

Impacts of Educational Tourism on the Residents of Famagusta

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the Degree of

Master of Science
in
Tourism Management

Eastern Mediterranean University
August 2009
Gazimağusa, North Cyprus

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ABSTRACT

The aim of the thesis is to explore the social, cultural, economical and environmental impacts of educational tourism on the host population of Gazimağusa (Famagusta) in North Cyprus. The most attention is paid to the perceptions of the residents in assessing the nature of impacts on host population.

The quantitative research method was used in order to obtain the necessary information. The quantitative survey, which was prepared in detail and fastidiously; provided important and unique data on the social, cultural, economical and environmental impacts of educational tourism from the perspective of the host population.

The analysis of the data showed that the majority of the respondents were male and married. Besides, the findings showed that the majority of the respondents were born in Famagusta, and belonged to the age range between 28-37 years. The outcomes of the study revealed that the large proportion of the residents worked in Karakol district and employed in non-governmental jobs.

In the light of obtained data, it was determined that educational tourism had both positive and negative social, cultural, economical and environmental impacts on the host community of Famagusta. In summary, the positive economical impacts of educational tourism on the host community of Famagusta include; increasing income levels, increasing numbers of additional job opportunities and increasing level of investment and development opportunities to the region. Besides, the outcomes of the study showed that the educational tourism caused increasing cost of living, increasing prices of goods and services, increasing prices of houses and other

immovable properties, expanding competitive consumption and increasing migration levels of foreign labor to the region.

The analysis of the data showed that the educational tourism played an important role on promoting the host community in social and cultural aspects. In the light of obtained data, it was discovered that educational tourism increased the demand for cultural and historical activities, provided an opportunity for residents to know people from different culture and ethnics, increased the residents' level of understanding, acceptance and tolerance of other people from different cultures and life styles. Besides, it was discovered that educational tourism functions as a bridge between the host and the guest in terms of providing an opportunity for creating and strengthen social bonds between the two parties. In addition to this, educational tourism is found to be providing not only the social exchange between the host and the guest, but also the cultural exchange as well. Besides, positive socio-cultural impacts, educational tourism is found to had negative social and cultural impacts on the host community of Famagusta as well. In summary, it was found that, educational tourism was lead to change in perspectives of host towards sexuality, was lead to openness to sex, increased the numbers of illegitimate relationship, increased the divorce rate, was lead to change in family values, and resulted in corruption of moral values from the residents' perspective. In addition to these, it was discovered that educational tourism was lead to disruption of social bonds, expansion of materialist culture, increase in alcohol and drug consumption, and increase in demand for gambling from the residents' perspective.

Key Words: Socio-cultural, economical, environmental, impacts, educational tourism, residents, host response, Famagusta.

ÖZET

Bu tezin amacı eğitim turiziminin, Gazimağusa bölge halkı üzerindeki sosyal, kültürel, ekonomik ve de çevresel etkilerini ölçmektir. Bu tezde ağırlıklı olarak Gazimağusa halkının, öğrenci turiziminin halk üzerindeki etkilerini irdeleyen görüşlerine yer verilmiştir.

Gerekli verilere ulaşabilmek için ‘Tümden Geliş’ yöntemi kullanılmıştır. Kapsamlı bir şekilde, titizlikle hazırlanmış anket; halkın bakış açısıyla, eğitim turiziminin yerli halk üzerindeki sosyal, kültürel, ekonomik ve de çevresel etkilerine dair çok önemli ve eşsiz verilere ulaşılmasını sağlamıştır.

Çeşitli analizlerden elde edilen bilgiler, anketi yanıtlayan kişilerin büyük bir çoğunluğunun cinsiyetinin erkek, medeni durumunun ise evli olduğunu ortaya koymuştur. Bunun yanısıra, elde edilen bilgiler, anketi yanıtlayan kişilerin büyük bir bölümünün Gazimağusa’da doğmuş olup, yaşlarının 28 ile 37 arasında değiştiğini göstermiştir. Sonuçlar, anketi yanıtlayan kişilerin büyük bir bölümünün Karakol bölgesinde, özel sektörde çalışmakta olduğunu göstermiştir.

Elde edilen bilgiler ışığında, eğitim turiziminin bölge halkı üzerine hem olumlu hemde olumsuz sosyal, kültürel, ekonomik ve de çevresel etkilerinin olduğu saptanmıştır. Özetle, eğitim turiziminin bölge halkı üzerindeki olumlu ekonomik etkileri; bölge halkının gelir miktarlarında artış, birçok ek iş olanaklarının doğması ve de Gazimağusa bölgesine yönelik yatırım ve kalkınma fırsatlarını artması şeklinde sıralanabilir. Fakat bunun yanısıra, elde edilen bilgiler; eğitim turiziminin aynı zamanda, hayat pahalılığının artmasına, fiyatların genel anlamda yükselmesine, ev ve diğer taşınmaz malların fiyatlarında artışa, rekabetçi tüketimin yaygınlaşmasına ve de bölgeye yönelik yabancı işçi göçünün artışına neden olduğunu ortaya koymuştur.

Analizlerden elde edilen bulgular; eğitim turiziminin, bölge halkının sosyal ve kültürel açıdan gelişmesinde önemli rol oynadığını göstermiştir. Elde edilen bilgiler ışığında; eğitim turiziminin, sosyal ve kültürel aktivitelere ve de programlara olan talebi artırdığı, bölge halkına, farklı kültürel ve etnik yapıdaki kişileri tanıma fırsatını sağladığı, bölge halkının farklı yaşam tarzlarına ve de farklı kültürel yapıya sahip olan kişilere yönelik anlayışlı olma, kabullenme ve tolerans etme kabiliyetlerini artırdığı gözlemlenmiştir. Bunun yanısıra, eğitim turiziminin, bölge halkı ile yabancı misafirler arasında, birbirleriyle sosyal ilişkiler kurma ve güçlendirme adına bir köprü görevi gördüğü saptanmıştır. Ayrıca eğitim turiziminin, bölge halkı ile yabancı misafirler arasında fikir alışverişinin yanısıra kültürel paylaşımı da sağladığı belirlenmiştir. Elde edilen analiz sonuçları, eğitim turiziminin bölge halkı üzerinde sosyal ve kültürel açıdan olumlu etkilerinin yanısıra olumsuz etkilerinde var olduğunu göstermiştir. Özetle, elde edilen bilgiler ışığında; eğitim turizminin bölge halkının cinsel ilişkiye bakış açısında değişime ve açıklığa, evlilik dışı cinsel ilişkinin yaygınlaşmasına, boşanma davalarının artmasına, aile değerlerinde ve yapısında değişime, ahlaki değerlerde zedelenmelere neden olduğu saptanmıştır. Bunun yanısıra, öğrenci turiziminin sosyal bağların kopmasına, kapitalist kültürün yaygınlaşmasına, alkol ve uyuşturucu tüketimin yükselmesine ve de kumarhanelere olan taleplerin artmasına da neden olduğu belirlenmiştir.

Anahtar Sözcükler: Sosyo-kültürel, ekonomik, çevresel, etkiler, eğitim turizimi, yerli halk, yerli halkın tepkileri, Mağusa

ACKNOWLEDGEMENTS

I would like to thank Asst. Prof. Dr. İlkey YORGANCI, Ass. Prof. Dr. Mine HAKTANIR and Senior Instructor Orhan ULUDAĞ for their extended support and guidance in the preparation of this study.

I am thankful to my family (Mehmet, Ayşe, Levent and Zalihe Mohul) for their support and love throughout my studies.

I would also like to thank to my lovely best friend Ayşe Şehzade, for her support and love throughout my studies.

I would like to dedicate this thesis to my brother Levent Mohul and sister Zalihe Mohul.

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CHAPTER 1

INTRODUCTION

1.1 Educational Tourism and North Cyprus

Cyprus is situated in the North East corner of the Mediterranean and is south of Turkey and west of Syria. Cyprus is approx 0.6 times the size of Connecticut and is the third largest island in the Mediterranean after Sicily and Sardinia (www.northcypruswebsite.com). Since 1974, the Mediterranean island of Cyprus has been divided (Warner, 1999:129). In 1983 Turkish Cypriots declared a separate state, called the Turkish Republic of Northern Cyprus (TRNC) (Arslan and Guven, 2007). The territory of the TRNC includes 55% of the coastline of the island of Cyprus (Warner, 1999). The population of North Cyprus is approximately 264,000 (2006 census) and 55% of the population live in urban areas. The urban population is distributed as follows; Nicosia, 73,000; Famagusta, 46,000; Kyrenia, 57,000; Guzelyurt, 20,000; Iskele, 8,000 (www.northcyprus.cc). The population density is 63.6 persons per square km. The crude birth rate is 15 per thousand whereas the death rate is 8 per thousand (www.cyprusnorthernproperty.com). North Cyprus is a small country and tourism has been viewed as major economic development tool.

Small island tourism economies differ significantly in their size, location, political systems, historical experience, economic prospects, ecological fragility, and vulnerability to ethnic conflicts, crime, and the threat of global terrorism (Hoti, McAleer and Shareef, 2005). Small island developing states and regions, where tourism is commonly regarded as the sole option for development, must avoid over-

reliance on mass tourism (UNESCO Commission on Sustainable Development, 1996 cited in Ioannides and Holcomb, 2003). Islands have long been popular tourist destinations; as a result, many islands have turned to tourism as a means of social and economic development, with tourism frequently becoming the dominant economic sector. Reliance on tourism has proved to be problematic for many island destinations, including Cyprus (Sharpley, 2001).

Tourism has emerged as a growth industry in many national economies and, as a consequence, an increasing proportion of the world's population is dependent upon the continuing viability of this activity (Faulkner and Tideswell, 1997). The benefits and costs of tourism reach virtually everyone in the region in one way or another (Stynes, 1999 cited in Tyagi and Singh, 2007). Hence many small states are now concerned that they are becoming over-dependent on tourism and that there may be substantial economic, socio-cultural and environmental costs associated with its continued expansion (Ayres, 2000). Social impacts of tourism refer to the changes in the quality of life of residents of the destination country (Brunt and Courtney, 1999). It is asserted that tourism resulted in great changes in the host community's traditions and cultures. Tourism often changes or destroys local culture (Greenwood, 1989 cited in Dyer, Aberdeen and Schuler, 2003). The traditions of the host countries are weakened under the influence of tourism such as the loss of authenticity and identity of the traditional cultures resulting from the inhabitants' tendency to imitate tourists who represent what is seen as a respectful higher civilization (Haulot, 1974 cited in Dogan, 1989). Increasing numbers of tourists magnify the pressures on resources and can lead to severe negative impacts on the environment (Wolfe, 1983 cited in Baysal, 2001). The expansion of tourism has led to erosion, destruction of heritage, changes in the social fabric and loss of diversity, pollution, compaction of

soil leading to runoff, depletion of water resources such as waste water discharge, and fertilizer leakage (Andereck, 1995 cited in Andereck, Valentine, Knopf and Vogt, 2005). Besides socio-cultural and ecologic, tourism also has significant impacts on the economy (Brown, 1998). Economic benefits are probably the main reason why so many countries are interested in the development of tourism and the contribution of tourism to the world economy is considerable (Ennew, 2003). Tourism creates jobs and business opportunities (Tosun, 2002), helps to stabilize the local economy, and provides cultural exchange between hosts and visitors helps to improve the community and to improve recreation facilities (Richard, 1971 cited in Upchurch and Teivane, 2000). Tourism growth reduces the domestic price level and increase the amount of foreign trade and the availability of products in the domestic economy, thereby stimulating further production (Sugiyarto, Blake and Sinclair, 2002). The economic benefits of the tourism industry are increased modernization and integration with urban civilization (Metelka, 1978; Rambaud, 1967 cited in Cohen, 1984), increases in services provided by government (Wood, 1980), providing a more democratic and tolerant political climate (Del Campo, 1970). Therefore it is crucial to consider the impacts of tourism on the host community for the further development of tourism.

The twentieth century has been the century of information. Information-centric tourism has been increasing an importance in recent years, both to the tourist and to the tourism industry (Hecht, Starosielski and Abrams, 2007). The modern-day learning vacation concept is called Educational Travel (Kalinowski and Weiler, 1992:15-26).

The terms “Educational Tourism” and “Educational Tourist” are described below from the perspective of the researcher by reviewing the relevant literature and

concerning the outcomes of this study. It is believed that the description of the terms will bring a deeper understanding to the scope of educational tourism. “Educational tourism refers to a traveling to a destination with the primary aim of involving in a learning experience in the educational institutions. Educational tourism comprises a variety of activities such as; masters and doctorate education, university education, higher education, vocational school education, winter and summer schools, language courses, ongoing adult educational programs, short courses, development practice training, internships, seminars and conferences. Educational tourism includes educational institutions, accommodation sector, transportation sector, restaurants and other food and beverage industries, entertainment facilities, museums, arts and heritage attractions, leisure and recreational facilities, and other services”.

The Educational tourist can be defined as “A person, who is above 15 years old traveling to a destination with the primary purpose of involving in a learning experience regarding his/her field of study or area of interest or a person who is sent there (for example by a company), to involve in a learning experience but is not employed at the destination. Educational tourist should stay in the destination without any compulsory reasons rather than the aim of having an education till the completion of his/her learning experience. Educational tourist utilizes from the social, cultural, environmental resources of the destination, uses the products and services produced, participates in the activities and the facilities provided by the destination, and interacts with the host community during their stay”.

Commercialization, funding reforms, and student loans have increased opportunities for domestic as well as students from other countries to participate in private higher education (Yao, Wu and Su, 2008). University participation in a community's development can affect a city's most urgent problems; promote

positive community images, favorably impact university recruitment of students, faculty and staff; and enlarge the potential for future student applicant groups that will be characterized increasingly by ethnic and racial diversity (Hampton and Higham, 1999).

University education improves societies in terms of greater social openness, social mobility, and provides a basis for a shift from particularistic to universalistic bases of achievement (Hannum and Buchman, 2003; Telles, 1994). University education improves the circulation of current assets in the economy.

Universities supply jobs, business contracts, and other investments that add tremendous income to the local economy and the concentration of university programs, activities, and facilities at an urban location attract housing, shops, restaurants, and other related businesses (Hampton and Higham, 1999).

Eastern Mediterranean University was established in 1979 as the 'The Institute of Higher Technology' with the Departments of Electrical and Electronic Engineering and Mechanical Engineering having just 105 students and transformed into a university in 1986. At the present, the Eastern Mediterranean University provides multicultural environment with 13,980 students from 64 countries and highly qualified faculty members from 35 different nations.

The EMU possess a potentially significant resource for educational tourism in Famagusta/TRNC. Whether for undergraduate programs, masters, doctorate degree programs or short vocational programs more and more students are choosing the EMU as a part of their educational objectives and becoming Educational Tourists.

Recently, Educational Tourism has been viewed as fast growing - major economic development tool of North Cyprus (www.ntvmsnbc.com; www.afyonkarahisar.com; www.milligazete.com). It is believed that such fast

growing development may bring possible positive and negative impacts on the host community. Therefore the emphasis of this study will be on to explaining the possible socio-cultural, economical and environmental impacts of educational tourism on the host community and the perceptions and reactions of the host community towards impacts of educational tourism. In order to measure and analyze possible impacts of educational tourism development and secondly, the host community perceptions and reactions towards the impacts of educational tourism; Famagusta district is chosen as a case, where the Eastern Mediterranean University (EMU) is located.

1.2 Importance of the Research

There have been many studies about the impacts of tourism and host reactions towards tourism development yet, there has been no empirical research on educational tourism development and the impacts it has on the host community. Therefore analyzing residents' perceptions and reactions towards educational tourism development will increase knowledge so that the management and planning of educational tourism can develop successfully. Measurements and actions can be taken accordingly to increase residents' support, involvement and participation for the sake of educational tourism development. It is believed that this will increase the emphasis on educational tourism development, which is viewed as an alternative form of tourism and minimize the negative impacts of mass tourism in an area which has limited resources and is geographically so small.

1.3 Aim of the Study

The thesis has been guided by a concern with understanding the host populations' response to the development of educational tourism in the city of

Famagusta. Thus research has two major aims; i) to explore the possible socio-cultural, economical and environmental impacts of educational tourism on residents of Famagusta; ii) to explore the residents' perceptions and reactions towards the impacts of educational tourism in Famagusta. The following research questions and sub-questions have been set in light of major aims;

1. What are the possible socio-cultural, economical and environmental impacts of educational tourism on the residents of Famagusta?
 - * What are the positive socio-cultural, economical and environmental impacts of educational tourism on the residents of Famagusta?
 - * What are the negative socio-cultural, economical and environmental impacts of educational tourism on the residents of Famagusta?
2. What are the residents' perceptions and reactions towards the impacts of educational tourism in Famagusta?

In order to achieve the above aims, the following objectives are set;

- Acquiring appropriate knowledge about the socio-cultural, economical and environmental impacts of tourism by reviewing the relevant literature.
- Development of a questionnaire to explore the host community's perspective regarding their level of life satisfaction, socio-cultural, economical and environmental impacts of educational tourism.
- Making a comparison between the outcomes of the study and the literature review.

1.4 Method of the Study

In order to gain knowledge about the impacts and changes, quantitative research approach was administrated. A questionnaire was used in order to collect information on the socio-cultural impacts, economical impacts, and environmental impacts of educational tourism. This study employed close-ended questions. A 5 point Likert Scale with a series of questions were designed to measure the respondents' degree of agreement or disagreement with various statements that designed to asses' attitudes toward educational tourists and educational tourism development. A sample of three hundred and thirty-one residents was randomly selected, who either live or work in Famagusta for at least fifteen years.

1.5. Organization of the Thesis

This thesis is composed of five chapters. The first chapter identifies the importance of the research on perceptions and reactions of residents towards educational tourism development, explains the method of the research and states the aim and objectives of the research. In this chapter, the educational tourism concept was simply explained and the Turkish Republic of North Cyprus was introduced.

Chapter 2 includes the review of literature on the concept of defining tourism, the impacts of tourism (socio-cultural, economical and environmental), the educational tourism, The Eastern Mediterranean University, The Famagusta Region and theoretical approaches (Social Exchange Theory, Dogan's Social Adjustment Theory, Doxey's Irridex, Life Cycle Theory, Growth Mahine Theory, Power Theory and Equity Theory) for measuring host response to tourism.

Chapter 3 describes how the research carried out by justifying the research methodology.

Chapter 4 represents the analysis of findings of the research. In this chapter, the outcomes of Crosstabulation Analysis, Pearson's Correlational Analysis, Frequency Analysis, and Reliability Analysis revealed. The demographic breakdown of the respondents also represented in this chapter.

Chapter 5 indicates the limitations, avenues for further research, managerial implications of the research and states the conclusion and explains residents' reactions towards educational tourism in the light of theories.

