An Exploratory Inquiry into Socio-Psychological Adaptation and Sense of Belongingness of Academics to a Host Country Higher Education Institution

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Final International University
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An Exploratory Inquiry into Socio-Psychological Adaptation and Sense of Belongingness of Academics to a Host Country Higher Education Institution

by

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<u>APPROVAL</u>

Title: An exploratory inquiry into socio-psychological adaptation and sense of belongingness of academics to a host country higher education institution

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To my parents and loved ones for their care and support

ETHICAL DECLARATION

  I, Toyyibah Ajoke Balogun, hereby declare that I am the sole author of this thesis and it is my original work. I declare that I have followed ethical standards in collecting and analyzing the data and accurately reported the findings in this thesis. I have also properly credited and cited all sources included in this work.

Toyyibah Ajoke Balogun

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ABSTRACT

This study investigates the individual perspective of academics who relocated to a host country in terms of their socio-psychological adaptation process to the host country and the ways the adaptation process impacted their organizational commitment and sense of belongingness. Through examining the literature on sense of belongingness and the organizational commitment it aims to answer the research question of "To what extent foreign academic feels the sense of belongingness to their institution in North Cyprus and how is the foreign academics adaptation process occur in higher education institution in North Cyprus?" The study shows sense of belongingness of the academics in an organization affects their performances towards the student and also the institution. As such, a theoretical study was also used in the research process to further understand and explore the research topic.

A qualitative approach was used in the research and fifteen participants were interviewed. The participants involved in the research process were from a university in Cyprus and the semi-structured interviews were conducted face-to-face at the university campus. The participants were all selected from international academics because the aim of the study was to show how foreign academics adapted to Cyprus. The responses received were coded and then analysed through thematic analysis and were presented through charts, tables graphs, and explanations. The result suggests that social support systems are crucial in successful and smooth adaptation and the level of adaptation impacts on organisational commitment and sense of belongingness.

Keywords: Academics, Organizational Commitment, Adaptation, Sense of Belongingness, Higher Education Institutions

ÖZ

Bu çalışma, ev sahibi ülkeye yerleşen akademisyenlerin ev sahibi ülkeye sosyo-psikolojik uyum süreci açısından bireysel bakış açısını ve uyum sürecinin örgütsel bağlılık ve aidiyet duygularını nasıl etkilediğini incelemektedir. Araştırma, akademisyenlerin bir örgüte aidiyet duygusunun öğrenciye ve kuruma yönelik performanslarını nasıl etkilediğini katılımcıların perspektiflerinden incelemektedir. Araştırma sürecinde teorik çalışmadan da yararlanılmıştır. Araştırmada nitel yaklaşım kullanılmış ve veri toplama sürecinde on beş katılımcı ile görüşülmüştür. Yarı yapılandırılmış mülakatlar, Kuzey Kıbrıs'taki bir üniversitede yüz yüze gerçekleştirilmiştir. Katılımcılar uluslararası akademisyenlerden oluşturulmuş ve Kuzey Kıbrıs'a ve kuruma uyum süreçleri araştırılmıştır. Yanıtlar, kodlanmış ve ardından tematik analiz yoluyla analiz edilmiş; çizelgeler, tablolar, grafikler ve açıklamalarla bulgular sunulmuştur. Veri sonuçlarına göre sosyal destek sistemlerinin başarılı ve sorunsuz uyum için çok öenmli olduğunu ve uyum düzeyinin örgütsel bağlılık ve aidiyet duygusu üzerindeki etkilerini göstermektedir.

Anahtar Kelimeler: Akademisyenler, Örgütsel Bağlılık, Adaptasyon, Aidiyet Duygusu, Yüksek Öğrenim Kurumları

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LIST OF ABBREVIATIONS

%	Percentage
AD	Adaptation
C	Commitment
E	Employee
EP	Employee Performance
FIU	Final International University
HE	Higher Education
HEI	Higher Education Institution
HCN	Host Country Nationality
M	Motivation
OC	Organizational Commitment
SB	Sense of Belongingness
TRJ	Theory of Right and Justices
TRNC	Turkish Republic of Northern Cyprus

CHAPTER 1

INTRODUCTION

The higher education sector in North Cyprus is growing and the number of non-local academicians has been increasing accordingly. Many of these academics are on the Island with their families. With this research, the needs, challenges and expectations of academics can be understood better, and their transition and adaptation can be done more effectively. This will help institutions to increase employee belongingness and also on a larger scale, it highlights the areas in need of betterment by the government. The number of active universities and overall student numbers on the island have been growing in acceleration. Academics have a key role in not only delivering academic knowledge but also guiding students and providing positive contributions to their society. As the number of foreign academics increased, it is crucial to understand the kind of processes they go through and the challenges they experienced so a smoother transition can be provided by the institutions and/or government. This would ensure more effective performance as mental well-being is quite crucial in performance, and help foreign academics and their families to complete their transition swiftly. The adaptation process is very important for foreign lecturers in a host country due to some changes that might occur in their daily life. Adaptation helps to increase positive impressions which leads to greater outcomes in an organization (Leary, 1995). Adapting to a new environment comes with some challenges. It works hand in hand with motivation and a sense of belongingness in an organization. Motivation is the process that initiates, guides and maintains goal-oriented behavior (Kendra, 2009). The need for belonging is a fundamental human experience (Hirsch & Clark, 2018).

The thesis is divided into five chapters which include, the introduction section, literature review section, methodology section, data analysis, and conclusion with a recommendation section.

1.1 Problem Statement

As mentioned in the introductory section of this thesis, the higher education sphere on the island is a primary sector which is increasing at a rapid speed. The problem that is faced in institutions today is national cultural boundaries which are increasing rapidly in Northern Cyprus and the world. In the working environment, employee cultural diversity can offer lots of benefits (Renata, 2019). Instead of just working in your cultural setting one can learn how to operate in different cultural norms and behave well towards an employee or a colleague at work. Organizational culture is very important in every organization and needs to be attended to and addressed because all employees have an impact in the organization, it is the impact of all employees that makes an organization to grow. Adaptation requires some help from the employee in an organization.

1.2 Purpose of the Study

The purpose of this study is to explore the individual perspectives of academics who relocated to a host country in terms of their socio-psychological adaptation process to the host country and the ways the adaptation process impacted their organizational commitment and sense of belongingness. In addition, the study attempts to learn how foreign academics adapt to their host country's institutions and to know if adaptation and sense of belongingness affect their performances and their behavior towards the students in the institution.

1.3 Significance of the Study

If academics are able to adapt to the system, they can be more committed to their job and are even productive and motivated to complete tasks. Although there has been some previous research about the adaptation process of academics in a host country (Foater, 1997; Berry, 2002; Chen, 2013; John, 1999; Black, 1999; Earley & Ang, 2003); this study emphasizes and goes into detail about how foreigners can adapt to the host country. If they are motivated, it leads to them being committed to an institution. Motivation is an important factor that helps an organization succeed with flying colors. If academics are able to adapt to the system, they can learn what motivates each student, which results in them achieving their goals as lecturers. This study shows that when

academics are motivated in an institution it not only increases their adaptation process, but it also increases and gives a positive impact on their performances and sense of belongingness in the institution. For example, when an academic feels safe in an institution, they tend to focus more on their job and duties at the institution because they do not have to worry about their environment, they are already motivated to do their job and safe which give them a sense of belonging in the institution.

1.4 Research Question

1. To what extent do foreign academics feel a sense of belongingness to their institution in North Cyprus?
2. How does the foreign academic adaptation process occur in higher education institutions in North Cyprus?

1.5 Assumption

Adaptation helps to increase positive impressions which leads to greater outcomes in an organization (Leary, 1995). This happens because one believes that one is used to the environment, which makes one happy and leads to greater performance in an organization. Aside from adaptation, a sense of belonging also has a positive impact on an organization, once they feel supported by the organization where they work, employees will be able to achieve their goals (Bakkar & Suhaufeli, 2008).

The research content was explained in the literature review, and the data analysis section will create a clear picture of understanding how they can adapt to an organization as a lecturer and if receiving a sense of belongingness in an organization affects their performance. Participants were approached, they were informed about the aim and objective of this research in before they consented to participate. The questions were adequately explained and structured. The collection of the data was done face-to-face, and the research was done as a semi-structured interview in order to allow them to

express themselves in a manner that elicits an honest response to the questions asked by the researcher. The participants were always free to indicate if they were not interested or comfortable with the questions asked to refrain from receiving dishonest answers or responses. They were very honest with the answer they gave and in return, no means of identification was used.

1.6 Limitations

This research incurred some limitations during the data collection process. The data collection pool was solely limited to a particular university in North Cyprus; therefore, differences may be observed if the data were collected from all foreign lecturers in TRNC. The participants of this research were international lecturers who came from different countries to teach at the university.

1.7 Key Terminology

- Adaptation: the adjustment to cope in an organization to meet functional goals (Berkhout, 2012, p.91).

- Employee: an individual who works for someone or an organization in order to get compensated.

- Employee performance: the productivity and output of an employee (Abdul &Aamer, 2011,p.224)

- Motivation: a situation of the internal state whereby something energizes your behavior (Kleinginna & Kleingina, 1991, p.261).

- Organizational commitment: physiological type of attachment an employee feels

  for the organization where they work (O Reilly & Chatman, 1986, p.942).

- Organization: where two or more people gather to achieve a particular goal.

- Sense of belongingness: a way in which you are accepted in a group you belong

  to or participate in (Baumeister &Leory, 1995, p.497)

- Expatriate: An individual that works in another country.

