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African University Students' Intercultural Experiences with Impeding Factors: Case from Northern Cyprus*

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ARTICLE INFO	ABSTRACT
	Purpose: Like all foreign university students throughout their university lives abroad, African university students (AUSs) similarly face impediments while they study in Northern Cyprus (NC). Their intercultural experiences yield managing factors contributing to impediments throughout their university lives in NC. This study aimed at identifying the perceptions of AUSs regarding factors contributing to impediments and their frequency throughout their study period in NC. **Research Methods:** The study adopted an interpretive methodology within a qualitative research paradigm. Data were collected through focus-group interviews (FGIs) and in-depth interviews (I-DIs). Focus group

members (FGMs) were 50 AUSs studying in various departments and various universities in NC. I-DIs took place with 75 different African university students (dAUSs) studying at various departments of universities throughout NC. Data were analysed using NVivo software. **Findings:** Compared results showed that AUSs suffered from various adaptation problems in their social life, social relations, education, financial barriers and health. The study provided data regarding how AUSs view social life, how they perceive relationships among local people, local students and themselves, how they feel about their education and the educational environment, how they manage their finances and how they handle their health problems in NC. Adapting to a host country and culture requires that legal authorities, higher education providers and managers are one step ahead of the system. Implications for further research and practical suggestions were made throughout the study. **Implications for Research and Practice:** The results emphasized the importance to be given to English language as a primary foreign language, a part of career paths and an indicator of various job opportunities. Similarly, with support of integrative motivation, the students' can set more realistic goals towards integrating into the international community. Studies in relation to integrative motivation among foreign students facilitated omitting the impediments for university students.

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Introduction

Foreign students mostly suffer from impediments upon arriving in the host country and culture. The importance of identifying the intercultural experiences of foreign students, especially regarding factors and frequency of these factors which contribute to obstructions throughout their university lives, in a foreign country, has been gaining importance since it strongly contributes to finding solutions for dealing with foreign students, their problems and/or the issues they face. Identification of these hindrances also serves to explore and better deal with additional management issues in relation to the identified impediments. In this study, perceptions of AUSs regarding factors contributing to the impediments they faced and their frequency were identified. Identification of such kind of impediments can facilitate taking necessary precautions on managing these impediments at once.

Impediments can be the result of lack of planning which includes; starting without a new idea, without an arrangement idea, without clear knowledge skills as well as without clear planning skills (Harris, 1996). Therefore, planning before and after accepting students to the host country and universities should be carried out accordingly, since impediments containing structural and conceptual ones impact both their emotional and professional well-being (Hussein, 2011). Foreign students attending universities in foreign countries and different cultures always need to deal with issues and problems of adjustment within social and educational organizations. Some students are aware of the issues and problems in advance whereas others are not. In fact, those students who think that the new country and culture is just like their own country and culture may suffer more.

Foreign students studying abroad are expected to adjust rapidly to the social, organizational and educational practices of the host university. Foreign students, who are not aware of the impediments and differences in advance, may experience culture shock. Many researchers promote worldwide intercultural understanding (Zhou, Jindal-Snape, Topping, & Todman, 2008). However, in a Southern Cyprus (SC) study, little was known about the experiences of foreign students studying in universities (Georgiou & Savvidou, 2014). This study was administered at a private SC university. In contrast, the present study focused on NC. Although Turkey is the only country, in terms of diplomacy, economy, and politics, that has recognized Northern Cyprus, there are in fact internationally recognized universities in NC, which offer English language based instruction with students from around the world. African based students choose to study in NC in part because their home countries recognize the programs as well as due to scholarship opportunities and university fees (Güsten, 2014). A total of 13,452 African based students from 45 African countries were studying in NC during the 2012-2013 academic years. This represents 50.1% of the total of 26,860, third world students from all over the world, except students from NC and Turkey (The Higher Education Department of the Ministry of National Education and Culture, NC, personal communication, September 11, 2017).

The relevance of the current study is two-fold. First, it was an initial study that described the perceptions of foreign university students regarding their quality of life in NC, and second, it potentially enabled educators as well as managers of higher education institutions to begin valuing the intercultural experiences of both local and foreign students in NC. While the current study sought to describe the perceptions, the factors contributing to their perceived impediments and the respective frequency were also identified through the following research question: "What do AUSs report about factors and frequency of factors that contribute to impediments on their university lives in NC?"

Method

Research Design

Interpretive methodology within a qualitative research paradigm was adopted as an epistemological position. Phenomenology was used as the research design within the interpretivist scope.

Research Participants

Analogous sampling of the AUSs through purposive sampling was applied. 50 focus group members (FGMs) participated to the focus group interviews (FGIs) while another 75 AUSs participated in the in-depth interviews (I-DIs). FGMs were AUSs from various grade levels, various departments and various universities in NC. Ten African university students (dAUSs) from each of the five different universities (U1-U5) participated in the first phase of the study.

I-DIs were conducted with 75 dAUSs to verify the commonality of the identified factors contributing to impediments with 15 AUSs from each of the five universities in the second phase of the study.

Research Instrumentation and Procedures

A semi-structured interview form-1 for FGIs, AUS-U1-AUS-U5, was produced and implemented to identify the perceptions of AUSs regarding the factors contributing to any impediments throughout their university lives in NC.

After the initial identification of factors contributing to any impediments, an unstructured interview form-1 for the I-DIs was produced and implemented to identify perceptions of AUSs regarding common factors contributing to impediments throughout their university lives in NC. Throughout the process, data analysis results of FGIs and I-DIs were compared and then common themes were regarded as common impediments.

The data regarding perceptions of AUSs on the factors contributing to impediments obtained through FGIs, the data regarding the perceptions of AUSs on factors contributing to common impediments obtained through I-DIs and the data regarding the perceptions of AUSs on the frequency of common impediments

obtained through FGIs were formatted and imported into the NVivo software package for analyses. Utilizing content analysis, key issues were coded and then counted to identify the perceptions of African university students regarding common factors that contributed to impediments throughout their university lives in NC. Reviewing the nodes of thematic ideas as categorized through the NVivo software package, enabled for the identification of the factors contributing to impediments, the factors contributing to common impediments, and the frequency of common impediments contributing to impediments throughout the AUSs' university lives in NC.