CHAPTER 2

LITERATURE REVIEW

2.1 Tourism Defined

Tourism has emerged as a growth industry in many national economies and, as a consequence, an increasing proportion of the world's population is dependent upon the continuing viability of this activity (Faulkner and Tideswell, 1997). According to the WTO definition; tourism comprises the activities of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited. Tourism covers a multitude of activities ranging from leisure activities to interest of every kind such as business conferences, trade fairs, study courses and language learning (Tomorrow's Tourism Report, 1999). Tourism may be defined as the processes, activities, and outcomes arising from the relationships and the interactions among tourists, tourism suppliers, host governments, host communities, and surrounding environments that are involved in the attracting and hosting of visitors (Goeldner and Ritchie, 2003). According to the Canadian Cultural Observatory Report (2005), tourism refers to a complex set of human activities. Thus, tourism is first and foremost about people traveling not to spend money, but to experience, explore, learn, relax and meet other people in a destination away from home. This report also suggests that tourism is

also about the exchange between hosts and guests. Such interaction incorporates social and cultural, as well as economic and ecological dimensions.

2.2 Impacts of Tourism

The tourism industry is highly regarded as a viable economic development tool (Easterling, 2004). The tourism industry has become a major economic activity in many developing or so called third world countries, one that impinges upon social, economical, cultural and environmental structures (Greathouse, 2005). Benefits and costs of tourism reach virtually everyone in the region in one way or another (Stynes, 1999). For many small states, particularly island economies with favorable natural resources, tourism was regarded as an easy, low cost/high profit option offering limitless scope for economic and social improvement (OECD, 1967:11-15). Hence many small states are now concerned that they are becoming over-dependent on tourism and that there may be substantial economic, socio-cultural and environmental costs associated with its continued expansion (Ayres, 2000). A detailed discussion of these impacts is presented below;

2.2.1 Socio-cultural Impacts of Tourism

The social impacts of tourism are the changes in the quality of life of the residents of the destination country (Brunt and Courtney, 1999). International tourism has become a major source of inter-cultural contact in the contemporary world (Dogan, 1989). According to Dogan, tourism has produced both positive and negative results and their respective levels vary depending on the socio-cultural structure of the country and the level of touristic development (1989:217).

It is asserted that tourism has caused great changes in host community's traditions and cultures. Tourism often changes or destroys local cultures

(Greenwood, 1989 cited in Dyer, Aberdeen and Schuler, 2003). The traditions of the host countries are weakened under the influence of tourism for example there is a loss of authenticity and identity of the traditional cultures resulting from the inhabitants' tendency to imitate tourists who represent what is seen as a respectful, higher civilization (Haulot, 1974 cited in Dogan, 1989). Under the impacts of tourism entertainment, ceremonies, food, folklore and accommodation facilities lose their authenticity and a similar culture grows everywhere (Göksan, 1978 cited in Dogan, 1989). There is also the development of non-authentic forms of cultural traditions, an example being festivals or dances staged entirely for tourists (Besculides, Lee, and McCormick, 2002). According to Boyton, (1996) tourism resulted in great changes in Amish quilting practices. Quilts produced specifically for sale used non traditional designs and fabric and were of lower quality than those made for personal use. Thus tourism leads to a clearly distinctive art form different from traditional styles (Besculides, Lee, and McCormick, 2002).

Tourism transforms human relationships into a source of economic gain and the proportion of non-economic relationships diminishes. In this way, previously warm and intimate relationships are transformed into commercial forms (Kadt, 1979). The disruption of intimate and personal relationships is associated with commercialization and materialism in human relationships which is perhaps the most common consequence of tourism (Dogan, 1989). Impersonality and commercialization in human relations is one of the factors associated with increasing crime involving beggary, homosexuality, prostitution, alcoholism, theft, larceny, robbery directly linked to tourism. Rape, murder and assault are indirectly and a lesser degree related to tourism (Jude, 1975 cited in Dogan, 1989). According to Easterling (2004), tourism fosters overdependence on tourists and developers,

(Boissevain, 1979; Mathieson and Wall, 1982 cited in Easterling, 2004); and thus tourism transforms warm relationships into commercialized ones (De Kadt, 1979 cited in Easterling, 2004). Communities may come to be owned by tourists with residents as caretakers (Jordon, 1980 cited in Easterling, 2004); and the net economic effect of tourism is negative (Lindberg et al., 2001 cited in Easterling, 2004).

Tourism can also lead to acculturation and assimilation. One of the strongest indicators of such impacts is the loss of the native language as a result of an influx of tourist languages (Coppock, 1977; Cybriwsky, 1970; White, 1974 cited in Besculides, Lee, and McCormick, 2002). Overdevelopment, assimilation, conflict, xenophobia and artificial reconstruction are the other negative consequences of tourism (Lee and Back, 2003). The tourism industry itself has become a direct source of crime (Chesney-Lind and Lind, 1986; Lee and Back, 2003; Green, 2005; Johnson, Snepenger and Axis, 1984 cited in Upchurch and Teiwane, 2000; Dogan, 1989); such as prostitution (Cohen, 1988; Lankford, 1994; Lindberg and Johnson, 1997 cited in Andereck, Valentine, Knopf and Vogt, 2005) and the openness of sex (King, Pizam, and Milman, 1991 cited in Andereck, Valentine, Knopf and Vogt, 2005) has expanded venereal diseases (Haulot, 1974 cited in Dogan, 1989), alcoholism (Lee and Back, 2003); lack of hygienic conditions in tourist camps has expanded typhoid and cholera diseases, and also conditions associated with the touristic lifestyle have led to sunstrokes, intestinal diseases, skin diseases neuroses (Haulot, 1974 cited in Dogan, 1989), increased drug abuse and increased divorce rates (Lee and Back, 2003).

Tourism creates increased social tension and socio cultural breakdown due to the denial of access to traditional land (Harron and Weiler, 1992 cited in Dyer, Aberdeen and Schuler, 2003). Tourism is contributing to changes in value systems,

individual behavior, family relationships, collective lifestyles, safety levels, moral conduct, creative expressions, traditional ceremonies and community organizations (Mathieson and Wall, 1982 cited in Fredline, Deery and Jago, 2006). In addition to these, changes produced by tourism affect people's habits, social lives, daily routines and beliefs (Zafer, 1989).

Tourism can have other negative impacts on the quality of life such as increased crowding, traffic and parking problems, congestion (Green, 2005; Lee and Back, 2003), increased cost of living, friction between tourists and residents, changes in hosts' way of life. (Ap and Crompton, 1993; Mccool and Martin, 1994 cited in Andereck, Valentine, Knopf and Vogt, 2005), changing traditional family values (Kousis, 1989 cited in Andereck, Valentine, Knopf and Vogt, 2005), degradation of morality (Mok et al., 1991 cited in Andereck, Valentine, Knopf and Vogt, 2005), increased gambling (Pizam and Pokela, 1985 cited in Andereck, Valentine, Knopf and Vogt, 2005), crowding of facilities and resources (Brunt and Courtney, 1999; Lindberg and Johnson, 1997; Mccool and Martin, 1994 cited in Andereck, Lee and Back, 2003; Valentine, Knopf and Vogt, 2005), declining resident hospitality (Lui and Var, 1986 cited in Andereck, Valentine, Knopf and Vogt, 2005); juvenile delinquency, feeling of resentment created by unequal power relationships tended to reinforce class distinctions and increased residents' awareness of their own poverty (Easterling, 2005). Such drastic changes are an important source of psychological tension (Dogan, 1989). Tourism has been a source of conflicts and enmities. The fact that crowding and noise resulting from the concentration of tourists in a small town destroy the peace and tranquility of the hosts has also been a source of negative attitudes towards tourists (Wahab, 1978 cited in Easterling, 2005). As a result of these negative consequences of tourism, the livelihood, psychological and social

well-being of host communities can be threatened (Broshman, 1996). Such consequences lead to increased community dissatisfaction (Doxey, 1975; King, Pizam and Milman, 1993; Madan and Rawat, 2000; Mansprerger, 1995) and a sense of alienation of local residents from their everyday surroundings (Broshman, 1996). Tourism also enforced the displacement of locals, increased intra-migration and international migration, frustration among the youth, and cultural degeneration (Haug, Dann and Mehmetoglu, 2007; Farooquee, Budal and Maikhuri, 2008). There has also been a trend to employ people from outside the island over local residents to work in the tourism industry (Williamson and Hircsh, 1996). This has resulted in an influx of people from the mainland and illegal migrants from other places (Green, 2005). A study by Keith Halfacree (1994) defined employment-related factors as a significant influence on the migration decision for many people. Social degradation is associated with tourism development particularly in coastal areas, environmental features integral to the daily 'life worlds' of people living in affected towns are lost or degraded due to changes fostered by tourism and associated development (Seamon, 1979 cited in Green, 2005).

Beyond negative impacts, many researches and scientists have found possible positive socio-cultural impacts of tourism such as development of national and ethnic consciousness (Blomstorm, McIntosh and Christie-Mill, 1978; Olali, 1978; van der Berghe and Reyes, 1984); the growth of international peace and understanding (Burkart and Medlik, 1974; Haulot, 1974; Olali, 1978) and the emancipation of women (De Kadt, 1979; Wilson, 1979 cited in Easterling, 2004). The act of the host communities' presenting their culture to outsiders strengthens the idea of what it means to live within a community thus increasing identity, pride, cohesion, and support (Besculides, Lee, and McCormick; 2002:306), exchange of ideas (Richard,

1971 cited in Upchurch and Teivane, 2000; Burns, 1996 cited in Easterling, 2004; Corpo, Gasparino, Bellini and Malizia, 2008), increased knowledge about the culture of the area (Stein, Anderson and Thompson, 1999), promoted social interaction, togetherness, sharing of ideas and community wellness. This interrelation between tourists and host fosters a cross-cultural communication that can promote better understanding between the host and guest (Mathieson and Wall, 1984; Delamere and Hinch, 1994 cited in Besculides, Lee, and McCormick, 2002).

Other positive socio-cultural impacts associated with tourism development include an improved standard of living and the better availability of recreation and entertainment, promoted cultural exchange, promoted cultural identity of the host community and increased the demand for the preservation of historical and architectural monuments (Cohen, 1984 cited in Upchurch and Teivane, 2000). Tourism also contributes to the resurgence of traditional crafts and ceremonies, and increased intercultural communication (Andereck, 1995 cited in Andereck, Valentine, Knopf and Vogt, 2005).

2.2.2 Environmental Impacts of Tourism

Tourism development induces both positive and negative environmental consequences while, over time, the increasing number of tourists magnify the pressures on resources and can lead to severe negative impacts on the environment (Wolfe, 1983 cited in Baysan, 2001). It is well known that globally biodiversity has declined by 40% between 1970 and 2000, and during the same period, the ecologic footprint of man grew to exceed the biological capacity of the earth by 20% (Farooquee, Budal and Maikhuri, 2008).

Negative impacts from tourism occur when the level of visitor use is greater than the environment's ability to cope with this use within the acceptable limits of

change (Tourism Concern Impact Report, 2007). The upsurge of tourism in the country correlates to the increased inevitabilities of detrimental impacts of tourism development. Most affected by these damaging impacts are the environment and the residents of the host destination, characterized by waste pollution, over-development of infrastructures, and neglect to both natural and cultural resources (Fresnoza, 2008). Concentration of the large number of tourists in touristic centers has been associated with environmental deterioration (Goksan, 1978 cited in Easterling, 2005). In areas with high concentrations of tourist activities and appealing natural attractions, waste disposal is a serious problem and improper disposal can be a major despoiler of the natural environment (UNEP Magazine, 1999).

The expansion of tourism has led to erosion, destruction of heritage, changes in the social fabric and loss of diversity, pollution, compaction of soil leading to runoff, depletion of water resources such as waste water discharge, fertilizer leakage (Andereck, 1995 cited in Andereck, Valentine, Knopf and Vogt, 2005). The construction of hotels, recreation and other facilities often leads to increased sewage and pollution and wastewater which have polluted seas and lakes surrounding tourist attractions, damaged the flora and fauna (Tourism Concern Impact Report, 2007).

The development of tourism has reinforced more energy requirements for heating and cooking for the local population, timber for construction, and the grazing and forage requirements of livestock (Farooquee, Budal and Maikhuri, 2008). According to the Tourism Concern Impact Report (2007); the tourism industry generally overuses water resources for hotels, swimming pools, golf courses and personal use of water by tourists hence there are water shortages and degradation of water supplies, as well as generating a greater volume of waste water. In addition to this tourism can create great pressure on local resources like energy, food, and other

raw materials that may already be in short supply. Increased construction of tourism and recreational facilities has increased the pressure on resources.

Negative impacts of tourism include deforestation caused by fuel wood collection, land clearing, modification of the environment including removal of forests, leveling of land, carving of pathways; and the production of fake snow (Tourism Concern Impact Report, 2007; Wadhawan, 2008). Tourism leads to sprawl of air transportation usage. Because of increase in air transport, tourism now accounts for more than 60% of air travel and is therefore responsible for an important share of air emissions which lead to acid rain, global warming and photochemical pollution, contributing towards climate change and this in turn has an effect on mountainous regions with rising temperatures increasing the risk of avalanches, and landslides (Tourism Concern Impact Report, 2007; Wadhawan, 2008).

The development of tourism facilities such as accommodation, water supplies, restaurants and recreation facilities can involve sand mining, beach and sand dune erosion, soil erosion and extensive paving. In addition, road and airport construction can lead to land degradation and loss of wildlife habitats (Farooquee, Budal and Maikhuri, 2008), and deterioration of scenery (Andereck, 1995). The expansion of tourism also leads to the destruction of vegetation (Lee and Back, 2003), large buildings destroying views, clashing and unfitting architectural styles, noise pollution, damage to ecological formations such as erosion and vandalism (Andereck, 1995 cited in Andereck, Valentine, Knopf and Vogt, 2005), disruption of peace, loss of tranquility of parks, overcrowding at outdoor recreation (Lie and War, 1986 cited in Andereck, Valentine, Knopf and Vogt, 2005).

2.2.3 Economical Impacts of Tourism

The combined effects of major expenditures on investments in infrastructure and the associated influx of visitors mean that tourism can have significant impacts, both positive and negative on an economy (Brown, 1998). Economic benefits are probably the main reason why so many countries are interested in the development of tourism and the contribution of tourism to the world economy is considerable (Ennew, 2003). Tourism is the world largest industry, with annual revenue of almost \$500 billion (www.peopleandplanet.net). Globally, tourism accounts for roughly 35 per cent of exports of services and over 8 per cent of exports of goods (WTO, 2007). Tourism is said to be the world's largest employer. In 2001, the International Labor Organization (ILO) estimated that globally over 207 million jobs were directly or indirectly linked to the tourism (ILO cited in Wadhawan, 2008). The long term forecasts by WTTC suggest that the average growth rate will be 4.4 per cent per annum, supporting 297 million jobs and 10.5 per cent of global GDP by 2018. (WTTC, 2007 cited in Wadhawan, 2008). Tourism comprises a wide variety of products and activities and many different stakeholders are involved with many decentralized areas of competence, often at regional and local levels (Database International Statistical Analysis, 2008).

According to the UNWTO Report, 2008; worldwide, international tourist arrivals grew at around 5% between January and April 2008 and receipts from international passenger transport are estimated at US\$ 165 billion, bringing the total of international tourism receipts including international passenger transport to over US\$ 1 trillion, corresponding to almost US\$ 3 billion a day. Tourism creates jobs and business opportunities (Tosun, 2002), helps to stabilize the local economy, provides cultural exchange between hosts and visitors, helps to improve the community and

recreation facilities (Richard, 1971 cited in Upchurch and Teivane, 2000). Tourism growth reduces the domestic price level and increases the amount of foreign trade and the availability of products in the domestic economy, thereby stimulating further production (Sugiyarto, Blake and Sinclair, 2002). Travel and tourism provide more than 684 000 executive level positions each year (Easterling, 2004).

Economic benefits of the tourism industry are increasing modernization and integration with urban civilization (Rambaud, 1967; Metelka, 1978), increases in services provided by government (Wood, 1980), providing a more democratic and tolerant political climate (Del Campo, 1970). The combined effects of major expenditures on investments in infrastructure and the associated influx of visitors mean that tourism can have significant impacts, both positive and negative, on an economy, on its culture, and on the environment (Brown, 1998 cited in Ennew, 2003). The impacts of tourism expenditure are generally considered under three headings; Direct Effects, Indirect Effects and Induced Effects (Stynes, 1999; Ennew, 2003; Bellini, Del Corpo, Gasparino and Malizia, 2008). Direct effects of tourism arise from expenditure by tourists, which immediately generate income for businesses and households, employment and revenue from taxation (Ennew, 2003). Direct effects of tourism includes visitor expenditures in the lodging, transportation, eating and drinking industries (Zhou, Yanagida, Chakravorty and Leung, 1997), groceries, gas & oil (Stynes, 1999), reservations and purchases directly from the service provider such as airline companies, shipping companies, travel agencies and tour operators (Council for Trade in Services, 1997), visitor spending on travel insurance, recreational, cultural and sporting services, amusement, entertainment and souvenirs (Ashley, 2000). The four economic sectors most directly affected by the tourism industry are lodging, restaurants, retail trade, and amusements (Stynes,

2008). Tourism businesses convert 50-60% of sales directly to income (Stynes, 1999). State and local governments acquire more tax revenues from tourism compared to manufacturing industries (Zhou, Yanagida, Chakravorty and Leung, 1997). Indirect effects of tourism refers to economic activity of subsequent expenditure (Campbell, 1993) that arise as initial income received by households, government and local businesses is re-spent on activities necessary to provide the products and services purchased by tourists (Ennew, 2003), whereas induced effects arise from the spending of income received by local residents from tourism wages and profits (Campbell, 1993) which in turn provides a source of income for other households, for government and for business (Ennew, 2003). The tourism industry attracts more labor, construction and complementary industries (Zhou, Yanagida, Chakravorty and Leung, 1997). Visitor spending affects sales, income and jobs. It is estimated that one of every eleven new jobs originated from tourism (Kompas, 1999). According to the TRNC Tourism Report (2008), the lodging industry has provided jobs for one thousand and fifteen Turkish Cypriots, two thousand and eighty three Turkish and one hundred and fifty-three people from other countries, where as two thousand five hundred and twenty four people have been employed in casinos, four hundred and eight people in tourism and travel agencies, two thousand three hundred and forty one people have been employed in tourism related industries such as in restaurants and other catering services (TRNC Tourism Report, 2007). Hence expansion of the tourism industry has resulted in new earning opportunities from employment, casual sales, enterprises, and community contracts (Ashley, 2000).

Besides the positive economic impacts of tourism it is believed that the tourism industry has potential negative impacts on the economy such as an

increasing reliance on the tourism sector is demonstrated by the government's efforts to attract more foreign investment in the tourism industry (Sethna and Richmond, 1978), allowing and welcoming foreign workers in the tourism sector (Kompas, 1999), increasing the need for more expatriate management and increasing the quantity of goods imported from foreign countries for use in touristic facilities which cause leakage of the revenues from tourism to developed countries (Cater, 1987; Graburn, 1980 ; Linton, 1987); increases in the prices of goods and services, inflation in property values (Upchurch and Teivane, 2000); changes in the quality and quantity of goods and services due to the seasonality of the tourism industry, charging higher taxes to cover the cost of local services (Stynes, 1999), overdependence on tourism (Dumont, 2007) and counterurbanisation which is the net migration of population from larger urban centers to smaller towns and rural areas. Keith Halfacree (1994) identified employment-related factors as a significant influence in the migration decision for many people and predominant motivation of immigration (Stockdale and Findlay, 2004).