CHAPTER 2
LITERATURE REVIEW

Motivation and commitment are pillars which uphold an organization. The more one motivates employees in an organization, the more they become committed to their job and to the organization. This chapter reviews existing literature on motivation and employee sense of belongingness. In addition, existing research provides a clear relationship between a sense of belongingness and motivation to provide the theoretical framework for this study. Employees who are satisfied with their job are said to be more productive at work (Robbins, 2005). Motivation in the workplace leads to organizational commitment. Organizational commitment refers to an attitude which reflects the manner in which employees feel attached, committed, and loyal to an organization (Marrow, 1993). Sense of belongingness is a crucial aspect or dimension of organizational commitment. Sense of belongingness work with commitment and motivation in an organization. For example, if an employee does not feel a sense of belongingness in an organization, it affects their performance and commitment towards the organization.

2.1 Motivation

Motivation can be referred to as the management process which makes people stick in an organization (Luthan, 1998). Motivation can be classified into two different forms which are intrinsic and extrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation is when an employee is motivated to perform well based on rewards that they are expected to receive due to their performance in an organization (Laeler, 1969). Extrinsic motivation is mostly reward, recognition, and benefits (Amambil et al.,, 1994). Extrinsic and intrinsic motivation are both important factors that work for an employee

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(Steers & Porter, 1979). Motivation can come from any of the managers of the organization, even when employees motivate each other it helps them work together. There is a good connection between employee motivation and employee performance in every organization. There was research study conducted in a college student which stated that their course grade were positively influenced by motivation (Covington, 1993). Motivation is one of the tools in an organization that is used to encourage employees to get positive outcomes in the organization because good motivation can strengthen commitment (Sohail et al., 2014).

In an organization, leaders need to create an environment that is safe for their employees which allows them to trust the organization and lead to motivation and also increase organizational performances (Manoj & Rohit, 2013). The performance of an employee is connected to the way an individual is motivated (Smith & Rupp, 2013). The better the relationship between the mentors and mentees in an organization the better their performance, the more you motivate your mentees the more their performance and commitment to the organization (Orpen, 1997). There was a case study that was conducted which was related to employee motivation and performance (Selto, 2001). The case study was clearly shown that if an employee is motivated positively organizational outcomes will increase. Monetary rewards can be a very powerful determinant of employee motivation (Aguinis et al., 2013). This means some employees can be motivated through money which in turn means there is going to be a good return on the level of performance of the employee in an organization. Once an employee is motivated the employee is going to stay committed to the organization. Motivation helps to distribute knowledge inside the organization through social media which can lead to the organization achieving its goals and objective (Vuori & Okkonen, 2013). Learning

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and understanding what motivates each employee has drawn lots of researchers' attention (Terpstra, 1979). As a manager or mentor, you need to understand what motivates each of your followers which are your employee. There are five levels of needs which every employee needs to function well within an organization which are physiological, safety, social, ego and self-actuality (Maslow, 1943). These are the needs that motivate each and every employee according to the Maslow hierarchy of needs. Motivation and hygiene factors are also very important theory that explains employee (Herzerg et al, 1959).

Motivation and recognition are based on what the employee has achieved, which makes one satisfied with their work, while hygiene which is the payment like salaries, and job security makes one dissatisfied with their work. Employee effort in an organization will lead to performance and performance will lead to reward (Vroom, 1964). This reward can be in two forms, either positive or negative. If the reward is positive the employee will be more motivated to do the job. If the reward is negative employees will be less motivated to do their jobs. If an employee's behavior leads to a positive outcome, that behavior will be constantly repeated, on the other hand, if the employee's behavior leads to a negative outcome, such behavior will not be repeated (Skinner, 1953). There are ways in which job motivation can be increased which is more like skill variety, they should be more or lots of skills that a job should require, task identity, task significance, and autonomy (Hackman & Oldham, 1976). Employees should be allowed to make certain decisions based on the jobs they are performing in the organization and also the employee's job has to be meaningful to increase motivation. When an employee is motivated at their job, it makes them more loyal to their job, which means they are committed and do not want to leave the organization.

2.2 Organizational Commitment

Organizational commitment is often a psychological attachment to the organization (Mowday, 1979; Mowday et al., 1982). This means that when an employee or individual is well connected to their workplace, both mentally and physically it helps and make them committed to their organization. Organizational commitment can be classified into three different types of categories affective commitment, continuance commitment and normative commitment (Meyer & Allen, 1991). Each employee or individual is committed to the organization in different ways, some are committed through motivation, sense of belongingness or even their adaptation process. Motivation in the workplace leads to organizational commitment. Organizational commitment refers to an attitude which reflects feeling in a way whereby an employee feels attached, committed and loyal to an organization (Marrow, 1993). Organizational commitment can be defined as a situation whereby an employee and the organization have the same goals. Organizational commitment is a physiological state that describes the relationship between an employees in an organization in order to know if the employee wants to remain in the organization (Meyer & Allen, 1997). High commitment between various employees in an organization can result in a professional work situation (Irvan, 2013). Organizational commitment is the extent to which an employee describes or identifies their goals and decides to maintain membership in an organization (Robbins, 2005). Employees who are satisfied with their job are said to be more productive at work (Dole & Schroeder, 2011). Motivation is an important factor of organization commitment (Steers & Porter, 1979). Employees who are committed to their job are willing to share something more like a contribution to the organization's well-being (Mowday et al,

1982). Commitment is a different concept that can be defined and explained, unlike motivation. Different researchers have said that commitment can be defined in different forms and different ways. Commitment in an organization is a very good term that helps organizations to grow because the employee working in the organization know a lot about the organization and also knows how the organization operates. If an employee continues to work in the organization, you become more experienced with your job and also the organization. Commitment does not mean only staying loyal to the organization, it is also about being productive in the organization.

Organizational commitment is one of the most important work attitudes in the study of management (Allen & Meyer, 2000). Organizational commitment is very multi-dimensional in nature topics, it is used in different aspects most especially in an organization (Meyers & Allen, 1987). An employee that has been committed to an organization can be achieved through the loyalty in the organization. (Ghorbonhosseini, 2012). When an employee is committed it reduces different types of behavior like lateness to work and also reduces the rate of turnover in the organization (Irefin & Mechanic, 2014). When an employee is committed to an organization, they help to contribute to the organization's success (Henry, 2022). Employee commitment has to do with the loyalty an individual has for the organization they work for (Gborbonhosseni, 2012). There are some factors that make an employee committed to an organization's management effectively which are, clear communication, and a positive work environment (Ezenwakwelu, 2017). When an employee knows what their task or role is and they understand the connection between their job and their customers it makes them committed to their organization (Ezenwakwelu, 2007). Motivation works together with

organizational commitment. This means that an employee works in an organization to obtain a reward which motivates and aids them with their needs (Wolowska, 2014).

2.3 Classical Theories of Motivation

Staff motivation is one of the most important topics in for-profit and non-profit organizations (Bernard, 2012). There are many theories that have been used over the previous years in solving and discussing the word motivation among academic staff (Bernardi, 2012) which are Maslow, Alderfer, Herzebg, McCelland, Vroom and many others

The Maslow Hierarchy of Needs stated that they are five hierarchy of needs which explained motivation utilizing employee needs (Maslow, 1943).

Figure 1

Maslow hierarchy of need
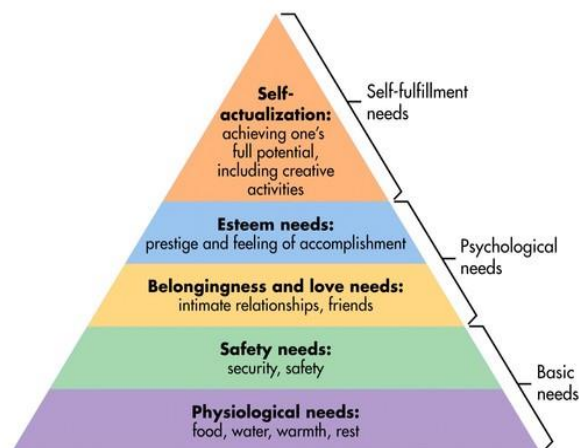
(Diegcse, nd.)

The Maslow's Hierarchy has five different levels and they are named as follows, psychological needs, safety needs, social esteem needs, and self-actualization needs (Maslow, 1943). He states that this is what employees need to be motivated; in this

section, the employees are the academic staff in higher education. Thus, prompting the concept of physiological needs which refers to the basic day-to-day needs of every individual or human being; for instance, clothes, shelter, and food (Maslow, 1943). With the help of these physiological needs, academic staff will be motivated to work in an academic environment. The second need is the safety of all employees that have the desire to be in a safe environment. This is classified under job security, good work stability and a good working environment. As an employee, the most important need is job security within or outside an organization (Carrell et al., 1997). An example of this safety need is working in a good environment condition that has good facilities like technology. While technology is one of the factors that motivate teachers in higher education in circumstances such as blended learning, institutional support is vital in training and preparing the lecturer on how to handle online tools (Porter et.al, 2014). Technology is one way that is used to motivate academic staff today, the use of technology in our daily life has brought changes in knowledge distribution (Lim &Wang, 2016). With the increase of technology in the world today, higher education institutions now have multiple ways of enhancing the learning environment which has increased learning based on individual preferences (Singh & Kaurt, 2016). Technology is one of the tools that has motivated lots of teachers in the academic field today.

In addition, academic staffs are a key resource within higher education institutions (Maria de Lourdes, 2011). They are the main interface with the student, they are mostly the ones that have a business interaction with students every time. Motivation is a word that makes most academic staff active with their students. Since most of the teaching staff in higher education are well connected to motivation in the environment it makes them more professional with their work task (Rowley, 2016). As highlighted by

Maslow's hierarchy of social esteem needs, employees should have good social relationships both inside and outside the organizational environment like friends, family, and workgroups.

There are two factors that work to motivate employees in an organization which are known as hygiene and motivators factors (Herzberg, 1966).

