

# **Environmental Impacts of Educational Tourism on the City of Famagusta, Northern Cyprus**

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## **ABSTRACT**

Northern Cyprus has experienced a boom in the number of students selecting island's international universities as their future destination for educational purposes. In this regard the Eastern Mediterranean University, as an international university, is the pioneer in hosting about 16000 students from all over the world. The large scale of growth in population has placed some impacts on environment, society, culture and economy of the region. The research seeks to investigate how local environmentalists perceive the consequences of educational tourism development in the city of Famagusta and also the imposed negative and positive impacts of the expansion of this type of tourism on the environment and the local residents' lives.

In this qualitative research work, the researcher adopts the unstructured interview technique to analyze the environmental impacts of the educational tourism on the host community. A number of 20 Local environmentalists of the city of Famagusta are interviewed and their views and opinions are used as the basis of the researcher's analysis from which findings are gotten and recommendations made. Findings of the research gave rise to the fact that overdevelopment of educational tourism in recent years in Famagusta city has placed several negative impacts to the environment as; air pollution, water and land pollution, noise pollution, damage to historical places and beach pollution.

Based on the findings of the study it is concluded that although educational tourism development can be used as a tool for destination development specifically in financial aspects, it can also bring negative impacts to the community and

environment of the region if not properly planned and organized. Finally some managerial implications and some limitations are also presented by the researcher.

**Keywords:** Educational Tourism, Environmental Impacts, Famagusta, Northern Cyprus.

## ÖZ

Kuzey Kıbrıs'daki uluslararası üniversitelerde eğitimsel amaçlarını gerçekleştirebileceklerine inanan öğrencilerin sayısında büyük bir artış gözlenmektedir. Bu konuda öncü bir uluslararası üniversite olarak, Doğu Akdeniz Üniversitesi 16000 öğrenciyi bünyesinde barındırmaktadır. Bölgedeki büyük ölçekli nüfus artışının, çevre, toplum, kültür ve ekonomi üzerinde bazı etkileri olmuştur. Çalışmanın amacı, Gazi Mağusa'daki eğitim turizmin'in gelişmesi sonuçlarının yerli çevreciler tarafından nasıl algılandığı ve bu tür turizmin genişlemesinin çevre ve bölge sakinlerinin yaşamları üzerinde dayatıldığı olumsuz ve olumlu etkilerini araştırmaktır.

Bu nitel araştırmada, araştırmacı yapılandırılmamış mülakat tekniğini, ev sahibi topluma eğitim turizmin'in çevresel etkilerini analiz etmek için uygulamaya çalışmıştır. Gazi Mağusa yerlisi olan 20 çevreci ile görüşülmüş ve bu çevrecilerin görüşleri araştırmada yapılan tahlil ve analizlerin temeli olarak kullanılmıştır. Araştırmanın bulguları son yıllarda Gazi Mağusa'daki eğitim turizmi ile ilgili yoğun gelişmelerin farklı olumsuz etkilerin yaratılmasına sebep olduğunu göstermektedir. Hava kirliliği, su ve toprak kirliliği, gürültü kirliliği, tarihi yerlere zarar ve plaj kirliliği gibi farklı çevre üzerindeki olumsuz etkiler bulgular arasında önemli yer tutmaktadır.

Çalışmanın bulgularına bakıldığında eğitim turizmin'in gelişiminin mali açıdan özellikle hedef gelişimi için bir araç olarak kullanılabilceği, ancak düzgün planlanmamış ve organize olunmadığında toplum ve bölgedeki çevreye olumsuz

etkiler yaratacađı sonucuna varılmıřtır. Sonu olarak, alıřmada bazı ynetsel bulgular ile bazı sınırlamalar da arařtırmacı tarafından sunulmuřtur.

**Anahtar Kelimeler:** Eđitim Turizmi, evre Etkileri, Gazi Mađusa, Kuzey Kıbrıs.

**To My Loving Family**

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# TABLE OF CONTENTS

|  |      |
|--|------|
| ABSTRACT .....                                     | iii  |
| ÖZ .....   | v    |
| DEDICATION .....                                   | vii  |
| ACKNOWLEDGMENT .....                               | viii |
| LIST OF TABLES .....                               | viii |
| LIST OF FIGURES .....                              | viii |
| 1 INTRODUCTION .....                               | 1    |
| 1.1 Philosophy of the Study .....                  | 1    |
| 1.2 Purpose of the Study.....                      | 2    |
| 1.3 Significance of the Study .....                | 3    |
| 1.4 Methodology of the Study.....                  | 4    |
| 1.5 Thesis Outline.....                            | 4    |
| 2 LITERATURE REVIEW.....                           | 5    |
| 2.1 Environmental Impacts of Tourism.....          | 5    |
| 2.2 Negative Impacts of Tourism .....              | 6    |
| 2.3 Impacts of Tourism on Natural Environment..... | 8    |
| 2.4 Impacts of Tourism on Built Environment.....   | 11   |
| 2.5 Positive Impacts of Tourism.....               | 12   |
| 2.6 Educational Tourism .....                      | 13   |
| 2.7 North Cyprus and Tourism Development .....     | 15   |
| 2.8 Famagusta City.....                            | 18   |
| 2.9 Educational Tourism in TRNC.....               | 20   |
| 2.10 The University of EMU.....                    | 21   |