2.3 Educational Tourism

Travel for the sake of education has a long history (Bodger, Bodger and Frost, 2004). It was during the middle years of the nineteenth century, and in parallel with the beginnings of formalised education for various age groups from young to old, that the practice was established of townspeople and city dwellers making day visits to the country for self-improvement (Machin, 2008). The modern-day learning vacation concept is known as "Educational Travel" (Kalinowski and Weiler cited in Weiler and Hall, 1992:15-16).

According to the Canberra Australian Capital Tourism Report, an education tourism visitor is defined as a traveller to the ACT aged 15 years or above whose

main reason for coming to the host country is education and the length of stay is less than twelve months. Educational travel of this sort really developed from the 1960s onwards. Initially it was a function of educational institutions, for example: university extra-mural departments which added a field trip to a class that had run through the winter months so that students could see for themselves the objects of their study (Bodger, Bodger and Frost, 2004). The term education tourism or edutourism refers to any program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location (Rodger, 1998 cited in Ankomah and Larson, 2000). According to Bodger, Bodger and Frost (2004), today the term educational travel could be taken to mean any of a spectrum of travel opportunities: from the school child going on a study holiday to a Mediterranean Cruise with a guest lecturer, or a language student studying abroad, other educational study tours, travel packages for adults where education is a major or the prime objective.

Bardgett (2000) indicates that educational tourism is comprised of several sub-types including ecotourism, heritage tourism, rural/farm tourism, and student exchanges between educational institutions and study abroad programs that these programmes are believed to encourage cultural diversity, bringing together people with different backgrounds and aspirations but with a common purpose, the course of study, and bringing them into close contact with people in the host location (Bodger, Bodger and Frost, 2004). Edutourism is identified as comprising a variety of activities including international exchange-student programmes, sabbatical and staff exchanges, educational tours, school trips, study tours, short courses, language courses, special interest tours, conferences, academic colloquiums, ongoing adult education programmes, summer and winter schools, international voluntary and gap-

year programmes, development practice training, internships, sports coaching seminars, cultural history tours (Hayes and McCann, 2008). Tarlow (2008) states that educational tourism comes in a variety of formats such as school trips, alternative spring break travel experiences, study abroad experiences, seminar vacations, skill enhancement vacations and educational cruises. He concludes that all forms of educational tourism have a number of items in common.

As can be understood from the literature, although there had been attempts for defining the educational tourism concept, the stated descriptions remain insufficient and unclear in explaining the scope of educational tourism. Therefore, the terms “educational tourism and educational tourist” are tried to define in the context of this study below;

The terms “Educational Tourism” and “Educational Tourist” are described below from the perspective of the researcher by reviewing the relevant literature and concerning the outcomes of this study. It is believed that the description of the terms will bring a deeper understanding to the scope of educational tourism. “Educational tourism refers to a traveling to a destination with the primary aim of involving in a learning experience in the educational institutions. Educational tourism comprises a variety of activities such as; masters and doctorate education, university education, higher education, vocational school education, winter and summer schools, language courses, ongoing adult educational programs, short courses, development practice training, internships, seminars and conferences. Educational tourism includes educational institutions, accommodation sector, transportation sector, restaurants and other food and beverage industries, entertainment facilities, museums, arts and heritage attractions, leisure and recreational facilities, and other services”.

The Educational tourist can be defined as “a person, who is above 15 years old, traveling to a destination with the primary purpose of involving in a learning experience regarding his/her field of study or area of interest or a person who is sent there (for example by a company) to involve in a learning experience but is not employed at the destination. Educational tourist should stay in the destination without any compulsory reasons rather than the aim of having an education till the completion of his/her learning experience. Educational tourist utilizes from the social, cultural, environmental resources of the destination, uses the products and services produced, participates in the activities and the facilities provided by the destination, and interacts with the host community during their stay”.

With increased attention, overall student participation in international educational experiences increased by approximately 40% (Fred, Wood and Winston Ko, 2006). Lanegran (2005) concluded that a high-quality educational tour is one in which a cohesive story is woven while travelling through the landscape. Educational travellers today expect that many of the programmes will offer quality accommodation and facilities as well as quality education, reliable educational travel arrangements that are prepared to pay more than the average package traveller to get these as part of their experiences (Bodger, Bodger and Frost, 2004).

2.4 Theoretical Approaches for Explaining Host Response to Tourism

Residents’ perspectives have been investigated for several decades beginning with predominantly case-based and descriptive studies. However, recently theoretical approaches in the light of knowledge-based approaches were utilized to explain the impacts of tourism on the residents. These theories include;

Social Exchange Theory; This is the most commonly used theoretical framework by researchers in explaining host perceptions and reactions towards the impacts of tourism. According to the theory, exchange would initiate when asymmetrical inaction forms (Sutton, 1967 cited in Wang, Pfister and Morais, 2006). Ap (1992) suggests that “residents evaluate tourism in terms of social exchange, that is, evaluate it in terms of expected benefits or costs obtained in return for the services they supply” (pp 670). In essence, it suggested that an individual was most probably willing to select exchanges if the outcome was rewarding and valuable and the negative results did not outweigh the benefits (Skidmore, 1975). Social Exchange Theory view residents’ attitudes toward tourism as a trade off between the benefits and costs of tourism perceived by the host residents. Residents are more likely to be supportive if they perceive more positive impacts (benefits) than negative impacts (costs) from tourism (Zhang, 2008). Vounatsou, Laloumis and Pappas (2002) reveal that as long as residents believe that benefits exceed costs, it justifies their favorable attitude towards tourism development.

Doxey’s Irridex Model; An early and influential attempt to understand the relationship between the level of tourism development and host attitudes to tourism was Doxey’s Irridex. This model suggests that the host response to tourism can be different with different levels of tourism development. There is a four- stage sequence; euphoria, apathy, annoyance and antagonism. According to the model in the early stages of tourism development residents are enthusiastic and optimistic about tourism and the benefits that brings. With the increasing tourism pressures and when disadvantages start to emerge hostility to tourism and to tourists develops (Doxey, 1975). This model is supported by Long et al.’s (1990) as cited in Wang, Pfister and Morais (2006); research results, which indicate residents’ attitudes are

initially favorable but become negative after reaching a threshold. The Irridex model indicates that residents' attitudes toward tourism would change over time within a predictable one-way sequence. It is claimed that residents' attitudes and reactions toward tourism contain a sense of homogeneity (Mason et al., 2000).

Dogan's Adjustment Theory; This theory suggests that tourism produces both positive and negative consequences, but their respective levels vary depending on the socio-cultural structure of the country and the level of development (Dogan, 1989). According to the theory the host response varies according to the gained benefits and costs. The model assumes that tourism starts with a homogeneous rural community where the initial responses depend on local factors and the type of tourism and tourists. There are five main cultural stages for dealing with the effects of tourism resistance, retreatism, boundary maintenance, revitalization and adoption. Four major strategies of this framework can be summarized as follows; Resistance (Active Negative); suggests that residents' show hostility and aggression against tourists and tourism facilities. Retreatism (Passive Negative); suggest that residents avoid contact with tourists and review old traditions, become cultural and ethnic conscious. Boundary Maintenance (Passive Positive); suggests that residents uses available boundary mechanisms of cultural difference and strong institutions to impose distance between locals and tourists. Adoption (Active Positive); suggests that culture and lifestyle of tourists actively admired and emulated. There are no great differences between host and guest culture and the way of life (Dogan, 1989).

Equity Theory; According to the theory residents tend to follow a fundamental equity equation (cost versus benefits). This theory suggest that residents view tourism development as equitable only when they perceive a balance of positive

and negative consequences or when the positive aspects outweigh the negative aspects.

Growth Machine Theory; This theory suggests that only certain stakeholders support growth in order to maximize their personal economic returns. Others within the community may not support growth or may actively oppose it (Martin, McGuire and Allen, 1998).

Lifecycle Theory; This theory suggests that tourism develops through distinct stages over time. There are five stages exploration, involvement, development, consolidation and stagnation. The stages can also be presented as embracement, toleration, adjustment and withdrawal (Ap and Crompton, 1993). Residents respond to changes over time due to increasing tourism development.

Power Theory; According to the theory personal power (based on property, money, skills, knowledge and competence) affects ones ability to exploit exchanges. The theory suggests that no-power residents are more favorable towards tourism development than those with power-even though both may financially depend on tourism.

CHAPTER 3

METHODOLOGY

3.1 Aim of the Research

The purpose of this study is to explore the socio-cultural, economical and environmental impacts of educational tourism on the residents' of Famagusta. More specifically this study is expected to examine how residents perceive educational tourism and how their attitudes have been affected by changes resulting in the expansion of educational tourism in Famagusta. There is very limited evidence regarding the impacts of educational tourism on the host community since educational tourism is a new concept.

Thus this study aimed to answer the following research questions;

1. What are the possible socio-cultural, economical and environmental impacts of educational tourism on the residents of Famagusta?
 - * What are the positive socio-cultural, economical and environmental impacts of educational tourism on the residents of Famagusta?
 - * What are the negative socio-cultural, economical and environmental impacts of educational tourism on the residents of Famagusta?
2. What are the residents' perceptions and reactions towards the impacts of educational tourism in Famagusta?
 - * What is the residents' reaction towards the impacts of educational tourism?

Therefore, this study analyzed the socio-cultural, economical and environmental impacts of international students on the Famagusta region and on the residents of Famagusta.

3.2 Appropriate Methods and Methodology for the Research

3.2.1 Theoretical Perspective of the Methodology

There are two broad methods of reasoning the deductive and inductive approaches. Deductive reasoning works from the more general to the more specific. Sometimes this is informally called a "top-down" approach. The conclusion follows logically from the premises. Deductive research develops theories or hypothesizes, and tests these theories or hypothesizes through empirical observation (Lancaster, 2005). However, inductive reasoning works the other way, moving from specific observations to broader generalizations and theories. Informally, it is sometimes called a "bottom up" approach (Trochim, 2006). The inductive research approach involves a degree of uncertainty (Burney, 2008). Deductive research develops theories or hypothesizes which are tested using empirical observation. In inductive research, the researcher develops hypothesizes and theories with the aim of explaining empirical observations from the real world (Lancaster, 2005; 25). Lancaster (2005) suggests that, inductive research enables the researcher to develop theories by using all sorts and types of information. However, developed theories should be tested by using deductive methods. Deductive research begins with the generation of theories and hypothesizes in a number of ways such as the researcher might simply have an idea based on previous experience(s), a literature search bringing together the ideas of others, or any existing theory or hypothesis subject to be tested (Lancaster, 2005). Deductive research enables the researcher to set a

specific problem or issue that the research is designed to address ultimately with the aim of making suggestions to resolve problems or issues (Lancaster, 2005).

This study aims to measure residents' perceptions and attitudes towards educational tourism. Therefore prior to the fieldwork, the researcher set particular impacts to be studied in order to develop a theory based on the subject. Thus it was believed that the deductive research method is a more appropriate method of analyzing the issues relating to the subject.

3.2.2 Research Approach

Scientific research methods, as science itself, have undergone changes and innovations over time. There are two main currents in scientific research: quantitative and qualitative (Batista, 1987) and researchers have long debated the relative value of qualitative and quantitative inquiry (Patton, 1990).

Qualitative research refers to the any type of research that produces findings not arrived at by statistical procedures or other means of quantification (Potter, 1996:17). Qualitative analysis builds upon natural ways of thinking (Strauss and Corbin, 2002:20). Qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables (Strauss and Corbin, 2002:12). It refers to research about persons' lives, lived experiences, behaviors, emotions and feelings as well as organizational functioning, social movements, cultural phenomena, and interactions between nations (Corbin and Strauss, 1998). Qualitative research uses a naturalistic approach that seeks to understand phenomena in context in specific settings (Golafshani, 2003:600).

Qualitative researchers seek illumination, understanding and extrapolation to similar situations (Hoepfl, 1997 cited in Golafshani, 2003). Qualitative research

reports, typically rich with detail and insights into the participants' experiences of the world, "may be epistemologically in harmony with the reader's experience" (Stake, 1978:5). The two prevailing forms of data collection associated with qualitative inquiry are interviews and observation (Hoepfl, 1997). Qualitative interviews can be used either as the main strategy for data collection, or in combination with observation, document analysis, or other techniques (Bogdan and Biklen, 1982 cited in Hoepfl, 1997). Qualitative research can be also done in the form of focus groups, that is, groups of six to ten respondents at a time carry on a group discussion which is led by a trained moderator. The primary disadvantage of qualitative research methods is that they are unreliable predictors of the population. Some qualitative researchers firmly reject statistical and other quantitative methods as conveying scant or entirely misleading information (Strauss and Corbin, 1998). Unlike qualitative researchers, quantitative researchers seek causal determination, prediction, and generalization of findings (Hoepfl, 1997 cited in Golafshani, 2003). However, the quantitative research method involves large numbers of respondents, typically 100 or more, and yields results that are representative of the total population and its' results are statistically reliable (http://www.macroinc.com/html/art/s_qua.html). Quantitative research allows the researcher to familiarize herself with the problem or concept to be studied, and perhaps generate hypotheses to be tested (Golafshani, 2003:597). Quantitative research is based on observations that are converted into discrete units that can be compared to other units by using statistical analysis (Maykut and Morehouse, 1994). Quantitative research represents and manipulates observations numerically for the purpose of describing and explaining the phenomena that those observations reflect (Casebeer and Verhoef, 1997). Numerical estimation and statistical inference from a generalizable sample are used in relation

to a larger 'true' population of interest (Casebeer and Verhoef, 1997). Quantitative research is an inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true (Batista, 1999). Quantitative data are said to be objective which indicates that the behaviors are easily classified or quantified, either by the participants themselves or by the researcher. The data are usually gathered with an instrument that can be scored reliably with little training required. Quantitative (positivist) researchers prefer questionnaires, observations and documents such as records (Gliner and Morgan, 2000). Quantitative researchers also gather types of data (perceptions, feelings and attitudes), but they usually translate perceptions, feelings and attitudes into numbers by using rating scales (Gliner and Morgan, 2000:9).

Quantitative research has two distinct advantages over qualitative research. The first (if it is designed and conducted properly) is that the results are statistically reliable. The second distinctive advantage is that the results are projectable to the population (Gliner and Morgan, 2000:56). Quantitative research is inclined to be deductive. In other words it tests theory. Quantitative designs of research tend to produce results that can be generalized. However, qualitative studies tend to produce results that are less easy to generalise (Nykiel, 2007). In quantitative research, the researcher is ideally an objective observer that neither participates in nor influences what is being studied. In qualitative research, however, it is thought that the researcher can learn the most about a situation by participating and/or being immersed in it. Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity, generalizability and reliability. The strengths of the quantitative paradigm are that its methods produce quantifiable,

reliable data that are usually generalizable to some larger population. Quantitative measures are often most appropriate for conducting needs assessments or for evaluations comparing outcomes with baseline data (<http://www.social-marketing.com/research.html>). Both qualitative and quantitative researchers need to test and demonstrate that their studies are credible (Golafshani, 2003). Credibility in quantitative research depends upon instrument construction, in qualitative research 'the researcher is the instrument' (Patton, 2001 cited in Golafshani, 2003).

For the purposes of this research a quantitative approach was preferred to be used in order to collect data since the strength of the quantitative approach lies in the breadth of data obtainable by queuing access to a large population of subjects in widespread locations of relatively low costs and in a short period of time. Further, educational tourism is a new concept, and might cause possible socio-cultural, economical and environmental impacts on the residents of Famagusta; the researcher should reach a large proportion of the population, which represents the whole population in order to gain objective, reliable, accurate data which could be classified regarding the issue. Therefore this study employed the quantitative research method.

3.3 Questionnaire Survey

3.3.1 Research Instrument and Method

This research applied a questionnaire as the instrument for primary data collection. A questionnaire survey allows researchers a good measurement of attitudes of respondents and elicits other information from research participants. A questionnaire survey also allows for the collection of information from a large number of individuals. A questionnaire survey contributes to reliability by promoting greater consistency and reduces bias by eliminating the ability of interviewers to

influence answers either intentionally or inadvertently (Office of the Auditor General of Canada, 2007).

A review of tourism attitude literature showed that a questionnaire survey was the most commonly used instrument in measuring community attitudes towards tourism. The questionnaire contained seventy-one closed-questions belonging to the following three sections (see Appendix A for details).

The survey instrument comprises of mainly three sections that measure the quality of life of residents, socio-cultural, economical and environmental impacts and the level of crime associated with the expansion of educational tourism and represents the demographic profile of residents.

Section one contains four statements that measure the residents' perception regarding their level of life satisfaction associated with student tourism. Five statements assessed to measure the residents' perception of the economic consequences of student tourism in the area, fifteen statements assessed to measure the residents' perception of the economic impacts of student tourism, nineteen questions assessed to measure the residents' perception of the social impacts of student tourism, eleven questions assessed to measure the residents' perception of the social consequences of student tourism, five questions assessed to measure the residents' perception of the environmental impacts of student tourism, two questions assessed to measure the residents' perception of the environmental consequences of student tourism.

Section two contained eight questions assessed to measure the residents' perception of the level of crime associated with student tourism.

To avoid bias in respondents' evaluations, the wording and physical placement of positive and negative statements were varied and random. Despite the item

measuring the respondents' attitude towards the impacts of student tourism caused by the arrival of international students, all other items were drawn from the literature and covered the major economic, social and cultural impacts of student tourism.

Section three was designed to gather information about the demographic profile of respondents. Section Three comprised ten items consisting of age, gender, level of education, marital status, length of residence, place of birth, occupation, place of work, level of income, whether or not accommodation was rented to students and the type of relationship with students in Famagusta.

3.3.2 Questionnaire Scale Construction

This study implemented a scale which will be adapted from Lankford and Howard's Tourism Impact Attitude Scale (1994) in order to analyze the impacts of educational tourism and perceptions and reactions of residents of Famagusta towards Educational Tourism in the Famagusta district. Questionnaires consist of seventy-one questions. Questions were designed to explore and identify possible socio-cultural, economical and environmental impacts of educational tourism and residents perceptions and reactions towards educational tourism in Famagusta. Exploratory Factor Analysis was used to assess the dimensionality of scale and to delete items with either low or multiple loading factor coefficients.

No of Questions	Dimensions
1-4	Life Satisfaction
5-9	Economic Consequences
10-19	Positive Economic Impacts

20-24	Negative Economic Impacts
25-34	Positive Social Impacts
35-44	Negative Social Impacts
45-55	Social Consequences
56-61	Negative Environmental Impacts
62-63	Environmental Consequences
64-71	Crime

Note: See Appendix E for the study items

Items reflecting, residents' perceptions and reactions towards educational tourism were generated from a comprehensive review of the literature and adapted from Lankford and Howard's Tourism Impact Attitude Scale.

Specifically, this research questions the unique contribution of independent variables in explaining residents' perceptions and reactions towards educational tourism development. Research reveals that a number of independent variables can influence residents' perceptions and reactions towards educational tourism development. There are several independent variables identified from the literature. These are length of residence, economic dependency on tourism, residential proximity, resident involvement in activities, level of contact with tourists, socio-cultural, economical and environmental factors and demographic characteristics.