Figure 2

Herzberg's Two Factor Theory
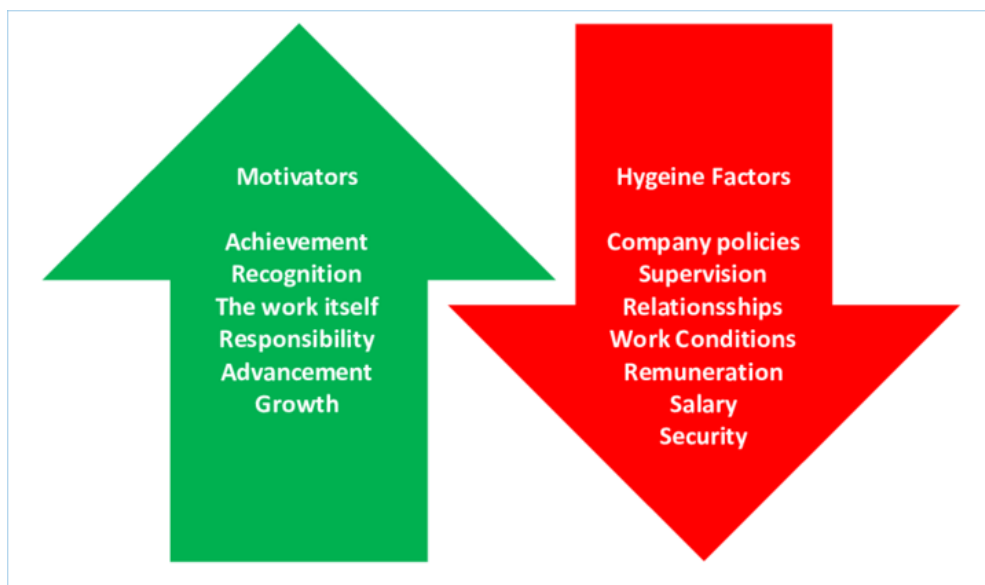
(Emp, 2018)

The hygiene factors are extrinsic factors such as salaries of the academic staff, policies of the company, job security, working condition and many others. The motivating factors are the intrinsic factors which are promotion, achievement, and recognition (Herberg, 1966). Based on the hygiene factor, many employees feel like a good salary in an organization is one of the most important job factors in the organization (Tyner, 2007). This concludes that salary is one of the factors that motivate an employee. They are some factors that influence the level of motivation among employees (Manzoor,

2012; Mahmood, 2010). The first dimension is self-motivation by managers (Mahmood, 2010). Managers should always be the first to motivate an employee in an organization especially when things go wrong. Another dimension of motivation is setting organizational goals with employees (Choong et al., 2011). In order to obtain positive outcomes from teaching staff in higher education, employee contributions are very important. The organization also needs to make sure the goals are aligned with the employee (Emmanuel, 2005). The higher education institute (HEI) should highlight the goals that the teaching staff needs to achieve as the teaching staff and the institution needs to be on the same page (.Manzoor, 2012) Another important dimension is making the work condition flexible (Manzoor, 2012) because not all employees in an organization are motivated in a similar manner. Managers need to understand what motivates each employee, some are motivated by an additional income while others are motivated by spending more time with their family and loved ones. Making the physical work environment conducive in an organization is very important (Rasheed et al, 2010) as the environment is a factor that motivates and demotivates teaching staff in higher education (Emmanuel, 2015). Motivation positively influences performances among the staff of higher education institutes (Afful-Broni, 2012; Rasheed et al, 2010). Ghana is an example that state that teaching staff of higher education institute are more motivated by the hygiene factor (Afful-Broni, 2012).

Expectancy Theory explains that employee effort in an organization will lead to performance and the performance will result in a reward (Vroom, 1964). When employees try to focus on their duty it increases their performance in the organization. This is often because they are appreciated which in turn motivates them to work more. The organization reward can be positive or negative, if it is positive, it will increase the

level of motivation in the organization and if it is negative the reward will reduce the levels (Vroom, 1964). One of the factors that motivate academic staff in the learning environment is a financial reward (Rowley, 2016). Which includes salaries, in some institutions additional increments may be added to their salaries based on a special achievement that has been done by the academic staff. Hence, they will continue to work to receive more rewards. In some other institutions, there is nothing such as an increase in salaries based on achievement because they believe you doing your duties as an academic (Rowley, 2016). Higher education can make use of the expectancy theory in other to understand the determinant of motivation for their staff (Estes & Polnick, 2012). There was a recent study which stated that motivation is measured by some multi-disciplinary indicators which include satisfaction, commandment and engagement (Nohria, 2008).

Motivation is one of the easiest and yet very complex jobs of management (Dessler, 1980) because everyone likes to receive a reward after achieving a goal but it is not easy to know what motivates each employee which makes it complex. Staff motivation in higher education is one of the most imperative objectives of institutional management. Teacher motivation is important for different reasons in an institution because, the performance of the academics affect the students (Porter et al 1973). An increase in the motivation of teachers leads to an increase in productivity (Ololube, 2004). Once there is an increase in motivation it boosts institutions' educational system (Adam, 1963). Further highlighting that motivation can also be described as the balance between employee input and output. Sometimes teachers are motivated by the manner in which their students behave or what their students have learned so far in the institution. When a student tries to work hard in their academics within or outside the institution, it

keeps the teacher motivated as student achievement can be a factor of motivation for teachers in an institution (Adam et al., 1989). Therefore, educational leaders should provide a professional learning environment for students because it is one of the things that motivates teachers (Lynn, 2002). Training is one of the most important activities that can be used in motivating employees in an organization due to the engagement it elicits (Photanan, 2014)

Many researchers have conducted different studies exploring the relationship between work motivation and organizational commitment (Warsi & Fatma, 2009; Ingram et.al, Lee & Skinner, 1989). There is no positive relationship between intrinsic motivation and organizational efforts (Ingram et al & Lee & Skinner, 1989). It is well observed that with the expansion of tertiary institutions over the years, many university institutions and colleges have fallen based on student strength (Louis & Thara, 2010). This issue was looked into by different educational committees in India. This committee looked into the problem and realized that the teacher is the first factor in this situation because qualifications, knowledge, and professional skill is what a leader needs to work on and this will affect the quality of education given to the student. The society we live in today not only needs good teachers that can teach but also who are highly motivated and committed to their job (Louis & Thara, 2010). Motivation is what drives and sustains human behavior in working life (Steers & Portel, 1991). Organizational commitment can be defined as an individual bond or loyalty an employee has for the organization that employs them. Organizational commitment is an antecedent that correlates and works with some organizational construct like motivation (Matieu & Zajac, 1990).

Organizational commitment is the nature of the relationship of the member to the system as a whole as it is a tool for any educational organization (Grusky, 1966).

Teachers who are strong in organizational commitment are mostly involved in whatever they do in the organization with their whole heart due to the strong commitment and psychological connection they have for the organization that employs them. Internal work motivation where good performance is an occasion for self-reward (Hackman & Oldham, 1980). The voluntary nature of commitment is connected to Intrinsic Motivation in which rewards come from what one has achieved as an employee as a means of success (Deci & Ryan, 1985). To create good organizational commitment in one's employee, motivation is a strategy that can be used because it also helps improve performance in the organization (Jaros et al., 1993).

Motivation is determined by individual value (Lacke, 2000). The organizational commitment of college teachers is connected to the way in which they are motivated to work (Wabg, 2010).

2.4 Adaptation to New Organizational Culture as a New Foreigner

One of the challenges that organizations are facing today is national cultural boundaries which are increasing rapidly. Instead of just working in one's cultural setting one can learn how to operate in different cultural norms and behave well towards other employees or colleagues at work. Organizational culture is very important in every organization. Many researchers have conducted research on this topic and they have examined the antecedents and consequences of successful long-term adaptation to foreign culture.

They found the interpersonal, interpersonal technical skills required for long-term expatriate success (Black & Gregeren, 1991). As an individual it is good to learn rules that guide appropriate behavior in a foreign gathering in case one finds themselves in a

situation involving cultural differences one can able to function successfully in the new

gathering and also work with new cultural rules (Ward & Kennedy, 1999). An example

of this situation is a teacher of higher school or a lecturer at a university trying to teach

international students or trying to teach in a foreign country. Therefore, the academics

are tasked with adapting to the new country and also the students because it is a foreign

country. The way academics react to situations influences and affects organizational

performances; in this case, the organization is the university (Black & Gregensen, 1999).

Adaptation helps to distract the negative consequences of the violation of the norm and

its associated stereotype (Earley & Ang, 2003; Francis, 1991). Adaptation helps to

increase the positive impression which leads to great outcomes (Leary, 1995), for

example winning the trust, likeness, and respect of clients and colleagues in an

organization helps in the adaptation process (Eartley & Ang, 2003). Adaptation leads to

success in an organization, for example, if one has a client, successful adaptation can

help an employee win the client which results in a positive accomplishment for the

organization.

Adjustment is also part of adaptation. Adjustment is a way of adapting to a new

environment in an organization and trying to cope with the new environment. When

explaining adjustment to a place of work, it is not just within the environment but also

outside the organization. International adjustment is a way in which an individual is

adapting to a new environment or host environment. It is said to be the sense of well-

being in a new place which is called the physiological adjustment (Selmer, 1999).

International adjustment is a feeling in which an individual tries to meet an unfamiliar

environment which is called social-cultural adjustment (Selmer, 1999). Social cultural

and psychological adjustment were found by some studies which explained the way in

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which an individual adjusts to a new environment. The social-cultural environment is the way an employee adjusts to their work, adjusting to the way they communicate and interact with a new environment, and also adjusting to the environment where one does not want to work (Black, 1988; Mandenhall & Oddu, 1991). To achieve the work adjustment as an individual one might need some change (Black, 1988; Mendenhall & Oddou, 1991). As a lecturer, one has to adapt to some changes when teaching in a foreign country. An example of this situation includes adjusting their culture, norms, and education system to achieve their goals as a lecturer in host country.