FGIs for identifying the factors contributing to impediments throughout the university lives of AUSs were conducted from January to June 2012; whereas, FGIs for identifying the frequency of factors contributing to impediments throughout the university lives of AUSs were conducted from September to December 2013 and the I-DIs were conducted from January to May 2013. The data collection process for the FGIs, to identify factors contributing to students' impediments lasted between 87-94 minutes. Similarly, the data collection process for I-DIs to identify common factors contributing to impediments lasted between 77-89-minutes. The data collection process for identifying frequency of factors contributing to impediments throughout university lives of AUSs, lasted between 65-79-minutes. A representation of the phases followed for data collection is summarized below:

Phase 1. FGIs - 50 participants - identified as AUSs

Phase 2. I-DIs - 75 participants - identified as dAUSs

Phase 3- FGIs - 50 participants - identified as AUSs (e.g., similar Focus Group Interview participants with Phase 1)

Data Collection and Data Analysis

An interpretive approach was used for the qualitative data collection. Semi-structured-interviews and I-DIs were applied as data collection methods. Data collected through this interpretive approach were analysed using the content analysis method, which includes identifying, coding, categorizing, classifying and labelling the main themes in the data (Miles & Huberman 1994; Patton, 2002). Utilizing content analysis, key issues were coded and then counted to identify the perceptions of African students regarding factors, common factors and then the frequency of common factors contributing to impediments throughout their university lives in NC. Next, the NVivo software package was used to categorize the thematic ideas into nodes.

Reliability and Validity

Experts in the field of Educational Sciences were consulted to review the research instruments and data. Based on these reviewers' comments, the researcher redesigned the ambiguous and uncertain questions and reworded the complex and/or unclear items in order to enhance content validity as well as reshaping or removing the ineffective and non-functional questions. In addition, the reviewers

face-validated the final questions before proceeding. The researcher's position, triangulation and audit trial were the techniques used (Lincoln & Guba, 1985) to secure the dependability of the results, obtained from the data by using open-ended and semi-structured interview forms. Zohrabi (2013) described techniques called the-status-of-the-researcher, the-choice-of-informants, the-social-situations-and-conditions, the-analytic-constructs-and-premises, and the-methods-of-data-collection-and-analysis for enhancing external reliability. For the current study, as an instructor, the researcher's profession increased the possibility of reaching the most appropriate participants. Additionally, the researcher described the participants clearly; therefore, any independent researcher who might desire to replicate the study can do it very easily. Also, the study was conducted in an academic environment assuring that the participants' social situation and condition was fairly constant and uniform. Similarly, main terms, constructs, definitions, units of analysis and premises were delineated and their underlying assumptions were elaborated explicitly. Data were collected using semi-structured and unstructured interview forms while methods and thematic interpretations were explored clearly. Although Nunan (1999), expressed internal reliability through low inference descriptors and having mechanically recorded data, it was difficult to accurately observe factors leading to impediments in AUSs' university lives in NC. Elaborated descriptions and explanations during the I-DIs enhanced the internal reliability and any independent researchers/observers can at any time again observe and replicate these factors rather easily. Similarly, the interviews were recorded and preserved for replication of the data.

Results

The findings of this research question, "What do AUSs report about factors and frequency of factors contributing to impediments in their university lives in NC?" are presented in a category followed by these respective emerging themes.

Common-Factors-and-Frequency-of-Factors-on-Adaptation-Impediment

Common factors and frequency of common factors contributing to impediments of AUSs' experiences throughout their study period in NC were identified. In this category, five themes and 16 sub-themes were identified. The themes were identified as the adaptation to; *social-life, social-relations, education, financial-barriers* and *health-problems*.

Theme 1: Adaptation to social life. The theme of *adaptation to social life* generated sub-themes (e.g., *lack of peaceful heart* and on *lack of self-reliance, self-esteem, and self-appraisal*). Nearly all of the participants agreed that issues regarding *lack of peaceful heart* (coded 260 times with a frequency of *always*) generally were coded in *violence, gang groups, substance usage* and *gambling* and gave rise to *exclusions from the society, gun carrying, alcohol usage, selling and taking illegal substances, attendance problems* and *sleeping disorders* whereas more than half of the participants revealed that issues regarding *lack of self-reliance, self-esteem, and self-appraisal* (coded 268 times with a frequency of *often*) generally resulted from *lack of family encouragement, a lack of*

communal encouragement, feeling like a minority and *lack of motivation* and give rise to a *change in the state of personal affection*.

Some of the qualitative descriptions during the interviews are illustrated below.

"At first, I felt really alone when I arrived to Cyprus. This was because I couldn't adapt myself to the social life. I could not make friends nearly one month. That broke my self-trust and self-esteem. Then, I made lots of friends, thanks God. I made friends of my own community. I sometimes feel as if I am minority. At first years of my studentship, I could see people poking each other and showing me I go to bazaar for buying some fruit and vegetable, for example. This was really bad because I felt bad when people pointed at me. I felt myself as minority person lots of time." (dAUSs60)

"I felt really alone because I was away from my family. During my first semester, I was really de-motivated which change my personal affection a lot. I felt as if the society I was exposed to was excluding me. I heard some people carrying guns, taking and/or selling illegal substances, drinking alcohol and so on. We should not surprise that the society excludes such kind of things, but I did not do anything. Therefore, I did not deserve to be in such kind of exclusion. It was really disappointing issue for me." (dAUSs3)

While these two participants agreed on the difficulties they faced in adaptation to social life and making friends as well as on the changes in their personal state, the participant below further points out the lack of support provided by local teachers in adapting to social life.

"Teachers at the university generally do not appraise any foreigner's success. I attended to an international competition on my field last year when I was a third year student. When I first told my teacher about the competition, she didn't like the idea of my attending to an international competition, she did not appraise me. Surprisingly, she did not encourage me. I didn't listen to her; I trusted my feelings and joined to the competition. I got a mansion. It was a good thing for me. But the teacher of mine did not like my mansion as well. I told to the dean about her. The dean asked me not to worry, because he would talk to her. After my mid-term exams, I was sure that he told to her about my issue because she said I complained her to the dean, so she cut lots of grades from my exam. She was punishing me although my grade should be AA. She gave me CC grade. This time I really complained about her, because my CGA was 4.00 out of 4.00 and I knew that my exam was passed very well. I should get AA. That really de-motivated me. I could not sleep for days. I did not want to join the classes for a while. It was just disappointing issue for me. After complain of the dean, a committee re-examined my exam paper and my grade was AA. It was a shame for a university teacher not to appraise a student due to attending to an international competition, but just trying to punish the student. She broke my self-appraisal with what she had tried doing to me. My experience tells me that what I faced was discrimination due to my skin-color may be or due to my success may be, I do not know what she thought actually." (dAUSs65)

These examples from Theme 1, "Adapting to Social Life", facilitated a deeper understanding of the impediments as well as provided a clearer criticism to the management of social life of the African university students in NC.