3.3.3 Sample and Sampling Methods

The questions were close-ended and each statement is measured on a 5-point Likert scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). Five-point Likert scales are perhaps the most commonly used question format for measuring participants' opinions of usability (Sclove, 2001; Dumas, 1999). The Five-

point Likert scale is likely to produce a highly reliable scale and it is easy to read and complete (Bucci, 2003). The Likert scale was used in this research because of its superior validity (convergent and discriminant) as recommended by Maddox (1985). Considering the research survey design, the Five-Point Likert scale was adopted in order to gather comprehensive quantitative data. Respondents were asked to tick the cell which best described their situation.

In order to keep the response rate high, the questionnaire survey was carefully designed. Questions were kept simple and easy to understand, and the number of questions stabilized at a minimum but sufficient level. Moreover, a cover letter was designed to encourage participation.

Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample the researcher may fairly generalize results back to the population from which they were chosen (Trochim, 2006). Sampling is an important aspect of life in general and enquiry in particular (Robson, 1993). Sampling methods are classified as either probability or nonprobability. Probability sampling or random sampling suggests, a number of individuals are picked from the population totally at random and in the absence of any selection criteria whatsoever, that every single member of the population has an equal probability of being selected for the sample. The advantage of this approach is seen in its' fairness and objectivity, since everyone in the population has the same chance of being selected (McQueen and Knussen, 2002). Random samples lets a researcher statistically calculate the relationship between the sample and the population. Probability sampling includes Simple Random, Systematic Sampling, Stratified Sampling, Cluster Sampling, Within-Household Sampling and Multistage Sampling (Lawrence, 2006).

The other major approach to sampling, which incorporates a variety of procedures, is non-probability sampling. This approach does not afford every individual in a given population the same likelihood of being selected. In this approach, sampling will not be as representative of the wider population as probability sampling (McQueen and Knussen, 2002). Qualitative researchers tend to use non-probability samples. This means they rarely determine the sample size in advance and have limited knowledge about the larger group or the population from which the sample is taken (Lawrence, 2006). In the non-probability sampling approach not everyone has the same chance of being selected therefore there may be sampling bias such as certain groups may become over-represented in the sample. Non-probability Sampling includes Haphazard Sampling, Quota Sampling, Purposive Sampling, Snowball Sampling, Deviant Case Sampling, Sequential Sampling and Theoretical Sampling (Lawrence, 2006).

This study applied random sampling. Since this study aimed to investigate the impacts of educational tourism on the residents of Famagusta by reaching a large proportion of the population in order to gain more accurate, reliable and objective data. Random selection of residents has the advantage of reaching any individuals' perceptions, either who gains benefits from educational tourism development or who does not. It is believed that objectivity and accuracy in gaining data will strengthen by using the Stratified Random Sampling method. The Stratified Random Sampling, allows the researcher to reach a comprehensive representation of the population of study areas. In the Stratified Random Sampling Method, the researcher controls the relative size of each group rather than letting random processes control it (Lawrence, 2006:231). In the process of stratified sampling, the population is divided into subpopulations (strata) on the basis of supplementary information. Famagusta city

has divided into sub-areas in terms of districts. Famagusta city is officially divided into thirteen districts - the Municipality of Famagusta - as follows; Lala Mustafa Paşa, Anadolu, Pertev Paşa, Canbulat, Piyale Paşa, Namık Kemal, Baykal, Çanakkale, Dumlupınar, Karakol, Sakarya, Suriçi and Zafer Mahallesi. However, due to a small population and very close proximity to each, three districts were merged with other districts and named as 'Region 1', 'Region 2' and 'Region 3' by the researcher. Region 1 consists of two districts which are named Lala Mustafa Paşa (2,482 residents) and Anadolu (1,340 residents), Region 2 consist of two districts which are named Pertev Paşa (1,213 residents) and Canbulat (2,151 residents), and finally Region 3 which consists of two districts which are named Piyale Paşa (1,657) and Namık Kemal (1,083) (Famagusta municipality, 2006 census). Each remaining district was named as Region 4 and so forth. Therefore the researcher adopted the stratification sampling method in ten regions of Famagusta. The total population of Famagusta is 33,111. In order to give an equal chance to number of residents which will represent their regions 1 percent of each region's population was taken as a representative group from each stratum. The population was divided into sub-groups geographically and then divided into the two sub-groups called; educational tourism zone and non-educational tourism zone according to the level of proximity to the educational tourism. The geographically divided strata's in this study are as follows; 1 percent of each region represented as follows:

Strata 01; Lala Mustafa Paşa ve Anadolu: 38 residents

Strata 02: PertevPaşa ve Canbulat: 33 residents

Strata 03: Piyale ve Namık Kemal: 27 residents

Strata 04: Baykal: 31 residents

Strata 05: Çanakkale: 23 residents

Strata 06: Dumlupınar: 27 residents

Strata 07: Karakol: 55 residents

Strata 08: Sakarya: 53 residents

Strata 09: Suriçi: 20 residents

Strata 10: Zafer: 21 residents

Strata A: Educational Tourism Zone consist of: Sakarya, Karakol, Suriçi, Dumlupınar and Baykal.

Strata B: Non-Educational Tourism Zone consists of Lala Mustafa Paşa, Pertev Paşa, Çanakkale, Canbulat, Zafer, Piyale Paşa, Namık Kemal and Anadolu.

3.4 Data Collection

Questionnaires were directly handed to respondents by the researcher. In line with the anonymity issues, the questionnaire did not contain respondents' names or other private information. In all areas, samples were selected in line with the criteria described in the Stratified Random Sampling Method. In total five hundred and ten questionnaires were distributed by the researcher between March 08 and May 25, 2009 in order to increase the participation of residents in the study. Because some of the residents of each stratum did not return the questionnaire to the researcher more questionnaires were printed to hand to other residents in each stratum to overcome this problem. Although five hundred and ten questionnaires were distributed, only two hundred and eighty questionnaires were returned to the researcher, representing a response rate of %54.90.

The questionnaire were only distributed to those residents had lived or worked in Famagusta for at least fifteen years. The reason for these criteria was to

increase the chance of gaining more accurate information from residents. It was thought that residents who have lived or worked in Famagusta for at least fifteen years have the ability to detect the transformation and development of the Famagusta region due to educational tourism.

3.4.1 Fieldwork Setting

3.4.1.1 The Famagusta Region

The town of Famagusta was originally a small commercial port and fishing village (<http://www.whatson-northcyprus.com/towns/famagusta.htm>). The exact age of this ancient city is uncertain, although some scholars believe it was founded in 285 BC by the Egyptian king Ptolemy. There were certainly settlements in the area a lot earlier than that, including the Bronze Age. By 1300 AD, Famagusta was a major trading port in the eastern Mediterranean, and a city well known for its wealth and excesses. It was also the centre for several Christian religious orders, as Cyprus was an important staging post for Crusaders heading to the Holy Land. Nowadays, the new town of Famagusta lies to the south of the old walled city, known by its Turkish name of Gazimagusa (Famagusta) (<http://www.cyprus44.com/famagusta/history.asp>).

It lies on the island's Famagusta city lies south of the ancient city of Salamis (now Salamis ruins) and just north of the ancient ghost town of Varosha (Maras). The east coast in a bay between Capes Greco and Eloea and is about 37 miles (55 km) east of Nicosia. The Famagusta is a center for the export of citrus fruits and other agricultural products and livestock; other major economic activities include cotton spinning, the distillation of brandy, and fishing. Famagusta is one of the finest examples of mediaeval architecture in the eastern Mediterranean (<http://northcyprusonline.com/North-Cyprus-Online-Sightseeing-Famagusta.php>). In

2007, Famagusta was listed as an endangered heritage site by the World Monument Fund (<http://www.whatson-northcyprus.com/towns/famagusta.htm>).

3.4.1.2 The Turkish Republic of North Cyprus

The Cyprus is located at the crossroads of three continents (Asia, Africa and Europe) and is just 40 miles from Turkey. Cyprus is the third largest island in the Mediterranean after the Sicily and Sardinia (<http://northcyprus.cc/index.php/front/geography>). For nine thousand years, Cyprus had been a melting pot of great civilizations; from the Neolithic settlements on the northern coast to the Egyptian, Persian, Roman, Venetian, Ottoman and British Empires. Its strategic location at the cross-roads of East and West has bestowed on the island with a rich and colorful history spanning centuries. During the course of its vibrant past, the island has been visited by the Romans, Alexander the Great and Richard the Lion Heart, to name a few, each leaving its own unique footprint.

The Turkish Republic of North Cyprus (TRNC) was formally established in 1983 and today the island remains divided. The TRNC is a fully democratic state and peace subsists across both sides of the island (<http://northcyprus.cc/index.php/front/history>). The Turkish Republic of North Cyprus comprises a total area of 1357 square miles, with over half of the Island's 240 miles of coastline. The long northern coastline is backed by The Kyrenia or Beşparmak (Five Finger) mountain range, forming a startling backdrop with its wooded slopes and magnificent jagged limestone peaks, the highest of which is Mount Selvili at 3357 ft. The lower hills and lowlands are alive with lush greenery, rare species of birds and butterflies, and a natural diversity of flowers that is unmatched in the Mediterranean, with an estimated 19 endemic plant species. Sandy beaches and rocky coves await discovery along the shore. To the east of the island,

the Five Finger mountain range loses height as it extends along the narrow peninsula known as Karpaz or “Panhandle”, a spectacular finger-shaped region of rolling hills and unspoilt sandy bays which points to Syria. To the south of the Five Finger range lie the plains of Mesaoria and the capital city Lefkoşa (Nicosia). Other major centers are Güzelyurt in the west, the resort town of Girne (Kyrenia) on the northern coast, and the second resort town of Gazimağusa (Famagusta) in the east (<http://northcyprus.cc/index.php/front/geography>).

3.4.2 Piloting of the Questionnaire

A Pilot study is used to test logistics and gather information prior to a larger study, in order to improve the latter’s quality and efficiency (Altman, Burton, Cuthill, Festing, Hutton and Playle, 2006). Altman, Burton, Cuthill, Festing, Hutton and Playle (2006) suggest that, a pilot study reveals deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies. Therefore this study employed a pilot survey in order to explore if any deficiency, inconvenience or unclear statements were included in the questionnaire.

The pilot survey was conducted using a group of convenient samples during the 1st and 5th of March 2009. The aim was to find out if there was any inconvenience with the questionnaire design and test the level of understandability of questions. Twenty questionnaires were distributed to 20 convenient samples comprising of research fellows, residents of Famagusta who had lived or worked for more than fifteen years in the area, and who had a variety of occupations (such as governmental official, police officer, sales representative, secretary and so forth) and whose ages range from eighteen years to forty-two years. Twenty questionnaires were returned representing a 100% response rate. The pilot samples gave positive feedback, such as

an easy-to-follow layout, clear instruction, understandable statements, and ease of answering and of convenient duration (average 15 minutes to complete the questionnaire). The respondents did not make suggestions for further improvement, so it is believed that the questionnaire design was satisfactory.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents the findings of this study. The outcomes of the quantitative study are believed to reveal a deeper understanding of residents' perceptions of Famagusta concerning the impacts of educational tourism. SPSS 8.0 (Statistical Package for Social Sciences) was used in order to analyze the quantitative data. SPSS is best known for its superiority in analyzing complex relationships with high end modeling procedures, predicting behavior or events when the data go beyond the assumptions, creating perceptual maps and predicting categories, seeing a map of the data not just a statistical report, placing the relationships among the variables in a larger frame of reference (www.flinders.edu.au/compserv/SPSS/spss.html). To analyze data a series of tests are undertaken. These tests are Pearson correlation analysis, descriptive analysis, frequency tests, cross tabulation analysis and reliability tests.

4.2 Findings of Demographic Profile

Of the five hundred and ten questionnaires distributed, only two hundred and eighty were returned to the researcher, representing a response rate of %54.90. Frequency Table (Appendix A) demonstrates the results regarding the demographic profile of the study sample.

The majority of the respondents (61.1%) were male, while 38.9% of the respondents were female. 34.3% of the respondents were either single or divorced while 65.7% of the respondents were married. The majority of the respondents (31.4%) were in an age group belonging to the age range of 28-37 years. Respondents with the age range of 38-47 were the second highest participative group in this study with a 23.2% response rate, followed by younger respondents (18-27) with a 21.4% response rate. Respondents with the age range of 48-57 had an 18.2% response rate while the elderly (58-67 years) respondents had the smallest response to the study with a 5.7% response rate. The majority of the respondents (42.5%) were high school graduates, followed by 27.5% university graduates. Primary school graduates had a 12.5% response rate. Respondents with secondary school education had an 11.1% response rate while the respondents with vocational school education had a 6.4% response rate to this study.

The largest proportion of the respondents (37.9%) was born in Famagusta, however amazingly residents who were born in Turkey had a 37.1% response rate in this study, compared to respondents born in other cities of TRNC had a response rate of 21.4%. (For further information please check the Appendix A). Thus, a 'typical' respondent was male (61.1%), married (65.7%), between the ages of 28-47 years (54.6%) and at least a high school graduate.

23.9% of the respondents have lived in Famagusta for at least 10 to 15 years, whereas 28.2% of the respondents lived in Famagusta for 32-36 years (For further information please check the Appendix A). The majority of the respondents considered themselves to be friends with students (39.3%), whereas, 37.9% claimed to know students as their customers with 10.4% as their tenants. 27.1% claimed to have students as their neighbors. The rest of the respondents (36.1%) did not indicate

the nature of their relationship. The majority of the respondents (46.1%) earned the minimum wage (1000-1999 Turkish Lira), while a very small proportion (6.8%) of the respondents earned above 4000 Turkish Lira monthly (For further information please check the Appendix A). The majority of the respondents (27.6%) were employed in non-governmental jobs where as 16.8% of the respondents were employed in governmental jobs. A large proportion of the respondents (26.0%) were self-employed. (For further information please check the Appendix A).

Almost all of the respondents were employed in Famagusta representing 99.6% response rate. The Karakol district is the major work place of respondents (17.5%), which was followed by the Sakarya district with the rate of 15.7% (For further information please check the Appendix A). Finally the Appendix A reveals that the majority of the respondents (84.6%) did not let property to the students.

4.3 Reliability and Validity

In this study; age, gender, marital status, type of occupation, level of income, length of residence, renting house to students, type of contact with students, place of birth, place of work, district of work place were the demographics. The dimensions of the study were Life Satisfaction, Economical Consequences, Positive Economical Impacts, Negative Economical Impacts, Social Consequences, Positive Social Impacts, Negative Social Impacts, Environmental Consequences, and the Crime.

Tuckman claims that an alpha of 0.75 is greater, acceptable for instruments that assess knowledge and skills and 0.50 or greater is acceptable for attitude and preference assessments (Tuckman, 1999 cited in Felder, Litzinger, Ha Lee, and Wise, 2005). This study aims to explore the perceptions and attitudes of residents towards the development of educational tourism in the Famagusta region.

As shown in the Reliability Table (Appendix B), the alpha value of Dimension 1 which represents Life Satisfaction of residents (questions 1-4), was estimated as 0.86 which means that the questions are reliable. In this study, 'Economical Consequences' (questions 5-9) and 'Environmental Consequences' (questions 62-63) dimensions represented the lowest alpha values 0.59 and 0.53 respectively. However as evidence from Tuckman's, (1999) study these dimensions are reliable since this study measures residents' perceptions and attitudes. The other dimensions all represented higher alpha values according to the outcomes of reliability and validity tests. So we can conclude that all dimensions are quite reliable in this study.

Table 1: Correlation analysis table

	1	2	3	4	5	6	7	8	9	10	11	12
1	1,00											
2	-.219**	1,00										
3	,515**	-,017	1,00									
4	,135*	-,187**	-,377**	1,00								
5	-,103	,088	,104	-,484**	1,00							
6	-,046	,131*	,083	-,101	-,010	1,00						
7	,289**	-,159**	,258**	,089	,041	-,025	1,00					
8	-,088	-,101	-,086	,100	,147	-,036	,049	1,00				
9	-,144	,141	-,039	-,122	,159	,114	-,150	-,492**	1,00			
10	,174**	,292**	,243**	-,102	-,026	-,167**	,170**	-,096	,122	1,00		
A	-,079	-,012	,004	-,068	-,050	-,048	,043	,025	,101	-,032	1,00	
B	-,118*	,222**	,004	-,191**	,468**	,015	-,026	-,092	,078	,087	,279	1,00
C	,068	,007	,165**	-,086	,095	,013	,115	-,086	,112	,253**	,062	,077
D	,057	-,028	,053	,033	-,007	,018	,062	-,090	,074	,138*	,057	,039
E	,159**	-,147*	,146*	,010	,008	-,042	,111	-,084	,053	,076	,020	-,037
F	,048	-,012	-,084	,111	,028	-,062	,005	-,008	-,099	-,031	,046	-,057
G	,053	-,136*	,082	-,089	-,006	-,021	,111	-,052	-,062	-,023	,005	-,093
H	,057	-,217**	,021	-,045	-,011	-,094	,019	-,055	,062	-,036	,097	-,047
I	,065	-,127*	,089	-,001	,086	-,103	,066	-,020	,080	,030	,008	-,008
J	,090	-,017	,129*	-,084	,040	-,077	,112	-,006	,128	,059	-,010	-,014
K	-,006	-,108	,076	-,111	,092	-,037	,119*	,039	,072	-,017	,005	-,001

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
A	1,00								
B	,373**	1,00							
C	,317**	,656**	1,00						
D	,012	,416**	,400**	1,00					
E	,234**	,508**	,587**	,341**	1,00				
F	,198**	,329**	,282**	,389**	,476**	1,00			
G	,131*	,093	,110	,217**	,102	,304**	1,00		
H	,080	,034	,038	,150*	,138*	,267**	,615**	1,00	
I	,116	,099	,091	,238**	,201**	,420**	,633**	,604**	1,00

Representation of the numbers and sounds;

Numbers represent the items in demographic profile whereas; sounds represent the dimensions of the study.

<i>Numbers</i>	<i>Demographic Profile Items</i>
1	Age
2	Education Level
3	Length of Residence
4	Place of Birth

5	District of Birth Place in Famagusta
6	Gender
7	Marital Status
8	Let out of House to Students
9	Other
10	Level of Income
11	Place of Work in Famagusta
12	District of Work Place in Famagusta
<i>Sounds</i>	<i>Dimensions:</i>
A	Life Satisfaction
B	Economical Consequences
B	Positive Economical Impacts
D	Negative Economical Impacts
E	Positive Social Impacts
F	Social Consequences
G	Environmental Impacts
H	Environmental Consequences
I	Crime

It is found that the life satisfaction and age are significantly correlated (0.68). The quality of life has increased within the age range of 28-37 and residents at the age range of 38-47 with mainly high school education whose length of residence is mostly over ten years (%23.9). However, significant proportion of the residents (23,2%) live in the Famagusta region for at least 32 years.

It is found that the life satisfaction of residents is not significantly correlated with the level of education; however, it is strictly correlated (0,165**) with the residents' length of residence. Findings showed that the quality of life of residents has increased by the increase in their level of income (0.253**). The length of residence was found to be positively correlated with positive economical impacts (0,146*). It was found that the increasing length of residence will produce more positive social impacts of educational tourism (0.234**). Economical consequences were found to be significantly correlated with the residents' level of income (0.138*) and the life satisfaction of residents (0.373**). It was also found that the environmental impacts are strictly correlated with environmental consequences (0,615**).