2.4.1   Socio-cultural Adjustment and Psychological Adjustment

2.4.4.1. Work Adjustment: This is when an individual is trying to adjust to the organization, the performances an employee is meant to meet, the specific responsibility and other demands as an employee. An example of work adjustment is the rules and regulations guiding the institution as a foreign lecturer.

2.4.4.2. Non-Work Adjustment: The Non-work adjustment does not have anything to do with the organization adjustment. It is the feeling an employee feels with their host country's food, health care facilities, environment, weather, the entertainment industry and some other conditions that do not necessarily include the organization.

2.4.4.3 Interaction Adjustment: The interaction adjustment works with effective interaction with the locals or citizens of the host country outside of the organization.

2.4.4.4 Sense of well-being: The feeling that makes an employee or individual happy such as being able to run their daily activities even when a problem shows up, they are able to face their problem (Selmer, 1999).

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2.4.4.5 Problem-Focused Coping and Symptoms-focused coping: In general researchers came up with a suggestion that problem-focused coping has more positive effect than symptom-focused coping especially for employees who change their jobs and those working abroad in other countries (Billing & Moos, 1981; (Weingort & Fednents 1990).

Figure 3

The Effect of Problem and Symptom-Focused Coping Strategies on International Adjustment
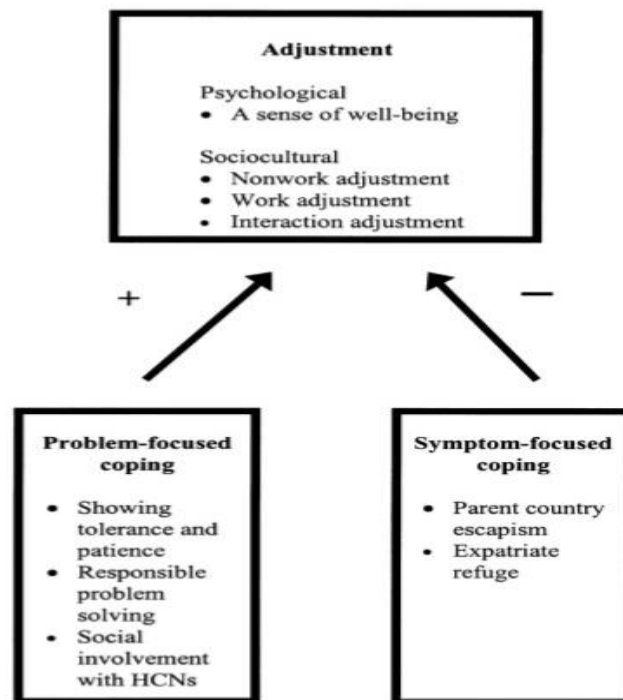
(Selmer, 1999, p44)

The effect of problem-focused and symptom-focused coping strategies on international adjustment (Selmer, 1999).

For an employee to adjust to a host country they have to adjust to some challenges which include work adjustment, interaction, non-adjustment and a sense of well-being in an organization. Some problems emerge when adapting to an environment which is known as problem-focused and symptom-focused, because you have to solve a problem when it shows up it your responsibility.

Employees relocate a number of times when the businesses they work for are multinational enterprises and this situation happens mostly to managers. They travel to a host country, and in return for the manager to perform their assignment in this situation they have to give lots of things because they demand a lot and if they do not meet the demand, the result can be costly (Forster, 1997; Swaak, 1995). The problem can be avoided if they are well-trained and educated about the changes that may occur which will lead to success.

Based on previous research carried out by other researchers, it was stated that an organization should know what motivates their employees so that when they are out of the country it can help the multinational business manage their expatriate assignment process better. Which will lead to a positive outcome in the organization (Wiley, 2007). Motivation is very important in all organizations which is why it is very important for all organizations to study their employees and know what motivates each and every employee, in the expatriate situation motivation is a tool that helps them achieve their goals.

Moreover, international assignments require things other than just the skill and knowledge of an expatriate (Black, 1988). This may lead to some difficulties or situations in which the expatriate would not be able to communicate or pass some skills or knowledge to the host employee they are working with (Tsang, 2001; Koh, 2004). If this

occurs the only solution is for the expatriate to learn a way of passing information to the host or even learn their culture in other to work effectively with the host employee (Furnham & Bochner, 1983; Osland, 1995). Different research was carried out and it was concluded that in order for an expatriate to adjust they can receive support from the host country's nationals and also environmental factors (Manev & Stevenson, 2001). In a working environment employee cultural diversity can offer lots of benefits to the organization (Renata, 2019). Employees who are familiar with the international environment can be a solution to competitors, in both domestic and international markets (Renala, 2019). When an individual is trying to adapt to a new environment their values and attitudes are likely to change (Berry, 2002; Chen, 2013). There is a general theory that states that employee work adaptation occurs when an employee is satisfied with the work environment. When an expatriate enters a new environment, they need to be motivated, but motivation is the basic   factor which is known as the secondary factor, because as an employee you are meant to be paid a salary which is a form of motivation. There are four ways in which an expatriate can be classified into which are; refugees, mercenaries, explorers, and architects (Richard & Mckenna, 2002). While the explorer classification is used for personal development because it is used for individuals that move to a host country for personal benefits, refugees are motivated to move to a host country for better job opportunities and to improve their personal lives. Moreover, mercenaries are individuals that move to other countries for business assignments which usually involve financial rewards and architects are the ones that move to improve their professional skills. (Richard & Mckenna, 2002).

Figure 4

Model of HCN as Socializing Agent for Expatriate
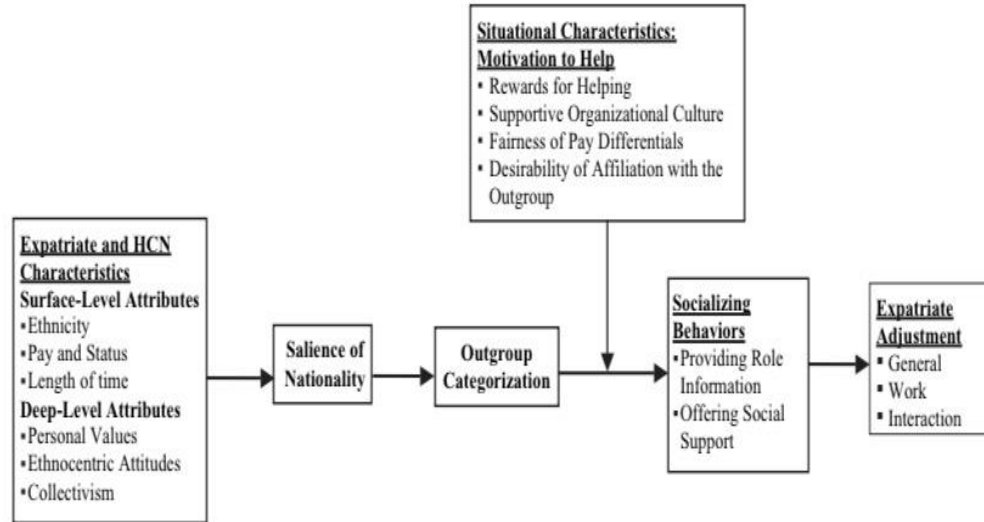
(Toh & Denisi 2007).

The numbers of the surface-level attributes and deep-level attributes used by the HCN have an effect on the expatriate which breaks the salience of the nationality identity in the host country (Harrison & Bell, 1998). The more the nationality is salient, the more the expatriate is seen and categorized as an out group. When an employee or expatriate is seen as out group, it affects the way the expatriate socializes in the environment (Toh & Denisi, 2007).

The socializing behavior was categorized into two sections. The first section is providing role information for the expatriate, when an expatriate moves to a new environment, they have to learn some new things, they do not know what to expect, they do not know how the organization is ruled, they need to learn what to expect, how to perform and behave to their new role in the environment (Black & Mendehall, 1990; Furnham & Bochner 1993). Since the expatriates are not familiar with the environment,

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they need to acquire some knowledge and information which can come from the supervisor or manager of the host country (Peterson et al & Rodriguez & Smith 2000). An employee who is an insider of the HCN cannot be compared to a newcomer expatriate because the experience and surprise are different from each other in the organization (Louis, 1980). The second part of the socializing behavior is the offering of social support as every expatriate needs social support. Social support can come from friends, coworkers and also information or encouragement when going through a situation or unexpected situation (Fisher, 1985; Javida 2005). Some recent researcher discovered that with the help of social support, an expatriate can find it easy to adjust to the environment (Bhaskar et al, 2005).

Host countries nationalist tend to help expatriates for various reasons which are mentioned in the visual. For example, to gain a reward for helping the expatriate who comes their way with the process mentioned in the visual, the expatriate gets to adjust in general, work and interaction as explained in Figure 2.

The surface level is a characteristic of an individual that cannot be changed (Harlson et al, 1998). Examples of surface attributes include ethnicity, pay and status, and length of interaction. Ethnicity of an individual includes the cultural and language differences between an expatriate and host country nationality create a salient attribute in an organization especially when an expatriate is from a different place; examples of this could be eye color, skin, facial look or even language accent (Fisher, 1998; Fiske & Taylor, 1984; Liladhar, 1999). Pay and Status of an expatriate and host country nationality lead to group distinction in an organization. All employees in an organization are paid according to their status in the organization. Some organizations try to pay their expatriates a higher amount because the position is mostly reserved for them (Permutter,

1969). This motivates expatriates to keep their position in the organization but leads to salient and also classifies the host country's nationality as out group.