Theme 2: Adaptation to social relations. The theme of adaptation to social relations generated sub-themes for *road signals*, *difference in meals*, *and lack of communal identity*, *body odours*, *local language use* and *adjustment*. Nearly all of the participants revealed that issues regarding *road signals* (coded 304 times with a frequency of *sometimes*) generally stemmed from *left-right confusions* and gave rise to *confusions while in traffic*. Nearly all of the participants agreed that issues regarding *difference-in-meals* (coded 318 times with a frequency of *sometimes*) generally were based on *getting accustomed to the Turkish/Cypriot-cuisine* and gave rise to an *acceptance process*. Also, issues regarding *lack of communal identity* (coded 290 times with a frequency of *sometimes*) generally were based from *unity among AUSs* and gave rise to *problems in integration to the lives of local students* and *problems in integration to the lives of local people*. Similarly, issues regarding *body-odours* (coded 302 times with a frequency of *sometimes*) generally were based on *extremely hot weather conditions* and gave rise to *exclusions from the friend environment, loss of affection* and *feeling alone*. The issues students' reported, regarding *local language use* (coded 317 times with a frequency of *sometimes*), were generally based on *poor and underdeveloped communication skills* and gave rise to *misunderstandings, societal exclusion* and *depression*. Similarly, nearly all of the participants revealed that issues regarding *adjustment* (coded 303 times with a frequency of *sometimes*) generally arose from *adjustment to changes* and gave rise to *academic, social, cultural, economic* and *religious changes*.

Some of the qualitative data obtained from the interviews showing adaptation to social relations by the African students are illustrated below.

"Road signals are reversed here. I always confuse left-right conditions in traffic. Meals are also different from my country. When I go to a restaurant to eat something, I cannot find my country's meals to eat. I try to get accustomed to Cypriot Turkish kitchen, Mediterranean meals are delicious, but I do not like eating Kebab all the time. I sometimes face acceptance problem with this because I cannot find good things to eat at all restaurants, but my friends like eating Kebab a lot. But I do not. This creates acceptance problem between my friends and me." (dAUSs8)

"… You see I am not white. Some of my local classmates do not like black people and their body odours. This is what they make me feel. This is not discrimination I know it very well. Cyprus is a very hot country. I always take shower, I feel myself very clean. But, they think that black people smell bad. White classmates believe that we do not take shower or so on. I refuse to communicate with them due to their behaviour as far as I do have to. When we need to talk, they start talking their first language next to me and try not to smell next to me. It is as if they do not want me to talk to them. I sometimes feel alone when I am in class and with my classmates, especially at project times." (dAUSs35)

"… I felt lots of changes as soon as I arrive to Cyprus. Cultural changes, economical changes, religious changes. Starting from the last change, the religious change, I am not Muslim. I am Christian. I need to go to a Christina church, but I cannot find a church here. We have a place (the Youth Centre) to meet in Nicosia; we come together and pray every Sunday. When I was in my own country, I was working as an office manager. I was earning good amount of money. Here, I have a scholarship for my studies, but I need some

more money to survive. Therefore, I start to work in a restaurant here. I do not earn much, but I can survive as a student here. Local people in Cyprus and African students in Cyprus have lots of cultural differences. Cultural differences make us not to come together mostly. Here students are rich. Most of them have their cars; they make up a lot; they wear clothes of different brands. They come to school as if they are going to a club. However, I do not have a car here, I make up, but not much because I am a student. Studentship is studentship. I am not going to a club; I am going to school, to class. Therefore, my clothes are suitable to my school." (dAUSs59)

"I feel changes on social relations. Local people mostly refuse to communicate with African students here. Therefore, African students hire their houses closer to each other; we live closer to each other. We do not want to be separated from each other because we don't want to be alone. Some of our friends are getting married here and they have children. We want our community to be together in Cyprus. We want our children grow up together, not together with children of around. This creates problem with local people. We feel to take such kind of precautions actually. We don't have much mutual communication with local people. … I need to mention about academic changes as well. People mostly do not use technology in classes. There are intelligent mobiles everywhere, but they do not have educational value in our classes for example." (dAUSs54)

The preceding four quotations illustrated what AUSs face while adapting to social life in NC and provide helpful hints for management of the social relations of African university students in NC.

Theme 3: Adaptation to education. The theme on *adaptation to education* yielded sub-themes on *useless office hours,* on *quality* and on *inadequate use of international language.* Nearly half of the participants agreed that issues regarding *useless-office-hours* (coded 319 times with a frequency of *often*) were generally based on there *being both full-time and part-time faculty members* and *locked doors* which gave rise to *irregularity of office-hours* and *irregularity of part-time faculty members.* More than half of the participants agreed that issues regarding *quality* (coded 286 times with a frequency of *usually*) were generally based on *recruitment-policies* and gave rise to the *cycle in hiring their graduates* and *questioning the qualifications of faculty members.* Also, issues regarding the *inadequate use of international* language (coded 297 times with a frequency of *often*) were generally based on *perceptions* and gave rise to *barriers with communication* and *barriers with lessons.*

The qualitative data on adaptation to education show specific difficulties.

"I am not happy with the office hours. Generally lecturers are not in their offices at the office hours. But I keep apart some of the lecturers; they are in their offices when they are not in the class or when it is not their lunch-time. I can ask my questions whenever I need them. This keeps small amount of lecturers unfortunately. Most of the part-time and full time lecturers are not in their offices at office hours. I knock at the lecturer's office door, but it is mostly locked. Part-time lecturers do not have office hours mostly. I want to ask my questions whenever I need them." (dAUSs11)

In our class, there are foreigner students, local students and students from Turkey. As an international university, it is an English medium university. Foreign students do not

understand the local language. But, we have all improved ourselves in Turkish to understand the course itself. Otherwise, we cannot survive in that department. That's ridiculous." (dAUSs74)

When I first learned that most of the lecturers are graduates of this university, I felt really sad out the quality of the lecturers. They represent a cycle; they were once undergraduates and then graduate students of the same university. They have not got any experience abroad or at another institution. I also question whether they were qualified in their job. As far as I observe and face, most of them unfortunately cannot even use proper English throughout classes; I need to spend time to investigate the lesson after the class in further sources to comprehend clearly. This is a shame for this university." (dAUSs41)

The preceding quotations demonstrate concern and constructive criticism for the management of education.

Theme 4: Adaptation to financial barriers. The theme of *adaptation to financial barriers* yielded sub-themes regarding *part time work, transportation, communication* and *housing*. Nearly all of the participants revealed that issues regarding *part time work* (coded 302 times with a frequency of *always*) were generally based on the *lack of financial freedom* and the *lack of enough scholarship options*. This gave rise to *low average payments, late working hours, heavy working conditions* and *bad work place conditions*. Similarly, more than half of the participants agreed that the issues regarding *transportation* (coded 282 times with a frequency of *often*) were generally based on *higher taxi prices, higher car hiring expenses,* and *difficulties faced upon selling a used car.* These gave rise to *irregular bus hours, no/bad Internet connection, old buses* and *crowded buses at higher times*. Also, more than half of the participants said that issues regarding *communication* (coded 282 times with a frequency of *often*) were generally based on *expensive-Internet-fees, expensive-phone-fees* and *requirement-of-having-cheaper-phone-lines-for-foreign-students*. This gave rise to *missing-family-affectionate* and *communication-barriers* whereas issues regarding *housing-conditions* (coded 338 times and *usually* happens) generally based on *higher expenses for foreign students had given* and gave rise to *expensive hiring fees* and *not having fully furnished* and *equipped houses to hire.*

Qualitative data documenting African university students' adaptations to financial barriers are illustrated in the following quotations.