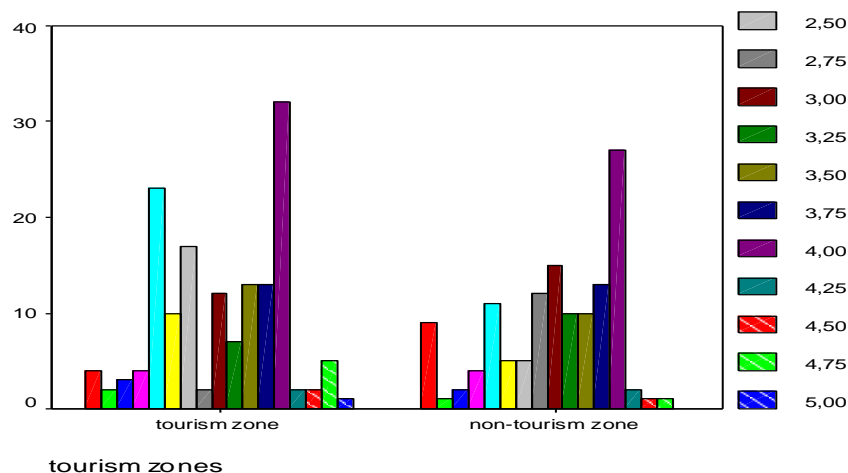
The outcomes of the correlation analysis also showed that the age is significantly correlated with the 0,159** positive economical impacts of educational tourism. The positive economical impacts are found to be positively correlated with the economical consequences of educational tourism (0,656**).

It is also found that negative economical impacts and economical consequences are strictly correlated (0,416**). The economical consequences are found to be correlated with the positive social impacts (0,508**). It was found that there is a positive correlation between social consequences and positive economical impacts (0,282**).

Finally the outcomes of the correlation analysis revealed that the increasing level of education will decrease the negative social consequences (-0,217**). Besides increasing crime level will result in producing more negative environmental impacts (0,238**). In addition to this, the longer length of stay will produce more environmental consequences (0,129*).

As mentioned earlier, respondents stated their opinions by marking the cells which fit best into their idea. The majority of the residents were agreeing with the various statements in the instrument. The outcomes of the findings revealed that the large proportion of the residents believe that educational tourism increased their level of income (37, 5%), availability of additional job opportunities (51,1%), enabled public services to get better (36,1%), increased development and investment opportunities to the region (50,0%). However they also believed that it raised cost of living (39,6%) in the region. Further, it is found that the large proportion of the residents (40, 0%) was pleased with their quality of life level although the cost of living has increased due to educational tourism. Largest proportion of the residents (36, 1%) also was agreed that the public services got better due to educational tourism in the Famagusta.

In addition to these from the economical perspective, findings revealed that the majority of the residents (51.1%) believed that additional job opportunities were increased due to educational tourism. Therefore not surprisingly, it is found that the majority of the residents who live or work in the educational tourism zone were more satisfied with their quality of life level (24%) compared to residents who live or work in the non - educational tourism area (19%).



Findings also revealed that the large proportion of the residents stated that educational tourism development caused change to traditional work style (51,8%), increased migration to the region (41,4%), increased prices (46,8%) and the cost of living (33,6%). Another detailed data captured from the residents' responses was that these believed to be dramatic price increases of houses, and other immovable properties (46,1%) due to educational tourism. Although, findings revealed the respondents' discomfort of particular negative economical impacts of educational tourism, it is found that the majority of the residents believed that (%21,4) educational tourism provided increasing job opportunities to women and young people. The results also revealed that the large proportion of the residents agreed that (55,7%) variety of the shops with multipurpose buy and sell opportunities have expanded due to the educational tourism, from the economical perspective, the majority of the respondents were believed that (62,5%) the increasing income levels reinforced the competitive consumption. Another good detail obtained from the findings was that the majority of the residents (36,4%) were not agreeing with the statement regarding to increase in their level of statue due to educational tourism. Finally from the economical perspective findings revealed that the large proportion of the residents (32.0%) were disagreeing that health services, municipality services, police services and infrastructure development are improved due to educational tourism. On the other hand, 27.0% of the residents believed that these services have improved by educational tourism.

From the socio-cultural perspective, findings revealed that the residents believed that an increasing number of students have increased the demand for historical (39,3%) and cultural activities as well as cultural programs (45,7%). Majority of the residents (62,9%) also stated that, educational tourism have enabled

residents to discover different cultures and traditions. According to the findings, it is found that the educational tourism provided residents with an opportunity for discovering many cultures and traditions including their way of life and their style which had been affective in increasing the understanding and acceptance of others by residents (55,7%). It is also discovered that the majority of the residents were disagreeing that (33,2%), educational tourism encouraged residents to strengthen the main ideology of preventing Turkish Cypriot culture and traditions from demonstration effect and loss. Findings also revealed that the majority of the residents (33,2%) believed that they do not save their cultural identity, and eventually there had been change in their culture and behaviors (42,9%) due to educational tourism. The outcomes of the findings shows that the large proportion of the residents (44,3%) claim that they come together with students socially, and involve in cultural exchange (52,5%) for the social advancement of the community. However, on the another hand the majority of the residents (41,8%) stated that, young people imitates and adopts students' attitudes, which eventually leads to disruption in their culture and behaviors (42,9%). Besides, it is found that the large proportion of the residents (43,6%) believed that it is inevitable to have cultural clashes between international students and domestic students during the adaptation time to each other.

Finding also revealed that the large proportion of the residents state that moral values had been corrupted (33,9%), illegitimate relations (43,9%) and divorce rate (30,4%) increased due to educational tourism. However, the majority of the respondents disagreed (30,7%) that social relations corrupted due to educational tourism. Another good insight provided by the outcomes of the findings was that the majority of the residents believed that the thanks to educational tourism

development, not only the socio-cultural identity of the community has gained importance within the community (33,6%), but also cultures and life styles of other nationalities have gained appreciation, acceptance and tolerance by residents (55,7%).

It is also discovered that the residents believed that the educational tourism had provided many economical opportunities such as employment which provided a significant increase in the freedom of women and young people, and also a particular decrease in the authority of men in the family (38,9%). Besides findings revealed that the majority of the residents (28,6%) believed that they have concerns about safety issues due to educational tourism. Also majority of the residents strongly claimed that educational tourism caused a significant increase in alcohol consumption (45.0%) and increased the demand for betting offices (37,9%). Besides, it was found that educational tourism caused increase in prostitution (37,1%), increase and expansion of venereal diseases (33,6%), increase in use of violence (36,8%), and also increase in drug consumption (34,6%).

From the environmental perspective, large proportion of the residents (37,9%) agreed that, although the development of educational tourism caused environmental pollution, did not disrupt the natural beauty and peace (34,6%). Findings also revealed that the majority of the residents believe that increasing student numbers caused traffic congestion and parking lot problems (48,9%), increased risky drives (40,7%), increased traffic accidents and death rates resulted from traffic accidents (36,8%), increased human crowd due to entertainment activities (51,8%) that resulted in noise pollution (42,1%).

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion

This study investigated the potential impacts of educational tourism on the residents of Famagusta.

It was stated that the educational tourism directly and indirectly had made significant contribution to the job sector in Famagusta (TRNC Situation Analysis Report, 2003). This study is supported this view with its' detailed research.

The North Cyprus Situation Analysis Report (2003) states that the large proportion of the residents of Famagusta is employed in private sector and generating an income level of between 800 – 1200 Turkish Lira monthly. The stated income level was a lot higher than the minimum wage, which was 500 Turkish Lira in 2003 (www.haber.net). Today, the study revealed that the residents of Famagusta mainly employed in the private sector and generating an income level a lot higher then the minimum wage.

The study showed that the majority of the residents who live or work in the educational tourism zone are more satisfied with their quality of life level compared to residents who live or work in the non - educational tourism area which is consistent with the Hampton and Higham's (1999) study and found to be in contrary with the Faulkner and Tideswell's (1997) study. The reason might be due to the majority of the residents who generate an income between 3000 – 3999 TL (62%) and an income of 4000 TL and above (79%) live or work in the educational tourism

area as found in the statistics. It is believed that the increase in residents' level of income due to educational tourism have made significant contribution to the government revenue. The tax collection by the government from the residents as well as from the private business holders would return as promoted, better public services to the region. Therefore, having promoted public services in the Famagusta region is not a surprising finding. This finding is consistent with the Woods' (1980) study. Some good examples can be drawn are better lighting of streets, cleanliness of roads and streets, planting of vegetation and trees, better control and management of water and electricity distribution as observed. As discovered from the findings, additional job opportunities are increased due to educational tourism. This finding is consistent with the Richard's (1971), Halfacree's (1994) study, Zhou, Yanagida, Chakravorty and Leung's (1997) study, Kompas' (1999) study, , Ashley's (2000) study, Upchuch and Teiwane's (2000) study, Tosun' (2002) study, Ennew's (2003) study, Easterling's (2004) study and Stockdale and Findlay's (2004) study. It is observed that many businesses started up after the development of the educational tourism. Examples might include craft sale companies, restaurants, cafes, bars, pet shops, zoos, sport centers, travel agents, tour operators, hotels, and many other directly tourism related sectors such as entertainment and amusement places, and also indirect sectors such as clothing stores, home design accessories shops, furniture shops, technological equipment stores as observed. Besides, many residents run particular supporting sectors such as a standardized shopping center in order to generate additional income as observed. It is predicted by considering the correlation between the DPO Economical and Social Indicators; Construction Report (1986, 1993, 2005) and the State Planning Organization Report (2005-2006) which shows the growth of the Eastern Mediterranean University since 1979 in the Famagusta.

According to the DPO Economical and Social Indicators; Construction Report (1986), the total number of constructed shops was twenty two, where as there were no apartments in 1986, when the Eastern Mediterranean University was established as 'The Institute of Higher Education' in the Famagusta. In 2005, the construction of the total numbers of shops was forty six with the value of 2,917,810 New Turkish Lira, and the construction of the total numbers of apartments was three hundred and seventy three in 2005 (DPO Economical and Social Indicators; Construction Report, 2005). An increasing number of students have encouraged the accommodation sector to develop and spread throughout the Famagusta. It is observed that; dormitories, studio flats, other types of apartments, small villas, and standard homes have been constructed to accommodate students.

As mentioned earlier, age was found to be highly significant, which indicated 0,159** correlation with positive economical impacts. According to the study mainly the residents at the age of between 28 and 37 years, affect and get affected by educational tourism. The reason might be that those residents might have particular job skills and experience to meet the working requirements. Job opportunities provide women with a chance to get economical power. Residents at the age of between 28 and 37 years are thought to have their own families and have particular standard of living criteria. In order to stabilize their standard of living, and ability to afford the necessities, it is believed that they are more likely to be involved in full time or part time jobs which are provided by varying private sector. In this way residents at the age of between 28 and 37 years might more likely to find additional sources of income and contribute to their children's future. Besides this, economic generation tool of Famagusta was found to be mainly the private businesses which were directly and indirectly educational tourism related sectors. It is observed that,

educational tourism related sectors were based on service sector, which requires higher numbers of labor. Therefore, it is believed that it also provided opportunities for women and young to be employed.

This study also indicated that there is a negative correlation with positive economical impacts and educational level. The reason might be that the residents with higher level of education not surprisingly demand higher level of positions and salaries/wages. Besides residents with a higher level of education are more likely to save money rather than spent. Because those residents are expected to make more informed buying decisions and are accepted as well informed customers. Therefore residents with a higher level of education would not contribute to the money circulation within the economy because they would save money rather than spent. On the contrary, residents with a lower level of education are more likely to work in restaurant and other tourism related sectors for the fewer wages compare to residents with higher level of education. As predicted earlier, there are two significant numbers of residents who work and live in the Famagusta region; the first groups live and work in the region for at least ten years, whereas the second group live and work in the region for at least 32 years. The discrepancy might be originated from that the respondents with at least ten years stay might be the migrants to the region, whereas the respondents with at least thirty two years stay might be the residents who both stay and work in the Famagusta. The study also showed that the length of residence is positively correlated with positive economical impacts. The reason might be due to residents with longer length of stay had been active in demanding better services supply. Besides this, majority of the residents who were employed in the Famagusta found to be born in Famagusta. Therefore, it is predicted that, increasing number of businesses, such as restaurant and other educational tourism

related sectors owned and run by residents with longer length of stay . As mentioned earlier, residents mainly work in the Karakol district and the Sakarya district. Therefore, there is a high possibility of residents' level of the involvement with the educational tourism is to be the highest in these two districts. Karakol and Sakarya districts are the places where the majority of the private sector located. The private sector is mainly involved in the service sector in the Famagusta region includes; restaurants, snack bars, cafes, bars, discos, banking services, betting offices, real estate agents, clinics, sport centers, hospitals, a cinema place, house accessories shops, cosmetics shops, flower shops, pet shops, real estate agents, pharmacies, hairdressers, clothing shops, malls, stationeries and many more as observed. Therefore employment in these two districts is highly available. The Eastern Mediterranean University is located in the Sakarya district; therefore many supporting sectors are located in this region producing a high density of businesses as shown in the outcomes of the statistics. Consequently, shopping opportunities are much more available in these two districts compared to other districts. As shown in findings, because of the higher density of the population in these districts, we can expect higher sales volume of private businesses. Many job opportunities are provided by the service sector which welcomes mainly young people and women, which eventually was lead to the economical advancement of young people and women in the region. It was found that the most of the residents, who work in Karakol or Sakarya districts, were not borne in Famagusta but moved to the region after the development of educational tourism as findings indicated. These findings are consistent with the Telles's (1994) study, Williamson and Hircsh' (1996) study, Kompas's (1999) study, Hannum and Buchman's (2003) study, Stockdale and

Findlay's (2004) study, Haug, Dann and Mehmetoglu's (2007) study, Farooquee, Budal, and Maikhuri's (2008) study, and contrary to Dumonts' (1997) study.

There had been an increase in job opportunities to women and young people, a growth in the sales volume of businesses with an increasing variety of buy-sell opportunities, and emerging many restaurants and other tourism related sectors. All these developments are believed to be the other motivation factors of increasing life satisfaction of residents. This finding is consistent with the Woods's (1980) study, Campbell's (1993) study, Zhou, Yanagida, Chakravorty and Leung's (1997) study, Styness's (1999) study, Ashley's (2000) study, Ennew's (2003) study, Bellini, Del Corpo, Gasparino and Malizia's (2008) study.

Generally, it can be drawn that residents notice particular development in public, health and police services; however they do not view the improvement level sufficient enough. Particular improvement in health services, municipality services, police services and infrastructure development have provided the followings after the development of educational tourism; such examples include, improvement in police services and activities had resulted in fewer car accidents and decline in a risky as well as spirituous drives; besides, improvement in health services are also observed. In particular, construction of new hospital with better and high quality equipment with a high level of hygiene as observed. Many small village clinics also constructed throughout the Famagusta to ease the access of both residents and students to meet any health care needs. Municipality services are also in development progress such as; there are attempts for cleaning the roads and streets, planting trees and vegetation, construction of parking lots and additional two-way roads to reduce parking problems and traffic congestion, better water and electricity distribution, control and management as can be easily observed. Particular progress in public sector is

believed to be another motivation factor, which is contributed to the quality of life of residents.

As mentioned in the findings, According to the correlation statistics, it is also found that the increasing number of students have increased the demand for historical and cultural activities and cultural programs in Famagusta. In many historical places such as the Salamis Ruins and Othello Castle, there have been many cultural activities ranging from folk dance shows to traditional gift sales, concerts, and recreational competitions.

Educational tourism development caused a significant increase in numbers of entertainment places in particular, cafes, bars, and discos which are predicted to lead a higher level of alcohol and drug consumption. Entertainment places were believed to act as a one of the primary channel of communication, and a place of social gatherings. The high level of cultural exchange between residents and educational tourists, and higher levels of share of ideas resulted from residents' gathering with educational tourists from different cultures and values, were predicted to lead a change in behaviors, norms and values of residents such as; increasing participation in night life, disruption of moral values, openness to sex which are consistent with Jude' (1975) study, Johnson, Snepenger and Axis's (1984) study, Chesney, Lind and Lind's (1986) study, Cohen's (1988) study, Dogan's (1989) study, King, Pizam and Milman's (1991) study, Lankford's (1994) study, Upchurch and Teiwane's (2000) study, Lee and Back's (2003) study, Anderek, Knopf and Vogt's (2005) study and Green's (2005) study. Increasing competitive consumption and culture demonstration were believed to be the one of the major factors of switching from an individualistic other than a collectivist life style which is consistent with Kadat's (1979) study, Mathieson and Wall's (1982) study, Dogan's (1989) study and Fredline, Deery and

Jago's (2006) study. It is found that, there had been particular changes in residents' way of life which is consistent with the Ap and Crompton' (1993) study, McCool and Martin's (1994) study and Andereck, Valentine, Knopf and Vogt's (2005) study. It is believed that these factors led to an expansion of a materialist culture. Besides social consequences, particular environmental impacts played a significant role in determining the level of quality of life of residents. Particular environmental issues such as; traffic congestion and parking lot problems, increasing risky drives and traffic accidents, noise pollution indicate the reasons of the correlation between the environmental impacts and the environmental consequences. This study explored and found particular environmental impacts which are in consistent with Göksan' (1978) study, McCool and Martin's (1994) study, Lindberg and Johnson's (1997) study, Brunt and Courtney's (1999) study, Easterling' (2005) study and Fresnoza's (2008) study. Previously mentioned environmental impacts and consequences are clearly noticed by the respondents which could be understood from the findings of the study. Such environmental impacts are believed to create a discomfort within the residents. Although the police department is taking many precautions such as speed measurement cameras, and frequent checks of drivers as observed; risky drives and car accidents result in deaths increased compared to before educational tourism development.

Which have earlier mentioned, improvement of the economy, expanding numbers of private sector, increasing job opportunities led to an increasing economical power of residents and generation of many investment and development opportunities to the Famagusta. Therefore, these factors are believed to explain the correlation between positive economical impacts and economical consequences of educational tourism.

The Famagusta region economically depends upon the service sector which is expanding dramatically. Therefore there is a significant demand for workers to provide a better, high quality and competitive service. Educational tourism indirectly affected the traditional work structure of the Famagusta region. Before educational tourism development, residents especially men, used to work as farmers, small shop owners, hairdressers or employed in governmental job, whereas women used to be tailors, nurses or teachers but a large proportion of the women were housewife and were busy with raising their children. Apparently the life style of residents of Famagusta has been changed throughout the time of educational tourism development, businesses switched from small as well as family-run type organizations into large enterprises. Besides, increasing and varying work opportunities, in particular in the service sector, eventually enabled women and young people to be employed in the mainly private sector. Varying businesses ranging from small to large, such as the construction sector, the real estate sector, the shopping sector, restaurants and other sectors contributed to the money circulation within the economy. Therefore the need for more workers to be employed in lower level positions and jobs was inevitable. The large proportion of residents consists of (%42.5) high school graduates and university graduates (%27.5). So that, not surprisingly, immigration of workers from other countries was essential for the Famagusta region in order to fulfill the need for employment in lower level positions with minimum wages.

