo & Hublin (2010) have proposed that childhood shortcomings and a dreadful relationship between a child and his parents can create elusive sleep, later down the road in adulthood. The study has revealed that between childhood shortcomings, constant fear of one of the parents or belligerent disputes between parents are the most powerful determinants for sleep disturbance in adulthood.

Speaking of environment, one of the most plaguing surroundings which can bite the quality of sleep and result in sleep loss is a hospital atmosphere. There are different culprits in such atmosphere which can grind down a good, much needed night's sleep in a hospital; among them "environmental noises and clinical care interventions" have been characterized as the most repellent ones (Delaney & Currie, 2018).

Given the fact that the analogous scenario could target students therefore, rectified sleep can enhance the general health and academic performance of college students (Orzech, Salafsky & Hamilton, 2011). A sample of Canadian college freshmen reveals that, the devotion of more time to homework, using alcohol and bracing for a quiz are hidden stressors which can convulse the sleep cycle, and manipulate the quality and quantity of sleep. On the other hand, interaction with peers as part of English proficiency can retard the stress, and lead to better sleep (Galambos, Dalton & Maggs, 2009). Information compiled on Japanese graduates, who were conceived as poor sleepers, attests to the fact, that in both genders (male and female students) an unhealthy diet and smoking have contributed to an inferior quality of sleep (Pallos & Gergely, 2007).

It is good to know that the circadian system, which is the ticking clock in the body, is so fragile that a change in the choice of being a morning or an evening person can corrupt the quality of the subject's sleep. Patients with OCD (Obsessive-compulsive disorder), night drivers, people who are obliged to work night shifts such as truck drivers, watchmen, clinic/hospital staff, service-oriented business people and students who are studying for an exam, or who have no choice but to work in the morning and study at night, are all evening people who, to a lesser or greater extent, suffer from sleep crash in their Circadian systems. A study by Simor & Harasnyi (2018) asserts that an evening predilection will lead to sleep impairment which has a mild association with "anxiety" and robust correlation with "depressive symptoms". Such a diagnosis, in fact, originates from a lack of adequate sleep (poor quality of sleep). In addition, factors comprising stress and overwhelming workload are also, introduces as hindrants behind perfect sleep for students, specifically medical students and the larger population (Akerstedt & Lekander, 2013; Azad & Fraser, 2015).

Social stigma towards mental health issues may deter students, especially international ones, from seeking help. Thus, their deteriorated mental condition can create depression and sleep impediment as Heppner et al. (2006) argued that Chinese international students, treat mental health as a personal failure thus, they refrain from seeking any counseling which only exacerbates the level of their depression and the severity of their sleep loss. Empirical studies have established that, mental health stigma combined with other personal dilemmas entailing "language barrier, social in connectivity, malfunctioning interaction, social support apprehensions, academic, financial and other adversities, racism, bigotry and homesickness" can all, diminish the quality of a college student's life which Asian students seem to suffer from more

than Europeans and Americans (Fogel & Ford, 2005; Wang & Mallinckrodt, 2007; Furnham, 2004; Leong 1999; Mori, 2000; Pedersen, 1991; Yen and Ions, 2002).

2.4 Sleep Deprivation and Dietary Changes

Regarding the impact of sleep deprivation on dietary changes, several studies such as the study by Schmid, Hall Schmid, Jauch-Chara, K.A.M.I.L.A & Schulte, 2008; Taheri, Lin, Austin, Young & Mignot 2004; Garaulet, Ortega & Ruiz, 2011; Kabrita, & Hajjar-Muca, 2014, demonstrates that a single night of sleep deprivation can brutalize the regulation of energy homeostasis due to intensifying the level of GHRELIN (the hunger hormone) in plasma without no impact intriguingly, on the LEPTIN hormone (the satiety hormone). The results of this study show that in this case, the individual does not get sleep at all, the level of GHRELIN hormone in plasma impulsively gets elevated as compared with 7 hours of intact sleep. Furthermore, the study sheds a light on the mediocre dose of GHRELIN hormone in plasma which is observed when sleep duration is confined to 4.5 hours instead of 7 intact hours. Clearly, such outcomes in bustling societies, which have been stifled with enormous amounts of stress and sleep deprivation, accompanied by the distraction of too much convenience food, can lead to ravenous appetites which can tap into over eating, less desire for exercise, the creation of a high level of BMI (body mass index) and obesity. On top of that, a sedentary life style and immobility due to watching TV will result in more eating of high caloric food, less consumption of fruit, vegetables and fishery products and more consumption of greasy, salty or confectionary snacks (Garaulet, 2011).

Undoubtedly, empirical studies have attested to the fact that a short sleep period, by perverting the level of leptin and Ghrelin hormones in plasma can intensify the

quantity of individual food consumption and feed into gaining weight and obesity (St-Onge, Roberts & Chen, 2011). Meanwhile, little has come to light, in association with the sleep period and the impact of that on the quality of the diet. In fact, one study on Iranian female students, located in Isfahan University suggests that there was a positive correlation between sleep duration and the quality of the diet. The study cites that whenever the quality of sleep is lessened, the quality of diet is distorted. Also, the research admits that there is a negative correlation between sleep duration in one hand and “BMI, waist circumference, abdominal adiposity and level of obesity” in another hand. As a matter of fact, whenever the duration of sleep is shorter, the measures of obesity “BMI, waist circumference and abdominal adiposity” turned out to be higher (Haghighatdoost, Karimi, Esmailzadeh & Azadbakht, 2012).

The quality of sleep, can also be determined by a higher level of Leptin (satiety hormone), in fact, whenever that person seems more satisfied; the pressure of low sleep quality will be reduced (Hirota, Morioke & Yoda, 2018). There have been few studies on the impact of sleep deprivation on the "Circadian Rhythm" or 24-hour body clock which body regulates its functions in each hour, during 24 hours. One particular study by Laposky, & Bass (2008) intimates that sleep deprivation, Circadian *De-synchronization and distortion of the Circadian gene's functions can taint *homeostasis and the healthy operation of the cardiovascular system. In fact, it has been determined that Circadian genes explicitly intervene in the metabolism of Glucose and fat, in sleep pattern modulation and inflammatory responses within the body, hence, any alteration or distortion in the Circadian gene function will lead to obesity, diabetes and metabolic Syndrome.

2.5 Stress and Changes in Food Choices

Regarding stress and changes in food choices, it has been observed that between family members and confidants as they are under stress, they offer each other candies or chocolates. During stress the level of blood sugar will plummet, therefore, in order to steer clear of unconsciousness or impulsive collapse, they provide each other with some type of sugary stuff or take some candies to modulate their BS (blood sugar). Thus, there seems to be truth to the claim that stress can alter food choices significantly and a study by Epel, Lapidus, Mc Ewen & Brownell (2011) testifies that during a daunting situation the level of Cortisol hormone will ratchet up as a response to a stressful environment. In fact, Cortisol will be the reason for a bad life style as it is the stimulant behind poor dietary choices. This study indicates that cortisol would incite the desire of pre-menopausal women for confectionery stuff as a way to relieve their stress. In fact, the study manifests that; the subject of the research consumes more calories on a single stressful day as compared with the control group.

Given the fact that in celebratory ceremonies, people entertain each other with treats, there will be a higher prospect that emotional eaters will devour more of the confectionery stuff as compared with non- emotional and unstressed eaters (Olive, Wardle & Gibson, 2000; Zellner, Susan, Zuleima, Gonzalez & Pita, 2006). In addition, women eat more than men in a stressful environment and their choice of food gets twisted as a result of stress to the extent that women grasp hold of more high caloric food, and desserts as compared with men (Zellner, Susan, Zuleima, Gonzalez & Pita, 2006).

Environmental factors such as a daunting or overwhelming task can ignite stress which can take a significant toll on college students. Hence, the subject will consume more sugar or caffeine in order to crack the task. Unluckily, these dreadful food choices will

yield further stress, as well as creating further nuisances, incorporating: “poor sleep, poor nutrition (consumption of caffeinated drinks with or without liquors), more aggressive behavioral approach and alleviated academic ability” (Ajmal, Wham, Thunder & Starck, 2018). In addition, studies have proven that male students prefer hot meal-oriented comfort foods, as it resonates with their hearts’ desire as compared with apprehensive female students, who get tempted either by sweets and snack type foods or they go after mixed dishes, crunchy food and desserts (Wansink et al., 2003; Habhab et al., 2009; Saiki et al., 2012).

Stress can implicitly alter health- related behavior. The bodies of students, who are prone to stressful environments, gradually get accommodated to the stress hormone (cortisol). With what has been said, their appetite gets altered, their cravings heighten and their desire for physical activity plunges. In fact, results of studies have proven that due to such graphic changes inside the body, the individual tendency is towards the overconsumption of fast food, frozen food, salty snacks, energy drinks, coffee and sodas (Hou, et al., 2013; Errisuriz et al., 2016; Lemmens, Rutters, Nieuwenhuizen, Formisan & Goebol, 2010; Dallman, 2010; Kandiah, Yake, Jones, & Meyer, 2006; Geiker, Astrup, Hjorth., Siodin, Pijls, & Markas, 2018).

No doubt stress is a trigger to consume more energy drinks. As a matter of fact, there is a positive correlation between stress and the consumption of energy drinks in a sample of college students in which, intriguingly, the tendency to consume energy drinks was higher for male figures than for their female counterparts. Meanwhile, when it comes to academic potential, there is a negative correlation between the consumption of energy drinks and better academic accomplishments (Pettit & De Barr, 2011). Further, another study affirms that the reason behind the consumption of energy

drinks by college students could be the creation of more time slots for casual activities such as driving, partying or studying which can lead to insufficient sleep (Malinauskas & Aby, 2007). In a stressful environment, “high cortisol reactors” heed more the guilty pleasure of more bites and sweet taste preferences in order to snatch relief as compared with “low cortisol reactors”. On the contrary, in a controlled environment, both “high and low cortisol reactors” tend to behave as homogeneously as each other (Epel, Lapidus, McEwen & Brownell, 2006).

Our appreciation of the stress-eating relation leads us to the meticulous conclusion that stress can budge the dietary patterns of individuals, distort their healthy eating patterns hence, and brace them for under eating or overeating attitudes. Also, stress can heighten their desire for high concentrated fatty and sugary stuff, as in the case of chronic stress, the body requires more calories to be able to cope (Ahmed, AL-Radhwan, AL-Azmi & Al-Beajan, 2014). In dietary recommendation programs, psychological facets must be embedded into dietary reforms, in order to instigate some positive impacts. Psychological disturbances such as: tight schedule, negligence on personal needs due to being hectic, being an early bird and having a tight stomach, not enough time to eat as the recess is confined to several minutes, obliged to go to bed late and getting up too early, can all be triggers or incentives to drift vulnerable individuals onto the wrong path of nutritional behavior (Roohafza, Sadeghi & Sajadi, 2013).

A study by Imonikebe (2012) in higher institutions in Nigeria shows that one of the chief factors of poor nutrition amongst the target population (undergraduate and graduate students) seems to be a strict schedule, limited time to rest, limited time for meal preparation and not enough of a budget to purchase prescribed medicines.

Moreover, comfort food, the convenience of fast food and the availability of tons of junk food venues all (as one part of the stress-oriented culture), contribute to the derailing of healthy nutritional behavior. In fact, the majority of students identify fast food as improvised food. They have an infatuation with “fast food flour-based products”, utilizing it for all types of meals (breakfast, lunch and dinner). In addition, male students and students who belong to working parents consumed more of the convenient food as it seemed more scrumptious, nourishing and convenient. By the way, this study detects that despite the obsession with convenient foods, the majority of Nigerian students, prefer home-made food to fast food (Arulogun & Owolabi, 2011).

2.5.1 Acculturative Stress and Crash Diets

And finally, the last horrifying part of translocation stress is the crash diet. People who gain weight due to stress, starve themselves to such an extent that the expected nutrients cannot be taken nor can they nourish the bodies, hence, the precipitation of chronic health conditions. A study by Nimmala, Bhattacharya & Ramraj (2018) explores the level of stress among medical students and its association with BMI and a crash diet. The study testifies that a high level of stress is correlated with a higher BMI which translates into a larger percentage of participants with over-weight or obese status and 8% in the category of a crash diet. Bear in mind, a crash diet alienates the body from indispensable nutrients.

Based on the literature supplied above, translocation stressors can distort the Circadian Rhythm (body clock time) and manipulate eating habits. This review educates us that the body's response to exposure to stress is the secretion of Cortisol (stress hormone) which explains the reason behind high food consumption and low physical activity. On top of that, lack of sleep itself is a stimulant for Ghrelin hormone secretion, (hunger

hormone) and an inhibitor for Leptin (satiety hormone) which creates a ripe atmosphere to steer the body towards obesity.

2.6 Coping Strategies to Tackle Acculturative Stressors

International students can deploy various tactics to address the translocation stressors in the novel environment, such as, better assimilation into the hosting environment.

For instance, Vietnamese holders of a bachelor's degree holder employ three different coping tactics to eliminate the stress in the novel environment. They either concentrate on the problem to crack it or simply avoid encountering it. Hence, such participants report a higher level of satisfaction with the environment and a lower degree of tension and jitters. On the contrary, those who are more emotionally engaged with the problems, register a higher level of depression and the lowest level of fulfillment (Vu & Nguyen, 2017).

Given the fact that unfamiliarity with the spoken language in the novel environment can provoke repellent stress, changing the internet language into English rather than the native language as a coping tactic could aid international students to ease the panic of using an unfamiliar English language and hone their English proficiency (Ye, 2005). A study by Ma (2017) on Chinese and Indian international students in the USA, concluded that access to social support as mediator such as: "paying it forward", "active engagement of academic mentors" and "handed information by international student services" could not tame the depressive symptoms among international students due to "lack of diversity", "micro aggression" and "fear of wrong-doing" on campus.

Undoubtedly, contradiction with the social and cultural norms of the host country is the pivot of stress for new sojourners, as their identities and propagated cultural values withstand any acceptance of the new environment. The ability of “self-identification and sub-personality” both as plausible strategies can prompt a new identity for international students which can aid them to settle for the new social and cultural norms of the host country. Therefore, the level of the stress and depressive symptoms they have been encountering in the new surroundings will be mitigated (Lombard, 2014). In addition, studies reveal that those students who employ “optimism, hope and self –efficacy” as coping techniques can attenuate the pinch of stress in the new environment a lot better. As a matter of fact, whenever the subject of discussion is more open regarding the reasons behind getting homesick or feeling depressed, they feel more relieved. On top of that, tactics entailing: ‘deflecting their attention by exercise, worshipping, self-hoping that things will turn positive’ listening to music, yoga, all prove to be elements which could ease their stress (Turkum, 2019; Saravanan & Alias, 2019; Al-Gamal & Alhosain, 2018).