"I was working and earning some money in my own country, but here I have lessons. During the first semester of my studentship here, I did not want to work. I had a scholarship. Through time I realized that I needed to work. I have been working in a restaurant since then. I need to survive myself. My scholarship is not enough. Actually, it is not enough for most of the foreign student, because here is a very expensive country. Part-time work conditions are heavy in general. I need to work at night at the restaurant. I have friends working at heavier conditions…. Some of them work at construction sector. Some of them work at hotels. Work owners do not pay us (the foreign students) as they pay local workers. We should be very careful; every kind of excuse can mean to stop working at the work because their perception is not positive to us generally…. I feel that

they need us because we work with lower expenses. We also mean cheaper labour for them. No-one inspects part-time workers at work places." (dAUSs71)

"As soon as I arrived the island, I see that there is not transportation system established for the community. Universities offer regular bus services. They have regular times and regular routes. Also, they are really crowded at higher times. When I need to hire a taxi, I need to pay extra money. When I need to hire a car, it is really expensive. If I buy a car, I need to think how to sell it when I graduate. Transportation is really a big issue throughout the island." (dAUSs22)

"Internet usage is problem for me. Internet means conducting my researches, studying my lessons, communicating my friends and my family especially. I need to travel nearly half an hour from my house to my school campus. I want to use Internet effectively while traveling at the bus. However, I cannot do it properly because buses of my university sometimes offer Internet. Mostly, there is not Internet, or there is bad Internet connection. The managers should improve the conditions of Internet at buses." (dAUSs18)

"There are two communication operators here. The communication fees are very expensive. Internet fees are very expensive. Communication and Internet packages offer limited options and they are really expensive because there is not any kind of competition among the communication operators. They nearly offer similar prices to the similar packages. I miss my family and I call them nearly every day. They also call me regularly. I cannot call my friends at regular basis, for example. We have expensive fees as the communication barrier." (dAUS37)

"During my first year here, I was at the dormitory. I did not reserve for the dormitory for the next year because I applied to an English university for transferring. In August, I learned that my transfer was not positive. In September, I searched for a house to live in, because I did not have a reserved place at the dormitory. Generally dormitories are reserved for the new comers, and older students need to pay extra money to stay at dormitories. The house I hired was not at a very good condition, but I had to find somewhere to live. Houses are very expensive especially for foreign students. Additionally, they are not furnished well. I had to find some furniture, such as a bed to sleep on and a table to study on. The house is not well equipped." (dAUSs26)

The preceding quotations clearly document the concerns and useful criticisms for the management of finances.

Theme 5: Adaptation to health problems. The theme of *adaptation to health problems* generated a theme of *coping*. Nearly all of the participants agreed that issues regarding *coping* (coded 410 times with a frequency of *always*) were generally based from *university hospitals, state hospitals* and *pesticide residue* which gave rise to *student health insurance, level of attention to patients, paying money* and *unhealthy environment*.

Qualitative descriptions obtained during the interviews relating to the adaptation of African students towards health issues are illustrated in the following quotations.

"Foreign students here should cope with some health issues. Some universities offer reductions at the university hospital when we become ill. It is like a student's health insurance they offer us. Some universities do not have university hospital so we do not

have reductions. Private hospital fees are really expensive. When we go to the state hospitals, mostly we do not see a smiling face. Doctors do not take care of our health problems at state hospitals. Once, I was ill, I went to the state hospital, but the doctor of the state hospital kindly offered me to come to his private clinic. I felt really bad about that. I was surprised. I was at the state hospital for my illness, and the doctor asked me to come to his private clinic to get better, but he did not try to cure me at the state hospital. It is not only me, but I have lots of friends experiencing this at the state hospitals." (dAUSs5)

"Municipalities do not work properly in North Cyprus. They do not collect garbage regularly. The workers must be on strike at regular basis; otherwise environment cannot be dirty like that. When I go to supermarket, I see vegetables and fruits which are really good condition. Three years ago, on my first semester at the university here, I bought some tomatoes and some Charleston pepper. I put them on the refrigerator for a night. They grew much more than I bought them over a night. Then, I heard similar stories from my friends around me. They observed such kind of differences on the fruits and vegetables. I have been working in a kitchen of a hotel. I have been learning Turkish. I have improved a lot in Turkish. I read some daily Turkish newspapers. They mention about the pesticide residue on the fruits and vegetables produced here and on some of the imported fruits and vegetables. I experienced growing vegetables in my refrigerator over a night. Now, I am sure that some fruits and vegetables, that both produced here and imported from other countries, have pesticide residue. No one has controlled what we eat here. Environment is really dirty and what we eat and drink is not controlled; and thus they contain pesticide residue…. I don't know how to protect myself from dangerous illnesses." (dAUSs43)

The above comments demonstrate the concerns and constructive criticism for the management of the students' health.

Discussion, Conclusion and Recommendations

Discussion

The adaptation process for foreign students appears to be challenging from the very beginning upon their arrival to the host country. Having an increasing level of success during the adaptation process gives rise to success at school and professional life. As a result, the better the foreign students' level of adaptation to their new culture and society, the higher level of success. Analysis of the current study revealed that various themes, for example, adaptation-on-social-life, adaptation-on-social-relations, adaptation-on-education, adaptation-on-financial-barriers and adaptation-on-health-problems. Similarly, analysis of a Southern-Cyprus originated study revealed four dimensions called the dimension on interaction, dimension on interactional barriers, dimension on affectivity as well as the dimension on survival strategies (Georgiou & Savvidou, 2014). Similarly, international students studying at an African university revealed that they faced adjustment challenges in terms of language, lack of social support networks, financial and strains on roles (Maundeni, Malinga, Kgwatalala, & Kasule, 2010). Comparing the results was important because the above mentioned studies took place in Southern-Cyprus and Africa. Similarly,

the current study took place in Northern-Cyprus among African students. The compared results revealed that students in these countries have to deal with communal interaction, adapt social life skills with local students, local people and other foreign students, deal with affective demanding, handle survival conditions including financial barriers and overcome educational needs and requirements to improve themselves.