Increasing demand with increasing educational tourism development in the Famagusta region indirectly affected price rises in immovable properties due to the high fixed cost of construction, and price increases in general due to increasing demand by students. This outcome is consistent with the Upchurch and Teiwane's

(2000) study and Ennew' (2003) study. Higher tax charges, and tax charges in particular on goods and services sold by many businesses were believed to make a significant contribution to the revenue of the government. The government was thought to save a proportion of the revenue for the socio-cultural and historical development of the region as observed. Majority of the residents verifies this by agreeing that (32,1%), revitalization and protection attempts for historical heritage increased due to educational tourism. This is consistent with the Cohen's (1984) study and Upchuch and Teiwane's (2000) study. The government organized many socio-cultural activities ranging from art activities to theater that shows the culture of residents such as many theatres were played showing the traditional wedding of the Turkish Cypriot community, traditional music concerts and folk dance, olive days to increase the awareness of the socio-cultural identity of residents to reinforce saving the culture as unique as possible. Except from noise pollution and human crowd resulted by these activities, other impacts of these activities are highly appreciated by residents.

The interest of international students in Cypriot culture and the historical heritage of Famagusta were believed to contribute to the increasing awareness of the cultural and historical wealth of residents of Famagusta. It is predicted that residents are more likely to protect their culture compared to before educational tourism development. It is predicted that, increasing student numbers increased not only the demand for cultural and historical activities, but also expanded the possibility of exhibiting more of the cultural and historical activities. That is found to be consistent with the Mortenson's (1999) study. Increasing international student numbers with great interest in Cypriot culture and historical heritage increased the possibility of the

revitalization of historical buildings. Therefore, it is believed to be the major motivation of residents' greater pride of their cultural and historical heritage.

As found in the findings, an increasing level of education will decrease the negative social consequences. The reason is believed to be that better educated residents with a higher quality of qualifications will demand higher positions with better payment and working conditions. Residents with better education have a greater tendency to cultural exchange and exchange of ideas while supporting their own cultural promotion. It is found to be consistent with the Mortenson's (1999) study. It is expected that residents with a better education will decrease social inequality in terms of level of occupation, level of status and economical power within the community.

Higher prices of goods and services return not only higher profits to the sellers or owners but returns prestige with certain privileges. The consumption pattern of residents with higher levels of income and status would not be as same as other residents who do not gain equal economic benefits out of educational development. Residents with a higher level of income have a tendency to buy more branded products compared to other residents with a middle level of income. Residents with higher level of income and status would afford luxury needs while residents with less status and income would be able to afford necessities. Besides, rising income will not only rivet social class differences, but will bruise the social structure of the community which is consistent with the Easterling' (2005) study.

According to the study, there is a positive correlation between social consequences and positive economical impacts. There have been many job opportunities for women and young people in the service sector that are directly or indirectly related to educational tourism development. That is believed to result in a

changing family structure in the Cypriot community. Not only women but also young people gained their freedom socio-economically which can be drawn from the findings. Another detail can be drawn from the study is that; women were no longer controlled by men and gained the freedom of making their own decisions. It is believed that women became independent and reinforced equality between women and men. Women became defenders of democracy with better informed decisions as observed. On the other hand, it is believed that residents with increasing income transformed from warm human relations into commercialized relations. Eventually, increasing economic welfare resulted in expanding materialist culture underneath capitalism.

The Famagusta city, welcomed educational tourists from different nationalities, cultures, traditions, beliefs, moral values and life styles. Educational tourism in Famagusta is found to be increasing the opportunities for residents' exploration of people from different background. Besides, the residents' were found to be involving in social interaction with educational tourists. Social gatherings of residents with educational tourists is predicted to be contributing to the residents' openness of mentality towards others that strengthens understanding, acceptance, and eventually tolerance of others which is found to be consistent with Fredline, Deery and Jago's (2006) study. Therefore, it can be claimed that educational tourism increases the learning opportunities for residents to live in a multicultural environment with peace.

Although educational tourism development provided many socio-cultural and economical benefits to the residents of Famagusta, there had been particular impacts on the environment. Such impacts include; rising traffic congestion and parking lot problems, decreasing public space due to over crowding, increasing risky

drivers. The reason is believed to be related with the residents' increasing income level and the level of their quality of life. Residents with increasing economical power, extensively use their own cars. Besides residents, international students also own or rent cars due to limited public transportation services as observed. However, other environmental impacts are believed to decline with an increasing level of education. Residents with an increasing level of education will be more concerned about the environmental impacts. Therefore residents are believed to tend to have involved and participate more in development procedures, inform government regarding the impacts, form social group to claim the rights, state their ideas regarding advantages and disadvantages of the development process to make policies and procedures together with the government and other public sectors to minimize the impacts.

It was found that the length of residence and environmental consequences are positively correlated. The generation of immigrants from the abroad to fulfill the private sectors' need for employment, the increasing number of intra-immigrants, the increasing numbers of international students associated with residents with a longer length of residence are expected to result in environmental consequences such as increasing noise pollution and over crowding. These potential happenings are believed to be the major factor in explaining the pre-mentioned correlation.

The study suggests that crime and marital status are positively correlated. It indicates that married couples are more concerned with the crime in the Famagusta. Findings showed that the residents merge with a number of students from different cultures, values and lifestyles and create social bonds. Expanding capitalist and materialist mass culture is believed to be significant in strengthening those social bonds within the society. Therefore, social bonds might be the major reason behind

the set of explored criminal issues which analyzed in the study. It includes; widening prostitution, increasing cases of venereal diseases, rising alcohol and drug consumption, and increasing demand for betting offices. These findings are found to be consistent with the Pizam' (1985) study, McCool and Martin's (1994) study, Lindberg and Johnson's (1997) study, Brunt and Courtney's (1999) study, Andereck, Valentine, Knopf and Vogt's (2005) study.

Increasing income, increasing economical power of women and young people, decreasing male authority, and spoiling social composure with increasing income also believed to a strong factor in demanding for gambling, sex, alcohol and drugs. Increasing risky drives and the number of accidents, expanding traffic congestion are believed to increase the residents' anxiety about the development of educational tourism. Beyond these, the expanding participation of both residents and international students in entertainment areas such as in bars, discos and cafes are also expected to being another reason of expanding drug, and alcohol consumption with expanding sexual relations.

It is predicted that development of educational tourism directly and indirectly caused other sectors to grow. The highest density of these sectors is located where educational development grows as observed. The Sakarya district is the origin of educational tourism, because Eastern Mediterranean University is located in the Sakarya district. After Sakarya (%15.5), the Karakol district is the (%17.2) second place where has a very high density. Many buildings have been constructed including apartments, shops, restaurants, banking offices, gas stations, and many more that caused many detrimental impacts on the environment. Besides, the growing economy has encouraged competitive consumption.

The increasing level of income is believed to be the one of the major reason of residents often visits of entertainment areas, such as cafes and bars. Increasing demand for traditional goods and services, restaurants and other tourism related sectors such as entertainment and amusement areas, and also other shopping facilities such as clothing, home design accessories, furniture, technological equipment stores, there is inevitability of escaping from noise pollution or crowding. Other important factor that is believed to contributing in noise pollution and overcrowd is might be the residents changing preferences. Examples might include, residents mostly order or eat food from outside rather than eating at their homes. Because there are many budget restaurants and other Food and Beverage shops within the region with lower prices and higher quality due to the competition. Besides, it is observed that it is common in Famagusta to see the students and immigrants at the outside the home either for the aim of relaxation or meeting the necessities they need.

This study showed that the concentration of educational tourists in a small area did not destroy the peace and the tranquility of the hosts. Besides it is found that this has not been a source of negative attitudes towards tourists. In contrary, this study showed that residents do not pose negative attitudes tourists; just in contrary they pose positive attitudes towards tourists. This showed that it is contrary to Wahab's (1978) study. The reason might be due to residents' acceptance and tolerance of educational tourists. Besides, educational tourism is found to be significantly contributing to the economic development of Famagusta, which eventually leaded to increasing residents' quality of life. Therefore, residents' dependency on educational tourism due to economical reasons might be a reason of residents' positive attitudes towards educational tourists.

This study also showed that as a result of particular negative impacts of educational tourism, social-wellbeing of host community did not threatened and did not lead to increased community dissatisfaction. Therefore these findings are in contrary to Doxey's (1975) study, King, Pizam and Milman's (1993) study, Mansprerger's (1995) study, Broshman's (1996) study and Madan and Rawat's (2000) study. The reason might be due to the benefits provided from educational tourism outweigh the costs from the residents' perspective.

This study also revealed that, there had been no lose of native language of the residents of Famagusta as a result of an influx of educational tourists languages. This is also found to be in contrary to Besculides, Lee and McCormick's (2002) study. The native language in the city of Famagusta is a Turkish Cypriot, which is easy to read, understand and speak in nature. Therefore, it can be said that educational tourists involve in Turkish speaking as a common language in Famagusta. Besides, the majority of the residents' were high school graduates, whom predicted to be neutral in communicating in English, which is the most common known language in the world. Therefore, educational tourists were expected to learn Turkish Cypriot in order to communicate.

It was said that the emerging destinations are less favorable disposed to the changes brought about tourism development, however this study showed that the Famagusta as an emerging destination are more favorable disposed to the changes brought about tourism development. Therefore, this is found to be in contrary to the Faulkner and Tideswell's (1997) study. Finally this study showed that the residents with longer length of stay are more favorable towards tourism and they are more satisfied with their quality of life level in contradiction to Faulkner and Tideswell's (1997) study.

The outcomes of the study showed that the residents perceive educational tourism positively and they pose favorable attitudes towards educational tourists and educational tourism development in the city of Famagusta. Although, it is found that the residents of educational tourism zone are more likely to be satisfied with their quality of life level, there had been not much critical differences in responds of residents of educational tourism zone and residents of non-educational tourism zone. Therefore, we can conclude that residents in general are favorable towards educational tourism due to the socio-cultural and economical benefits' they gain.

The study shows that, residents evaluate educational tourism in terms of expected benefits or costs they obtain in return. Economical gains are believed to be the major motivation factor in determining the level of their quality of life. Finally, the outcomes of the study showed that the responses of the residents to the statements were mostly in a positive manner, which indicates that the residents' perceived more positive outcomes than the negative outcomes. Therefore, it is believed that the residents will continue to have a greater tendency to support educational tourism in the future, as long as the benefits they receive outweigh the cost.

5.2 Managerial Implications

The thesis is aimed to give a detailed insight into the educational tourism concept which is believed to be the major economical development tool of the Famagusta.

Although Turkish Republic of North Cyprus is a small island with unique natural resources, due to existing embargoes applied on the state, the tourism industry could not be developed as it should be. However, education is believed to break down all the restrictions due to its' nature of 'freedom of learning experience'.

The Turkish Republic of North Cyprus with limited natural resources combined with the limited carrying capacity should develop good strategies to minimize the negative impacts, take appropriate and prompt measurements to minimize the threats that can be aroused. If the government focuses on making certain policies for maintaining sustainable educational tourism, it is believed that the Turkish Republic of North Cyprus will be able to overcome the obstacles associated with the embargos. As stated earlier, educational tourism is found to be the major economic development tool of the Famagusta region. Therefore, the policy makers, civic groups, and others can utilize from the findings of this study which is occupied with the detailed information about the both negative and positive impacts of the educational tourism. This study not only investigated the impacts but also revealed the both current host response towards educational tourism and the critical factors that affects residents tendency to support educational tourism and its' development. Residents reflected the community's interests, concerns that are thought to be constructive inputs for the planning and decision process for the educational tourism development.

The thesis is believed to be useful in concerning on critical factors in relation to educational tourism. Finally it is believed that, it will be helpful for government, public sector, private sector, as well as for the social groups in order to be involved in decision making process for effectively formulating strategies.

5.3 Limitations and Implications for Future Research

The thesis employed only the quantitative research method for assessing the host perceptions towards the educational tourism due to the time limitation.

Although outcomes of the study are rich in detail, conducting a qualitative research for assessing both 'host perceptions and the attitudes' towards educational tourism may reveal critical insights to the subject. Further studies can increase the

number of the representatives to reach more data. Also further research can be based on testing the particular theory in explaining host response to educational tourism, by using deductivist approach. As mentioned before, Social Exchange Theory, initial stage of Doxey's Irridex and Equity Theory were found to be appropriate for explaining host response to educational tourism in the Famagusta. Yet, these theories were not tested. Therefore, testing one of these theories is essential for analyzing the host response to educational tourism. Finally, the thesis explored the case in the Famagusta region, however analyzing the 'host perceptions and the attitudes' towards educational tourism in different regions may give different insights to the topic.

5.4 Conclusion

This thesis aimed to explore the host populations' response to the development of educational tourism in the city of Famagusta. Therefore, firstly socio-cultural, economical and environmental impacts of educational tourism on residents of Famagusta were analyzed. After the exploration of the impacts, particular statements were put through in the light of particular theories in order to explain residents' perceptions and reactions towards the impacts of educational tourism in Famagusta.

The response of the residents of Famagusta towards educational tourism can be explained by Social Exchange Theory. Social Exchange Theory suggest that residents evaluate tourism "residents evaluate tourism in terms of social exchange, that is, evaluate it in terms of expected benefits or costs obtained in return for the services they supply" (Ap, 1992: 670). , educational tourism might be accepted as in an early stage and therefore residents of Famagusta might be enthusiastic and optimistic about the future development. If it is so, the residents' response might be

differing within the stages of educational tourism development. Although the Eastern Mediterranean University was established in 1986, due to unrecognition of Turkish Republic of North Cyprus, development of educational tourism can not be proceeded as it had to be. Such impacts; the embargos on international flights to the TRNC, investors' hesitation to make any 'risky' investment and pressure of world politics might resulted in a slow development of the educational tourism in Famagusta region. Therefore, the Eastern Mediterranean University might be accepted as an emerging educational tourism destination for international students. If this is the case, it can be claimed that the residents of the Famagusta is experiencing the 'Euphoria' stage of Doxey's Irridex. In the euphoria stage, residents are enthusiastic and optimistic about the tourism industry and there is no over-conflict and the pressure on the resources that can create significant disadvantages over advantages. This might be applicable in explaining the residents' response towards educational tourists and tourism in the Famagusta.

Lastly, the Equity Theory might be applicable in explaining residents' response towards educational tourism in the Famagusta. This theory suggests that 'residents view tourism development as equitable only when they perceive a balance of positive and negative consequences or when the positive aspects outweigh the negative aspects'. Although, particular negative socio-cultural, economical and environmental impacts of educational tourism were explored, because of the advantages provided by educational tourism, in particular, great economical opportunities and socio-cultural benefits might be the major motivation factor behind residents' favorable attitudes towards tourism and a greater tendency to support future educational tourism development.

Finally, we can conclude that the residents' attitudes towards impacts of educational tourism are generally positive and the major factor is believed to be the economical benefits provided by educational tourism. It is predicted that the existing negative impacts of educational tourism were perceived weaker than the positive tourism impacts by the residents of Famagusta.

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APPENDIXES

APPENDIX A: FREQUENCY ANALYSIS TABLE

	Valid	Frequency	Percent
Age	18-27	60	21,4
	28-37	88	31,4
	38-47	65	23,2
	48-57	51	18,2
	Total	58-67	16
		280	100,0

Education Level

	Primary School	35	12,5
	Secondary School	31	11,1
	High School	119	42,5
	Vocational School	18	6,4
	University Level	77	27,5
Total		280	100,0

Length of Residence

	10-15 years	67	23,9
	16-20 years	25	8,9
	21-26 years	28	10,0
	27-31 years	32	11,4
	32-36 years	65	23,2
	37-41 years	14	5,0
	42 years and above	49	17,5
Total		280	100,0

Place of birth

	Famagusta	106	37,9
	Other cities of TRNC	60	21,4
	Turkey	104	37,1
	Other	10	3,6
Total		280	100,0

District in Famagusta

Lala Mustafa Pasa	13	4,6
Anadolu	8	2,9
Pertev Pasa	1	0,4
4Canbulat	1	0,4
Piyale Pasa	7	2,5
Namık Kemal	7	2,5
Baykal	2	0,7
Çanakkale	10	3,6
Dumlupınar	9	3,2
Karakol	20	7,1
Sakarya	18	6,4
Suriçi	13	4,6
Zafer	7	2,5
Total	116	41,4
Missing System	164	58,6
Total	280	100,0

Gender

Male	171	61,1
Female	109	38,9
Total	280	100,0

Marital Status

Single or Divorced	96	34,3
Married	184	65,7
Total	280	100,0

Rental of house by residents to the students

Yes	40	14,3
No	237	84,6
Total	277	98,9
Missing System	3	1,1
Total	280	100,0

Type of contact with students

My neighbor	76	27,1
Missing System	204	72,9
Total	280	100,0

My friend	110	39,3
Missing System	170	60,7
Total	280	100,0

My tenant	29	10,4
Missing System	251	89,6
Total	280	100,0

My client	106	37,9
Missing System	174	62,1
Total	280	100,0

Other	101	36,1
Missing System	179	63,9
Total	280	100,0

Level of Income

Less than 1000 TL	31	11,1
1000-1999 TL	129	46,1
2000-2999 TL	72	25,7
3000-3999 TL	29	10,4
Above 4000 TL	19	6,8
Total	280	100,0

Place of Work

Famagusta	279	99,6
Nicosia	1	0,4
Total	280	100,0

District of Work Place in Famagusta

Lala Mustafa Pasa	20	7,1
Anadolu	13	4,6
Pertev Pasa	9	3,2
4Canbulat	10	3,6
Piyale Pasa	21	7,5
Namık Kemal	26	9,3
Baykal	23	8,2
Çanakkale	16	5,7
Dumlupınar	14	5,0
Karakol	49	17,5
Sakarya	44	15,7
Suriçi	22	7,9
Zafer	12	4,3
Total	279	99,6
Missing System	1	0,4
Total	280	100,0

APPENDIX B: RELIABILITY ANALYSIS TABLE

Life Satisfaction

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 1	9,2571	8,1845	0,6725
Question 2	9,4857	8,7525	0,6602
Question 3	8,8821	8,1187	0,7597
Question 4	8,7071	8,6666	0,7025

Alpha = 0,8556

Economical Consequences

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 5	13,4143	9,0607	0,5137
Question 6	13,5393	8,9160	0,5073
Question 7	13,0821	8,4054	0,4260
Question 8	12,9714	8,9024	0,4453
Question 9	13,1214	11,6483	0,0181

Alpha = 0,5831

Positive Economical Impacts

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 10	29,1143	37,6500	0,4082
Question 11	29,4143	35,4908	0,5453
Question 12	29,1000	37,7247	0,4463
Question 13	29,0500	37,7394	0,4839
Question 14	28,7929	38,6523	0,4138
Question 15	29,7643	36,4030	0,4335
Question 16	29,9893	34,7633	0,5212
Question 17	30,1143	34,5604	0,5375
Question 18	29,8786	34,9028	0,5214
Question 19	29,9500	34,9867	0,5209

Alpha = 0,8061

Negative Economical Impacts

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 20	13,8071	9,8408	0,2563
Question 21	13,9357	8,8489	0,3253
Question 22	13,4929	8,2150	0,5219
Question 23	14,0929	8,2709	0,4300
Question 24	13,6857	8,8339	0,3987