There is no doubt that when the situation is tense, new problems will pop up, therefore, those students who have the skill of problem solving, can overcome the tension in the situation a lot better (Mc-Enro, 2019). One study specifically argues that among international students, Chinese students, in order to tackle stress, either deploy the strategy of problem refraining or they face the issue and take direct action to fix it. On the contrary, some students sign up for the strategy of tolerance as, they perceive it more customized to the impediment which they are encountering. Others discharge themselves from raw emotion and try to ignore and remain cool by getting involved in other deflecting tactics encompassing: physical activity, smoking, drinking, and cultivating a tremendous appetite for sweet/confectionary stuff, over eating (Yan,

2017). “Suppressive or reactive strategy”, can also be deployed by some international students as they experience an exotic rather terrifying environment overseas. One study by Akhtar & Kroner-Herwig (2015) attests that those international students who have higher self-confidence and equip themselves with reactive behavior, can slaughter the harshness of a foreign atmosphere better. Hence, they can alleviate depressive symptoms significantly, whereas those students who are timid and more reserved, thus, sign up for suppression and silence which will lead to depressive symptoms. As combating translocation stressors requires so much determination and dissolves the body’s energy, there are few students who reflect on stress by concentrating on the rectification of their body’s health status (Akhtar, Herwig, & Faize, 2019).

Studies have proven that, those international students who are a second or third generation group in the new environment, in order to combat stressors, reach out to others who have been in the environment before and solicit from them how to approach facing problems tactfully (networking affiliation) as compared with the first generation who are compelled to take things in their own hands to curb the severity of the stressors (individualism) (Mena & Maldonado, 1987).In one study marginalization as part of acculturative stress and its product “depressive symptoms” was taken into equation. Therefore, the conducted study established that those students who were imposing suppression upon themselves in the stressful environment, they suffered further from depressive symptoms where as those students who inherited higher “self- esteem" thus, they could defy the odds, began protesting against or manifesting disagreement or disapproval of the graphic factors in the environment. In fact, due to this tactic, they managed to pit back better against confronting discrimination and its products, depression (Wei, Ku, & Russell, 2008).

Also, deployed coping strategy between incompatible communities in order to tackle the acculturative stressors are heterogeneous from each other as study by Bailey & Dua (1999) manifested that “Asian Australian pupils” in the first six months of their sojourn they preferred to approach cultural differences in a group manner, while “Anglo – Australians” they were tackling the environmental stressors, single-handed, as they had less sensitivity to the conceived stress from the environment.

Chapter 3

METHODOLOGY

3.1 Introduction

The above literature review posits that translocation stressors are undeniably authentic, and they can target susceptible subjects, in this case, newly trans-located international students. As these stressors stem from trans-location; they might have the ability to manipulate the sleep cycle and nutritional behavior of international students (behavioral change theory). In this present study, the aim is to identify the exact stressors of translocation and their disturbing impacts on these two elements of a healthy life- style (sleep- cycle and nutritional behavior). Furthermore, via employment of emotion regulation theory, this paper tries to shed a light on the coping strategies which these international sojourners deploy in order to dissipate the emotional impact of such stressors. Therefore, in order to address the aim of this study, five research questions have been generated. These were:

- What are the main translocation stressors for the international students studying at EMU?
- What are the impacts of translocation stressors on the international students?
- Are the sleeping patterns and eating habits of the students affected by acculturation stress?
- How can translocation stressors lead to specific changes in the sleep cycle behavior (sleep deprivation/ sleep crash) and un- healthy eating behavior of international students at EMU?

- What kind of coping strategies do these students deploy in order to attenuate or eliminate the negative impact of such stressors on their sleep cycle and eating patterns?

3.2 Choice of Philosophy, Approach, Methodology and Method

This study adopted an interpretive philosophy to study assuming that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments (Myers, 2008). Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them. Thus, the best knowledge about the world that we can produce is to offer carefully considered interpretations of specific people in specific settings. Through an inductive approach, the researcher can observe, interpret, and reflect on what other people are saying and doing (Neuman, 2014).

For the purposes of this research a qualitative methodology was taken to develop an in-depth understanding of the phenomenon from the perspective of the students. In order to collect detail data from the perspective of the respondents, semi-structured interviews were conducted with the respondents. As Neuman (2014) pointed out interviewing respondents in some detail for a protracted period of time will enable the researcher to explore topics, issues and responses in some depth. Qualitative interviewing helps the interviewer to explore the participants' perspectives, reasons, opinions, feelings, experiences and attitudes through asking probing questions to gain a deeper understanding/more information and explanation on the research topic (Neuman, 2014). The researcher also believed that interview-style would be more customized to the advantage of her research. As a matter of fact, based on the researcher's extroverted personality, the researcher presumed that she could bond

some intimate tie between herself and the interviewee, therefore, trust could be generated between both parties, which might lead to revelation of some novel distressing factors or uncharted reasons related to stress and its impact on elements of healthy life style (sleep cycle and eating habits). Definitely, when there is comfort and trust, respondent breaks the ice and feels free to let go on unknowns or secrets. The researcher observed superficially that students were interested in long conversations more than filling the blanks (questionnaire/survey), hence, interview could yield into more clarified, detail-oriented responses. And the last, not the least, the researcher believed that the interview would betray on the body language of respondents, therefore, she would be able to monitor any jitters, anxiety, and disguise/manipulation from the subject side through the answering process. On top of that, via interview, the respondent's struggle, in answering the question would get disclosed.

3.3 The Sample

The sampling population, in this particular study, was the master students who were studying in the tourism faculty at the Eastern Mediterranean University, North Cyprus. The rationale behind such selection was based on these two main reasons. The first reason reflected on the fact that as a student studying in this program, it will give me an easy access to participants to interview. Also, since I knew most of these students, I did not need to worry about creating a rapport with the respondents. I felt that as another student studying in the same program, I will have the respect of the fellow students to talk to me openly and frankly. Through purposive sampling technique 40 students were selected for interviewing. The number of the respondents was determined by the level of saturation. In other terms, the interviewer continued to interview respondents until no new evidence appeared. In fact, no additional interview believed to insert novel information to the study (Neuman, 2014).

The interviewees were selected from the admission years to program starting from 2017 to 2019. Since female students in the MA Program outnumbered the male students, the majority of the respondents estimated as females. Hence, the numbers of female participants reached to 33 individuals (82.5%) who surpassed the numbers of male participants, just 7 individuals (17.5%). On top of that, the mean age of participants which calculated, via the formula of: $\bar{X} = \frac{\sum X_i}{n}$, was determined as 25. Given the fact that, this particular study was targeting stress factors among international students, the sampling pool was determined to be internationally diverse. Therefore, the interviewees were originated from four different regions of the world, entailing: Africa (17.5%), Europe (2.5%), Middle East (55%) and Asia (25%). However, due to the fact that the majority of the students in this program were from Middle-East and specifically from Iran, Iranian students dominated the sample as compared to other participants. This catered diversity helped the researcher to get to the bottom of each research question therefore, she could illuminate better on the stressors and the coping strategies of different individuals.

Table 1: Demographic Characteristics of Respondents

Continent	Country	Numbers
Africa	Nigeria, Morocco	7
Middle East	Iran	22
Asia	Pakistan, Jordon, Tajikistan, Turkmenistan, Palestine,	8
Europe	Russia	3

85% of the respondents were single. The rest was either married or was in a serious relationship. In addition, the 87.5% of the interviewees' first spoken language was not English. Just 12.5% English language was introduced as their native or colonial language. It is worth to cite that none of the participants in this study, language of the host country (Turkish) was their spoken language.

The interviewer adhered to the issues relating to ethics throughout this research. As well as getting the approval of the Ethics Committee of the University to conduct such research. The researcher at the beginning of each interview, explained the purpose of the research to every respondent clearly and openly. Each respondent was also giving the assurance of confidentiality. They were reassured that anything they said will be confidential and no one will know their identity. The permission to record their voices were also taken.

3.4 Procedures

In the first stage, the researcher, in person and casually reached out to each student who was expected to study the master of tourism program. The researcher's expectation was clarified by either knowing the student in advance, as her classmate (researcher's classmate) or in the case of reservation; researcher approached the potential target and solicited him/her, on the major of the study. In addition to, some approached students, who later agreed to participate in the study; they introduced their own confidants who had enrolled for the analogous tourism program, at the master level. Researcher approached Potential candidates, either in the faculty of Tourism or in the general library, located on campus. The first purpose of this casual approach was simply to elucidate the subject of the research and its objectives to the potential candidates, therefore, gauging the temperature of their interest in the research

participation. In addition to, the researcher casual approach clarified for the target population, to what extent their decent responses might or would contribute to the research outcomes. The researcher provided her contact number and her email address to the potential candidates who were interested in participation of the research voluntarily. Interestingly enough, as the subject of the research was equated with translocation stressors, plenty of approached students; they manifested their predilection for research participation. There were also, few candidates who at the beginning, intended to participate but they were either pre-occupied with their academic performance or despite they were encountering enormous stress, they did not conceive that their decent responses would contribute to the research or ignite any change for better, therefore, due to such alibi, they backed off. Those master students who could resonate with the research subject and they determined to be one part of the solution; they reached out to the researcher via provided contact number, by either what s App or Telegram APP. Nobody reached out through Email address, as the researcher vetted her inbox notification, every day. The interview date was determined between the researcher and the voluntary interviewees, based on the interviewee's convenience. The night before interview, a message of reassurance was assigned by the researcher, through What's App or telegram (based on the interviewee's access) to remind the interviewee, on the date, time and place of the appointment, where the interview was supposed to be launched. Some certain materials encompassing: consent form, a blue or black pen, a recorder, a charger, interview's set-up questions, highlighters and a blank sheet of paper were packed and laid inside the researcher's purse. The place which the interview was launched was either inside one of the empty classes located in the Faculty of Tourism or in the cozy corner of the education department at the opposite side of the library venue. The optimal time interval which

interview was shot was at 12; 00 o' clock pm as the whole staff including employees, professors even registered students left the building either for lunch or departed for home. Given the fact that the convenience of the interviewee was the priority of the researcher and the subject was about to interrogate on the stressors, those interviewees who had an issue with the interview timetable, they were reached out after 8:00 pm by the researcher in their residential complex, located on or off-campus. The cited time was more convenient to these interviewees as either they were at work through-out the day or they had a hectic schedule in the school.

On the day, which the interview was supposed to take place, a tamed class and comfortable seat for both researcher and the interviewee was opted. Interviewee was asked if she or he was hungry or thirsty. Some cracks/jokes were exchanged in order to ease the stress of getting interviewed and being recorded as some candidates, they confessed (either on the phone or in person), that they had never participated in any interview before and they had the presumption that the interview would be resemble to 60 minute on international channels. Hence, getting into simple greeting, soliciting how the interviewee was doing, how it was her/his day in general, complimenting their look and appearance, all deployed as a strategy to dissipate the un necessary anxiety and create a rapport between the interviewee and interviewer. After feeling eased, the audio recorder under the consent of the interviewee was turned on and one more time, the subject of the research, the objectives and the contribution which the interviewee might provide by anchoring honest transparent answers for the research, were all reiterated. The consent form and the purpose of that, was elaborated, by the researcher. Based on that form, interviewee one more time approved that he/she had decided to participate in the interview completely willingly (no compulsion), and any piece of information which was doled by him/her would be voluntarily. In addition to, based

on the consent form's text, the interviewee would have the authority to withdraw from the interview at any time he/she felt so, or had the entitlement to refute answering any uncomfortable question. Moreover, based on the consent form's statement, the researcher guaranteed that the hoarded information would get treated as confidential, the name of the interviewee would remain in disguise, and at last, the compiled information would not leak out into mainstream media nor would have any purpose of monetary stunt. With that has been said, the Consent form was filled out and ratified by the interviewee.

The interviews proceeded between 60 to 90 minutes preferably, in English language. The interview either it was audio-recorded under the consent of the interviewee or it was transcribed if the interviewee was disapproved of having his voice recorded. Given the fact that some of the interviewees from one particular community, "Iranian community", they had either incompetent appreciation on English language or they could not convey their message in proper English, the researcher was coerced to interpret the holistic asking questions in both blended English and Farsi in order to lift any obscurity.

The questions were determined after precise study of the literature as well as checking and studying a number of questionnaires affiliated to the stress factors and elements of healthy life style (healthy diet and proper sleep). The researcher checked on, "Sleep Survey Questionnaire", "Sleep Quality Questionnaire", "Student Stress Survey Questionnaire", "Normal Eating-Emotional Eating Survey", "Eating Behavior Questionnaires", "Food Choice Questionnaire", "Emotional Eating Test" and "Eating Habits Questionnaire" (Appendix A).

In essence, in this study, Some Semi- structured interview, composed of three segments, was deployed to address the designed research questions. In the first segment of interview, sweeping stressors which, in general international students would face due to translocation were enlightened upon. The second segment of interview was supposed to shed a light on specific stressors which manipulate the sleep cycle and eating habits of international students (in this segment, researcher had in mind that, some specific stressors might be unique to some specific communities or individuals) and in the third segment of interview, the types of strategies which the international students had deployed or would deploy to modulate the emotional stressors were solicited about.

In this particular study in order to address the third research question, “five categories of emotion strategies such as: situation selection, situation modification, intentional focus, cognitive change and response modulation”, invented by Gross (2015) was launched in order to ascertain how participants in the study cope with emotional stressors and tame their emotions.

Chapter 4

FINDINGS

In this study, findings posit that participants have encountered a range of stressors due to translocations, while they have been studying in a new academic atmosphere. In fact, results reveal that some of these stressors are general challenges which each sojourner, new or old one has been enduring as part of the transition to the novel environment; while, some others turn out to be more specific to some particular community or individual. In addition, the findings have enlightened first, the ramification of these stressors on the sleep cycle and eating patterns of participants. Second, which tactic as part of emotion regulation has been harnessing by participants in order to mitigate the impact of stressors. The Main Translocation Stressors for the International Students:

4.1 Culture Shock

The culture shock was one of the stressors the international students faced when they came to study in this new environment. The main culture shocks were in relation to food, smoking, dress code and sexual relationships.

4.1.1 Food Culture

One of the biggest cultural shock the respondents had related to food. In fact, 31 out of 40 respondents talked about the problems they faced in relation to local food or lack of availability of their traditional food items. The respondents, in general, complained about the different aspects of local food ranging from its lack of familiarity to them, to the degree of seasoning or lack of seasoning, to degree of oiliness, to freshness, to lack

of availability of certain items and to the cost. In this particular study, male and female participants belonging to the Nigerian community, unanimously, consented that adjusting to the food was the biggest dilemma, Nigerian participants, in both genders, depicted that they found local food here was too bland, salty and greasy. On top of that, finding familiar food items close to their own food culture was so frustrating, as the familiar food items were either too costly or simply did not exist in the malls. As one of the Nigerian participants complained:

“Well, honestly, in Nigeria we use spices especially hot red pepper which is very strong, it gives the food taste, but here, food is bland in terms of spices, but salty and greasy. I do not like it, yuck.” (P9)

Other said:

Also, not just food, since I came here, I have not been able to eat any good tropical fruits such as, banana or mango, especially banana is unripe, tasteless, I miss the tart taste of the food very much as in Nigerian cooking, we use banana a lot” (P2)

Another complained:

I have abstained bread since my arrival, the reason, the taste. In Nigeria bread is nutritious and tasty, we use spices to bake bread, but here bread is repellent. my eating patterns have got changed. I have been compelled to eat pasta, this spaghetti thing which I hate. Nigerian food gives you, life, peace”. (P4)

Like Nigerian students, the most of the Iranian students, also found local food to be bland, salty and greasy. One Iranian student said:

"The food is too salty and bland and of course greasy, even the bread I am purchasing from ÖNDER [local supermarket] is salty, I can taste the salt in the bread, very much.” (P1)

On the other hand, the students from Tajikistan although found local food to be too greasy and salty did not think that local food were bland. In fact, they thought to be too spicy. As one Tajik student said:

“I am used to the food taste now, by the way, still not eat some of them as it is not my type of food. Turkish food is oily, greasy. They use salt sometimes even too much spices, which I do not eat at all.” (P10)

Some of the Arab students applauded the Cypriot food, cherished the taste and hailed it as similar to their traditional foods, back home.