AUSs studying in NC had some social-life-adaptation-problems. They felt that they had adaptation problems in social life. They did not feel very safe in NC as they mostly faced violence, gang-groups, substance users/sellers, and gamblers as dangers. This was because some of the foreign students in NC fell into legal gaps, which unfortunately allowed these students to be in the middle of violence, to be part of gang-groups, to use/sell substances and/or to gamble. Subsequently, since NC society was not accustomed to these kinds of illegal activities, the locals immediately removed all foreign students from their lives. Drug usage and excessive amount alcohol usage were potential dangers, which resulted as risks to their health, university students faced while studying abroad because they were understudied and inexperienced regarding the skills of living abroad. Foreign university students should be aware of these dangers, identify the risk/s they are exposed to, acquire how they can protect themselves from the risk/s and fill in gaps in their knowledge in this sense (Aresi, Moore, & Marta, 2016). Similarly, drug usage hinders academic achievement, is harmful to be healthy and cause personal safety risks. Identifying and getting in touch with students at risk is necessary in order to help them remove drugs from their lives, and facilitate the improvement of their academic, health and safety conditions (Arria et al., 2017). Thus, foreign students' adaptation to a new society, their identity change and final success are strongly effected by personal, pedagogical and psychological factors (Gu, Schweisfurth, & Day, 2010). In terms of stress predictors of students trying to survive in a different society, the indicators identified were alcohol, drug use, and conflict with a faculty/staff member and unacceptable relationships with their roommates (Dusselier, Dunn, Wang, Shelley, & Whalen, 2005). Drinking excessive level of alcohol and using drugs can result in individual and social level consequences. Individual level consequences include kinds of physical injuries and social level consequences result in promoting negative stereotypes. Educational advisors, instructors and staff should develop strategies to monitor, train, protect, and prevent the misuse of alcohol and drugs among the students from abroad as well as the local students (Mitchell, Poyrazli & Broyles, 2017). Results indicated that students with internal beliefs are less stressed than those with external. Results also showed that self-esteem and academic stress as well as life stress had a significant negative correlation because students having higher levels of self-esteem had lower levels of stress and vice versa (Abouserie, 1994). Similarly, it was suggested that the adaptation of students, change in identity and fundamental success have been influenced by personal, pedagogical and psychological factors as well as by organizational and social cultures (Gu, Schweisfurth, & Day, 2010). Also, the more change in the characteristics of success obtained fewer limitations in terms of support and conditions of the contacts in which they were involved (Gu,

Schweisfurth, & Day, 2010). AUSs must first adapt to social life in NC before they can adapt to their new living conditions.

AUSs studying in NC suffered from social-relations problems. Gill (2007) revealed that intercultural adaptation gives rise to the process of intercultural learning, which then facilitates learning regarding the changes of self-experience as well as of self-knowledge, acquiring their experience of learning, and on being aware of the others values as well as the conception of the world. However, a recent study concluded that there was not any evidence supporting the moderation effect of the personality of students regarding intercultural competences and studying abroad (Ramirez, 2016). The new country of the students should provide the best conditions for the foreign students as part of their living and educational needs. It is also strongly suggested to conduct more research to better understand what is happening in the institutions of higher learning and to perceive to what extent the foreign students have managed the social adaptation and intercultural interaction after enrolling in institutions of higher learning (Dorozhkin, & Mazitova, 2008**).** International students usually suffer from intensive homesickness. This intensive homesickness can cause mood disorders and anxiety, give rise to mental and physical health injuries, and occasionally lead to attendance problems for school participation resulting in school withdrawal (Thurber, & Walton, 2012). AUSs living in NC as foreign students in a new society mainly suffer from problems with left-right-road-signals, differences-in-meals, and withdrawal-from-the-society due to adaptation-on-social-life, concerns about body-odour, local-language as well as overall adjustment issues. Research results for international students from South-Asia studying in Australia indicated that South-Asian students had negative learning and study practices compared to Australian students. Similarly, South-Asian students are found to be learners learning at the surface level, learners having lower and passive participant levels and learners having higher levels of interaction with other Asian based students (Chaimers, & Volet, 1997). Also, students studying abroad feel relaxed when they can communicate. Therefore, they need to use online facilities to communicate. Online communication helps students by enhancing their experiences for promoting skills at the sociocultural, informational, relational and psychological levels (Sandei, 2014). Although local students reveal that they prefer working with students sharing the similar backgrounds (Moore, & Hamton, 2015), as time passes, foreign students learn the new culture better and see diversity. Similarly, their cultural backgrounds and their level of intercultural interaction form a strong tie (Colving, Volet, & Fozdar. 2014). Culture in intercultural communication has been overlapping with context, history, performance, and power (Alexander, et al., 2014). Similarly, multicultural context does not lead to greater intercultural communication (Garcia-Jimenez, Rodrigo-Alsina & Pineda, 2017). Adapting to a new culture, host country and host country's people always takes time for a foreign student. Time passes and they get accustomed to such differences; however, what they feel and how they handle the process is the issue.

AUSs studying in NC suffer from some educational problems regarding the instructors' available office-hours not suiting the students' timetables due to the

students' heavy study/work load, the instructors' degrees on the specified subject and issues with the international language use in class and at school environment. The participants agreed that instructors generally are not found in their offices when it is their scheduled office-hour. Although office-hours are designed for extra help for the students to improve their academic skills, instructors mostly see these hours as their free time. Sometimes they leave their offices and lock their office doors to the students. Similarly, most of the instructors do not hold a Ph.D. or Ed.D. degree, but they teach at universities. However, the participants believed that instructors should hold necessary degrees on the specific subject to be able teach at the faculties. The participants also revealed that foreign students register to universities in NC because they offer English medium instruction. The participants of the current study asserted that they chose to study at a university providing English medium instruction in order to improve their English level for their professional life as well as to expand their working opportunities after graduation. Unfortunately, they found out that most of the instructors do not use English in classes; rather instructors intended to use their native language because most of the students in the class know or acquire which is the native language of the instructor. Therefore, AUSs felt alienated in their class-work in terms of comprehension, meeting the requirements of the course, taking active part in discussions and communication that consequently face serious educational barriers. Research on comparing overseas students to British students concluded that overseas students had significant barriers while adapting to the academic conditions. Such kind of adaptation barriers included responding positively to the demands of the lesson, study methods, independent learning skills, language needs, participation requirements and time management skills (Burns, 1991). Comparing overseas students and local students in terms of various stress indicators, overseas students have significantly higher degrees of stress indicators (Burns, 1991). Thus, overseas students should be provided an additional amount of academic and counselling support and resources. Similarly, designing learning environments for fostering students' development in terms of intercultural adaptation is one of the social responsibilities of tertiary institutions (Volet, & Ang, 1998). Thus, students are strongly suggested to be given clear tracks in order to manage pedagogic inter-culturalism for conceptualising complexity of intercultural class practices (Tupas, 2015). The satisfaction level of students can be increased through the expertise of the teaching staff, the level and type of courses offered as well as the types of learning environment designed (Butt, & Rehman, 2010). When tertiary institutions do not facilitate the improvement of students' needs and design learning environments necessary for students' needs, then the students suffer from academic and life stress. Though academic and life stress change regarding the gender of the students, identified significant stress predictors have a close relationship to the level of facing chronic illnesses, depression based difficulties, anxiety disorders, seasonal affective disorders, mononucleosis as well as sleep disorders (Abouserie, 1994). Research results revealed that female students were more stressed than male students. Research results also showed that there was a significant positive correlation between academic based stress and locus of control (Abouserie, 1994). A study resulted that AUSs studying in England, suffered from