Alpha = 0,6304

Positive Social Impacts

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 25	30,2143	31,6242	0,5973
Question 26	30,1179	31,4448	0,6518
Question 27	29,9286	32,1096	0,6102
Question 28	29,6821	34,7337	0,4713
Question 29	29,9071	33,1670	0,5093
Question 30	30,5429	31,2885	0,6012
Question 31	30,5286	32,5368	0,4927
Question 32	30,6857	33,5424	0,4003
Question 33	29,4964	34,8960	0,3822
Question 34	30,3000	35,3577	0,2458

Alpha = 0,8122

Negative Social Impacts

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 35	27,0679	54,5653	0,2737
Question 36	27,7357	51,4855	0,4450
Question 37	26,6571	51,8677	0,4591
Question 38	27,4821	50,9387	0,4706
Question 39	27,8036	56,7175	0,1496
Question 40	27,3857	51,7002	0,2603
Question 41	27,1250	54,2675	0,3382
Question 42	27,1964	51,8072	0,4875
Question 43	27,3929	37,8093	0,3081
Question 44	27,4000	50,8072	0,5084

Alpha = 0,6590

Social Consequences

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 45	30,9250	28,3492	0,3372
Question 46	30,5000	28,6523	0,2661
Question 47	29,9821	29,7022	0,2915
Question 48	30,5679	25,9309	0,5343
Question 49	30,4964	27,5125	0,4238
Question 50	30,9321	28,4792	0,3435
Question 51	30,9536	30,0588	0,1816
Question 52	30,3357	30,3457	0,1854
Question 53	30,4250	29,7650	0,2422
Question 54	30,9214	29,8218	0,2329
Question 55	30,2464	29,8279	0,2631

Alpha = 0,6465

Environmental Impacts

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 56	17,2179	18,5223	0,4275
Question 57	17,5143	17,6055	0,5176
Question 58	17,0643	18,8346	0,3947
Question 59	16,6214	17,9852	0,5271
Question 60	16,5821	17,0255	0,6081
Question 61	16,7857	16,3123	0,4133

Alpha = 0,7363

Environmental Consequences

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 62	3,5536	1,3376	0,3624
Question 63	3,7500	1,1201	0,3624

Alpha = 0,5304

Crime

Questions	Scale Mean	Scale Variance	Corrected Item Total Correlation
Question 64	23,6321	42,6348	0,5955

Question 65	23,9607	41,1275	0,7420
Question 66	24,1750	41,9012	0,7111
Question 67	24,2929	42,3369	0,6691
Question 68	23,5071	43,5698	0,6724
Question 69	23,6607	42,4257	0,7058
Question 70	24,4429	42,7996	0,6332
Question 71	24,3286	41,3755	0,6429

Alpha = 0,8923

APPENDIX C: DESCRIPTIVE STATISTICS

Questions	N	Minimum	Maximum	Mean	Standard Deviation
Question 1	280	1.00	5.00	2,85	1,20
Question 2	280	1.00	5.00	2,62	1,10
Question 3	280	1.00	5.00	3,22	1,13
Question 4	280	1.00	5.00	3,40	1,08
Question 5	280	1.00	5.00	3,11	1,23
Question 6	280	1.00	5.00	2,99	1,25
Question 7	280	1.00	5.00	3,45	1,16
Question 8	280	1.00	5.00	3,56	1,07
Question 9	280	1.00	5.00	3,41	1,21
Question 10	280	1.00	5.00	3,68	1,02
Question 11	280	1.00	5.00	3,38	1,10
Question 12	280	1.00	5.00	3,69	0,95
Question 13	280	1.00	5.00	3,74	0,89
Question 14	280	1.00	5.00	4,00	0,86
Question 15	280	1.00	5.00	3,03	1,16
Question 16	280	1.00	5.00	2,80	1,23
Question 17	280	1.00	5.00	2,68	1,23
Question 18	280	1.00	5.00	2,91	1,21
Question 19	280	1.00	5.00	2,84	1,20
Question 20	280	1.00	5.00	3,44	1,03
Question 21	280	1.00	5.00	3,31	1,19
Question 22	280	1.00	5.00	3,76	1,07
Question 23	280	1.00	5.00	3,16	1,18
Question 24	280	1.00	5.00	3,56	1,08
Question 25	280	1.00	5.00	3,27	1,07
Question 26	280	1.00	5.00	3,37	1,02
Question 27	280	1.00	5.00	3,56	0,99
Question 28	280	1.00	5.00	3,80	0,82
Question 29	280	1.00	5.00	3,58	0,99
Question 30	280	1.00	5.00	2,94	1,11
Question 31	280	1.00	5.00	2,96	1,10
Question 32	280	1.00	5.00	2,80	1,12
Question 33	280	1.00	5.00	3,99	0,93
Question 34	280	1.00	5.00	3,18	1,14
Question 35	280	1.00	5.00	3,29	1,20
Question 36	280	1.00	5.00	2,62	1,23
Question 37	280	1.00	5.00	3,70	1,16
Question 38	280	1.00	5.00	2,87	1,24
Question 39	280	1.00	5.00	2,55	1,20
Question 40	280	1.00	5.00	2,97	1,69
Question 41	280	1.00	5.00	3,23	1,09
Question 42	280	1.00	5.00	3,16	1,11
Question 43	280	1.00	5.00	2,96	3,27
Question 44	280	1.00	5.00	2,96	1,19
Question 45	280	1.00	5.00	2,70	1,15
Question 46	280	1.00	5.00	3,12	1,26
Question 47	280	1.00	5.00	3,64	0,99
Question 48	280	1.00	5.00	3,06	1,19
Question 49	280	1.00	5.00	3,13	1,13
Question 50	280	1.00	5.00	2,69	1,11

Question 51	280	1.00	5.00	2,67	1,18
Question 52	280	1.00	5.00	3,29	1,10
Question 53	280	1.00	5.00	3,20	1,08
Question 54	280	1.00	5.00	2,70	1,10
Question 55	280	1.00	5.00	3,38	1,02
Question 56	280	1.00	5.00	3,13	1,17
Question 57	280	1.00	5.00	2,84	1,19
Question 58	280	1.00	5.00	3,29	1,17
Question 59	280	1.00	5.00	3,73	1,11
Question 60	280	1.00	5.00	3,77	1,16
Question 61	280	1.00	5.00	3,57	1,60
Question 62	280	1.00	22.00	3,75	1,05
Question 63	280	1.00	5.00	3,55	1,15
Question 64	280	1.00	5.00	3,79	1,29
Question 65	280	1.00	5.00	3,46	1,23
Question 66	280	1.00	5.00	3,25	1,19
Question 67	280	1.00	5.00	3,13	1,21
Question 68	280	1.00	5.00	3,92	1,08
Question 69	280	1.00	5.00	3,76	1,15
Question 70	280	1.00	5.00	2,98	1,21
Question 71	280	1.00	5.00	3,10	1,35
Age	280	1.00	5.00	2,55	1,17
Education level	280	1.00	5.00	3,25	1,31
Length of residence	280	1.00	7.00	3,86	2,14
Place of birth	280	1.00	4.00	2,06	0,94
District in Famagusta	116	1.00	13.00	8,04	3,83
Gender	280	1.00	2.00	1,38	0,48
Marital status	280	1.00	2.00	1,65	0,47
Rental of house by residents to the students	277	1.00	2.00	1,85	0,35
Type of contact with students	76	1.00	1.00	1,00	0,00
Friend	110	1.00	1.00	1,00	0,00
Tanent	29	1.00	1.00	1,00	0,00
Client	106	1.00	1.00	1,00	0,00
Other	101	1.00	4.00	1,02	0,29
Level of income	280	1.00	5.00	2,55	1,04
Place of work	280	1.00	5.00	1,00	0,11
District of work place	279	1.00	3.00	7,82	3,49
Valid N (listwise)	1	1.00	13.00		

APPENDIX D: CROSSTABULATION ANALYSIS TABLES

Table 2: Life satisfaction of residents versus level of income

Life Satisfaction	Level of	Income				
Life Satisfaction	Less than 1000 TL	1000-1999 TL	2000-2999 TL	3000-3999 TL	4000 TL and above	Total:
1,00	2	9	2			13
1,25	1	1	1			3
1,50	1	3	1			5
1,75		5	2	1		8
2,00	8	17	7	1	1	34
2,25	1	7	5	1	1	15
2,50	4	10	3	2	3	22
2,75	1	9	3	1		14
3,00	3	14	4	4	2	27
3,25	1	8	5	2	1	17
3,50	3	8	8	2	2	23
3,75	3	11	6	4	2	26
4,00	3	20	22	9	5	59
4,25		2	2			4
4,50		2		1		3
4,75		3	1		2	6
5,00				1		1
Total:	31	129	72	29	19	280

Table 3: Life satisfaction of residents versus length of stay

Length of Stay	Residents' Response to	the Level of	Their Life	
Length of Stay	Disagree or Strongly disagree	Notr	Agree or Strongly agree	Numbers of respondent
10–15 years	24 (36%)	21 (31%)	22 (33%)	67
16-20 years	10 (40%)	10 (40%)	5 (20%)	25
21-26 years	5 (18%)	9 (32%)	14 (50%)	28
27-31 years	11 (34%)	4 (13%)	17 (53%)	32
32-36 years	17 (26%)	19 (29%)	29 (45%)	65
37-41 years	0 (0 %)	6 (43%)	8 (57%)	14
42 years and above	11 (22%)	11 (22%)	27 (55%)	49
Total respondents	78	80	122	280

Table 4: Life satisfaction of residents versus tourism zones

Life Satisfaction	Tourism Zones	Total
	Educational Tourism Zone	Non-Educational Tourism Zone
1,00	4	9
1,25	2	1
1,50	3	2
1,75	4	4
2,00	23	11
2,25	10	5
2,50	17	5
2,75	2	12
3,00	12	15
3,25	7	10
3,50	13	10
3,75	13	13
4,00	32	27
4,25	2	2
4,50	2	1
4,75	5	1
5,00	1	
Total:	152	128
		280

APPENDIX E: RESEARCH INSTRUMENT'S QUESTIONS

1. I am happy with level of my life standard.
2. My life conditions are perfect
3. I am happy with the way of my life
4. I have peaceful life
5. Public services in Famagusta got better due to students' existence.
6. My income has been increased due to students' existence.
7. Additional job opportunities have been increased due to students' existence.
8. Investment and development efforts to the Famagusta region have been increased due to students' existence.
9. Cost of living has been increased due to increasing student numbers.
10. Spending into the economy has been increased due to students' existence.
11. Sales volume of businesses has been increased due to students' existence..
12. Job opportunities for women and youth have been increased due to increasing student numbers.
13. Varying buy-sell opportunities have been increased due to students' existence.
14. Number of restaurants and other sectors has been increased due to students' existence.
15. Demand for domestic products has been increased due to students' existence.
16. Police services got better due to students' existence.
17. Health services got better due to students' existence.
18. Public services got better due students' existence.
19. Quality of infrastructure got better due to students' existence.

20. Students' existence has caused changing traditional work structure
21. Number of immigrants has been increased due to students' existence.
22. Price of immovable goods has been increased due to students' existence.
23. Cost of the construction's goods has been increased due to students' existence.
24. Prices in general have been increased due to students' existence.
25. Students in Famagusta have increased the demand for historical activities and programs.
26. Students in Famagusta have increased the demand for cultural activities and programs.
27. Increasing student numbers has increased the birth of many different cultural activities and programs in the Famagusta region.
28. Opportunity to discover different people with different backgrounds and different cultures has been increased due to students' existence.
29. Understanding of residents of Famagusta towards different people with different cultures has been increased due to students' existence.
30. Numbers of opportunities has been increased to revitalize and protect the historical buildings due to students' existence.
31. Awareness of residents of Famagusta towards their culture and cultural heritage has been increased due to students' existence.
32. Students have increased the interest towards Turkish Cypriot cuisine.
33. Number of different entertainments has been increased in the Famagusta region due to students' existence.
34. I socially gather with students in Famagusta

35. Increasing student numbers from different ethnic and culture has resulted in youth residents of Famagusta to imitate behaviors of students.
36. Turkish language is spoiled due to students' existence.
37. Illegitimate sexual relations has been widen due to students' existence.
38. Divorce rate has been increased due to students' existence.
39. Residents may pose antagonistic behaviors to students
40. Differences in attitudes between students and residents of Famagusta might cause discomfort.
41. Students' existence has increased the supply of number of fake tourism products to be widened in tourism sector.
42. Turkish culture and behaviors have been changed due to students' existence.
43. Social bonds have been corrupted due to students' existence.
44. Moral values have been corrupted due to students' existence.
45. Cooperation within community has been declined due to students' existence.
46. Increasing income due to students existence, has demolished social classes.
47. Increasing income due to international students' existence has reinforced competitive consumption (For example if a person buys X good, other person aims to buy much more of the X product and at a better quality.)
48. Youth and women have gained their economical power due to students' existence that resulted in declining men authority in the community.
49. Increasing income due to students' existence has resulted in a birth of different social classes in the community.
50. My statue has increased due to students' existence.
51. Social structure of the community has not damaged due to students existence.

52. Great interest of students towards Turkish culture makes me proud of my culture.
53. It is inevitable to have cultural clash between students and domestic students in Famagusta.
54. Students' existence has affected residents of Famagusta to have intention of saving and strengthening Turkish culture.
55. Students' existence has increased exchanging of culture between communities.
56. Students' existence has caused environmental pollution.
57. Students' existence has resulted in demolishing natural beauty and peace.
58. Students of Famagusta use resources that are already scarce.
59. Traffic and parking problems have arisen due to increasing student numbers in Famagusta.
60. Number of risky drives has arisen due to increasing student numbers in Famagusta.
61. Number of accidents and rate of death due to car accidents have been increased as a result of increasing student numbers.
62. Human crowding that is affecting entertainment activities in public areas has been increased due to increasing student numbers in Famagusta.
63. Noise pollution has risen due to increasing student numbers in Famagusta.
64. Demand for gambling has risen due to increasing student numbers in Famagusta.
65. Prostitution has widened due to increasing student numbers in Famagusta.
66. Sexual diseases have expanded due to increasing student numbers in Famagusta.

67. Violence has risen due to increasing student numbers in Famagusta.
68. Rate of alcohol consumption has been increased due to increasing student numbers in Famagusta.
69. Drug sales and consumption has been increased due to increasing student numbers in Famagusta.
70. Rate of sexual harassment has been increased due to increasing student numbers in Famagusta.
71. Concerns about safety issues within the community have increased due to expanding student numbers in Famagusta.

APPENDIX F: RESEARCH INSTRUMENT (TURKISH)

YEREL HALKIN ÖĞRENCİ TURİZMİNE YÖNELİK DÜŞÜNCELERİ

Bu çalışma, yerel halkın bakış açısından hareketle öğrenci turizmin ekonomik, kültürel ve sosyal etkilerinin belirlenmesini amaçlamaktadır.

Cevaplayıcı olarak kurumunuzun ve kimliğinizin gizli tutulması, bu araştırmanın en temel ilkelerinden birisidir. Bu araştırma ile ilgili veriler, tamamen istatistiksel ortamda ve toplu olarak değerlendirilecektir.

Anketin tahmini cevaplama süresi en fazla 15 dakikadır. Bize zaman ayırdığınız ve anketi doldurmayı kabul ettiğiniz için şimdiden teşekkür eder, çalışmalarınızda başarılar dileriz.

Örnek Soru:

Lütfen aşağıdaki soruyu size en uygun gelen seçeneğe göre işaretleyiniz.

- (1) Hiç katılmıyorum
- (2) Katılmıyorum
- (3) Kararsızım
- (4) Katılıyorum
- (5) Kesinlikle katılıyorum

Bölgemize yönelik yatırım ve kalkınma harcamaları artmıştır.	1	2	3	4	5
				X	

Bu soruda, cevaplayıcı 4 no'lu seçeneğin üzerini **X** işareti ile işaretleyerek, “**Katılıyorum**” şeklinde görüş belirtmiştir.

Araştırma Projesi Yürütücüleri:

Yrd. Doç. Dr. İlkay YORGANCI, Doğu Akdeniz Üniversitesi

Elif MOHUL, Doğu Akdeniz Üniversitesi

I. Bölüm

Aşağıdaki soru ifadeleri bölgenizde bulunan öğrencilerden kaynaklanan ekonomik, çevresel, kültürel ve sosyal etkilerin ölçülmesini amaçlamaktadır.

Lütfen aşağıdaki soruyu size en uygun gelen seçeneğe göre işaretleyiniz.

- (1) Hiç katılmıyorum
- (2) Katılmıyorum
- (3) Kararsızım
- (4) Katılıyorum
- (5) Kesinlikle katılıyorum

1. Yaşam standardımdan şu anda mutluyum.	1	2	3	4	5
2. Hayatımdaki şartlar şu anda mükemmeldir.	1	2	3	4	5
3. Hayatımdan şu anda mutluyum.	1	2	3	4	5
4. Şu anda huzurlu bir yaşamım var.	1	2	3	4	5
5. Mağusa bölgesindeki öğrencilerden dolayı, kamu hizmetlerinde iyileşme olmuştur.	1	2	3	4	5
6. Mağusa bölgesindeki öğrencilerden dolayı, gelirim artmıştır.	1	2	3	4	5
7. Mağusa bölgesindeki öğrencilerden dolayı, ek iş olanakları ortaya çıkmıştır.	1	2	3	4	5
8. Mağusa bölgesindeki öğrencilerden dolayı, bölgemize yönelik yatırım ve kalkınma harcamaları artmıştır.	1	2	3	4	5
9. Mağusa bölgesindeki öğrencilerin yüzünden, hayat pahalılığı artmıştır.	1	2	3	4	5
10. Mağusa bölgesindeki öğrencilerden dolayı, piyasada dönen para miktarında artış olmuştur.	1	2	3	4	5
11. Mağusa bölgesindeki öğrencilerden dolayı, kadınlara ve gençlere iş olanakları doğmuştur.	1	2	3	4	5
12. Mağusa bölgesindeki öğrencilerden dolayı, piyasadaki işletmelerin satışları artmıştır.	1	2	3	4	5
13. Mağusa bölgesindeki öğrencilerden dolayı, değişik alışveriş olanakları ortaya çıkmıştır.	1	2	3	4	5
14. Mağusa bölgesindeki öğrencilerden dolayı, restoran ve diğer turizm işletmeleri sayısında artış olmuştur.	1	2	3	4	5
15. Mağusa bölgesindeki öğrencilerden dolayı, piyasadaki yerel ürünlerimize yönelik talep artmıştır.	1	2	3	4	5
16. Mağusa bölgesindeki öğrencilerden dolayı, polis hizmetlerinin kalitesinde iyileşme olmuştur.	1	2	3	4	5
17. Mağusa bölgesindeki öğrencilerden dolayı, sağlık hizmetlerinin kalitesinde iyileşme olmuştur.	1	2	3	4	5
18. Mağusa bölgesindeki öğrencilerden dolayı, belediye hizmetlerinin kalitesinde iyileşme olmuştur.	1	2	3	4	5
19. Mağusa bölgesindeki öğrencilerden dolayı, karayolları hizmetinde iyileşme olmuştur.	1	2	3	4	5
20. Mağusa bölgesindeki öğrencilerin varlığı, geleneksel iş yapısının değişmesine neden olmuştur.	1	2	3	4	5
21. Mağusa bölgesindeki öğrencilerden dolayı, yabancı işgücü göçü olmuştur.	1	2	3	4	5
22. Mağusa bölgesindeki öğrencilerden dolayı, gayri menkul fiyatlarında artış olmuştur.	1	2	3	4	5

I. Bölüm'ün devamı

Lütfen aşağıdaki soruyu size en uygun gelen seçeneğe göre işaretlemeye devam ediniz.