“I come from Jordan, the food here does not seem that much different from back home as especially I am a chef and I love to cook Cypriot or Turkish food”. (P4)

What the above comments show to us is that different nationalities have specific food culture. The way they cook, the spices they use, how they cook and so on differs from each other. Peoples’ preferences depend on what they are used to, how their “mum” prepared food. That is why some students when they were talking about their local food said that their traditional food was more than just food. It gave them, “*life and peace*”. (P9)

Many students also complained about the problem of not finding their familiar food items. For example, one Iranian attested:

“In Iran we have diversity of vegetables. My family back home they cannot believe that some wild vegetables which we can find in grassland in Iran, here, islanders either do not know or they do not have it.” (P10)

One Nigerian participant railed against the same issue:

“Well, we use spices in food, hot red peppers and other spices which sometimes we cannot find here as they are the delicacy of Africa.” (P9)

As often the case in many parts of the world, the vegetarian students had even bigger problems regarding food. In this particular study, findings posited that several of female interviewees who were vegetarians complained:

“I cannot just eat everything and anything as I am a vegetarian. To my surprise, in this university, or in the Nutrition department’s cafe they do not have special dishes for vegetarians. In the city, also you do not see such restaurants devoted to vegetarian meals.” (P20)

She further pointed out:

“Well, being vegetarian itself alone is challenging but when you are in a foreign land, and you witness a significant food cultural gap, it is going to be more disturbing as you are not quite sure whether the ingredients you require you can collect from plant foods here, as not all of your favorite plant foods are accessible here.” (P20)

Another vegetarian responded attested to the vegetarians’ food supplement needs and the cost of such supplements. She reported:

“I need food supplements. When I was in my country Iran, I was purchasing it from pharmacies, it was less expensive or even cheaper as we had access to both versions, Domestic and imported ones. But here, all supplements are imported and they cost too much” (19)

When talking about food, financial difficulties often appeared in students’ responses. They were either comparing the prizes of food in North Cyprus with the prizes of food in their homeland or talking about their financial difficulties and therefore not being able to afford the things they need it. Thus, complaints about food did not related to food only but also related to finances of the students.

4.1.2 Smoking

The second cultural shock which the majority of female participants (23 out of 33) and some males had consensus upon was the degree of smoking. Female participants, they cited that smoking as a barrier was holding them back in integrating and establishing a relationship with the host community. They believed any simple conversation with locals got started by lighting a Cigarette, no matter where you were or who you talked to as one said:

“When there is a gathering with locals, or you are with your own friends among locals, for example, local restaurants or even university Café, you inhale the smoking fumes, it irritates my nose, it is too much, it stresses me as I know something poisonous creeps into my lung and steals a way my expanded life expectancy” (P2)

Others talked about the culture shock they faced in relation to smoking since smoking and specially smoking among females is an unacceptable gender behavior in their countries. A female student pointed out:

“Well, I come from Morocco, and smoking is unacceptable for women. It is something traditional but when I came here, I saw everybody, including women, teenagers, smoking, it was shocking to me.” (P33)

A female student from Nigeria also made a similar comment. She said:

“Where ever we go, people smoke, it antagonizes me very much as in Nigerian culture we do not smoke Cigars or Cigarettes at all, especially, smoking is disgusting for our females.” (P10)

Another participant cited that in Turkmenistan, smoking is illegal so when she and her brother arrived on the island, they became startled how easily everybody even youngsters, were smoking without any problem.

However, it was very interesting to discover that some Iranian and Arab female participants, although they were small minority (5 out of 33 female respondents), but found smoking emancipating for women and viewed it as a positive cultural shock.

For example, one Moroccan female participant intimated:

“Well, in Morocco, you can go on a night out, end up smoking Hookah alone or with boys. The society will judge you, and tag you immediately as a bad girl, well Bitch. But here it is not like that, people mind their own business, of course by people I mean Cypriot. My own community still judges you and conceives that you are a bad girl. They allow themselves to penetrate into your intimacy. For me such activity [smoking] distracts me from the pressure of stress which I am battling regarding other issues, especially emotional one, my relationship with my boyfriend.” (P21)

A Jordanian female student also asserted how she enjoyed smoking hookah openly here:

“Well, I am used to hookah as in Jordan everybody smokes, so here; I am smoking and appreciate the freedom, having sovereignty on your own life. At least, eases my stress. I know it is detrimental to health, but I do it.” (P4)

Several Iranian female participants (P15, P17, and P12) also talked about how they felt empowered and feminine as a result of smoking and acknowledged that they began smoking after one year of sojourn here:

“I did not like smoking at all, but here the ground is fertile, and the stress is too much, so, I began dating a boy he was a smoker and he made me smoke as well. Now, I relish inhaling this thick fume in, and puffing it out, it gives me a sense of femininity and empowerment, simultaneously, easing my mind.” (P12)

Although some of the students did not complain about smoking, the majority of the respondents did not like it. Others reported that although they did not like smoking, they could understand the reasons why the others were smoking.

“I do not like smoking and even tell my Iranian fellowmen, do not smoke dude, but at the same time, I have empathy, can articulate with the reason why they smoke. They smoke most because of financial and academic pressure which is magnified by the family harassment back at home. For me the way, I see my people, destroy themselves is more stressful rather than inhaling the fumes of their light cigars.” (P25)

4.1.3 Dress Code

There were different views regarding the dress code. Some viewed this difference in the dress code as a positive culture shock where as others saw it as a negative culture shock. These differences in the responses of the participants depended on the religion and the nationality of the student. A small number of participants confessed that dress code of some locals and some students were a source of negative culture shock and thus a form of stressor for them especially when they witnessed a variety of extreme forms of dress at the same time. As one of the female students pointed out:

“In Turkmenistan we do not have complete Hijab at all, nor you see people half naked on street ... We only have headscarf, small ones. Old ladies just collect their hair with that but still showing some part of their hair and neck. They just roll it around ears. So, when I came here with my brother to study, it was a bit of surprise. It was a cultural shock”. (P5)

Female participants from Tajikistan, Turkmenistan and all Iranian participants (male and female) conceded that facing a diverse clothing style, seeing some people half

naked and others wearing hijab was a cultural shock to them. However, they viewed this as a positive culture shock. For example, one female Tajik in agreement with several Iranian females, cited:

“Here, regarding garments, we do not feel stress at all as in Iran and Tajikistan, we had dress code, so we could not wear, whatever we wanted, or go where ever we wanted, it was stressful because of guys and cracking down security officers. But since, we came here; we become free, so it turned out to be more relaxed. In fact, a positive cultural shock”. (P3, P1, P12, P15)

Several Iranian girls (P12, P1, P13, and P14) cited that they did not want to have stress over their choice of garments, or how they looked, while they were coming to the school. They just wanted to wear what they wanted to. One of the participants said:

“Well, I really own my femininity. Nobody can snatch it away from me, I love it and I want to embellish it even further, by wearing sexy clothes. When I feel sexy, I can handle other stressors better. Otherwise I feel depressed and stressed, if I have reservation about what it is decent dress for me to wear tomorrow, I cannot get sleep at night.” (P12)

Many Iranian students highlighted the environment back in Iran as being toxic that they just wanted to run away to where ever turned out to be visa-free, in order to have access to the basic human rights, which clothing was top at the agenda.

“I had persistence to leave the country, not just flee away from that toxic environment within the country; sometimes the environment in the confines of your household can be even worse than your home land. My family was bracing me to embrace their preposterous ideology; I am not a religious person. At least I lost it several years ago as soon as I hit the university. My mind, my cognition grew and budged on all the nonsense I had been fed on. I do not believe in Islam, or even God. Hence, any clothing which persecutes me under the name of God is doomed. I am not an exposing girl at all, but I suffered too much in the hands of my own family, that I began trolling for freedom, somewhere else, where ever you do not see any difference between you and the opposite gender. Where ever, people do not look at each other, or point at each other's' clothes. In Iran, it was so stressful, I always had stress, before getting somewhere, I had stress of what I was expected to wear as my own relatives mocked me, picked on me or de humanized me, simply because my choice of garment was not representing their ideology. So, I am embracing this positive cultural shock, and I am an advocate for that.” (P6)

Several female participants from Morocco and Iran also conceded that they changed their mindset, regarding clothing style and specifically Hijab since they came to

Cyprus in order to assimilate and blend into Cypriot culture better. For instance, one Moroccan participant said:

“In order to mingle and blend, or able to interact with people, especially academic staff, such as my instructors and other international students, I was pursued to scrap my Hijab. It was obstructing me to establish a productive relationship with my professors and being able to manifest my maximum potential. It was stressful very much, you feel the heaviness of people’s look, and they ignore and marginalize you and your demands. They belittle you, no matter how much you are extroverted or shrewd. It was disturbing my peace, hijacking my sleep, even isolating me to go to only certain shops or communicate with only certain individuals, but not anymore as I am not wearing it anymore.” (P21)

In addition, several Iranian interviewees admitted that although at the beginning, they were wearing Iranian headscarf when they came to the island, since then they removed it due to the pressures from other Iranians on the Island. One said:

“Well, I had a confrontation with my own community, they kept telling me, what the hell?! What is the reason behind this, Hijab?! You have come to a foreign land, wearing Hijab to be the proxy of the Government back home?!, This Islamic garment is not representing our community, nor the country Iran. You are bringing shame on us... It was stressful, that is why I got rid of it.” (P17)

Therefore, although a small number of people complained about the variety of dress code in the Island, the majority of the participants felt that this was a good thing.

4.1.4 Cultural and Moral Values

A small minority, namely 7 out of 40 participants, identified sexual relationships between students as a type of stressor. They said that they felt uncomfortable when witnessed open examples of sexual attention in public places by couples. For example, six of the Iranian participants in this study conceded that it was appalling and embarrassing witnessing such behavior in public. As one participant revealed:

“In general, we as Iranians are not used to such scene, even in the confines of family. Our parents withhold and refrain, such things very much; there have been plenty of incidents, which I encountered outside campus. First time was shocking, even I was forced to dodge my path, but now if I face, I will steal away my look and ignore completely. Meanwhile, recently I have been

observing kissing and some awkward sex activity on campus, in the day light which has been stressful as I got really ashamed of that scene.” (P1)

Several participants in this study confided to that their marriages ended as a result of such openness here, on the island. One participant said:

“I came here with my wife ... and my wife betrayed me. She was going with me to clubs, observing the open relationships, kissing, so on and so forth; you know what I am talking about, clubs, discos, drinks... As a man it was stressful for me, she cheated on me with an [another] man, I suffered emotionally badly, and it was mortifying for me and my family. So scandalous, we fell into divorce, since then, I have been smoking and drinking. You cannot imagine how much I deprived myself from sleep and proper eating. I was on a break down.” (P12)

Several more Iranian students revealed their emotional roller coaster relationships with their boyfriends. They either talked about how their relationships broke up or they got into “bad” relationships which caused them a lot of stress. A small number of single students, for example, talked about the stress of getting emotionally involved with some male students who turned out to be married with children in their own home country. One talked about how the married male student [international community], counterfeited as single, seduced her then tried to get her involved in criminal activity. So, for these female students the relationship factor was a precursor for building more stress. It is worth to acknowledge that such trauma had nothing to do with the moral and cultural values of the local community. It was just examples of students getting in relationships with other foreign students [exclusion of any relationship with locals] which did not work out well.

Nevertheless, plenty of the respondents, in relation to local cultures tolerance regarding the relationships, said that they liked living here and having the freedom to talk to whoever they were interested in, and also seeing how white and black people dated each other. They said that this was a cultural shock but in a positive way.

4.2 Academic Stressors

The interview data suggested that apart from facing stress relating to culture shock, the students also faced stress relating to academic challenges. In fact, this was one of the biggest challenges the students faced. The main academic stressors for them related to academic pressure they encountered specifically, entailing things like not knowing how to use on line system, having too many different assignments, having lack of time, not getting enough help from PhD assistants and most of all the language barriers they confronted.

4.2.1 Use of Technology

One of the main complaints, all of the students had referred, related to the stress caused by not knowing how to use technology, especially how to use computers, create power point slides, search for academic articles, get information and how to submit information on line. A participant from Nigeria revealed:

“Educational system here is a bit different from Nigeria, not very much familiar with computer system, especially based on my knowledge, most of the things I did back at home, were based on paper books, so coming here, try to adjust to on line system, as everything has to be online, preparing power point was very stressful “. (P2)

Several participants reinforced this point by talking about the stress caused to them by being unfamiliar with the academic system they entered. As one of the participants pointed out:

“I had problems regarding how to cover an article or present a case study, how to install everything on the power point, even I had no idea what the hell was power point or how to hook it up to the class computer system in order to present publicly. I had so much unrest, even nightmares of being mocked in the class ... academics all assumed you had been taught before, during your under graduate time, which was not the case either for me or for others as we are all international students, acquired our bachelor’s license in other parts of the world, not here, which the education system seems to be incompatible.” (P1)

4.2.2 Lack of Support from PhD Research Assistants

In this particular study, all participants unanimously, complained that, seeking guidance or soliciting for academic information from research assistants was not very forthcoming. They grumbled over PhD assistants who they were supposed to bail students out on academic information, any raised question or unsolved ambiguity on behalf of Professors. Students railed against, unjustness of PHD assistants as these assistants despite, were paid by the university to help students, they did not oblige their assigned task to perfection or willingly. Furthermore, interviewed students voiced their frustration that some assistants tried to charge them for the help they supplied, as one of the interviews testified:

“If you ask some of the assistant a question, he either tell you I do not know or if you persist very much, he will tell you how much you can pay me or will you acknowledge me at the end of your presentation because of informing you on this and that. What? Are you serious? You are an assistant and you must navigate students regarding the course outlines or any other related information. So, such exploitation, will drain you physically and mentally both, especially if you have the issue of language barrier. I have had too much stress.” (P14)

Several participants reported that they were compelled to pay to some graduates or PhD students in order to get help on how to undertake the on line assignments and other academic obligations, specifically how to read articles and how to project the essence of that onto the power point. This in return caused them even more stress.

“I paid lots of money to different people who turned out to be fraud, the stress I went through first to bribe people, then to beg them to help me out and at the end the information was either unsubstantiated or incomplete.” (P12)

Another participant pointed out that when you have the added stress of financial difficulties and language problems, the whole process gets even more stressful. A responded said:

“I had too many ambiguities regarding how to cover an article, how to find articles ... especially language barrier, mounted upon that, I was so lost and trying to catch up on everything and of course financially I was being sucked out too. The fear of being failed and being obliged to re-pay was killing me and took even more toll on me”. (P14)

There were also a couple of students who complained about their relationships with their thesis supervisors in terms of not getting enough help or supervisor being too busy. However, the main complain related to research assistants.

4.2.3 Circulation of Information

In addition, the majority of participants (23 out of 40) in both genders, in their interviews testified that the circulating information in the university was not done adequately and this was another source of stress for them. They indicated that they were expected to search and snatch the information themselves often through too many different links. Some students also cited that passing information via other students who were stumbling and stuttering in English was not a sensible choice of informing as they felt that they needed it to be given plainer and unequivocal information. Some respondents also complained that PhD research assistants made the circulation of information harder. They maintained that too many PhD assistants were inept to acknowledge students properly or when they did, the students were impeded to comprehend assistant's points due to their skewed pronunciation, their awkward accent and most lack of knowledge over English vocabularies and fluency in spoken English.