Deep-level attributes are the characteristics that are usually seen through personal contact in an individual (Harrison et al, 1998). Personal values, collectivism ethnocentric attitudes are deep-level attributes. Personal values are the values that help to differentiate individuals from one another (Hofstede, 1980). When employees have many built-in value differences in an organization it creates misunderstandings which lead to a decrease in communicating and interacting with one another (Lau & Murighen, 1998). Ethnocentric attitude is the way an individual sees themselves or views ideas in a particular group or association they belong to (Summer, 1906).

2.5 Factors Affecting Sense of Belongingness

The need to belong is a fundamental human experience (Hirsch & Clark, 2018). Belonging is a way in which one is expected to be affiliated with a particular group (Baumeister & Leary, 1995). Affiliation in a group is not just about being known in a particular place, it is about being accepted in a group, receiving attention from other group members, being supported and also providing the same for other group members in the group is what people call belongingness (De Wall et al, 2008). Belonging is an action that makes employees feel that their performance affects the organization they belong to. Research suggests that the need to belong is key to organizational effectiveness (Bedarkar & Padito, 2013). In an organization where you work, once you achieve belongingness it increases effectiveness at the workplace. It was found that creating a training experience for academics helps aid and increase the sense of belongingness to them in an organization (Usher, 2010). When an employee receives

support from the organization, they work for, they achieve their goals successfully (Bakkar & Suhaufeli, 2008). When teachers are provided with what they need, they would feel more committed to their work and also feel comfortable, satisfied and also belong. Once an employee does not feel belongingness in an organization, there are some negative outcomes that come with it (Twenge et al, 2003). A psychologically safe environment increases an employee's need to belong (Sandeep & Wilson, 2021). A teacher needs to have a sense of belongingness in an institution to receive a positive outcome from the student and also the performance. A sense of belonging leads to commitment in an organization because you feel the organization is missing something to get a positive outcome in the organization. One of the ways an individual tries to connect with themselves and the people around them is through a sense of belongingness (Bonnie, 1992). A sense of belonging is a basic human need (Maslow, 1954). Hence, it can be defined as the sense of involvement an individual feels in a system to make them part of the system (Anant, 1966). When an individual does not feel a sense of belonging in a society or organization they belong to it, causes a loss and thus they cannot achieve their goals. An example of this situation is the Israeli army during the war. They were not feeling a sense of belonging which resulted in a mental illness that affected their fight (Dasburg, 1976). An individual believes once they belong to a particular society, or group they have to be loved by the group and also since they care about the participant in the group the group should also care about them (Deci & Ryan, 2000). When we are talking about a sense of belongingness it tags with employee involvement (Anant, 1967). A feeling in which an individual believes they are very useful in a group and they support the group (Muccieli, 1980). When an individual has a sense of belongingness, they have a sense of pride (Janosz, 1998). Individuals need to feel a sense of belongingness in an

organization because most employees spend lots of hours at the organization or their workplace which has taken a central role in many individuals' lives today (Michaelson, 2014). Teachers are usually influenced by their working environment, not only teachers, most workers are influenced by their working environment which is why they have to be accepted to get a positive environment in the organization where they work. The need to belong is a fundamental human experience (Hirsch & Clark, 2018). It is also important to know that when an employee feels belongingness in their working environment they perform better at work (Kachchhap & Horo, 2021). There is a probability that when an employee does not feel they belong in an organization and is unattended to in an organization it leads to a negative outcome this was concluded after extensive research was done (Twenge, 2003).

Motivation and a sense of belonging work together in an organization with Maslow's Hierarchy of needs. An employee who cannot adapt to a new environment socially may also lack motivation in the organization, in other means they cannot complete the third level of the Maslow hierarchy of needs in the organization which include the sense of belongingness (Love and belonging: friendship, family, sense of connection within and outside the organization) (Maslow, 1943). Employees who are not able to adapt to a new environment may be extended to the second level of Maslow's hierarchy of needs which is security, especially if they are foreigners in the environment and they might not be physically secure within and outside the organization. As an employee, it is very important to have job security both within the organization and outside the organization (Carrell et al, 1997). Job security helps the employee feel a sense of belongingness in an organization which motivates their performance making them concentrate on their duties and tasks. Self-esteem has been considered and seen as a high

identification of belonging in an organization (Cockshaw, 2013). An employee needs to

feel a sense of belonging both individually and in the organization because it has an

important role in them (Levett & Lthlean, 2009).

CHAPTER 3

METHODS

This section provides information on how data is collected the resources that will be used, and the target to collect the data. The design that will be used for data collection will be an interview which will be done by the researcher, this was chosen because most of the previous work was done with quantitative. They should be allowed to allow to express their feeling.

3.1 Research Design

The design that will be used in this study is qualitative design. Qualitative data deals with words, processes, and unstructured data (Bryman & Bell, 2011). Qualitative does not only detail with words its deals with the way we express our feeling towards a certain situation or topic. Although they are lots of disadvantages to qualitative research, the advantages are more important and useful than the disadvantages. Qualitative research allows them to express their feelings about the research and also helps identify their motive (Shalva, 2017). One of the disadvantages of qualitative research is that it is time-consuming because participants express themselves and their feelings on the inquired phenomenon and wordy expressions create lengthier to the researcher (Shalva, 2017). Qualitative research talks about the social aspects of research (Choy, 2014). This research is mostly used when the problem is not well understood and understanding the problem can be thoroughly done with the help of qualitative research because one receives different ideas from different participants (Rutberg, 2018). The qualitative design has various methods used in the collection of data. In other to understand the problem the research is trying to solve interview and observation can help create a

solution (Polit & Beck, 2012) and some other method. There is existing research which looked into this inquiry with a quantitative approach, therefore this research aims to provide a qualitative approach which is more promising to provide the perspective/motions/ thoughts of participants with richer data. The participant can express themselves with words. The data were collected anonymously and no traceable information is provided to protect participants' identities.

3.2 Population and Sampling

This data are collected at Final International University Northern Cyprus, and different lecturers from different departments participated in this research. In the means of the data collection process, some questions were asked. No means of identification will be used to keep the opinions private and allow participants to feel comfortable while collecting the data. Fifteen participants have been approached to participate in this study through snowball sampling through personal networks to identify the main adaptation problems they were and are currently experiencing and explore the ways they cope with this process. A set of semi-structured interviews were designed which consist of two sections and in total 18 numbers of questions; where both demographic and semi-structured questions were included.

3.3 Instrument and Procedure of Data

The qualitative design that will be used in this study is the interview method. The interview is a structure that builds words and also accesses information, but the interview is not just about the information speaking of mind its explaining how they feel about the situation in their own words (Berg, 2007). Interviews can be done in various ways; the researcher conducted the interview face-to-face. Academics were given a participants

information sheet which provided details of what the research is about, how it is going to be used and what they should expect from the interview. They were informed that if they are willing to participate or would like to stop anytime or feel uncomfortable with any question, the interview may stop at any time. The interview is a key factor in research design (Weiss, 1994). Although it has some disadvantages when collecting the data, it also has lots of advantages. One of the most important advantages is that the researcher sees their reaction when interviewing them. One can also do group interviews, not just individual ones, focus interview is also popular (Marshall & Rossman, 2006). One of the disadvantages is sometimes the participant which is the lecturer might not be in a good mood which will affect the data collection while interviewing them. There are various types of interviews which include group interviews, structured, unstructured and semi-structured interviews. Semi-structured interviews can be conducted with the academics at Final International University. Which include direct questions and explanations questions. For example, the demographic questions are the first part of the interview questions and the explanation question is the second part where the participants are allowed to express themselves in their own words. The interviews were hand transcribed by the researcher and were also recorded with the participant's consent.

3.4 Data Analysis Procedure

In qualitative research, we have transferability, and repeatability when analyzing the data. In the data analysis procedure, thematic analysis will be used to analyze collected data. Unlike quantitative study you do not need validity or reliability for qualitative study instead it looks into trustworthiness or reliability in the study.

Trustworthiness criteria are well employed in the dissertation's research which helps the

student to have more ideas (Vincent et al, 2015).

CHAPTER 4

DATA ANALYSIS RESULTS

This section provides results and analysis of the collected data which are categories based on emerged themes. The information is represented through tables, charts, and explanations.

4.1 Sample Demographics

The interviews were conducted by the researcher at Final International University. The participants were all academics at the Final International University environment.

Table 1

Participant Genders

Gender	Male	Female
Frequency	8	7
percentage	53.33	46.67

Table 1 shows the number of genders used in this interview, and the frequency of the male and female gender. Seven were female (46.67%) and eight were males (53.33%).

Chart 1

*Gender Frequency*
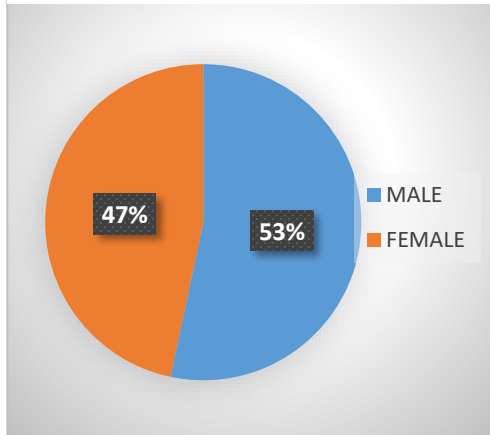
Chart 1 shows gender distribution as a pie chart.

Table 2

Participant Age

Age	21-25	26-35	36-45	46-55	56-65	66 and above
Frequency	1	5	8	1	0	0
Percentage	6.67	33.33	53.33	6.67	0	0

Table 2 shows the age frequency and the percentages. Most of the participants who were interviewed with the highest age frequency were between the ages of 36 and 45 (53.33%), followed by the age of 26 and 35 (33.33%), the participant with the lowest frequency was the age between 21 and 25 (6.67%) and between the ages of 46 and 55 (6.67%).