1. Hiç katılmıyorum
2. Katılmıyorum
3. Kararsızım
4. Katılıyorum

5. Kesinlikle katılıyorum

23. Mağusa bölgesindeki öğrencilerden dolayı, inşaat malzeme maliyetlerinde artış olmuştur.	1	2	3	4	5
24. Mağusa bölgesindeki öğrencilerden dolayı, fiyatlar artmıştır.	1	2	3	4	5
25. Mağusa bölgesindeki öğrenciler tarihi etkinlik ve programlara olan talebi artırmıştır.	1	2	3	4	5
26. Mağusa bölgesindeki öğrenciler, kültürel etkinlik ve programlara olan talebi artırmıştır.	1	2	3	4	5
27. Mağusa bölgesindeki öğrenci sayısındaki artış nedeniyle, toplumdaki kültürel olanak ve faaliyetlerin çeşitliliği artmıştır.	1	2	3	4	5
28. Mağusa bölgesindeki öğrencilerden dolayı, farklı insan ve kültürleri öğrenme fırsatları çoğalmıştır.	1	2	3	4	5
29. Mağusa bölgesindeki öğrencilerden dolayı, bölge halkının farklı insanları ve kültürleri anlamaları gelişmiştir.	1	2	3	4	5
30. Mağusa bölgesindeki öğrencilerden dolayı, tarihsel yapıları onarma ve koruma fırsatları artmıştır.	1	2	3	4	5
31. Mağusa bölgesindeki öğrencilerden dolayı, bölgemizin kültür ve mirasına yönelik farkındalık oluşmuştur.	1	2	3	4	5
32. Mağusa bölgesindeki öğrenciler; Kıbrıs mutfağına olan ilgiyi artırmıştır.	1	2	3	4	5
33. Mağusa bölgesindeki öğrencilerden dolayı, bölgedeki eğlence çeşitliliği artmıştır.	1	2	3	4	5
34. Mağusa bölgesindeki öğrencilerle genellikle sosyal amaçlı bir araya gelirim.	1	2	3	4	5
35. Mağusa bölgesindeki farklı etnik ve kültürel yapıdaki öğrenci sayılarının artması nedeniyle, bölgedeki gençler onların davranışlarını benimseyip uygularlar.	1	2	3	4	5
36. Mağusa bölgesindeki öğrencilerden dolayı, ana dilimiz bozulmaya başlamıştır.	1	2	3	4	5
37. Mağusa bölgesindeki öğrencilerden dolayı, evlilik dışı cinsel ilişki artmıştır.	1	2	3	4	5
38. Mağusa bölgesindeki öğrenci sayılarının artması nedeniyle boşanmalar artmıştır.	1	2	3	4	5
39. Yerel halk Mağusa bölgesindeki öğrencilere yönelik düşmanca tavır sergileyebilir.	1	2	3	4	5
40. Yerel halk ve Mağusa bölgesindeki öğrencilerin davranış farklılıkları toplumda rahatsızlık yaratır.	1	2	3	4	5
41. Mağusa bölgesindeki öğrencilerden dolayı, turist pazarına yönelik imitasyon (taklit) ürünler artmıştır.	1	2	3	4	5
42. Mağusa bölgesindeki öğrencilerden dolayı yerel kültür ve davranışlarda değişiklik olmuştur.	1	2	3	4	5
43. Mağusa bölgesindeki öğrencilerden dolayı toplumumuzun sosyal ilişkileri zarar görmüştür.	1	2	3	4	5
44. Mağusa bölgesindeki öğrencilerden dolayı toplumumuzdaki ahlaki değerler zarar görmüştür.	1	2	3	4	5
45. Mağusa bölgesindeki öğrencilerden dolayı toplumumuzdaki işbirliği azalmıştır.	1	2	3	4	5
46. Mağusa bölgesindeki öğrencilerden dolayı, gelirin artması sonucunda toplumun sosyal dengeleri bozulmuştur.	1	2	3	4	5
47. Mağusa bölgesindeki öğrencilerden dolayı, gelirin artması sonucunda toplumda rekabetçi tüketim çoğalmıştır (örneğin, bir kişi birşey satın almışsa, diğeri de alır, hatta daha çok ve/veya daha iyisini alır)	1	2	3	4	5

I. Bölüm'ün devamı

Lütfen aşağıdaki soruyu size en uygun gelen seçeneğe göre işaretlemeye devam ediniz.

- (1) Hiç katılmıyorum
- (2) Katılmıyorum
- (3) Kararsızım
- (4) Katılıyorum
- (5) Kesinlikle katılıyorum

48. Mağusa bölgesindeki öğrencilerden dolayı, kadınların ve gençlerin maddi özgürlüğü çoğalmış ve toplumda erkek otoritesinin azalmasına neden olmuştur.	1	2	3	4	5
49. Mağusa bölgesindeki öğrencilerden dolayı, gelirin artması sonucunda toplumda sınıf farklılıkları ortaya çıkmıştır.	1	2	3	4	5
50. Mağusa bölgesindeki öğrencilerden dolayı toplumdaki statüm artmıştır.	1	2	3	4	5
51. Mağusa bölgesindeki öğrenciler yüzünden, toplumumuzun sosyal yapısı zedelenmemiştir.	1	2	3	4	5
52. Mağusa bölgesindeki öğrencilerin kültürümüze gösterdiği ilgi beni gururlandırır.	1	2	3	4	5

53. Yerel halk ve Mağusa bölgesindeki öğrenciler arasındaki kültür çatışması kaçınılmazdır.	1	2	3	4	5
54. Mağusa bölgesindeki öğrencilerden dolayı, yerel halkın kültürel kimliğinin korunması ve güçlenmesi sağlanmıştır.	1	2	3	4	5
55. Mağusa bölgesindeki öğrencilerden dolayı, kültürel alış veriş artmıştır.	1	2	3	4	5
56. Mağusa bölgesindeki öğrenciler çevre kirliliğinin artmasına neden olmuşlardır.	1	2	3	4	5
57. Mağusa bölgesindeki öğrenciler doğal güzelliğın ve sükunetin bozulmasına neden olmuşlardır.	1	2	3	4	5
58. Mağusa bölgesindeki öğrenciler kıt kaynaklarımızı (örneğin, su, elektrik) kullanırlar.	1	2	3	4	5
59. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, trafik ve park sorunları artmıştır.	1	2	3	4	5
60. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, tehlikeli sürüşlerin sayısı artmıştır.	1	2	3	4	5
61. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, kaza ve ölümlerin sayısı artmıştır.	1	2	3	4	5
62. Mağusa bölgesindeki öğrenci sayılarındaki artış yüzünden, halka açık alanlarda eğlence faaliyetlerini etkileyen insan kalabalığı fazlaşmıştır.	1	2	3	4	5
63. Mağusa bölgesindeki öğrenci sayılarındaki artış yüzünden, ses kirliliği artmıştır.	1	2	3	4	5

II. Bölüm

Lütfen aşağıdaki soruyu size en uygun gelen seçeneğe göre işaretlemeye devam ediniz.

- (1) Hiç katılmıyorum
- (2) Katılmıyorum
- (3) Kararsızım
- (4) Katılıyorum
- (5) Kesinlikle Katılıyorum

64. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, kumarhanelere olan talep artmıştır.	1	2	3	4	5
65. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, fuhuş artmıştır.	1	2	3	4	5
66. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, zührevi (cinsel yolla bulaşan) hastalıklar yaygınlaşmıştır.	1	2	3	4	5
67. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, şiddet kullanımı yaygınlaşmıştır.	1	2	3	4	5
68. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, alkol tüketiminde artış olmuştur.	1	2	3	4	5
69. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, uyuşturucu satışında ve kullanımında artış olmuştur.	1	2	3	4	5
70. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, taciz olaylarında artış olmuştur.	1	2	3	4	5
71. Mağusa bölgesindeki öğrenci sayılarının artmasından dolayı, yerel halkın güvenlikle ilgili endişeleri artmıştır.	1	2	3	4	5

III. Bölüm

Yaşınız

- 18-27 ()
28-37 ()
38-47 ()
48-57 ()
58-67 ()

Cinsiyetiniz

- Erkek ()
Kadın ()

En Son Bitirdiğiniz Eğitim Kurumu

Medeni Durumunuz

İlkokul ()
Orta Okul ()
Lise ()
Meslek Yüksek Okulu ()
Yüksek Okul / Fakülte ()

Bekar veya Boşanmış ()

Evli ()

Kaç Yıldır Burada Yaşıyorsunuz?

10-15 yıl ()
16-20 ()
21-26 ()
27-31 ()
32-36 ()
37-41 ()
42 ve üzeri ()

Öğrenciye ev kiralyor musunuz?

Evet ----- Hayır -----

Öğrenciyle olan iletişiminiz nedir?

Komşumdur ()
Arkadaşımdır ()
Kıracımdır ()
Müşterimdir ()
Diğer ()

Doğum Yeriniz

Mağusa ()
KKTC'nin diğer şehirleri ()
Türkiye ()
Diğer ()

Ortalama Aylık Geliriniz

1000YTL'den az ()
1000-1999 YTL ()
2000-2999 YTL ()
3000-3999 YTL ()
4000 YTL'den fazla ()

Mesleğiniz

İşinizin Bölgesi

Mağusa ()
Civar köylerde ()
Lefkoşa ()
Diğer ()

APPENDIX G: FREQUENCY BY QUESTION

Question 1	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	44	15,7	15,7	15,7
disagree	84	30,0	30,0	45,7
neither agree nor disagree	31	11,1	11,1	56,8
agree	111	39,6	39,6	96,4
strongly agree	10	3,6	3,6	100,0
Total	280	100,0	100,0	

Question 2	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	41	14,6	14,6	14,6
disagree	113	40,4	40,4	55,0
neither agree nor disagree	43	15,4	15,4	70,4
agree	76	27,1	27,1	97,5
strongly agree	7	2,5	2,5	100,0
Total	280	100,0	100,0	

Question 3	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	25	8,9	8,9	8,9
disagree	57	20,4	20,4	29,3
neither agree nor disagree	49	17,5	17,5	46,8
agree	127	45,4	45,4	92,1
strongly agree	22	7,9	7,9	100,0
Total	280	100,0	100,0	

Question 4	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	16	5,7	5,7	5,7
disagree	50	17,9	17,9	23,6

neither agree nor disagree	50	17,9	17,9	41,4
agree	133	47,5	47,5	88,9
strongly agree	31	11,1	11,1	100,0
Total	280	100,0	100,0	

Question 11	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	17	6,1	6,1	6,1
disagree	56	20,0	20,0	26,1
neither agree nor disagree	39	13,9	13,9	40,0
agree	139	49,6	49,6	89,6
strongly agree	29	10,4	10,4	100,0
Total	280	100,0	100,0	

Question 20	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	15	5,4	5,4	5,4
disagree	44	15,7	15,7	21,1
neither agree nor disagree	49	17,5	17,5	38,6
agree	145	51,8	51,8	90,4
strongly agree	27	9,6	9,6	100,0
Total	280	100,0	100,0	

Question 21	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	25	8,9	8,9	8,9
disagree	55	19,6	19,6	28,6
neither agree nor disagree	45	16,1	16,1	44,6
agree	116	41,4	41,4	86,1
strongly agree	39	13,9	13,9	100,0
Total	280	100,0	100,0	

Question 22	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	10	3,6	3,6	3,6
disagree	36	12,9	12,9	16,4
neither agree nor disagree	35	12,5	12,5	28,9
agree	129	46,1	46,1	75,0
strongly agree	70	25,0	25,0	100,0
Total	280	100,0	100,0	

Question 24	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	11	3,9	3,9	3,9
disagree	48	17,1	17,1	21,1
neither agree nor disagree	41	14,6	14,6	35,7
agree	131	46,8	46,8	82,5
strongly agree	49	17,5	17,5	100,0
Total	280	100,0	100,0	

Question 25	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	13	4,6	4,6	4,6
disagree	65	23,2	23,2	27,9
neither agree nor disagree	63	22,5	22,5	50,4
agree	110	39,3	39,3	89,6
strongly agree	29	10,4	10,4	100,0
Total	280	100,0	100,0	

Question 26	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	12	4,3	4,3	4,3
disagree	52	18,6	18,6	22,9
neither agree nor disagree	62	22,1	22,1	45,0
agree	128	45,7	45,7	90,7
strongly agree	26	9,3	9,3	100,0

Total	280	100,0	100,0	
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Question 28	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	3	1,1	1,1	1,1
disagree	24	8,6	8,6	9,6
neither agree nor disagree	37	13,2	13,2	22,9
agree	176	62,9	62,9	85,7
strongly agree	40	14,3	14,3	100,0
Total	280	100,0	100,0	

Question 29	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	9	3,2	3,2	3,2
disagree	43	15,4	15,4	18,6
neither agree nor disagree	38	13,6	13,6	32,1
agree	156	55,7	55,7	87,9
strongly agree	34	12,1	12,1	100,0
Total	280	100,0	100,0	

Question 34	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	23	8,2	8,2	8,2
disagree	69	24,6	24,6	32,9
neither agree nor disagree	42	15,0	15,0	47,9
agree	124	44,3	44,3	92,1
strongly agree	22	7,9	7,9	100,0
Total	280	100,0	100,0	

Question 37	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	17	6,1	6,1	6,1
disagree	36	12,9	12,9	18,9
neither agree nor disagree	32	11,4	11,4	30,4
agree	123	43,9	43,9	74,3
strongly agree	72	25,7	25,7	100,0

Total	280	100,0	100,0
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Question 38	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	43	15,4	15,4	15,4
disagree	83	29,6	29,6	45,0
neither agree nor disagree	44	15,7	15,7	60,7
agree	85	30,4	30,4	91,1
strongly agree	25	8,9	8,9	100,0
Total	280	100,0	100,0	

Question 42	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	21	7,5	7,5	7,5
disagree	72	25,7	25,7	33,2
neither agree nor disagree	47	16,8	16,8	50,0
agree	120	42,9	42,9	92,9
strongly agree	20	7,1	7,1	100,0
Total	280	100,0	100,0	

Question 43	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	48	17,1	17,1	17,1
disagree	86	30,7	30,7	47,9
neither agree nor disagree	54	19,3	19,3	67,1
agree	78	27,9	27,9	95,0
strongly agree	12	4,3	4,3	99,3
Total	1	,4	,4	99,6

Question 44	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	42	15,0	15,0	15,0
disagree	60	21,4	21,4	36,4
neither agree nor disagree	64	22,9	22,9	59,3

disagree				
agree	95	33,9	33,9	93,2
strongly agree	19	6,8	6,8	100,0
Total	280	100,0	100,0	

Question 46	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	32	11,4	11,4	11,4
disagree	69	24,6	24,6	36,1
neither agree nor disagree	51	18,2	18,2	54,3
agree	87	31,1	31,1	85,4
strongly agree	41	14,6	14,6	100,0
Total	280	100,0	100,0	

Question 47	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	15	5,4	5,4	5,4
disagree	28	10,0	10,0	15,4
neither agree nor disagree	30	10,7	10,7	26,1
agree	175	62,5	62,5	88,6
strongly agree	32	11,4	11,4	100,0
Total	280	100,0	100,0	

Question 48	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	32	11,4	11,4	11,4
disagree	72	25,7	25,7	37,1
neither agree nor disagree	45	16,1	16,1	53,2
agree	109	38,9	38,9	92,1
strongly agree	22	7,9	7,9	100,0
Total	280	100,0	100,0	

Question 49	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	23	8,2	8,2	8,2
disagree	71	25,4	25,4	33,6

neither agree nor disagree	55	19,6	19,6	53,2
agree	108	38,6	38,6	91,8
strongly agree	23	8,2	8,2	100,0
Total	280	100,0	100,0	

Question 50	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	40	14,3	14,3	14,3
disagree	102	36,4	36,4	50,7
neither agree nor disagree	49	17,5	17,5	68,2
agree	81	28,9	28,9	97,1
strongly agree	8	2,9	2,9	100,0
Total	280	100,0	100,0	

Question 53	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	18	6,4	6,4	6,4
disagree	69	24,6	24,6	31,1
neither agree nor disagree	51	18,2	18,2	49,3
agree	122	43,6	43,6	92,9
strongly agree	20	7,1	7,1	100,0
Total	280	100,0	100,0	

Question 54	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	39	13,9	13,9	13,9
disagree	93	33,2	33,2	47,1
neither agree nor disagree	71	25,4	25,4	72,5
agree	65	23,2	23,2	95,7
strongly agree	12	4,3	4,3	100,0
Total	280	100,0	100,0	

Question 55	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	14	5,0	5,0	5,0
disagree	52	18,6	18,6	23,6

neither agree nor disagree	47	16,8	16,8	40,4
agree	147	52,5	52,5	92,9
strongly agree	20	7,1	7,1	100,0
Total	280	100,0	100,0	

Question 56	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	22	7,9	7,9	7,9
disagree	81	28,9	28,9	36,8
neither agree nor disagree	42	15,0	15,0	51,8
agree	106	37,9	37,9	89,6
strongly agree	29	10,4	10,4	100,0
Total	280	100,0	100,0	

Question 57	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	36	12,9	12,9	12,9
disagree	97	34,6	34,6	47,5
neither agree nor disagree	42	15,0	15,0	62,5
agree	85	30,4	30,4	92,9
strongly agree	20	7,1	7,1	100,0
Total	280	100,0	100,0	

Question 59	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	12	4,3	4,3	4,3
disagree	43	15,4	15,4	19,6
neither agree nor disagree	20	7,1	7,1	26,8
agree	137	48,9	48,9	75,7
strongly agree	68	24,3	24,3	100,0
Total	280	100,0	100,0	

Question 60	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	13	4,6	4,6	4,6
disagree	41	14,6	14,6	19,3

neither agree nor disagree	27	9,6	9,6	28,9
agree	114	40,7	40,7	69,6
strongly agree	85	30,4	30,4	100,0
Total	280	100,0	100,0	

Question 61	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	11	3,9	3,9	3,9
disagree	60	21,4	21,4	25,4
neither agree nor disagree	45	16,1	16,1	41,4
agree	103	36,8	36,8	78,2
strongly agree	60	21,4	21,4	99,6
Total	1	,4	,4	100,0

Question 62	Frequency	Percent	Valid Percent	Cumulative Percent
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strongly disagree	12	4,3	4,3	4,3
disagree	33	11,8	11,8	16,1
neither agree nor disagree	29	10,4	10,4	26,4
agree	145	51,8	51,8	78,2
strongly agree	61	21,8	21,8	100,0
Total	280	100,0	100,0	