4.2.4 Different Education System to Home

Other students complained about the education system being very different from the education system at their home. As a female student from Tajikistan claimed:

“I really suffered when I came here, at the beginning the whole academic system was on line and we had presentations, in each class I had to deal with new students, so the whole system was different from back home. In Tajikistan, we start the academic year with the same students, we are supposed to end. I mean for the whole academic year till being graduated, we are with the same students, love me, hate me, you will see me all the time during the holistic academic process till you receive the certificate. But here it is not like that which was very stressful as I was not that much sophisticated

either in English or in presentation or discussion in the class. Not used to at all. As I said, we did not have such a thing back in Tajikistan.” (P3)

The same argument was reiterated by an Iranian student.

“...elucidating everything in English in front of new faces, in each class new people and in each semester again new figures are very stressful. It petrifies me very much, as I am weak in communication in English”. (P1)

As the quotations above exhibited, not only these students were not fond of having different students in the classroom in each semester but at the same time they were nervous and uncomfortable about their level of English proficiency. As a result, they preferred to have the same familiar faces in their classes.

4.3 Language Problems

As it is evident from the quotations provided above, many students testified that language barrier was a tremendous source of stress in their lives. In fact, all of the respondents argued that language was one of the chief sources of stress in their lives. The problem of language was two folds. Either the respondents had adversities with English which brutalized their academic performance and communication with international community or few respondents their English ability was admiring although they still encountered barrier to communicate with locals and other international communities who suffered English illiteracy. There was also the added pitfall of not speaking the local language, namely Turkish – to communicate freely with the locals.

4.3.1 Lack of Communication within the Host Community

The majority of the students complained about inept to converse or participate in local community. They voiced their frustration that either the members of the host community could not converse in English or themselves could not verbalize a single term of the local language, namely Turkish. The language barrier became a pivotal factor when students battled health problems. Although, there is a health center on the

University campus, some students were fearful not being understood properly or not being able to express themselves decently, since both parties might not be in command of English or local language [Turkish].

Many of the respondents also beefed about the impediments they weather with during shopping. They had specific issues with labels and instructions on the food packages. They cited that, in the case their target food item existed in the market, their labels and instructions had been drafted in either Turkish or other uncharted language which they could not comprehend to catch on, so they were compelled to hold back from their food items. One Nigerian participant said:

“It was stressful at the beginning. If I wanted to buy something, most labels and items were either in Turkish or in another language, which you did not know. For example, I need something, I know the name in English or in my own language and I ask them but they do not know, so, I am just getting confused, must wait till another person enters the shop. “Do you know English? Yes. So, could you interpret this?” Is what I want and then they had to be able to get it for me. Well, it impacted my diet at the beginning as, my intuition said, do not go and buy it because they do not understand, until I interacted more and discovered shops where they spoke English, so I go to them and simply abandoned others, in order to relieve myself from stress.” (P2)

Another student raised her sorrow on the inconvenience of being compelled to utilize Google translator all the time. She said:

“... in shopping malls, I get pissed off very much as I have to keep opening this Google translator, write in English or speak into English, press the bottom to translate into Turkish, and most of the time even translations are skewed, or being misrepresented. Jesus, it is a lot, when you are hungry, you are in demand of something and you cannot find it.” (P9)

In addition to, all interviewees in this particular study, they admitted that they had the same impediment regarding finding some over-counter medicines, beauty lotions, skin-care and hygiene products, in the case, they were referred to the pharmacies.

Some other students revealed on the nuisance of not being able to articulate themselves to the host community when they were seeking for jobs in order to help their financial difficulties. One of the students revealed:

“Well, the only stress for us, regarding language barrier is finding a job outside, as they are in demand of Turkish. It really stresses us since, we must find a job outside to make our ends meet and fulfill the cost of academic”. (P15)

Those who were able to get jobs complained that they were allocated to lower position jobs since they could not speak Turkish. One Moroccan male said:

“I know several languages, English, Arabic, French and Spanish, and I am a master student, but because I do not know Turkish, they had hired me as waiter in their restaurant, and they are very much loading me, even the cleaning tasks such as cleaning restrooms must be done by me. So offensive, so, stressful it is. I do not want to quit as I need the money but I cannot take it, it is too much.” (P25)

The main complaint regarding the locals came when students were looking for jobs. They felt that not speaking the local language should not be a barrier for their employment and also as students studying at Master’s degree level, they deserved to get good jobs. Such view was put down by the following student:

“At least as a master student in EMU, when I am applying for a job on the island, they must acknowledge me. But it has not been the case. As a master student who is studying the tourism and hospitality, the Islanders insult me by offering me cleaning job, receptionist or waitress.” (P1)

4.3.2 Language as an Academic Barrier

Apart from the Nigerian students all of the students talked about the problem they had with English language which affected their academic performance. Those students whose mother tongue was anything but English manifested the highest level of stress and mortification. As one Jordanian interviewee cited:

“Sometimes, I need extra time more than other students, to ascertain the point of passages, lessons. There is too much stress, especially when you are not good at the language, but you are doing your best. For presentations I always have stress, especially for the first on. I was ok with the subject, worked hard

on that, but I did not know how to present in the class, what the professor was expecting from me". (P4)

On the other hand, those students who had a good knowledge of English conceded about the stress of working in group projects with students who had poor English. An Iranian student complained:

"I had too much stress with the group members as they could not assimilate English, we could not communicate properly." (P26)

Another student also complained:

"I do not have any problem with English, but the accent of some other foreign students it is difficult to be grasped; by the way, I pay attention to it to adjust. If you ask me if it is stressful or not, yes of course, as we have group project and presentations or work project and the given score most of the time is based on group management and cooperation skill, which English fluency and correction does matter, so it is too much pressure on my shoulder as I must carry other group mate's burdens too, I must sacrifice my sleep even my eating to handle the assignment to perfection." (P2)

An Iranian student also raised her issue over the stress caused by group work:

"So stressful, agitating, especially when comes to score and you know if you are alone you can do better but now you have to carry the loads of so many lazy stumbling English speakers as your group mates. Each semester I encounter this trauma; I have lost weight significantly and suffered sleeplessness because of all these group works with such people. My problem is that, when I see you cannot speak English, I keep stressing myself over that, to the point that I get nausea, headache, bad- temper mood and before I realize I see my sleep and diet has been brutalized badly." (P1)

It was also extremely striking to see that students felt very stressful about their own accents. They felt others might look down on them because they believed that they had a specific accent when they conversed. Participants with heterogeneous nationalities encompassing: Africans (majority Nigerians), Arabs, Iranians and some other minorities, unanimously consented on fear of being misunderstood or rejected for wrong accent. Given the fact that the fear of being judged, mocked or heckled, based on the spoken accent seems to be a legitimate concern, all participating interviewees, in this study, regardless of their level of English, being equipped with the most

sophisticated exams like IELTS, graduating successfully from the PREB School or facing some English deficiency courses, they conceded that they had the annoying fear that in the class or in general academic atmosphere, they would be either misunderstood, or not understood at all, even some had the greater fear of being judged, mocked, dejected or picked on based on their native spoken accent. For example; one Nigerian participant said:

“I had the fear of being misunderstood or being oriented in a circumstance that my accent will be picked on or rejected.” (P10)

Other typical responses were:

“Fear of being misunderstood was biting me badly as Russians they have huge accents, I kept thinking will be problematic. First semester even I could not talk; as I was scared, I would not be understood or misunderstood.” (P3)

“Had the fear of being mocked or rejected as Arabic people have huge accent. Too much emotional stress which took a significant toll on my overall, well-being” (P4)

So, as the quotations above showed regardless of the nationality, all of the students felt fearful about their accents. However, interestingly, there were no complaints about others reactions in regard to their accents.

4.4 Financial Difficulties

When it came to financial difficulties, there were very obvious divisions between students from certain parts of the world. Participants from Arab world encompassing: Palestine, Jordan, Pakistan and some students from Africa by majority Nigerians and few Moroccans, admitted that they were not confronting any significant financial difficulty either due to family sponsorship, government sponsorship or had had lucrative business back home, On the other hand, the financial barriers attested to be the chief stressor for certain communities, as findings manifested that, all Iranian participants and some other minor communities encompassing: Turkmen, people from Tajikistan they had difficulty to cope with financial barrier. In fact, more than half of

the respondents (23 out of 40) admitted that they had serious financial problems which created a great deal of stress for them. As one Tajik interview said:

“No, money comes to me from home as I lost both of my parents, so I have been supporting myself by myself, all my life ... Since, I came here; I have changed some different jobs... first year was very stressful as I had to work outside for 8 to 10 hours, just one day off, to pay my school fees and rest.” (P3)

Many students who also worked talked about the problems of balancing their academic work with their jobs. An Iranian student who has been suffering financial difficulties pointed out:

“Our currency, Rial is bankrupt, so we as Iranians have been pinched badly. I really do not know how to strike a right balance between academic and work as I am working as a chef in a restaurant on campus, the staff is lovely but the job is breaking my back, I must work from 12 pm till 12 am, when I come to the dorm it is almost 1 o’clock in the morning and at that time imagine how much I can be productive to take care of my academics work.” (P6)

Similarly, another Iranian student said:

“Financially I was so broke, to the extent that academically I lost my concentration, I was worried about all expenses and I was spending all my time, day in day out, try to find a job.” (P12)

A Jordanian student also complained:

“ I do not have that much time to devote [to my studies] as I am a chef, working long hours, just get sleep for four hours and even during this period, I am still agonizing over my future, my plight and the financial circumstance, how to collect money to pay for the fees.” (P4)

Participants from countries with significant currency barrier entailing: Iran, Tajikistan, Turkmenistan, they all unanimously quantified that the language was the stress at the beginning, but now finance is the chief stressor for them. They explained that either for personal reasons or the reasons that their country was in economically, they needed to work in order to support themselves. This led to stress in terms of landing a job to enable them to survive, simultaneously, conclusion of their academic work and their courses as soon as possible. This sometimes, ignited unintentional confrontation with

their supervisors since students wanted to wrap up their thesis in only one semester instead of two, thus tapped into stress for both parties.

“as I have stress of my advisor, on my thesis, I really intend to wrap it up in one semester, because I cannot afford to pay for it in the second semester nor intend to squander my time on that, and you cannot assume the amount of the stress, over-thinking I am going through as a result of that, all my sleeplessness and loss of appetite in one day and other day over eating stems from this pressure.” (P23)

Lack of money, lack of time to study due to work, merged with the stress of trying to finish earlier by hustling extra studying was an incredible stress on the students but also on the supervisors who had to work harder to help their students to complement their thesis within one semester.

4.5 Uncertainty over the Future

Results also demonstrated that although some students reported about the uncertainty over the future in terms of what to do next, this was a lot worse for the Iranian students. Members of the Iranian community felt too much uncertainty over their future plight.

All of the Iranian interviewees in this particular study, unanimously called uncertainty over the future, as the second major stressor (the first being financial hardship) for them. The quotation below sums up all the worries talked by Iranian students:

"I am Iranian; I left the country, getting over here to build up a better life for myself. There are too many human rights violations in my country, we as women have no entitlement to live freely, social issues, political issues which both have been deteriorated by economic issues, even academically we are not doing well, as financially it is not feasible for Iranian households anymore. ... as soon as I came here, dollar climbed up awfully against Rials, to the point that all my dreams bashed, my family cannot support me ... and I do not know what will happen, if I want to stay here, I need to know Turkish, they do not set up Turkish classes, they keep telling us, learn it on your own, I do not have time to do that, also, here is a rural area, there is no prosperity, no job opportunity even no recognition by international community, a kind of remote territory which Iranians have been banished here. If I want to go overseas, I need significant amount of money in my account to get eligible for the visa, and of course I must pass IELTS exam... And there is no way I want to return, because if it was the option, I was not goofy to get over here, spent

too much money on an academic degree in Dollars, and get back home where the unemployment rate is skyrocketed, salaries are shrunk and they do not value your academic degree in English. I am stuck, really this uncertainty, limbo over future, is the chief stressor for me now, and it is just dissolving me from inside.” (P12)

A male Iranian student also talked about the financially impossible situation the most of the Iranian students found themselves in. He said:

“Well, as male Iranian student, facing financial difficulty in one hand and this expensive dollar in another hand, I just anticipate a grave gloomy future for myself. Seriously, who can hoard this too much amount of money, one hundred million TOMANS in your passport as money circulation, to get qualified for visa vetting process and still there is no guarantee to win the visa to that particular European country. Plus, we have to pass IELTS too which requires another three million TOMANS as its fees to sit the exam. How I can collect this money, even by robbery I cannot achieve such money. Also, I am a man, not expected to cash in on my family.” (P24)

“If I want to stay, even if I want to travel to turkey and stay there, besides money, I need Turkish as language of communication, the university is not providing free classes, like other part of the world, they teach their language to foreigners” (P1)

Others argued similarly:

“since I came here, I have been asking for mastering Turkish language, even we have signed a petition to have it as one part of curriculum, sustainable to learn it in a professional way to be able to use it for job landing, to secure our future here or in Turkey, but no recognition, nothing by the faculty. Nor the university”

What was very clear in this research, were the financial difficulties the Iranian students dealt with, the hardship they were going through trying to find a job, and having found the job trying to balance academic work with their job. The stress of all these added with the stress of uncertainty about future was perverting the quality of their life immensely. It is not startling that under these circumstances there were a great deal of complaints, especially from Iranian students, regarding the scholarship opportunities and who gets eligible for it.