adaptation problems including discrimination, domination, gossip based problems and AUSs' not being able to better learn the English language and culture of English people as well as had enormous amount of contact with the students from their regions (Maundeni, 2001). Positive learning environments can be improved through creating interaction among peers and academic activities (Ulmanen, Soini, Pyhältö, & Pietarinen, 2014). AUSs in this sense need to deal with some educational issues regarding office-hours and English-language-usage.

AUSs studying in NC had some financial-barriers problems. Participants of the study revealed that they need to work part-time to earn their living in NC. Those who have very high grades earned scholarships from the Ministry of Foreign Affairs and/or Ministry of National Education in NC; but the numbers of these students were limited. The rest of the students need to earn their living. Part-time work conditions were very hard for a foreign student. Male students mostly needed to work at heavy works for long hours as well as for lower payments. This kind of situation made foreign students feel alienated, have poor sleeping hours and order, not to be able to attend morning classes regularly, and have less success at school. Trockel, Barnes and Egget (2000) found that there was a positive correlation between sleep times of the students (e.g., specifically waking up times) and the amount of variance in the grade point averages, and they concluded that lower average grades were mainly connected with later wake up times. Also, the number of paid or volunteer hours worked per week was associated with lower average grades. Similarly, living expenses cost a lot in NC. Although mostly location of the school and the house are not too far away from each other, participants revealed that buses are usually very over-crowded; bus times and Internet-connections are usually irregular. In the same way, participants agreed that foreign students do not have cheaper-Internet and mobile-phone options. Luckily, most universities provide students with free-Internet within the school and in the school's-library. After school, students need to pay for the Internet expenses especially if they stay away from the university campus. Participants also revealed that they missed their families and they needed to have ongoing communication with their families. Similarly, they asserted that they needed to socialize to do their projects. However, communication expenses were expensive in NC. Also, the students who preferred to stay at a house off-campus needed to pay for extra hiring fees, buy second hand furniture and housewares for the house as property owners (e.g., landlords) generally asked students to bring their furniture and houseware upon hiring (e.g., renting) a house.

African students studying at university in NC had some health-adaptation-problems. In NC, there was only one university that had a university hospital. Participants revealed that the students of that university had discounted treatment rights in this specific university hospital. Similarly, one of the universities had a health centre with limited treatment options. However, other universities in NC did not have a university hospital. Therefore, upon being sick, students felt strongly about going to a private-hospital, because students believed that they do not receive enough interest by the doctors at state-hospitals. Similarly, they believed that locally produced fruits and vegetables contained pesticide-residue. There was not enough

control over locally produced food in NC (Aydeniz, 2013; Caga, 2014) which caused a strong danger in having serious illnesses such as cancer due to pesticide-residue on the locally grown fruits and vegetables. In this sense, AUSs desired to be able to find out organic fruits and vegetables believing the fact that it is their right to live at the uppermost healthy conditions especially the environment, air quality and food safety. Unfortunately, AUSs in NC needed to go to a private-hospital when the university they studied at did not offer private hospital facilities and also they wanted greater control over the locally produced food and imported food.

In conclusion, intercultural experiences of African students studying in NC facilitated the handling of management-issues brought with them, such as, since adaptation-problems regarding social-life and societal-interaction brought management-issues-over-society; adaptation-problems regarding education and health-problems gave rise to management-issues-over-institutions; and adaptation-problems regarding financial-barriers yielded management-issues-over-leadership.

Conclusion

Adapting to social life in NC requires avoiding violence, gang-groups, substance users/sellers and gamblers. Similarly, traffic in foreign students' countries and in NC differs from each other. Also, Cyprus is a very hot country and residents of NC mostly do not prefer eating spicy-food. However, as lovers of spicy-food, eating spicy-food in a very hot country gives rise to unwanted-body-odours. This may prevent African students going out for socializing, feel loss-of-affection, being excluded, feeling alone and being depressed. Also, African students' native language is different from the local language in NC, which led to limited communication opportunities. In addition to this, level of education, institutional and country based changes, instructors' cultural way of behaviour, way of lecturing, economic backgrounds of the African students and their friend environment, social life they experienced in NC as well as praying conditions all changed in NC. Additionally, some FMs may not have considered the foreign students in their classes and did not use English as the medium of the lesson. FMs are also recommended to have internal discipline in order to supply extra help for foreign students regarding their lessons. Attending regularly scheduled office hours can be a beginning. Also, African students cannot join other groups because most students do not use English in-class-times for education and socializing purposes. As non-native speakers of the Turkish language, African students cannot progress properly in their studies and in social interaction, as language seems to be one of the barriers to them. FMs are also strongly recommended to consider using English as the medium of instruction and design lessons integrating African students and other students.

Housing, transportation and communication expenses cost a lot in NC. Students, who stay at a house need to pay for hiring fees, buy second hand furniture and housewares for the house. The property-owners generally ask students to bring their furniture and housewares upon hiring a house. Similarly, they need to supply their transportation needs when their houses are located away from the university bus line. Also, they need to pay for their communication fees, especially for Internet costs

when they stay at private houses, but they do not have to pay for Internet when they stay in the university dormitories. Also, African students need to pay extra money for a private-hospital to get treatment because they do not have any health insurance. Similarly, in NC they buy fruits and vegetables, which are very expensive and contain pesticide residues.