Chart 2

Age
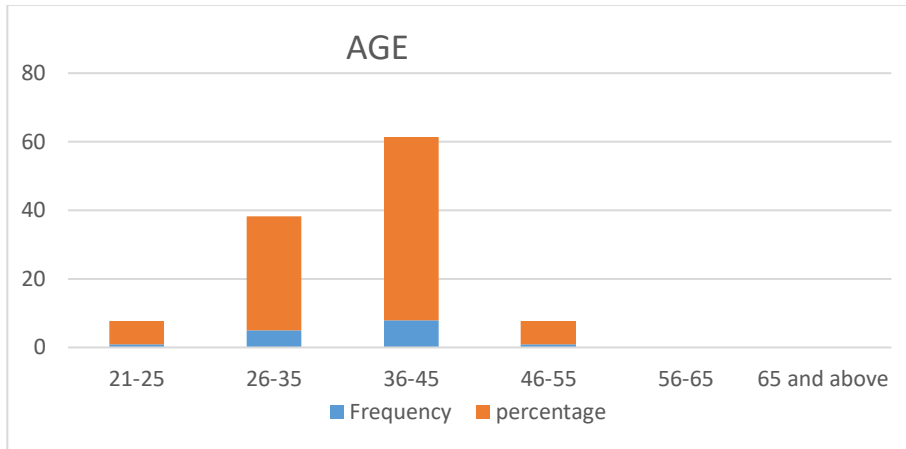
The chart diagram illustrates the age frequency of the participants, it shows which age

has the highest number and the least number of frequency.

Table 3

Participant's years of experiences

Years of experiences	0 -5	6 -10	11-15	16-20	21-25	26 and above
frequency	6	3	6	0	0	0
Percentage	40	20	40	0	0	0

The table shows and explains the years of experience of the participant's frequency and

their percentages. The academics who have the highest year of experiences in the

interview had 11-15 (40%) year of experience, and also up to five years (40%) and the

rest of the participants have experience 6-10 (20%) years.

Chart 3

Years of experience
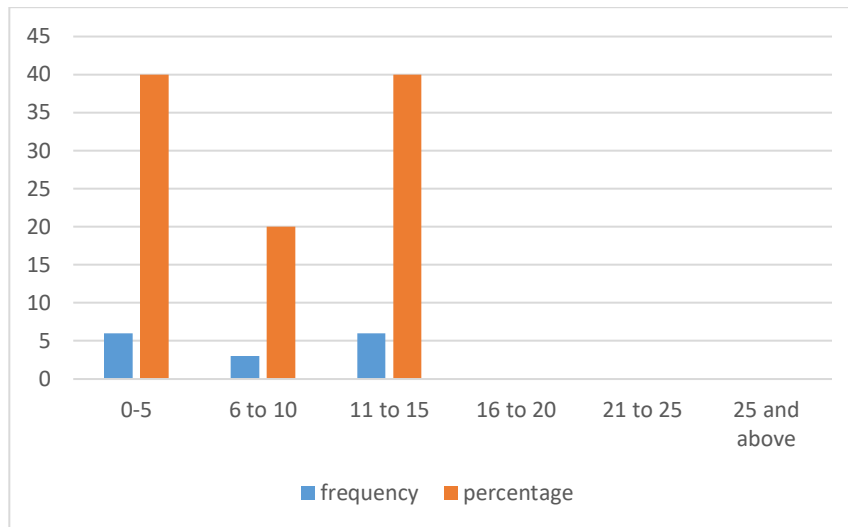
Chart 3 demonstrates the experiences of participants.

Table 4

Years spent in Cyprus

Years spent in Cyprus	0-1	>1<3	>3<5	>5<10	>10
frequency	1	1	3	5	5
percentage	6.67	6.67	20	33.33	33.33

Table 4 shows the participant frequency of how long they have been in Cyprus. The participant of academics who have the highest numbers in the years of living in Cyprus is more than 5 years but less than 10 years (33.33%) and greater than 10 years (33.33%), followed by greater than 3 years but less than 5 years (20%), the rest of the participants

that have been in Cyprus spent more than 1 year but only (6.67%) has recently relocated to the island within 12 month.

Chart 4

Years spent in Cyprus
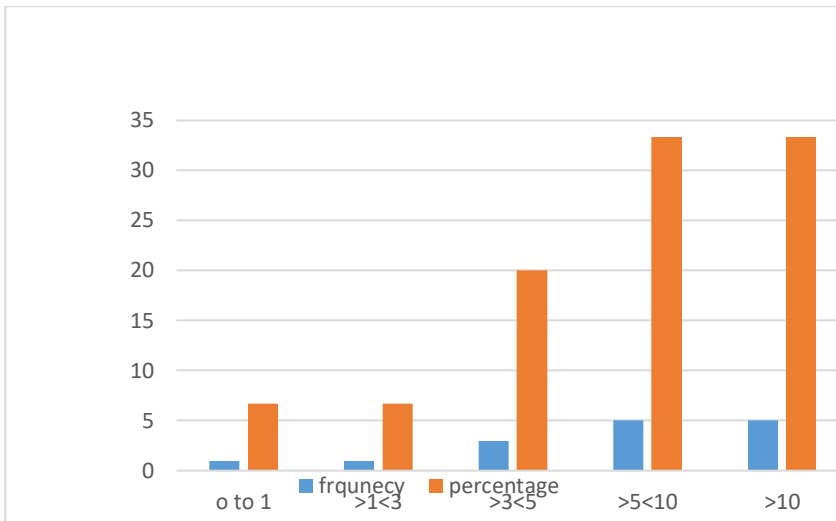
Chart 4 shows how long participants have been in Cyprus in terms of frequency and percentage.

Table 5

Life within Cyprus

Life within Cyprus	Alone	Housemate	Partner	Most family are here
frequency	4	0	6	5
Percentage	26.67	0	40	33.33

Table5 shows the frequency and percentages of whom the participants live with in Cyprus. The participants in the interview who have the highest frequency are the ones that live with their partners (40%), followed by the ones that leave with most of their families (33.33%), the lowest participant frequency are the ones that live alone (26.67%).

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Chart 5

Living iin Cyprus
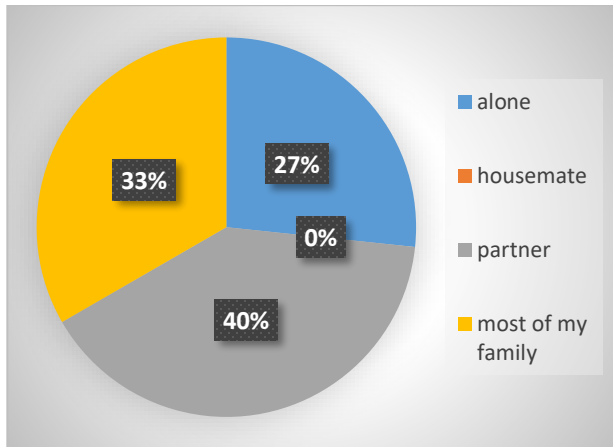
Chart 5 shows the illustration of whom the participants live with in Cyprus in

percentages, the frequency was not included in the chart.

Table 6

Live in another Country for More Than a Year

LACMTY	Yes	No
frequency	6	9
Percentage	40	60

Table 5 shows lived in another country than your home country for longer than a year of

the participant's frequency and percentage of the data.

Chart 6

*Live in another country for more than a year*
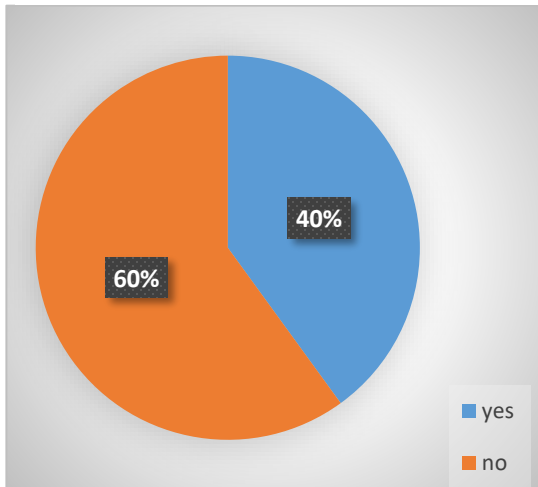
Chart 6 shows whether the participant ever lived in another country for more than a year before they relocated to Cyprus. Data suggest 40% lived in another country other than their home country for more than a year before they relocated abroad and 60% have not lived in another country other than their home country for more than a year.

4.2 Coding and Theme Table

Table 7

Coding and Theme Table

CODING	THEMES
SI-C	Settling in Cyprus
CB-WE	Challenges and barriers at work environment
SAMA-C	Successful adaptation and motivation as an academic in Cyprus
LCWB	Limitation and challenges at work due to background
OC-SB	Organizational commitment and sense of belongingness

These themes are extracted from the interview questions that were asked of the participants. The themes mentioned above were exacted from the 15 interviewed questions which were related and important to the study. The themes are 6 in number which included questions 7, 8, 13, 14, 15 and 17.

4.2.1. Settling in Cyprus

Participants mentioned a number of challenges and catalysts during their initial settling period.