4.6 Scholarship

There were a lot of complaints (25 out of 40 respondents based on high CGPA) among students regarding the scholarship being allocated by the University or the Turkish Cypriot government. They were each maintained that those who had connection in the system, favored instead of them [based on their speculation, superficial observation or received information from those who procured/qualified for the scholarship or assistantship]. Several students complained that, there was neither fair competition, nor fair treatment from either the side of scholarship team management, located in the rector's office or from the assistantship team belonged to the Tourism Faculty:

“What amazes me, that there is no balance, all the opportunities have been granted to these [specific nationality].” (P29)

Those students on the other hand who were able to get academic scholarship, governmental scholarship or private sponsorship railed on the added stress of living in fear of losing their scholarship. For example, one Nigerian participant simply said:

“The government has given me a general package, which cannot take me into the fourth semester... So, I decided to work a bit harder on my own to finish it in one year [in two semesters so that], I can cover the cost of my living, accommodation, everything. In this case, I have no financial issue. But it does not mean I have no stress, the stress is executing me, dissolving me from inside, as I was compelled to take all courses, plus thesis program in one academic year. So, as a result of this, my sleep cycle has got twisted, precipitating myself into staying up throughout the night, waking up very early. Sometimes, I am compelled to get sleep pills to sleep better.” (P2)

4.7 Homesickness

Only less than half of the respondents (17 out of 40) talked about the stress of homesickness. The cause of homesickness was very different for each student. Some of the students talked about missing their parents and friends, others missed their church and religious community, and others simply missed speaking in their own language. Quotations below show that clearly:

One Nigerian interview said:

“Homesickness was the number one stressor for me as I suffered badly, missing my family, never parted before, it was the biggest challenge at the beginning”. (P2)

Another Nigerian male participant said:

“I am missing the country very much; my people, the way we interacted and reached out to each other. I am missing my people in the church, my boys, my guys, our worship songs.” (P23)

On the contrary, Iranians and several Turkmen and Tajik girls and boys, they had different impression on the factor of homesickness. They said that they did not miss their country but missed their family. For example; one Turkmen girl said:

“No, no homesickness, as I know life back in Turkmenistan. Well, I miss the family but not necessarily, the country. I wish I could bring my family here.” (P10)

However, although some students did say that they did not miss their country, later on talked about how much they missed about the certain aspects of their culture, especially during religious festivals. This particular citation was shared by majority of Iranian interviewees as one intimated:

“During national holidays or religious holidays like a holiday after fasting month, here, you do not see any free activity, any celebration which is thrown on the street for those who cannot afford to go to bars or cafes. In Iran, people scatter cookies and juices, there is music, well, and Islamic music not western one in most places. So, these things make me very homesick or during NOROZ which is Iranian New Year, I get really lonely and homesick.” (P15)

4.8 Social Life

Although the majority of the students said that they had a similar social life to what they had in their countries and had no stress affiliating to that, some students did complain about the lack in quality of social life they had in Cyprus. The main reason for this lack in quality of social life was based on their academic workload, financial challenges and language barriers. In fact, many students, for example, said that there were plenty of Gyms on the island, which were accessible in different prices and some

of them were discounted specifically for students. However, the reason behind their lack of use of such facilities was the demands of academic workload. One Moroccan interviewee cited:

“Well, I do not have time, to go to Gym, even I paid for that but I cannot squeeze it into my program as it is absolutely packed. Well, be in the Gym when I have a lot to take care of academically, it will grant me stress. I cannot concentrate on all those muscle activities as my mind is somewhere else.” (P27)

For instance, regarding to social life one participant also said:

“Being on governmental sponsorship, I took a decision to finish my program in two semesters, so I do not have time for social activities. The only thing I can do is my Christian activity. Go to the church once a while, also as a form of exercise, I take a walk around, refreshing my brain, or just drop books and being with friends but not go to parties, dinners, clubs or Gym as I do not have time for that.” (P2)

Others talked about how lack of local language affected his social life:

“I do not know Turkish, and here in Cyprus, is very problematic, to speak with people, if you do not know Turkish, you cannot integrate into the social life.” (P3)

On the contrary, there were others who asserted that how being on the island, rectified their social life in some ways since they were able to meet people from different nationalities or how the locals were very tolerant about different nationalities and their customs such as wearing Hijab. As one Arab student pointed out:

“I am wearing Hijab, but it did not clog me to embark on relations with others. I have lots of friends who belong to different communities and they have accommodated for who I am. My choice of hijab is fashionable; I think that is why in this case I have not faced discrimination or mal word of the mouth.” (P4)

4.9 High Expectations

Some students maintained that they went under extra stress by being fed on high expectations over the island before flocking here. Further, students, clarified that in one hand, the agents who were working on be-half of university, back at home,

embellished about better prospects on the island, especially job and financial aid [assistantships /scholarship], seducing them, rather pursuing their families to allow them to fly over. Also, in another hand, students complained about lack of transparency, misleading information on the university website, especially tourism website over tourism -oriented job at master level, higher chance of overseas application, assistantships and other enchanting remarks. Students quantified that due to university website designed information, accompanied by raving agents, they thought that there would be more job opportunities in tourism industry on this Mediterranean island. Furthermore, they pictured that as students studying a Master's degree in Tourism Management, they would be able to get qualified for highly position -oriented jobs more easily. As one such student pointed out:

“I came here based on this expectation, fed by agents and read on the website that as I can speak English fluently and simultaneously, studying master of tourism, so there will be lots of jobs in the sector and especially on the island as it is tourist attraction spot”. (P1)

Regarding to job opportunities many students also said that they did not realized the significance of speaking the local language [due to agent's assurance] in order to get a job. For example; one Nigerian participant said:

“I expected if I come here, since I left my business, I would have time to get extra job, so boost my finance, although I am sponsored by government, but I need extra money to be able to take care of extra things, but it was not easy as language barrier an academic pressure, made it impossible for me.” (P2)

Several students from different nationalities also inserted their verdicts, regarding the stressor of unrealistic high expectations with regard to postgraduate assistantship. They asserted that there were not as many postgraduate assistantships as they assumed as would be.

4.10 Accommodation

A small number of respondents (6 out of 40) complained about the problems of living in dormitories and sharing accommodation. For instance, one interviewee said that:

“My roommate, made life miserable for me as she was evening person and I am a morning person, all night making noise, doing laundry, doing dishes, dragging chairs. She was in her last semester so did not have that much to do. it was too stressful. By the time I got back from the library, I was about to eat and sleep and it was the wake up time for her, making calls, watching loud movies, no matter how much I was deep sleep, I woke up and the problem when I was up, I could not get back to sleep, so her attitude, impacted my sleep cycle very much. Most of the time I was sleepy in the morning because of lack of sleep at night.” (P2)

Others complained about the noise coming outside their rooms. As one of the respondents complained:

“I wanted to concentrate on my study, I could not. I wanted to get my sleep especially at night. I could not, as they were hurling on the cell phones or began thumbing upstairs or down stairs to see their boyfriends. Sometimes even their noise through the dorm yard was crawling into my room as it was located on the ground floor. I was tossing and turning in my bed, pressing my ears into pillow, to get sleep. Just imagine the stress I was getting through, stress of not being able to get sleep, running against time as it was almost 3 or 3 half past, fear of not fresh for the morning, also, if that morning I had presentation, it was my unlucky night and probably day, so all of that even projected further anxiety and restlessness up on me.” (P12)

Others complained about the type of food being cooked by other nationalities. They said that the smell was too alien to them so they did not like it and stop them from using the kitchen. One of the respondents intimated that she did not like seeing people (male and female) who were intimate with each other in rooms. She found these types of relationships mortifying and confessed that it caused her stress (P6).

Five of the respondents said that, they tried to move out of the dormitories but simultaneously, conceded that finding private accommodation outside the campus was also stressful. Some argued that they went through immense stress in order to find some decent places off the campus with good landlords.

However, what was apparent was that those students who could afford good quality accommodation did not have any pestering problem regarding accommodation since there were plenty good quality accommodation available for them to rent. Again, the problem was corresponded to the financial situation of the individual students.

4.11 Transport

All participants in this study had an issue with transportation. They complained about the regularity of the buses or the buses times. Some cited that they had to get up too early to get to the bus to the University even though they did not have an early class. They said that school buses were not regular enough. They also complained about the taxi prices. As several complained:

“It does not matter where you go; they will get 15 Tel. the school bus time table is awkward and does not match my requirement. They must change the timetable from this disarray to twenty minutes by twenty minutes. Like European countries or Canada.” (P1, P4, P5 ...)

One Tajik girl testified:

“It really made me nut when I saw that even I had not put my body into the cab, the car began dropping kilometers and exhibiting the amount of money I was expected to pay. So, I stopped the driver immediately and told him, what the hell you are doing? You are scamming me, are not you? Because I have not left yet the school gate and your kilometer, is showing 15 Tel, so by the time I am at home, it would be 30 TEL. So stressful, dispute, argument especially with someone who cannot assimilate English language, nor you can get the Turkish.”

Also, several Nigerians said:

We feel annoyance regarding this, not necessarily against us as Africans or black, but against foreigners. That is why we always check the price and make sure the driver has got it right that we want to go where, due to installation of deceitful Kilometers to soak us. [They presumed, there was no evidence of such device]” (P6, P7)

4.12 Discrimination and Prejudice

Findings testified that like other stressors, discrimination and prejudice had also been a bit of an issue especially, for some specific communities and some certain

individuals. Some respondents (27 out of 40) talked about discrimination from locals and other nationalities towards them. However, there were more people (29 out of 40 respondents) who talked about discrimination and prejudice towards them from their own nationalities.

The discrimination and prejudices from the locals, the respondents complained, usually happened due to language barrier [there was not ideological, cultural or religious one] from the side of shopkeepers who did not heed those students could not communicate in local language (Turkish), as compared with those who could speak the local language (by majority locals themselves). They also grumbled about being discriminated when digging for jobs if they were not able to interact in the local language (Turkish language).

Complaints of discrimination and prejudice from other nationalities usually were based on some historical disputes between certain communities. For example, due to the historical disputes between certain Muslim groups such as shia and sunni Muslims, or Christians spectacles over Muslim's, there were examples of prejudice towards each other. For example, some of the interviewees talked about how they are feeling less secure now due to the influx of students from certain nationalities to the island (P1, P3, P15, and P17). They felt that these certain nationalities were "*narrow-minded and in their practicing culture they have been taught to persecute and demean women*" (P3)

Meanwhile, there were many participants who received discrimination from the side of their own people. As one participant in her testimony said that she felt more

discrimination from her own community rather than the host community or other foreign students:

“My community men specifically, kept pursuing me, where ever I was going with my other female friends. They kept bashing us, why you go to clubs, to bars to restaurants. It was too stressful, I told them, everybody does that, that is a way of socialization, but I suffered in the hands of my own community too much. Too much emotional burden, unnecessary stress, insult, identity shaming in front of foreigners, in one incident, one man [from our country] who was loaded, followed us to our house and began ranting and raving at us. Broke all dishes, under this excuse that why we were dating Arabs or Nigerians.” (P15)

There were also other cases where female students were being pressurized by members of their own community to change their dress code such as ditching their hijab.

4.13 Impacts of These Stressors on the Students

The main forms of impacts these students talked about related to lack of sleep, loss of appetite, eating junk food, especially sugary food, getting addicted to coffee and tea, having depressive thoughts, rage, skin problems and allergies. What was also interesting was that the majority of respondents (33 out of 40) blamed their finances for the causes of their stress which led to poor health. The second highest cause of stress was problem of language. 13 out of 40 students their language skills were causing them high levels of stress and thus impacting on their health.

4.13.1 Impacts on Health

Many students claimed that changes in their eating habits caused their health to suffer in a number of ways. Some complained about the impacts on their physical health such as stomach aches whereas others talked about mental/emotional impacts on their wellbeing.

Some talked about how all of the stressor identified above caused them to get craving for sugary, salty and fatty snacks. These were regular comments:

“When I am stressed, I develop craving for sugary stuff” (P15) or “I keep snaking over chocolates or other salty crackers.” (P1)

Others talked about the changes in their bowel system, constipation or suffering from things like stomach ache due to changes in their diet or eating different types of food.

As one revealed:

“well, adjusting to the food here is disastrous, as my internal system cannot take some of these local food at all, and unfortunately has given me stomach ache” (P12)

On the other hand, some of them talked about the rage and the frustration they felt due to certain stressor. In relation to group work stress one of the respondents said:

“I was feeling my blood pressure going high, as I began developing, anger signs, zero-tolerance, even I had an altercation with one of the group members.” (P26)

“Yes, here I am facing food cultural shock and when I cannot find my own food, I get rage, so moody that want to boot everybody.” (P1)

Some others talked about the impact on their nervous system.

“When I have stress, I feel nausea, my body goes weak, numb, I must ground myself to my room, just lying in bed, weeping till, days pass by, I have a weak nerve system, too weak to tackle such harsh circumstance.” (P15)

Others talked about eating huge portions of food as a comfort. *“I keep eating food, big portions” (P12)*. Often this resulted in them putting on weight. *“When I am stressed, I keep eating. I am obese now” (P17)* or *“... gaining too much weight because of night-eating, due to stress.” (14)*

There were others who talked about getting addicted to tea and coffee.

“All this ludicrous pressure has scrambled me into coffee addiction. I used not to drink coffee at all, in fact, I did not like it, but now without coffee I cannot survive.” (P5)

A number of students also complained about allergy and skin problems such as pimples, scalp flaking and rashes. As one of the respondents pointed out:

“The academic stress has fractured my health. Since I got over here, I have been suffering so many health complications; the worst is this allergy which has driven me wacky, skin allergy with red rashes.” (P3)

4.13.2 Impacts on Sleep

Like impacts on their health, students were also concerned about the impacts these stressors were having on their sleep pattern and thus the quality of their sleep. The main complaint was that their worries were keeping them awake and as a result this in returns affecting their health and their relationship with others. The results showed that many students suffered from sleep deprivation. These are some of the comments provided by some students:

“Due to academic and financial pitfalls ... I have had too much stress; the quality and quantity of my sleep both have been tarnished since my arrival.” (P14)

“Too much academic pressure and financial challenges all have tarnished my peace of mind that is why even by sleep tablet I cannot get comfortable sleep.” (P1)

“I have difficulty to get sleep, when I sleep, I have nightmares, keep jumping out of sleep and I rave in the sleep. My brother always says I cannot get comfortable sleep in this house because of you.” (P12)

“lying in bed but cannot get sleep, it is because of limbo, uncertainty on my program completion, my affordability and what will happen if I cannot defend this semester, how I can find my money for the next semester, what I should do?, and in general regarding future, I am so unsure, stressed.” (P3)

Others talked about how their lack of sleep was causing stomach problems.

“I suffered too much, I had break down, suffering sleep crash, insomnia, and definitely all, tampered with my stomach, as I was feeling tight stomach.” (P20)

“It was the reason behind my noisy mind at night, I could not make it mute, as all those non-sense at work haunted me at night and definitely, when you have not got enough sleep, you feel tight stomach next morning, at least was the case for me.” (P29)

“my sleep cycle, oh Jesus, already crashed as a result of everything, and the problem with me is that when I cannot get enough sleep or keep being awakened after one or two hours of sleep, I feel tight stomach in that morning

and for the rest of the day, sometimes even I feel nausea and my stomach punches badly.” (P5)

Some of the respondents also talked about how this lack of sleep affecting their social life and their relationships with their parents and others.

As the results above showed students’ health, eating habits and sleep patterns were severely affected by the translocation stressors.

4.14 Emotion Regulation Strategies

Given the fact that these translocation stressors are required to get fixed, participants indicated the deployment of off-beat strategies in order to collect their emotions and attenuate the unnecessary tension, apprehension or jitters which had been confronting in this novel environment. Emotion Regulation theory, introduced by Gross (2015) is composed of different layers which can help to modulate and mitigate emotional impact due to exposure to that particular stressor. These layers (strategies) are sorted as: situation selection, situation modification, attention focus, cognitive change, and response modulation. The results showed that students deployed these strategies to combat translocation stressors or reduce their impacts.

4.14.1 Situation Selection

The first strategy of emotion regulation is situation selection, which in order to cope with or tackle the raw emotion, participants decided to elect some certain situations (Gross, 2015). For example; most female participants in this study in regard to smoking, reported that they simply removed themselves from smoky environment. They sought out the company of those friends in the circle of their own community or other communities who did not smoke. As one of the interviewees pointed out:

“Well, I love to mingle with those Iranian friends who do not smoke and even more comfortable with Nigerians especially females as they do not smoke Cigar or Cigarette at all”. (P1)

On the other hand, other female participants who cherished the freedom of smoking on this island, but faced backlash from their own community, decided to select an environment which did not to include the possibility of mingling with their own community, or shun the places which there would be a possibility of confrontation.