Recommendations

Legal authorities are strongly recommended to prevent African students from taking advantage of legal gaps. Legal gaps may facilitate them to be in the middle of violence, gang-groups, substance users/sellers and gamblers. It is recommended that authorities take the necessary legal precautions to keep African students away from crime as well as protecting their safely. Future research on exploring how international students in NC are affected from legal gaps and identifying what precautions are required can be beneficial. In addition to this, higher education providers and governmental authorities should be in contact with following the attendance of the foreign students in classes. Most of the students just pay their money to the university but do not regularly attend classes. Authorities from the university should report the chronically absent students to the governmental authorities to have the student deported from the country unless the student documents the cause of the non-attendance. Also, authorities are strongly recommended to apply policies on part-time working conditions per each student. Each student who wants to work to earn some money can only work under certain circumstances and for limited hours. Summer holidays can be kept exemptions and students can be allowed to work full-time unless they do not continue summer school. Governmental policies need to be maintained regarding the work permits and entry records for establishing a system. Each student who wants to work should have a working permit from the governmental authorities of which they should submit it to each work place they start working. On the other hand, each student entering the country should submit a record entry while registering for the university. It seems that governmental and safety authorities and higher education providers are strongly recommended to work in close cooperation.

Higher education institutions are recommended to have effective and fruitful orientation days just before the new semester begins for foreign university students including African students to make sure that these students learn general rules of the new country and culture. Living in a new country and culture including topics on traffic, food, routines they can apply to communicate with the local students and local people, where to wash their clothes regularly, where to stay, where to pray, where the classes and hospitals/health centre are located and/or part-time work conditions should all be part of the orientation days to facilitate the adjustment process for the African students. Similarly, to be able to study in NC, African students need to adjust themselves to academic, social, cultural, economic and religious related changes. Future research on exploring whether current orientation days/weeks at higher education institutions in NC are beneficial or not for students and describing how to make it more advantageous to re/design these days/weeks regarding the benefits of the students is important.

FMs are recommended to consider the out-of-class-time educational needs of the students and obey their posted office-hours. Similarly, African students generally study at English-medium programs. FMs, whose use native language of other students, but not English, are recommended to consider their language needs. Otherwise, they cannot follow the program successfully since language is a strong barrier to go further in all perspectives. Future research on exploring the level of international language usage at higher education institutions in NC would be beneficial to help education planners take the necessary steps for attracting more international students.

AUSs are recommended to stay in university dormitories. If they do not stay in the dormitories, they are recommended to hire houses close to the university bus-line in order to not pay extra housing and/or transportation fees. Additionally, Internet fees mostly do not cost anything at dormitories and school libraries. They are recommended to use Internet facilities while they are at the dormitory and/or library. Otherwise, they will need to pay extra for Internet use. Similarly, university providers are recommended to supply health insurance and a healthy environment for all students as well as for African students. Therefore, the AUSs can get discounts from the private-hospitals and eat healthy food. Future research on living and studying conditions of international students in a host country and culture would be beneficial for state-planners and education planners to plan as well as to take necessary precautions. Governments are suggested to promote a system for more closely inspecting the living conditions of AUSs in NC. Working on these issues should be part of the government's plans to promote higher education, and to attract more international students and FMs to higher education institutions in NC

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Afrika Kökenli Üniversite Öğrencilerinin Yaşadıkları Zorluklar ile Kültürlerarası Deneyimleri: Kuzey Kıbrıs Örneği

Atıf:

Özet

Problem Durumu: Yabancı uyruklu üniversite öğrencileri genel olarak lisans, yüksek lisans ve doktora eğitimlerini tamamlamak amacıyla çeşitli ülkelere gitmektedirler. Eğitimleri sırasında çeşitli ülkelerden ve çeşitli kültürlerden belli bir ülkeye gelen her öğrenci, geldikleri ülke için bir renktir. Her öğrencinin kültürel, dilsel ve/ya dinsel farklılıkları okudukları ülke için bir renk çemberi şeklindedir. Bu renk çemberini oluşturan öğrencilerin başetmek zorunda kaldıkları çeşitli zorluklar mevcuttur.

Öğrencilerin kültürlerarası yaşadığı tecrübeler gittikleri ülkelerin eğitim sağlayıcılarının birçok faktörü yönetmesi ile ilişkilidir.

Araştırmanın Amacı: Bu araştırmanın amacı, Kuzey Kıbrıs'ta öğrenim gören Afrika kökenli üniversite öğrencilerinin yaşadıkları zorluklar ve bu zorulukların sıklıklarına ilişkin görüşlerini belirlemektir.

Araştırmanın Yöntemi: Bu araştırmada nitel yaklaşım kapsamında olgubilim deseni kullanılmıştır. Görüşmeler ses kayıtlarına alınmıştır. Örnekleme yöntemi olarak amaçlı örnekleme yöntemi çeşitlerinden benzeşik örnekleme kullanılmıştır. Verilerin analizinde deneyimlerin betimlenmesi, açıklanması ve temaların açığa çıkarılmasına özen gösterilmiştir. Odak grup görüşmeleri Kuzey Kıbrıs'ta bulunan farklı üniversitelerin değişik bölümlerinde öğrenim gören 50 Afrika kökenli üniversite öğrencisi ile tamamlanırken, derinlemesine görüşmeler ise aynı üniversitelerin aynı bölümlerinde öğrenim gören değişik 75 Afrika kökenli öğrenci ile tamamlanmıştır. Odak grup görüşmeleri sırasında, her üniversiteden 10'lu gruplar halinde öğrenci grupları oluşturulmuştur. Derinlemesine görüşmeler sırasında ise, her üniversiteden 15'er öğrenci ile birebir karşılıklı görüşmeler yürütülmüştür. Odak grup görüşmeleri-1 ile Afrika kökenli öğrencilerin Kuzey Kıbrısta yaşadıkları zorlukları belirlemek amaçlanırken, derinlemesine görüşmeler ile odak grup görüşmeleri-1 ile belirlenen zorlukların görüşülen öğrenciler için ortak olan zorlukların belirlenmesi amaçlanmıştır. Ortak zorlukların belirlenmesi ile, odak grup görüşmeleri-2 planlanmıştır. Odak grup görüşmeleri-2 ile belirlenen ortak zorlukların sıklıklarının belirlenmesi amaçlanmıştır. Odak grup-1 ve odak grup-2 görüşmeleri için yarı yapılandırılmış görüşme formu, derinlemesine görüşmeler için derinlemesine görüşme formu kullanılmıştır.

Odak grup görüşmeleri-1 ile belirlenen Afrika kökenli öğrencilerin yaşadıkları zorluklar, derinlemesine görüşmeler ile belirlenen Afrika kökenli öğrencilerin yaşadıkları zorlukların ortak olanları ve odak grup görüşmeleri-2 ile belirlenen Afrika kökenli öğrencilerin yaşadıkları zorlukların sıklıklarına ilişkin sonuçlar N-Vivo paket programı aracılığıyla sırasıyla analiz edilmiştir. N-Vivo paket programı aracılığıyla zorluklar, ortak olan zorluklar ve zorlukların sıklıklarına ilişkin kodlar belirlenmiş, bu kodlar ise paket program aracılığıyla tematik fikirler olarak kategorize edilmiştir.