Table 8

Settling in Cyprus

Catalyst	obstacle
culture	culture
language	language
family	transportation
weather	family
ethic	Health care
Emotional support	weather

The main obstacles that have come forward are culture, language, transportation, family, health care, and weather. For example, participants P3A, "*settling is not an easy thing, needs time, labor, its needs acceptance for the new culture, language and a new culture, new community as it is not even easy to move from one city to another city moreover than a new country*". However, cultural similarity served as a positive aspect and worked as a catalyst during their adaptation period. For example, P8A stated "*we have similar behavior and culture so do not feel lonely, it was similar environment for me*". Language is another catalyst that was mentioned by the participants in the interview. For instance, P4A states, *"the language and culture very close to my culture*". Transportation was one important factor that was mentioned in the settling process and it was mentioned as an obstacle. P15A said, "*Transportation wasn't as common as I was expecting it, there was*

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a limit on it". In addition, culture was both an obstacle and catalyst in the interview conducted P2A said, *"It was close to my culture"*. Family was mentioned by the participants as a challenge and obstacle, both terms will be given as an example by some of the participants. On the one hand, P10A referred to family as a catalyst. P10A said, *"I came directly to my brother's home when I got here so it was comfortable, I wasn't really feeling homesickness because my brother was already here so I feel comfortable and happy with the environment because of my brother's connection."* On the other hand, family was mentioned as an obstacle by P5A who said, "*I first was lonely and feel strange because I don't have friends and I don't know anyone I have no connection to the environment, so settling in was not easy for me"*.

Furthermore, weather is very important when you move to a new environment especially to a new country, it was mentioned as a catalyst in the settling in process for example P9A said, "*The country has good weather and climate which is very similar to my home country"*. Weather was also mentioned as an as an obstacle in the settling in period in Cyprus P11A said "*the weather was also a problem because it was totally different from my home weather, I was sick for like two weeks when I got here*". Ethics were also listed as a challenge in settling in. For example, P13A states, "*We used to have quite an ethic life in Japan where everything is on time and punctual the working environment is quite different from Cyprus, here is quietly related, but in japan it was different*" Emotional support was one of the catalysts that were used in settling in Cyprus that sentiment was mentioned by P7A who said, *"I think it was because of having some social and emotional support as well."* While settling in was easy for some participants, it was not for the other participants, because people are all different from each other.

4.2.2 Challenges and Barriers Face at the Work Environment

Participants mentioned some barriers and challenges that were faced in the working environment, the main catalyst that was listed was religion and culture.

Table 9

Challenges and Barriers Faced at the Work Environment

catalyst	Obstacle
Religions	Cost of living
Culture	Grading system
	language
	culture

An obstacle that was faced in the working environment in regards to challenges and barriers in the work environment include the language, the culture, the grading system, and the cost of living. For example, P13B said, "As *I say first language, language can be hard am, not Turkish speaking and not willing to learn*". Another good example is from P12A who said, "*Lack of Turkish, is not a big deal, but if you want to ask about challenges yes lack of language with some staff*". The grading system is also a challenging obstacle faced in the working environment. For example, P2B said, "*The most important thing is the grading system which is very different compared to Cyprus especially the engineering department it was a bit different from my country.*" Cyprus is expensive and the cost of living is an obstacle even as a student for me,

Some participants mentioned it as a challenge they have faced on the island. For example, P1A said, "*The environment was totally different compared to my country, the*

cost of living, electricity, and water compared to my country was expensive." Furthermore, in North Cyprus Islam is the dominant religion but other religions are also present in Cyprus and the society is open to both foreigners and citizens who believe in other religions. For example, P4B said, "*Yes, I mean their religion is not close to mine, their environment is open to some religions, at first am a Christian and on Sunday we attend church in the morning in my country but when I got here, I had to adapt to their church hours which was in the evening.*" Aside from religion, culture is also an obstacle that was mentioned. Culture is an important term that affects every foreigner in a new environment or country it was mentioned as both an obstacle and a catalyst. P8B said, "*did not face any difficult in culture as stated since the culture is similar to mine I didn't face any challenges*" An example of cultural obstacles was stated by P7B who said, "*I found that's they are Turkish Cypriot culture are personal boundaries and authority controlling*".

4.2.3 Successful Adaptation and Motivation as an Academic in Cyprus

It was mentioned by the participants that some catalysts help motivate their adaptation process here in Cyprus.

Table 10

Successful Adaptation and Motivation as an Academic in Cyprus

Catalyst	Obstacle
Financial	Unrecognized
Students	
Friends	
Environment	

The catalyst that was mentioned by the participant includes finance, friends, environment and student. But there was an obstacle that was also mentioned which is the recognition of North Cyprus because North Cyprus is not a recognized country. Everyone needs finances to live in a host country because it is used to run the day-to-day activities of an individual or family. Finance also motivates some of the workers that work in an organization for example P4C said, "*Uhmm everyone is trying to have money so looking at my opportunities back home and my level of education and looking at my opportunities here in Cyprus weighting both of them and knowing what your worth at home as an academic*" participants stated that at home, she cannot be earning what she is earning here in Cyprus so monetary gain is a factor that motivated her in adapting to the Cypriot education system. The environment is a term that makes people feel comfortable, in the adaptation process here in Cyprus. The environment has a good connection which

motivating academic P5B said, "*You have a good feeling about the environment and concentrate so the job you doing can be more successful in working environment.* P10B also mentioned, "*It helps a lot because you feel comfortable in the environment, the environment which was provided for you to work is comfortable, the comfortable environment motivate me towards my work*". Students also helped in the adaptation process, because it motivated the participants positively for example P7C mentioned "*I don't get motivated to my work because of my level of adaptation to Cyprus, my motivation to work comes as a result of my dedication to my students*". Having friends is an important catalyst that was mentioned by the participants. For example, P8C said, "*I feel like I like my Cyprus friends and they don't judge me which is one of the things that motivates me as an academic which also helped in my adaptation process*". The obstacle that was mentioned by the participants in the adaptation process was the unrecognized, the country is not recognized 13C said, "*They are not lots of my country people and also the country is not recognized.*" Her worries were simply based on Cyprus's lack of international recognition.

4.2.4 Limitation and Challenges at Work due to Background

There were 8 participants that did not have any challenges or limitations in their work environment but we have 7 participants that experienced limitations and challenges in their work environment which is part of the language aspect, which was the challenge most of the participants kept on mentioning at the university environment. For example, P3B said, "*Yes, like international environment the communication should be English in general but you come to the idea that they communicate in the local language.*" Another good example in regards to language was from P11B who said, "*Sometimes some student*

language are different, I need to accommodate their language in order for them to

understand what am saying"

2.4.5 Organizational Commitment and Sense of Belongingness

Participants said they do not have a commitment to the organization and some of them

said they feel they have a commitment to the organization while some did not say yes or

no, they are just in between.

Table 11

Organizational Commitment and Sense of Belongingness

Catalyst	Obstacle
safety	Attitude and treatment
support	
Financial factor	
Friend	
Culture	

Five participants said they do not feel committed to the organization. For example, P1B

said, *"I don't really have organizational commitment"* and 10 participants said they are

committed to the organization. P13D mentioned, "*I have an organizational commitment*

to the university because have never thought of leaving the university".

The other term is the sense of belongingness in an organization, the participants

mentioned some catalyst in the sense of belongingness which includes support, safety,

and finances, culture, and friends that makes them have a sense of belongingness in an

organization. For example, P1B "*As a woman I can go out alone without my partner, so*

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safety is one of the factor, that's makes me feel sense of belongings". Another factor that was mentioned in the sense of belongingness in the organization was support. For example, P8D said, "*I feel like I belong to this society because when I find support I receive.* The financial factor was mentioned by the participants. An example of this is P9B who said, "*The financial part, their pay are very okay, just that's the island is very expensive*" Another example that supports this sentiment is P13E who said, "*The support from the head to the least staff is very good in the university.*" Treatment and attitude is also a positive factor that made the participants feel they do not have a sense of belongingness. For example, P3C said, "*I don't have full confident for some reasons that's I belong here based on some treatment and attitud*e". The culture was one of the catalysts that was mentioned by the participants. For example, P2C said, "*The food and the culture is the most important thing for me*". Another factor that was constantly mentioned by the participants had to do with friendships. For example, participant P8E said, "*I have friends who are Cypriots which makes me feel like am their brother when am in a difficult situation they help me*". These are the listed factors that were obtained from the participants who participated in the interview process.

4.2.6 The Connection between a Sense of Belongingness, Professional Motivation, and Performance

All the participants mentioned and stated clearly that their sense of belongingness affects their motivation and performance in the organization, even with the one participant that was not really sure if she belonged to the organization. The participant, P3D stated, "*Absolutely yes, if you do not belong you won't be motivated which will affect my performance, yes my sense of belongingness affect my professionally motivation and*

my performance". Participants who believe they have a sense of belongingness in the organization said it affected their motivation and performance in the organization. For example, P14A said, "*It's obvious when you feel, you belong somewhere, it affects you by giving you motivation in your academic life, when you are welcome to a place, its helps you to find motivation. P7D also said "a lots, its affect a lots like if you don't feel you belong to this organization your performance decreases a lots, but I don't have this feelings*. P9C said, *"I feel free in the environment, when am free in an environment I tend to be more focus at my job, which help me improve my professional background, when you free in an environment you will focus on your tasks within the environment.*

4.3 Discussion of the Findings

When an employee feels safe in the organization it improves their performance and also motivates them (Chandra et al., 2013). One of the results of the findings was related to the safety term P1C said, "when she is safe in an environment its affect the organization in a positive way, she tend to feel safe which increases her performance and works in the organizations". However, a review of the literature supported the findings that one of the factors that motivate academic staff in the learning environment is financial reward (Rowley, 2016). The results of this study suggest that financial rewards are one of the factors that motivate academics in terms of the learning environment. When an academic is highly motivated, it leads to increased productivity (Ololube, 2004). Participants said when one has a good feeling in the environment one tends to concentrate so the job being done can be more successful which means it is increasing your success and productivity in the institution's environment. A literature review said that adaptation helps to increase an individual's positive impression which leads to

greater outcomes (Leary, 1995). P5C said when she adapted to the university environment it helped her a lot because she started focusing more on her job. The sociocultural environment is the way you adjust to your work, adjust the way you communicate, more like interacting and trying to adjust to a new environment (Black et al., 1991). Participant 4 explained this situation with some examples, she said that when she first came to Cyprus she adjusted to some situations like smoking, tattoos, piercings and even dresses because she stopped judging people based on some things in the university environment, the social and cultural adjustment helped her to adjust. It is also important to know that when employees feel belongingness in their working environment they perform better at work (Kachchhap & Horo, 2021). This was connected to one of the findings that a participant mentioned and spoke about. Participants said when they feel they belong to their work environment they work better at work because they believe they are accepted for who they are so they improve their working performance in the university environment.