“Well, I am mature enough to ascertain what it is good what it is bad for me, therefore I withhold my community, as they are judgmental. Do you think why in the first place I left my country because these people are like that, Smoking hookah, alone or having a company by my side, it is one of the strategies I employ to regulate my over whelming feelings regarding my relationship with my boyfriend. He is the major source of stress on this island for me.” (P21)

Given the fact that financial burden was the major stressor for some communities, one Nigerian participant cited that she decided to choose the one-year package to conclude her master program, as she was on governmental sponsorship and there was no time for her to take a risk and select the two-year slow program:

“I have to be aware of my circumstance. I am a married person, my family is waiting for me, back home and my government has granted me this package in order to accomplish my ambition. So, the best situation for me was one-year package, without demanding government to re-deem my sponsorship.” (P6)

Research finding attested to the fact that Iranian community had the gravest impediment, as compared with other communities, regarding the issue of finance, therefore, in their scoops; they asserted that they selected different situations to overcome the financial stressor. For instance, one testified:

“At the beginning, my husband and I both determined to study masters, but we calculated and concluded that it would be infeasible to take care of all expenses, and simultaneously handling outside jobs. It was mind -blowing, thus, he decided to surrender and give up study, in favor of me, choosing more lucrative situation for our future.” (P28)

On top of that, those participants who were not able to speak the local language (language barrier with the host) deliberately sought out shops which had been equipped with the well-spoken English agents, as several participants unanimously agreed that

they wanted to be respected acknowledged and esteemed the same as other customers in the shop. However, some participants, they maintained that the materials they required they could not find necessarily in the new shops with handy agents.

4.14.2 Situation Modification

Some of the participants decided to modify or rectify some facets of the environment in order to relieve their emotions therefore, endure stressors better (Gross, 2015).

For instance: in order to mitigate the emotional impact of food cultural shock they brought or ordered food items from home:

“I brought some food items from Nigeria, especially some of the spices which can just be found over there, in order to cook Nigerian soups or other convenient foods during weekends or in my free time. That is the best way to dim the food inconvenience here.” (P2)

Other students said that they created group networks so they could ask their friends who were traveling back home to bring some food items for them from home. As one of the respondents pointed out:

“I have been enrolled by the help of some Iranian friends into an Iranian EMU group on Telegram app, so, every other month, I leave a message there to whoever intends to go to Iran, letting him know about the food items even other rudimentary materials I require, then, on the trip back here, they will bring it for me,” (P11)

“Well, in order to tackle my Anemia, and B complex deficiency, I am taking food supplement which has been prescribed for me by the doctor in the clinic. It was too much expensive, so for the second round, I asked one of my friends on the way back here, collect it from my family and bring it to me. In addition to, I searched on line and also, asked one of the students in our class who used to be a nutritionist about enriched food sources of iron and B complex, regarding my CA, I could finally find lactose-free milk, by the help of an agent”. (P1)

“Well, I have some Turkmen friends who I have been always asking them to meet my family over there and collect some stuff which cannot be found here for cooking, but it does not help as the ingredients stay with us for maximum two or three weeks, and at the end no matter how much you are doing your best, you cannot mimic your mother cooking taste. So, at the end, the best modifying intervention for my brother and I is just buying chicken from the market here and cooking it based on our style back home.” (P5)

Given the fact that, in this study, fixation of homesickness and academic stress, turned out to be a monument task for most participants, our results attested that the majority of participants, they turned into the digital world to compose themselves. For instance, one Nigerian participant said:

“We are in a digital age, now I make sure that I call my family on the videos and sometimes, we do conference calls, connecting my husband and my two children in two different universities in Nigeria, so we can connect with each other, talk and pray together, tease one another, I feel like being at home.” (P10)

Another participant said:

“I was so worried that it took time for me to fall sleep and as soon as I fell asleep in the matter of two hours, I was awake by anything, and then will not be able to get sleep again because, my brain began agonizing over everything, so the best fixation for me was the sleep tablet, sometimes back home I was taking that, it was helpful, so I started to take it in order to regulate my sleep. In general, it gives me in a stretch between 6 to 8 hours sleep”. (P2)

Three of the respondents reported (P9, P11, and P1):

“For us the best way to relieve ourselves from any particular disturbance therefore, not to lead to feeling homesick, feeling alone, and robs us off our sleep is switching into to check on others, [face book, Instagram, you tube programs. then little by little you see, you have fallen into sleep and the alarm is pinging to announce the new day.”

Regarding un-necessary stress of academic language barrier with fellow classmates, and how to overcome that, one Nigerian participant reported:

“Well, for me the best way to tackle English incompatibility of my friends in the class is to destroy my own English. I speak in broken lines, for example if I want to interact with specifically Iranians, ask them address or justify my point or address something, I use just words instead of one comprehensive intact sentence in English, like: go, there, come, eat, me, you, tomorrow and of course all must be braced by hand gestures. Otherwise, you become perplexed, they become perplexed too”. (P8)

Majority of the female participants, unanimously employed, two intriguing tactics in order to mitigate the impact of finance, academic and language barriers as a stressor in their life.

Findings manifested that they, either watched cartoons, or in some cases listened to music such as, blue songs (Adele, Enrique Iglesias), worship songs (African community), listen to Quran (other communities) to fade away the stressor.

“When I am disturbed as a result of stress, and see, cannot hack it anymore, I listen to music but specifically I watch cartoons, I love cartoons, in cartoons things are calm, kind, all the time is finishing with good end, definitely at this time I cannot watch psychological thumbnails or any extra advice. They do not aid me at all.” (P3)

“Disneyland cartoons are my favorite one. The boys always treat the girls as a princess and accept them as who they are. It eases me ... Sometimes, I listen to music, different types, Arabic, Iranian, American and Turkish. When I am too blue, I listen to Adele the singer and I sob, Sometimes I listen to Quran, the Yassin surah, I sob to death.” (P17)

Two particular female participants had multiple strategies to dim the stressors of finance, academic pressure and language barrier. They credited that they had instigated some optimizing change in their circumstance, as one of them reported.

“well, in order to modify the disturbing factors which, distress me badly, I try to engage my attention with you tube channels, I have subscribed to million networks, all international ones and by majority belongs to USA, my favorite is international news or, talk shows, like The View, Steve Hervey, or the Real, sometimes I switch into satires, such as Saturday Night Talk Shows or the one which is my favorite, Trove Noha, or Jimmy Kimmel. As I said it depends on the type of the stressor which plagues me and to what extent my mood has been ravaged by that. Sometimes, I watch old classic British movies, or especially historic movies, it is my favorite one, combination of history and a bit romance. Sometimes Disneyland cartoons as in cartoons everybody seems kind and there is true love, people accommodate each other as who they are, without too many shallow expectations.” (P1)

Another participant with the multiple strategies said:

“well, I m a wreck person right now, very much emotionally devastated, also, academic pressure specifically from non-cooperative group members has tainted my overall well-being, to the extent that most of the time, I am on the verge of tears, therefore to mitigate and deflect my attention from these dreadful stressors, I either watch Games of Throne which is very much challenging, listen to music or talk it out with my brother, consult with him as he is with me here on the island.” (P22)

One interviewee specifically, cited her family members as the best interventionist to instigate change in the environment which distressed her. In addition to, she inserted

that her mother had a specific role to alter the environmental culprits (language barrier, academic pressure) which had antagonized her peace.

“when I am blue and sorrowful...my mom meddles with my mood immediately by pushing me to get out, get engaged with gangs of friends to have fun, in order to be distracted or overlook that particular stressor. She either arranged a casual small party of friends outside or we as a family hang out with each other in either restaurant, or in the nature. Sometimes festivals or other public gatherings come to salvage me too.” (P16)

Several female participants also, cited going to the beach, or start worshipping as an approach to relieve their emotional stress (relationship issues) and to help them contemplate and exhaust the stress factor as much as possible. One said:

“Well, when I am too upset, I either listen to Quran, and start to worship or go to the university beach. It is far but I will get there by school bus. Especially at night or even there have been times, I have been there in the middle of mid-night, alone. I stayed there till dawn and cried very much.” (P21)

On top of that, other female participants deployed exercise or listened to music in order to diminish the impact of stressor (relationship issue) and ignite some modification in the environment.

“I come from Palestine, so for me, Arabic music, especially blue Arabic music is the healer, also, the sound of Quran.” (P27)

“I come from Morocco, so, sometimes, I listen to French music, sometimes Arabic, sometimes Spanish, I listen to Quran as well, or watch Arabic movies which are romantic, all can mitigate the impact of stressor, bring some change to me.” (P21)

“For me, Gym is one of the relievers, well; let's call it as situation modifier. In the Gym I meet some novel people; I get energized and refreshed.” (P22)

On the contrary, the response of male participants on the stressors of language barrier, academic pressure and financial struggles turned out to be completely different. In fact, recordings un-disguised that male participants in order to either dodge the aforementioned stressors or curb them, they deployed two contradicting tactics in general. They either practiced exercise (specifically going to Gym), or they got

engaged in vices comprising smoking, drinking, sex life and over sleeping. For example, one of the respondents said:

“I have no choice to cool down before presentation, except drinking. I do not drink too much but it really helps me to get a grip on my performance and of course, speaking of smoking, yes I have become an addict, well because of financial issues, academic pressure and the language barrier, both Turkish and English I began smoking and the way society treats smokers here, has inspired me to do more smoking, there is absolute freedom on that.” (P18)

“well, I come from the Arab world and despite people have this stereotype that because I am an Arab, I am used to stress, but because of too much academic stress and language barrier on top of that, I sought a refuge in sleeping, well over- sleeping and of course smoking, during the break times or anyhow as some sort of entertainment. I know there is something wrong but I just over sleep and then go to Gym to ease the tiredness, dizziness as a result of sleep and stress.” (P5)

Meanwhile, some of the male interviewees who belonged to different nationalities, they admitted that side by side drinking and sex-life, they deployed religious activity in order to defuse the impeding stressors which they had been encountering on the daily basis. In fact, they testified that they had sought out peace and comfort either by listening to worship songs in their solitude or they had joined the church community or Mosques as a situational modifier.

4.14.3 Attention Focus

It is the third key strategy which participants in this study deployed in order to fix the encountering stressors. Attention focus is standing for that facet of the environment which one can decide to focus on or not to focus on (Gross, 2015). For instance; in this particular study, all female participants, in order to weather the disturbing stressor of smoking as one part of cultural shock, unanimously went from the strategy of obsessive focus to the strategy of turning blind eye.

“I tell myself, this smoking is something which you must cope with, so forget about this and face what have brought you here, no matter how much they smoke, my mind is not there.” (P2)

Regarding academic language barrier, findings manifested that well-spoken English interviewees, in order to ease the stress of communication with their fellow class mates who could not comprehend English language properly, they decided to ignore the malfunction in language communication, instead listen to the point of the communicator. One participant said:

“At the beginning was stressful, to establish friendship even some pedestrian talks with other fellow friends in the class or on campus, ... but now it is a bit better, as I learned to turn a blind eye on their stumbling language, simply pay attention to what they intend to say, to get them.” (P2)

In addition to, regarding the stressor of language barrier with host community, all African participants in this study, (male and female students), in combination with some other nationalities (Tajik, Turkmen and Russians and those non-Turkish spoken Iranian population) they decided to exert attention focus as emotion regulation tool in order to settle their attention on imperative things in the environment rather than being distracted by irrelevant factors which can lead to unnecessary stress for them:

“In the shopping mall, was so frustrating, I had to keep using Google translator, and not always the app is pertinent. Especially when you are in the demand of something which is urgent, it just pisses you off. It used to get under my skin, but now I do not care, even I do not bother myself to ask in English or utilize the Google translator. I focus on the products, based on the picture of them; I can detect the content inside or simply apply to those shops which have English speakers.” (P6)

Several Tajik interviewees, in order to ease the discrimination from the side of their own community, they decided to sever tie with their own community (turning blind eye) and act as an independent foreign sojourner (focus on themselves). In addition to, consolidating a better relationship with other foreigners as one of them said:

“well, if there is an issue and needs to be fixed, depends on that issue I either by majority concentrate on my own ability to tackle it or I will solicit the host community or simply tell my boyfriend and he will offer me resolutions.” (P12)

Some female participants, in this study deployed the strategy of meditation in order to deflect their attention from the pestering stressor of academic pressure and financial burden, and descend their attention on some other more enchanting aspects of the environment. For instance: one Turkmen participant said:

“I always do meditation at least 5 to 10 minutes during a day to liberate my thoughts and myself from the plague of so many craps flocking to me.” (P8)

4.14.4 Cognitive Change

The fourth type of emotion regulation strategy is cognitive change, which signifies how to budge on a perspective to be able to endure the stressor or tackle that in a more sophisticated way (Gross, 2015). For instance; some participants, regarding the stressor of homesickness, novel academic environment, academic pressure and overwhelming work load they deployed the tactic of self-advice. As one participant cited:

“I always believe that one can talk to himself, so, I said I have to talk to myself, for life going smoothly, because if I place my health at risk, I will be in danger of losing it, so, I said to myself, it is a matter of time, I will go back to meet my family and I will get back to my food. That was the way to change my perspective on food differences and homesickness. So, I said to myself, I can eat anything no matter how small it is, just keep me strong, not really to be satisfied, but I must eat something, despite lack of time to cook Nigerian food and have indifference to local food as it compromises my internal system. So, as I talked to myself, I got a little bit relieved.” (P2)

Regarding the impact of self-communication, second participant said;

“I was so worried before admitting here and when I arrived, it impacted my sleep significantly, in fact slipped me sleeplessness and you know when you have not got enough sleep, your stomach becomes tight, you are irritated and ended up skipping meals especially first one, therefore I told myself how I can fix this. So, the best way for me was first, I made sure I stop worrying, talked to myself which was very natural thing, it was very good and now I am good at it.” (P9)

In addition to, several more participants from different communities, they confessed that the tactic of either talking to themselves or being advised in order to retard the unnecessary impact of the stressor was constructive. For example; one said:

“I always talk to myself, during difficulties, try to remind myself of the past, my baggage, all bad experiences I faced and I survived. Therefore, tell myself, you are a survivor girl, be strong. That is the best way to change my pessimistic thoughts that I will not be able to bash on.” (P5)

Several male and female participants, they cited that through confiding to some trusted confidants, family members especially their mothers, some circle of intimate friends, and finally communicating with their own community or international communities, they could justify better the rationale behind whatever was messing with them, therefore, they could re-cultivate a better cognition or consolidate further tolerance to tackle with the stressor in a more sophisticated way:

“I always get it in touch with home, tell my parents everything, they do not know English but in my own language they will compose and navigate me to a better logic. So, I can start to assimilate better or at least, give myself hopes that whatever is disturbing me now, it will not last forever, it is short-lived and it is out there to teach you a lesson, make you more resilient for tougher future.” (P8)

One Nigerian student cited:

“My community put me in one or two things, first, some of them said, yes, no doubt your family is important, but you are here to upgrade and when you get back to Nigeria, you will be promoted in your work place. So, it is for good not bad. They began changing my cognition. So, it was a way to ease my homesickness, and academic pressure.” (P6)

Another participant said:

“I have the company of my family, my mother and brother, also, my Nigerian boyfriend, as an Iranian we do not leak disturbing confidential problems out of the family confines. Therefore, I will discuss all the stressors with my family to fix my mind better, but some of the financial impediments, academic disturbances and some of the limbos regarding the future, I reveal them to my Nigerian boyfriend as, he is going through the same hell. So, we can defuse our disturbed thoughts by either teasing or wishing something dramatic happen.” (P20)