Yorumlama yönteminin kullanıldığı nitel çalışmada, toplanan veriler içerik analizi kullanılarak analiz edilmiştir. Çalışma boyunca, içerik geçerliliği, yüzeysel geçerliliği, sonuçların güvenirliği, dış güvenirlik ve iç güvenirlik sağlanmıştır.

Araştırmanın Bulguları: Araştırmanın bulguları iki kategori halinde verilmiştir. İlk kategori olan uyum zorluğuna ilişkin ortak faktörler için, 5 tema ve 16 alt tema belirlenmiştir. Temalar, sosyal hayata uyum, sosyal ilişkilere uyum, eğitime uyum, maddi engellere uyum ve sağlık sorunlarına uyum şeklinde sıralanmıştır. Tüm temalara ilişkin alt temalar bulunmuştur.

Diğer kategori ise, uyumu zorlaştıran ortak faktörlerin sıklığı olarak belirlenmiştir. Buna göre, sosyal hayata uyum temasının alt teması olan huzur eksikliği her zaman,

özgüven-özsaygı ve özdeğerlendirme eksikliği alt teması ise sık sık olarak belirlenmiştir. Bununla birlikte, sosyal ilişkilere uyum temasının alt temaları olan yol/trafik işaretleri, yemeklerdeki farklılıklar, ortak kimlik eksikliği, kendini ayarlama ve yerel dilin kullanımı herzaman sıklığındayken, vücut kokuları ise bazen sıklığında belirlenmiştir.

Eğitim temasının alt temaları olan yetersiz ofis saatleri ve uluslararası dil kullanımının yetersizliği sık sık şeklinde belirlenirken, kalite alt teması ise genellikle şeklinde belirlenmiştir. Ayrıca, maddi engellere uyum temasının alt teması olan yarı zamanlı çalışma koşulları her zaman şeklinde belirlenirken, ulaşım koşulları ve iletişim koşulları sık sık olarak belirlenmiştir. Aynı şekilde, konut koşulları ise genellikle şeklinde belirlenmiştir. Öte yandan, sağlık sorunlarına uyum temasının alt teması olan başa çıkma, herzaman şeklinde belirlenmiştir.

Araştırmanın Sonuçları ve Önerileri: Sonuç olarak, Kuzey Kıbrıs üniversitelerinde okuyan öğrenciler için sosyal hayata uyum, sosyal ilişkilere uyum, eğitime uyum, maddi engellere uyum ve sağlık sorunlarına uyum şeklinde engeller belirlenmiştir. Bu engellerin alt temaları olan huzur eksikliği, yol/trafik işaretleri, yemeklerdeki farklılıklar, ortak kimlik eksikliği, yerel dilin kullanımı, kendini ayarlama, yarı zamanlı çalışma koşulları ve başa çıkma her zaman ortaya çıkarken, özgüven-özsaygı ve özdeğerlendirme eksikliği, yetersiz ofis saatleri, uluslararası dil kullanımının yetersizliği, ulaşım koşulları ve iletişim koşulları sık sık ortaya çıkmıştır. Öte yandan, kalite ve konut koşulları genellikle ortaya çıkan engeller olarak belirlenmişken vücut kokuları bazen ortaya çıkan engel olarak belirlenmiştir.

Yetkililerin, Afrika kökenli öğrencilerin yasal boşluklardan yararlanılmasını önleyecek yasal önlemler almaları, Afrika kökenli öğrencilerin isteyerek yada istemeyerek suça karışmasını engelleyebilir. Yasal boşlukların özellikle, şiddet içeren çetelerin oluşmasını engelleyici yönde olması, madde kullanıcı ve/ya satıcılarının ve/ya kumar oynayan ve/ya oynatanların yasal olarak engellenmesi ve bu tür ortamların oluşmaması için gerekli denetimlerin sıklıkla yapılması Afrika kökenli öğrencilerin böyle ortamlardan uzak durmalarını ve onların güvenli ortamlarda olmalarına sebebiyet vermesi açısından önemlidir.

Bununla birlikte, yüksek öğrenim kurumlarının, yeni dönemin başlamasından hemen önce ülkeye gelen Afrika kökenli öğrencilerin yeni geldikleri ülkenin kültürünü ve genel kurallarını tanımalarına olanak verecek şekilde ve sıklıkla oryantasyon programlarının düzenlemesi öğrencilerin ortama alışmalarına fırsat verecektir. Ayrıca, Afrika kökenli öğrencilerin Kuzey Kıbrıstaki yaşam kalitelerinin belli üzeyde olması onların akademik, sosyal, kültürel, ekonomik ve dini değişikliklere uyum sağlamalarıyla olumlu yönde ilişkilidir. Bu anlamda öğrencilere anlamlı rehberlik edilmesi önemlidir. Halihazırda yapılmakta olan oryantasyon programlarının geliştirilmesi ve daha etkin hale getirilmesi önerilmektedir.

Öğrencilerin öğrenimlerini tamamlamak için geldikleri Kuzey Kıbrıs'ta, okul sonrası çalışmak isteyen Afrika kökenli öğrencilere belirli sınırlamalar getirilmesi, öğrencilerin üniversitelerde kayıtlı görünüp hiç derslere katılmadan sadece çalışarak hayatlarını kazandıkları bir ortamın oluşmasına sebebiyet vermektedir. Böyle bir

durum, daha ucuza iş imkanlarına sahip olan Afrika kökenli öğrencilerin ülkede iş imkanlarının sınırlandırılmasına neden olurken aynı zamanda kendileri de ucuz işçilik kavramının oluşmasının ana sebebi haline gelmektedirler. Ucuz işçi olarak görülen Afrika kökenli öğrencilerin bu anlamda hakları yenmekte ve daha az para karşılığında çalıştırılmaktadırlar. Buna ilişkin ülke yöneticilerine öğrencilere çalışma izni süreci başlatması, bu öğrencilerin ülkeye giriş-çıkışlarının, derslere katılım sağlamalarının ve çalışma hayatlarının en ince ayrıntısına kadar incelendiği bir kayıt sisteminin oluşturulması önerilmektedir.

Ayrıca, öğrencilerin yaşam koşullarının belirlenebilmesi, hükümetlerin ülke refahını ve yüksek öğrenimi geliştirmelerine olanak sağlayacaktır. Bu anlamda, hükümetlerin öğrencilerin yaşam koşullarını belirlemeleri bir plan dahilinde bir süreci kapsamalı ve öğrencilerin daha sağlıklı ortamlarda yaşamaları sağlanmalıdır. Böyle bir süreci yönetebilmek için, hükümetlere öğrencilerin yaşam koşullarının incelendiği ve denetlendiği bir sistemin oluşturulması önerilmektedir.

Anahtar sözcükler: Yükek öğrenim, kültürlerarası yetkinlik, kültürlerarası kimlik.