CHAPTER 5

CONCLUSION

5.1 Discussion

This study has a positive impact on both the organization and the employee (teachers and lecturers) based on the results and data that was collected there is a big impact on motivation on employee performance in an organization. Motivation is a tool that an organization uses in getting a positive outcome in an organization, based on the results that were obtained from the data, when employees are motivated in an organization they tend to perform more and better at work (Murty, 2012). There is a positive and good relationship between the motivation of an employee and their performance in the organization.

A sense of belongingness in an organization has a positive impact and it plays an important role in employees' (academics) sense of organizational commitment. In the analysis, it was clearly stated and mentioned that part of what makes them feel comfortable in the university environment. Sense of belongingness has a good relationship with every employee, the results stated that when an employee does not feel a sense of belonging it reduces their employee performance. When an employee has a high sense of belonging, they tend to have high performance or an increase in their outcome in the organization, based on the results it was said that safety, support, friends, and culture helps the employee to belong in an organization. When an employee has organizational commitment in an organization it helps the growth of the organization. Based on the researcher results, it is very good for an employee to be committed to their place of employment work because it makes them focus on the organization they do not

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have to think about other organizations or even think about working in other organizations (Goksel & Aydintan, 2012). This statement was supported based on a results of a participants that said when an employee is committed it increases their outcome, trust, and even the attachment they have for the organization.

The adaptation process has a good impact on an organization. Based on the researcher results it was stated that the adaptation process is important for the employee. An example of this is cultural diversity in an organization because it helps make them feel comfortable and get along with other employee in the organization. The results also mentioned factors that help in the adaptation process like finances, environment, weather, language, friends, and culture helps employees to adapt easily to a new environment. It was also mentioned that cultural diversity helps in the adaptation process (Renata, 2019). A participants supported these results and said cultural diversity has good and positive effects in an organization.

The data analysis results are connected to the Selmer 1990 model. One way or the other the academic was involved in the model. For example, the Non-work-adjustment   P2D said. "*The important thing is the food and culture and the weather because it is similar to my country which helps in my adaptation process.*" Interaction adjustment was also mentioned and related to the Selmer model. P5C said, '*After more than ten years I think I have adapted because I have local friends which is home for me my local friends are the once that's made me adapted.*" Physiological adjustment is very important for an academic in a host country because it affects their sense of belongingness and adaptation process in the host country. Social involvement with locals helps academics engage with the local language.

5.2 Implications and Recommendations

This research was conducted in Northern Cyprus and it has some limitations because it was only conducted at a university in North Cyprus and only fifteen participants were interviewed and they were all foreign and international Academics. In order to obtain an in-depth explanation of how foreign teachers adapt to a host country, a study can be done by other researchers to look at all the universities in Northern Cyprus so they can get more ideas and so the data can be a large-scale data with this the results would not be for only one institution as the researcher did.

The study can also be done with quantitative analysis to have more ideas about the study from a different perspective. The mixed method can also be used (quantitative and qualitative). The adaptation process can be done or taught in a training or orientation program because the adaptation process affects all employees when they first move to a host country. Future research can also look into sample differences like age, profession or even ethnic background. For example, they can carry out the data collection process from different African and Arab countries to see how they adapt to the same method. Future research can also look at what motivates all professions and compare it to the academic professions.

An application can also be created to ask employees what makes them feel a sense of belonging in an organization and compare it to the factors of what makes an academic feels a sense of belonging in an institution if they have anything in common.

This thesis reached the conclusion that a sense of belongingness and adaptation has an effect on academics that move to a host country based on the results that were collected from the participants. This study will be helpful for organizations that are trying to make their employees feel a sense of belongingness and adaptation to a host country.

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APPENDICES

Appendix 1 Interview Question

<u>**Part A: Demographic Data**</u>

1. Gender ☐Female ☐Male

2. Age

☐ 21-25

☐ 26-35

☐ 36-45

☐ 46-55

☐ 56-65

☐ 65 and above

3. Years of experience

☐ 0-5

☐ 6-10

☐ 11-15

☐ 16-20

☐ 21-25

☐ 25 and above

4. How long have you been in Cyprus?

☐ 0-1 year

☐ More than a year but less than 3 years

☐ More than 3 years but less than 5 years

☐ More than 5 years but less than 10 years

☐ More than 10 years

5. Who do you live with in Cyprus?

☐ Alone

☐ Housemate

☐ Partner

☐ Most of my family is here with me

6. Have you ever lived in another country than your home country longer than a year before you come to Cyprus?

☐ Yes ☐ No (then go to question 7).

Part B: Open-Ended Questions

7. Can you please describe your experiences in terms of settling in when you first left your permanent environment for Cyprus?

8. What kind of challenges or barriers did you experience during your adaptation process particularly within professional work environment?

9. To what extent do you socialize with locals?

10. To what extent do you feel at home in Cyprus? Have you fully adapted here? What are the things that make you feel this way?

11. Do you feel your local language skills, your ethnicity, and professional status and similar other factors has an influence on your adaptation process?

11.1. If the answer is YES, then □ Can you please elaborate how do you think they influence your settlement in Cyprus?

11.2. If the answer is NO, then □ what kind of factors do you think has an influence on your adaptation process? Can you please elaborate how they influence your adaptation?

12. To what extent do you feel you have social supportive relationships that you need here in Cyprus? (Please elaborate whether you get that support from your partner/family who are here / local friends / or other non-local friends you met here)

13. Can you please talk about your opinion on your level of successful adaptation to Cyprus in relation to your motivation at work as an academic?

14. Do you experience any limitations or challenges at work due to your background?

14.1. If YES □ can you please provide some examples that you are comfortable sharing with?

15. To what extent, do you feel you have organizational commitment and sense of belongingness?

16. What kind of factors are determinant in your level of sense of belongingness?

17. To what extent do you believe your sense of belongingness affect your professional motivation and performance?

18. Is there anything else you would like to add?

Thank you so much for sparing time to participate and contribute to my master's thesis.

Appendix II

Informed Consent Form

Final International University
Informed Consent Form

Dear Participant,

This research project is being conducted by Toyyibah Ajoke Balogun of Final International University. This research project aims to investigate the socio-psychological adaptation and sense of belongingness of academics to a host country institution. This semi-structured interview is intended for academics at Final International University [21 years or older].

The proposed study is titled **"An Exploratory Inquiry into Socio–Psychological Adaptation and Sense of Belongingness of Academics to a Host Country Higher Education Institution"** You will be a participant of the project if you read and approve this informed consent form. If you agree to participate, then you and the researcher will mutually agree on a day and time you are available and feel comfortable to participate. You are expected to participate in this interview study only once. The semi-structured interview will be conducted face to face and you will be asked a set of questions which were prepared beforehand. It is expected that interviews should last not more than 40 minutes. This interview is anonymous. Other than being anonymous, no information is required to identify you and you cannot be identified by the answers you supply. Information to be obtained within the scope of this study will only be shared in scientific publications, presentations and online environments for educational purposes by the researcher with no individual traceable information. The data collected is anonymous and will be kept safely in an encrypted file on a computer up to a year.

Participation in this study is voluntary. Your participation in this project can contribute to your knowledge about how you feel regarding your socio-psychological adaptation, things that could help your adaptation and can support you in understanding yourself. None of the steps in the semi-structured interviews can cause personal discomfort. However, if you feel uncomfortable for any reason, you are free to quit the interview at any time and leave the research without explaining the reason. In such a case, the information you provide will only be used by the researcher with your consent.

Thank you in advance for participating in this study. If you need any further information about the study or if you have any question you would like to ask you can contact me on (*email: toyyibah.balogun@final.edu.tr* , phone+905338419746:), the researcher.

Thank you,

Toyyibah Ajoke BALOGUN

Toroslar Cad. No: 6 Girne, Cyprus

I accept to participate in this research.
Yes / No

[I allow research to use voice recording
Yes / No

I allow voice recording to be used:

For the purposes of data analysis only
Yes / No

Name and Surname of the participant:

Signature:

Date:

If you have questions about your participation in the research and the protection of your rights, or if you believe that you are at risk or will be exposed to stress in any way, you can contact Final International University Ethics Committee (0392-6506666) by phone or via email iaek@fiu.edu.tr

Appendix II

Informed Consent Form

İÇ YAZIŞMA / INTER OFFICE MEMORANDUM

ULUSLARARASI
FİNAL ÜNİVERSİTESİ

Gönderilen/To: Toyyibah Ajoke Balogun   **Tarih/Date:** 29/03/2023

Gönderen/From: Prof. Dr. Hüseyin YARATAN   **Ref/Sayı:** 100/050/REK.001
Rector

Konu/Subject: About ethical approval

In line with the decision taken at the Ethics Committee meeting on March 24th, 2023, it was decided that your study was ethically and scientifically appropriate.

Distribution: Chair of the Ethics Commitee

Ethics Committee Decision:

Decision no 2023/008/01

Toyyibah Ajoke Balogun 's application to the Ethics Committee titled "An Exploratory Inquiry into Socio-psychological Adaptation and Sense of Belongingnessof Academics to a Host Country Higher Education Institution", a proposed study to be carried out under the supervision of Assoc. Prof. Dr. Gizem Öksüzoğlu was discussed. With the justification, purpose, approach and methods stated in the application, the proposed research was found ethically and scientifically appropriate.

SK/HY