“my circle of classmates and my Iranian community, they backed me up and helped me to see the brighter side, instead of the dark side... Yes, they healed my twisted mind by talk- therapy.” (P17)

Some participants also employed the tactic of faith in order to be able to change their cognition and ignite a better reasoning for the stressor which was targeting them:

“Well, in order to endure better, overcome all these financial or academic stressors, I have no choice, but to say this phrase, whatever it has happening to me, has been my destiny so, trust in God.” (P30)

“Well, in my culture, as African and Nigerian, Jesus means everything. When I feel, I want to complain or agonizing over things, which strike me and I have no control over them, I change my nagging or suspicious cognition by trusting in Jesus, sharing everything with him, my thoughts and the all disturbances ensuing to me here. That is the best way to accept things as one part of my destiny, and as a kind of trial to make me stronger.” (P8)

Third participant said:

“As an Arab, we use “inshaallah” to rationalize whatever seems to be disturbing us. We simply say that and leave it in the God’s hand. In fact, we somehow fool ourselves by this term and settle for whatever is happening as part of our plight.” (P7)

The last thing, in this particular study, regarding cognitive change, revealed that some female Muslim students belonged to these two particular communities: Iranian and Arab community specifically Moroccans, they were pursued to transition their perspective (cognition) regarding wearing Hijab in a cosmopolitan society. Therefore, they ditched their Islamic garments and embraced a semi western life style in order to be able to mitigate the impact of translocation stressors better:

“Well, I come from Morocco; I come from a Muslim family and Islamic back ground. My mom translates versus which have been cited by our Prophet. I was raised in such culture, even when I got over here; I still had my Hijab for one semester. But after a while I could not take it, I had to explain myself, my ideology to everyone. I had to enlighten my thoughts before being misjudged based on my Hijab. It was exhausting, exasperating and stressful. I could not concentrate on my life and academic success. You see the discriminatory treatment against you. I said to myself, change your perspective, this God is not just your God. It is God for everybody regardless of wearing Hijab or not. That was the only way to alleviate the stress I was exposed to.” (P32)

4.14.5 Response Modulation (oppressing any type of emotion response)

The fifth emotion regulation is the response modulation which the respondents oppress any emotional response in the environment, they are surrounded by (Gross, 2015). In

this study, participants testified on circumstances which they were compelled to go against their feelings and counterfeited to be one part of that unpalatable circumstance, in order to mitigate the annoying stressor better therefore, managed to accomplish their primary goals which had gravitated them to this university in the first place.

For example: one respondent revealed:

*“I am wearing Hijab and been wearing it since my childhood. I came here and I knew this island was under the annexation of Republic of Turkey. Therefore, I had the presumption that would be Islamic environment, but I faced backlashes very much on my Hijab, especially regarding being accepted in an academic environment or finding a job outside. Therefore, I decided to wear **my Hijab in fashionable way** to be absorbed better. Also, in the place I am working as a chef, I allow **music to be played and get engaged with other nationalities**, encompassing: Nigerians in focal dancing in my restaurant. Staff is free to enjoy themselves. I changed my response very much. I used to think it was sinful, listening to music and smoking hookah but now, my emotional response has got changed for better.” (P4)*

Several Arab participants confessed that despite the beliefs of their community, that Hijab and dating could not be incorporated into one, they defied their emotional response, began dating, and simultaneously latching onto their Hijabs:

“Well, I used to conceive having a boyfriend as an absolute sin or even curse, especially in my country, if people wear Hijab, they are not supposed to be seen in public, hand to hand by a male stranger. But I oppressed that preposterous guilty conscience and allowed myself to enjoy life a bit better. The positive aspect of this is I am dating a Cypriot Turk who is teaching me how to speak the language of nation; also, he is a good practice for my English language too. Therefore, he is easing my stress here.” (P12)

Another participant said:

*“I used to get embarrassed because of **not being fluent in English**, pronouncing words in an awkward way and had the fear of having a huge accent which stems naturally from my mother tongue language. The emotional toll was too much significant that kept holding me back from any social gathering, casual or academic communication. I really had a break down, began developing depression and kept setting myself up for rebuke. But **I engulfed myself by a decent circle of friends and they injected positive vibe** into me, so my resilience grew and my emotional response got changed. Now, I have embraced the way I convey a message and even I think it is cuter when my native accent kicks in, as I become more attractive. This built up self-confidence prompted me to apply for a research assistant and now here we go, I am aiding my instructor, handling some of his classes and his students*

absolutely love me and my English. No language –shaming and all of that occurred as I began changing my emotional response.” (P15)

Several Iranian interviewees, they conceded that they manifested significant reaction, to the dorm’s environment, as they were not used to reside in tiny places, being surrounded by strangers who they could not interact one word of English, or culturally seemed to be too different:

*“Well, I do recollect, the first day, I moved into the dorm, I wept badly. I could not take it. Everything from now including cooking, cleaning and all chores will be on my own, plus the pressure of language barrier and cultural differences will get inserted too. So, I had a tremendous emotional response, almost determined to get back to my own country and grounded in my own cozy bedroom. But as I had been left behind and had no choice, therefore, I began scrapping back to mitigate the stressors which were scrambling me into that huge emotional response. It was not an easy ride at all, I went through a lot, but at the end I mastered how to be less reactive or almost neutral, to be able to cultivate a different response. I began ignoring the things which made me aggravated, **talking to myself to attenuate my response, or finding logic (cognitive change)** to whatever was happening in order to embrace it, in a positive manner. It helped me a lot, when I look back, I see, I was acting like a child, but now I am more mature and want to fight even more. No emotional reaction or over reaction as I have been integrated and aggregated into the environment.” (P22)*

Other Iranian interviewees, they demonstrated other stressors which got to them and led them to some deplorable emotional response.

*“Well, I had lots of emotional responses, but the first two ones, were credited to the lack of diversity and school bus time table. It is laughable, is not it? It seems too impertinent. But it was out there in me. Regarding, the first one, **lack of diversity** I could not take it. I was expecting to get surrounded and mingled with international diversity, Europeans specifically as the island had been introduced to me a Mediterranean region, but as my expectations doomed me, my emotional response almost replenished the vacuum. I kept nagging, refraining talking to others as these others were my people from my country, and all wanted to interact in Farsi and ascertained your business. I wanted to remain private. I do not like exposure at all. That is why I left my country, Iran. But here we go, again in the foreign land, being ambushed by the same people who want to pry into your life to employ it against you later. My emotional response was so overwhelming that, explicitly in several incidents I got into a fight with my own people, who seemed to me more, stranger than real strangers. I kept counterfeiting my nationality, and withholding any encounter with even foreigners who were socializing with my people. Such emotional response isolated and bit me inside badly. So, I*

decided to budge on that and embrace my nationality but segregate from those of my people who were not a proxy of my nationality. So, that response modification allowed me to enjoy the environment and myself a lot better, at least, I am not treating things, which come to my life as misfortune anymore. Also, I alleviated the up-hill battle within me, especially when I wanted to land a job; I was struggling almost humiliated to introduce myself as Iranian. But all, got changed as I compelled myself to embrace my nationality, despite my will, and accommodate the reality that there were no Europeans, so, just mingle with decent people regardless of their country of birth. So, I am not pissed off anymore and as a result of that I can handle other stressors better.” (P1)

*“When I was notified on the **school bus time table**, I had emotional response, for sure, as I put it in comparison with my own country. In my country there are tons of school buses on the campus, ready to serve students, second by second. It means there is no time table, you just get into the bus at any time and as soon as the capacity is fulfilled, after 10 minutes, the bus leaves the station and another bus will get hailed at. But here is not the case and really drove me nut. Especially, if I had a class in the morning, and there was a time difference between my class and school bus or the return time which always I had to wait for one hour. Sometimes, even more; So, after a while I was forced to get over it as the emotional response was not helping, vice versa, was ruining my whole day and leading me into bickering over other stressors with others. I learned to ignore by waking up earlier and for the return time, socialized with friends, during the time gap, to catch the bus. I made a really good change on that response.” (P5)*

All these long quotations explain very clearly how these students used different strategies to deal with their translocation stressors.

Chapter 5

DISCUSSION AND CONCLUSION

Indubitably, the numbers of international students who have some predilection for getting educated overseas have been mounting more than ever (Di Pietro 2019, Lu, Li & Li, 2019). The cosmopolitan experience, sightseeing region and the exchange of culture have been incentives behind such a bold move which North Cyprus (Mediterranean region) has not been shy from the experience of such phenomena. It is worth to say that the numbers of international students, who flock to the island of North Cyprus in order to educate themselves in different universities have sky-rocketed, which among its all designated universities; Eastern Mediterranean has been standing out due to higher accreditation and received acknowledgement over its provided disciplines, particularly, in the domain of tourism management and hospitality (Derived from EMU official website/North Cyprus website Appendix A).

This particular study has specifically targeted master students in the Faculty of Tourism. There has been enormous enthusiasm from African and Middle Eastern international students to hone their knowledge and experience in the tourism field. Despite escalation in the influx of international students, limited research has been conducted on the types of translocation stressors, their impacts which each newly migrated student will encounter. Moreover, there is little insight on the regulation strategies, implemented by the subjects to fix the stressors.

The findings in this study demonstrated that there are numbers of translocation stressors which impacted the life of these students. These stressors embody: cultural shock (relating to food, smoking, dress code, and moral values), academic pressures (language barrier, overwhelming work load, novel academic system, and failure of guidance from research assistants), language barriers (communication with the host [local language], communication with academic instructors and other international students [English language]), financial challenges (currency barrier, financial struggles over cost of living in one hand and academic fees in another hand, difficulty of landing a job, specifically related to master programs, scholarships/assistantship ambiguities), uncertainty over the future (language barrier with the host community, failure in hunting a job to cater needs and stabilize better future) homesickness (language barrier academically and language barrier with the host, financially difficulty), unfulfilled high expectations (better job prospect academically or corporately after graduation at the master level from the tourism field, less significance of knowledge over the language of the host , better provision of financial support, scholarship/ assistantship opportunities) accommodation problems (incompatible roommates, noise, lack of curfew or disciplinary act from the dorm in the case of domestic disturbance, dispute with landlord and noise pollution in the case of renting a room off-campus), transportation issues (high cab's fares, haphazard bus time table) local discrimination and prejudice (due to language barrier which tainted the prospect of landing a well-dignified job, tainted orienting required food items in local shops, and tainted better greeting and socialization with locals and school bus drivers). Meanwhile, there were interviewees confronted discrimination and prejudice from the side of their own community for reasons such as establishing a relationship with opposite gender from another community. It is also worth to cite that stressors such as: language barrier

[host/academic], unfamiliar academic system and financial hardships, elevated some interviewee's susceptibility to the stressor of homesickness which the definition of homesickness was different between different communities. Although there were many factors caused these students stress, the main cause of stress was overwhelmingly affiliated to their lack of finance and language barrier. Impacts of the finances on the stress level of students are also demonstrated by scholars such as Redden (2014) and Schulmann & Choudaha (2014). Many of the students in this study were surprisingly affected, by twisted high expectations over the job prospects, scholarship opportunities, less significance of English as an academic language and no significant of knowledge over the language of host [Turkish]. Such unrealistic criteria were built up in their minds due to first, lack of transparency on university website and second, international agents who hired by university to advertise on behalf of university. This could be explained by the psychological contract theory, a concept developed by the scholar Denise Rousseau (1989). Psychological contracts are defined by the relationship between an employer and an employee (in this case, host and guest) where there are written mutual consensus and based on those consensuses, expectations which psychologically must resonate with all sides. However, in this study, there were definitely signs of unwritten mutual expectations for the host [university and local community] and for the guest [students]. The guest [international students] expected to get jobs based on its highly acquired criteria [knowing different international languages, being Eloquent in English, studying master of tourism and hospitality as 21th century major in demand, being graduated from highly distinguished accredited university in the region and internationally, also residing in Mediterranean region, which is fertile for tourism sector] despite, they were not able to speak the language of host [Turkish]. While the host [locals and university],

expected students to speak the local language and financially support themselves. Students felt that there was a breach in the psychological contract which had been promised by the university website and magnified in terms of value, almost unrealistically by those international agents who hustled advertisement on behalf of university. Students who were unable to get scholarship or highly degreed oriented local jobs to patronize themselves financially, perceived that the University or the local community failed to deliver on what they were told [by agents and university website] to be a promise to them. Students beefed that the University web page, accompanied by agent's raving word of mouth, purported that there were different scholarships, faculty assistantships and job prospects well- related to the acquired degree on the Island which would ease the financial struggles and help them to anchor for themselves. In fact, students, they frustrated over lack of assistantship circulation between those, who recently accomplished high marks (top CGPA owners) as compared with those who had been on the scholarship or assistantship for a long time (old assistants). In addition to, students they were frustrated by witnessing one [particular international community] more in assistant oriented opportunity as compared with other communities (lack of parity or equilibrium quotas), they also voiced their dis-gratification over availability of assistantship just to ongoing PHD students, excluding ongoing master ones. This definitely increased the negative tension in the environment and caused a lack of trust in relation to criteria used to select assistants and so on.

Another big stressor for students pertained to language problems. As demonstrated by Chen, Friesen & Adekok (2018), in this study, students were also affected by differences in academic system as compared with home [computerized academic system, online submission, different online educational means as part of the program

registration (Moodle and Portal system)and interaction with lectures as well as other students in group projects. There were also fears and thus stress, as identified by Tang, Collier and Witt (2018) corresponding to accent and fear of being misunderstood. The result of this study revealed that regardless of level of English which student enjoyed, the fear of having wrong accent, incompatibility in academic demands as compared with back at home was a real stressor for them. Thus, stumbling English as pointed out by Shadowen & Drexler (2019) was one of the pivotal causes of stress in the life of these students. Moreover, inept in communicating with locals either due to devoid of knowledge over the local language or local's illiteracy over English language triggered more stress in their daily activities.

The findings in this study reinforced the work of other scholars (Galambos, Dalton & Maggs, 2009; Pallos & Gergely, 2007, Epel, Lapidus, Mc Ewen & Brownell, 2011; Haghightdoost, Karimi, Esmailizadeh & Azadbakht, 2012 and others identified in the literature review) on the impacts of such stressors over the sleep cycle and the eating habits of international students. Based on findings, imposed stressors led to psychological issues (tension, anxiety, lack of body stamina, being on edge or nervousness, in severe cases depression and mental break down). In addition to, other psychological disturbances engaging central nerve system such as rage, anger and frustration or combination of distorted nerve and manipulated immune system which led to severe inflammatory responses [different types of allergy especially skin allergy among females] got pinpointed. Meanwhile from physiological /bodily point of view, stomach problems or disturbed bowel system such as (stomach ache, tight stomach, and loss of appetite, acid reflux, nausea, butterfly stomach, constipation or diarrhea) came to notice. Moreover, psychological and physiological issues, tapped into signs of force-eating, over-eating, exceed greed over confectionary, salty cracks or actual

meals contain high level of fat and sugar. Other appalling bodily signs which was attestation to the grave impact of such stressors on over all student's well-being: gland disorders including breast infection, mal- function of the thyroid gland, headaches, inflammatory responses (skin rashes or allergy). In addition to, from the sleep point of view, stress in majority hi-jacked participant's sleep (students) to the extent that they were suffering sleep deficiency, sleeplessness and in some cases sleep crash and insomnia. There were also few cases who suffered over-sleeping or compelled themselves to sleep to ease the edge.

The concise conclusion is that; for sure, stress regardless of being General or specific to some communities can hamper the sleep cycle, healthy eating and even further down the road will yield to grave health conditions (both mentally and physically). In fact, based on the provided evidence in the literature review, stress in one hand, due to rectification of body vulnerability to overwhelming amount of Cortisol hormone can incite the tendency of food intake, specifically predilection for confectionery stuff/caloric-condensed food and in another hand, can heighten each devoured portion of the targeted subject (Epel, Lapidus, Mc Ewen & Brownell, 2011; Olive , Wardle, Gibson, 2000; Debra, Zellner, Louisa &Pita, Gonzales, 2006 and others identified in the literature review) . On top of that, exposure to stress can lead to sleeplessness or sleep crash (in some cases, over- sleeping) which taps into drastic changes in the level of Leptin (satiety hormone) and Ghrelin (hunger hormone), as a matter of fact, such biological convulsions will yield to significant distortion of healthy eating patterns (over- eating or under-eating) Schmid, Jauch Chara,Schulte (2008); Austin, Young, Mignot(2004) and plenty others, cited in the literature review.

Chapter 6

RECOMMENDATIONS

Meanwhile, in this paper, since the appointed research topic was corresponded to stress and the exerted approach seemed to be interview- type, as one part of the resolution, the researcher determined to engage student's constructs, sentiments, recommendations and spectacles over introduction of feasible ways to fix the experienced trans-located stressors, therefore, in the this episode, students recommendations would get enlightened up on.

In this study language barrier with the host community (Turkish) was detected as one of the chief stressors belonged to academic stressors, as all 40 participants sustained quite badly, therefore they all, recommended that either the University or the Faculty of Tourism should provide Turkish classes for postgraduate students similarly to undergraduate students in order to educate the new comers on the language of the nation, therefore aid them to get embedded into society faster. In addition to, acquaintance with the host language, would hone the self-esteem of the international student, thus, it would facilitate mending of the confronting obstacles encompassing: shopping obscurity (food labels mis-appreciation, hardship over communication with shop agents), interaction with academic staff over academic narratives , fixation of visa extension in immigration office, communication with medical staff due to unwellness, landing a job between locals or in academic domain and other concerns which all in depth were discussed in this paper.

Participants in this study by majority they brought Europe or Canada as an example which the language of the nation for the convenience of the either new immigrants or newly trans-located international students, would be taught in city halls, religious buildings (church or mosque) or inside the university as a free-choice class. However, all participants in this study they rather preferred to have Turkish language as one part of their curriculum, like a sustainable course in order to get acquainted with the language of the Islanders and progress in communication and correspondence. Participants in this study, argued as they would be the subsequent tourism graduates, knowing different international or foreign languages could bridge the gap of unemployment for them in the competitive market, therefore could diminish the stressor of uncertainty over future as well. [Specifically, for Iranian community]

In addition to, interviewees, who had either a problem of communication in English (academic language barrier) or they were sophisticated in English but had been victimized by English incompetency of others, they blamed PREP school (English preparatory school) not to be sufficient enough, in fact they railed that PREP neither latches onto Cambridge criteria when it comes to being tough in testing the English of new comers nor their supplied classes are competent enough to groom the English of the new comer for the academic level. Participants all grumbled that despite they were compelled to pay extravagant amount of money to get access to the PREP classes as a course but at the end, it did not fulfill their satisfaction, as after PREP conclusion, they ended up having pitfalls, while they were trying to embark up on some casual English conversation with other nationalities on campus. Participants in this study, recommended more sophisticated Enriched English courses with better sustainability and vetting process on the competency of student's language at an affordable price. In addition to, they demanded more transparency on the reasons behind scholarship

reception and recommended the master level students should be also granted access to assistant ship, not just the PhD students.

In this study, hampered circulation of information and confrontation with professor's assistants due to indifference in being forthcoming or lack of English competency in conversation, were all defined as one part of academic stressors. Therefore, The provided hint by the participants of the study, in order to fix the daunting dilemma, was to either communicate with students through their intimate email accounts (Gmail or Yahoo.com) or activate the university email's address for each student individually, therefore, educate the new comers on the significance of the invoked email (student.emu @ tr) as a source of notification on any single event or scoop in the university arena. In addition to, the significance of student's portal must get enlightened up on, treated as a source of receiving much needed information.

Meanwhile, most participants in this study, they had complaint over the anchored courses on the curriculum as, they seemed to be unflattering or impertinent to the reality of demanding skilled workers in the competitive market. The participants unanimously, postulated installation of internship or apprenticeship courses for master graduates as necessity. In fact, they believed that such courses can arouse the student's consciousness on the corporate gaps in the market. Second, such skills would enhance their competitiveness or might create more robust resume. Based on the student's perspectives, such fixers would diminish the pressure of academic non-gratification, disavowal between academic arena and market world and finally, would mitigate the stressor of uncertainty over future.

In this study, between cultural differences, food incompatibility received the biggest hit, therefore, participants by majority, in order to mend the food issue and fix the chaos of eating distortion, they solicited for access to student coupon at an affordable price, gift cards. Moreover, participants advocated for inclusion of more fruits and vegetables into the provided meal or as one part of prepared snacks for students during recess time. Participants exclusively targeted their own Tourism Faculty, as they were dismayed at their ironic behavior. They agitated that despite; the department had been boasting on its culinary discipline and hospitality major but the prepared food in the cafeteria of the department had been un scrumptious, garnish /design free and absolutely improvised. They complained also, about the food temperature (always being served cold or semi- warm, not hot at all,) unbearable taste of the food (either salty or greasy or in some cases, bland), deficiency of vegetables and fresh fruits as snacks, and at the end, the anchored quality of the prepared food would not customize the demanded price. With that had been said, master tourism participants in this study, desperately, they invoked reform on this daunting rather humiliating stressor.

Chapter 7

STUDY LIMITATIONS & FUTURE STUDIES

As it was manifested in the methodology part, the sampling population was chosen among international students who were at that time studying master of tourism management. Infact, other international master students who were being educated in other fields, they were alienated due to the lack of time and the bulk of data. Hence, future studies, affiliated to the analogous subject, should descend the center of their attention first, on the impact of such stressors, on international master students in other fields of social sciences. In addition to, the received stressors must be put in comparison with the stressors which master students in other majors/fields encompassing: engineering and natural sciences will endure. Therefore, final results can yield a transparent spectacle over absorbed stressors due to translocation and the prescribed remedy in order to neutralize them. It is also, worth to say that this study is subjected to single organizational bias.

Moreover, as one part of study contribution, future studies must concentrate on the education of international students over their susceptibility to translocation stressors, during transition of translocation. Such studies must also, urge to campaign on distorted eating habits of translocated students via educational nutritional initiatives compiling: leaflets, flyers and other feasible creative ways, as well as, affordable traditional food packages which can resonate with the traditional food taste of that international community. Surely, such schemes can rehabilitate the inserted stressors

faster and can reform the agitated sleep cycle of the newly trans-located international students better. Finally, as this study was shedding a light on translocation stressors, it was attested that lack of transparency on university website and manipulation of international agent who advertised on behalf of university, were one part of the problem, therefore future studies must focus on ways how to inject more transparency onto the university website regarding educational and financial opportunities while, orchestrate a plan how to keep the international agent's act in check.

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APPENDICES

Appendix A: University Website/ North Cyprus website

www.emu.edu.tr / www.northcyprus.org

Appendix B: Package of Interview Questions

This particular interview has been set up to characterize factors affiliated to translocation stress, therefore, your answers will help us to provide clarity on the translocation stressors, paving a path to pinpoint specific stressors which can tamper with sleep cycle and nutritional behavior. The exchange information is confidential and has no objective, but studying the extent of stressors and introduce ways to tackle them.

Could you please for record, introduce yourself, tell us more about what you are doing and why you are here? Let us know about your age, nationality, your occupation, academic degree and year of study?

If you work, please let me know why? Is that because of financial reason? Do you have stress as a result of handling a job and at the same time studying? How do you think has impacted your sleep and eating patterns? Explain as much as you can please

In general, how much sleep do you get? Are you a morning person or evening person? I mean you wake up early in the morning and get sleep at night? Or vice versa, you wake up in the evening and get sleep by dawn? If it so, why is that? What has been the exact reason? Specify and elaborate more

If you have sleep difficulty or sleep crash, answer this question please

Do you think your sleep crash has perverted (badly changed) your diet? In what circumstance, elaborate more?

In general, how do you fix your sleep deprivation and your diet changes? What strategy do you have?

Language barrier

How is your English language? Are you fluent enough in the language to speak coherently?

Let me know about in front of the class, speaking with lecturers or other communities, in English language? Do you feel any stress when you want to speak in English, or you want to present your presentation in English, talk about all, please?

How much sleep do you face academic pressure? Did you receive any academic help in the case you had delay for registration? What about online academic demands such as: presentations, doing assignments and submissions, familiarization with power points, emailing, studying for quizzes and finals, how much seems to be different from back home? Elaborate please

How possibly factors above have influenced your sleep and eating patterns? For example, suffering sleeplessness as a result of them or skipping meals, or tight stomach ... whatever you have felt, or feeling let me know please?

How do you tackle the pressure, how do you tackle all of that? I mean what is your strategy to ease the stress to resolve the issues?

Why do you think speaking fluent English matters? for example: do you think fluent English will help you in which one of these factors: introversion (more

reaching out to others in society), boosting the self-confidence, perform academically better, speaking your mind more comfortably, build a relationship with different communities, help you for teaching, assistantship, monthly payroll with easing financial burden, social integration , networking with others, remove uncertainty in your accent and ethnicity, please elaborate your point of view?

How much you know about the language of host community? How much has been stressful or un stressful?

Currency barrier, money management

Give me your idea about the current circumstance, you face right now, for example: paying tuition and other expenditures on your own, how much is challenging or stressful? Cost of living, food and other rudimentary things, cost of books and suppliers, how much in general is stressful and how this stress has taken a significant toll on your health (sleep and eating patterns)?

Let me know about, the difference between the currency of your home country and here, how much is different? Is it stressful? If it so, how much toll has been taken on your sleep and diet, on your nerves

In general, how finance can tamper with your sleep pattern and your diet? How you tackle that? I mean, what kind of strategy you use to ease the financial stress, therefore, being able to get sleep better or have a better healthy diet

Scholarship

Do you think, being already on scholarship can increase the academic pressure? Why is that?

What you do as extra to latch onto that scholarship? I mean any extra work, sacrifice to remain on the scholarship.

How you tackle the stress as a result of that? How you think this stress has impacted your sleep and food choice?

Relationship and social life

Let me know about your social life, how you sustain your social life during the school? Please explain as much as happening

How you have been able to build yourself in the new environment, for example: how much the new environment is different from your expectations, what kind of real -life responsibilities you have been facing, for example self- financing, self- cooking.....

How much you managed to integrate and assimilate in to the new culture

Have you constructed any intimate relationship, any emotional challenges related to that or apart that, for example emotional challenges related to homesickness, loneness.....? Please feel free and explain,

How all of that has impacted your sleep and healthy eating?

What kind of tactic you have been using to overcome that?

Body image

How much maintaining your bodily health, from the point of view **time and finance** is stressful?

How about grooming yourself (taking care of your appearance, go to GYM, beauty salon, so on and so forth.....) how much is stressful? Why is that?

Sleep disturbance and eating habits distortion

Which one of these factors are related to your sleep disturbance and eating habits distortion, it might be more than one, please specify and explain as much as you can, tell me why is that?

- Lack of sleep (four hours or less) specify the reasons
- Going to bed late, getting early, why is that
- Noisy neighborhood, roommate, people
- Peer pressure
- Limited time to eat
- Meal clashes with class time
- Overwhelmed feelings, ended up in over eating or under eating
- Skipping meals because of lack of time or financial reasons, other sacrifices.....

How you tackle all of that? How you ease the stress as a result of any of them, to have better sleep and healthier diet?

Cultural shock, acculturative stress

When you came to the island what kind of cultural differences you observed to the extent turn out to be the reason behind your shock and distress, therefore, give you unease, lack of sleep or eating problems. For example:

- Smoking
- Drinking
- Crank up music (loud music)
- Sex, drugs
- Differences in food, ingredients, cultural food annoyance

Explain please, and let me know any of these cultural differences or annoyance was the reason that you creep back into your own community, prefer to mingle with your own people or participate in on line group discussions and forums with host community instead of one o' one meeting in person?

High expectations

Let me know about any kind of expectation you have had before getting over here, or your family had,

How much those high expectations have tampered with your sleep cycle and healthy eating's?

What kind of expectations you had from the environment in your mind, for example(: being more welcome, financial support, job opportunities, less inflation based on the currency), explain more, let me know, how much they have created stress for you and how much the stress was the reason behind your sleep disturbance and eating patterns changes?

How about **prejudice or discrimination**, did you feel any of that, giving you the impression that you have been alienated, so becoming stressed and sleepless, suffering eating problems? Explain more please

How about **accommodation**, did you find it stressful or easy to find a place on campus or off campus?

If it was stressful, how much the stress took its toll on you? How much the stress made you sleepless and targeted the way of your eating. Explain more please, whatever happened?

Transport

What is your way of transport in general? School bus, on foot, your own automobile

Which one is more stressful, why is that? Has had any impact on your sleep? Explain please

In general, how you confront stress?

- Practicing exercise
- Drinking
- Doing drugs
- Latching onto faith
- Playing computer games
- Perpetuating un healthy eating's (salty snacks, sweets)
- Over sleeping
- Procrastination /delay, sleeping more in bed, or delaying /postponing studies
- Anything else, it might come to your mind, please explain

Do you think which one can boost your self-esteem and being less stressful?

- Social support in the host community
- Being fluent enough in English language or spoken language of the host
- In discriminatory environment

Explain more please

Do you enjoy any **social support from student support service**? (What kind of expectations or suggestions you have)

What does it mean **social support** for you by the university, how it can ease your stress?

For example: social support means to you as, (job opportunity, bursary, scholarship, loans, grants, internship), explain more

Regarding social support in the host community, you are feeling it more from the side of host community or, your own community or international communities? Does it ease your stress or for receiving support you must go through a lot so ended up heightening your stress. If it so, how much this stress has impacted your sleep and your life style in general.

What kind of **twisted/wrong expectations** you had before, getting over here in the new academic environment? For example, any of followings or other things, elaborate in details

- Impersonal class atmosphere
- Rejection of the wrong accent and the English incompatibility
- Fear of being misunderstood
- Academic system is different from the back home
- Being forced to study by others in the foreign land

Homesickness/loneness

Do you think homesickness, why is that? For example, is that the family ties, previous memories back home, does it disturb you? Does it tamper with your sleep or healthy eating?

How much in general has influenced your healthy life style, your social life, explain as much as can

Do you think knowing the language of the host or English as an academic language can ease the level of homesickness?

What tactic you use to diminish the homesickness feeling?

In general anything extra, you felt or feeling after being transferred here, which turn out to be the reason behind your stress and disturbing your healthy life style (sleep problems and eating habits issues), please mention it here and let us know how you have been fixing that, what tactics you have been using to attenuate the disturbing impact of that stressor on your healthy experience?

Thank you, for your time investment, researcher, Mahtab