|     |  |    |
|-----|--|----|
| 3   | METHODOLOGY.....                                   | 24 |
| 3.1 | Introduction.....                                  | 24 |
| 3.2 | Aims and objectives of the Research.....           | 24 |
| 3.3 | Theoretical Research Approaches and Methods.....   | 25 |
| 3.4 | Quantitative and Qualitative Research Methods..... | 26 |
| 3.5 | Research Instruments.....                          | 29 |
| 3.6 | Research Participants and Data Collection.....     | 31 |
| 4   | FINDINGS.....                                      | 34 |
| 4.1 | Introduction.....                                  | 34 |
| 4.2 | Negative Environmental Impacts.....                | 34 |
| 4.3 | Positive Environmental Impacts.....                | 43 |
| 5   | DISCUSSION AND CONCLUSION.....                     | 44 |
| 5.1 | Discussion.....                                    | 44 |
| 5.2 | Conclusion.....                                    | 47 |
| 5.3 | Implications and Suggestions.....                  | 49 |
| 5.4 | Limitations and Future Studies Direction.....      | 50 |
|     | REFERENCES.....                                    | 51 |

## **LIST OF TABLES**

|  |       |
|--|-------|
| Table 1: Demographic Features of Respondents ..... | 30-31 |
|--|-------|

## LIST OF FIGURES

|  |    |
|--|----|
| Figure 1: Cyprus Map .....                           | 16 |
| Figure 2: Students at TRNC .....                     | 22 |
| Figure 3: Quantitative vs. Qualitative Studies ..... | 27 |

# **Chapter 1**

## **INTRODUCTION**

This chapter contains significant information about the guidelines and format of the study with information about philosophy, purpose, significant and methodology the researcher used to evaluate the thesis topic.

### **1.1 Philosophy of the Study**

North Cyprus has been one of the islands which have relied on Tourism and Educational Tourism as a means to development. It provides wide range of educational opportunity for degree seeking individuals; therefore, Eastern Mediterranean University (EMU) makes this country as one of the educational tourism destinations. The University of EMU is considered as a major institute for hosting educational tourists in Turkish Republic of Northern Cyprus with wide range of programs.

Resources provided by a tourism destination are subject to consumption by tourists or educational tourists. The resources, facilities or products might be related to environment, society or culture of that tourism destination (Jensen & Schnack, 2006; Zhang et al, 2014).

It is believed that fast growing development of tourism may bring possible positive and negative impacts on the host community. Becoming over-dependent on tourism may have substantial economical, socio-cultural and environmental costs associated

with its expansion (Ayres, 2000). Highly expansion of tourism and tourism-related facilities has brought substantial costs environmentally, socially and economically for destinations (Kuvan & Akan, 2005). Inappropriate development of tourism has resulted in damage to heritages, fragmentation of natural areas, loss of land and spaces, environmental pollution, compaction of soil, degradation of water resources, destruction of wild life, loss of habitat and fertilizer leakage (Kanagasabai, 2010).

Different studies tried to examine the effects and impacts of tourism on educational-based places in various destinations (Murphy, 2013), but the main focus in this process is missed (Tang & Abosedra, 2014; Jensen & Schnack, 2006; Hungerford & Volk, 1990; Ridderstaat et al., 2014; Zhang, Li & Ma, 2014) as specific analysis on environmental aspects and consequences of educational tourism development in the Famagusta city which is the main points of this thesis.

## **1.2 Purpose of the Study**

The aim of the thesis is to explore the environmental impacts of educational tourism on the environment and the host population of Gazimağusa (Famagusta) in North Cyprus. The most attention is paid to the perceptions and knowledge of the local environmentalists in assessing the nature of impacts on host population. Educational tourism is one of the broadcasting tourism types in tourism which has been brought wide range of changes positively and negatively to the communities (Murphy, 2013). Environmental specialists and planners are one of the most aware in this process to evaluate the upcoming effects of tourism especially educational tourism on Famagusta, North Cyprus. Alongside of the other objectives, this thesis purposes to acquire appropriate knowledge about environmental impacts of tourism by reviewing the relevant literature; then, Collects data by interviewing local environmental

experts to gain in-depth information about the environmental effects and consequences of educational tourism expansion; and finally, a compare and contrast analysis is developed for the findings of the present research and relevant literature.

Against the theoretical backdrop, the current work tries to assess and evaluate the environmental effects that expansion of educational tourism has brought to the city of Famagusta, North Cyprus according to environmentalists perspectives. In other word, this thesis aims to broaden the educational understanding of academicians about the local environmentalist and planners about educational tourism.

### **1.3 Significance of the Study**

This thesis provides useful contribution to the literature as follow. First, there are hardly any researches examining specifically the environmental impacts of educational tourism on host population (Tang & Abosedra, 2014). Most of the theoretical studies focus on tourism impacts and effects on host communities generally (Buckley, 2013; Murphy, 2013). Second, Analyzing environmental experts' perceptions and knowledge towards educational tourism development will definitely help the local planners and environmental managers with the educational tourism situation of the city of Famagusta, which can develop successfully (Jensen & Schnack, 2006; Saenz & Rossello, 2014; Zhang, Li & Ma, 2014). Third, empirical studies evaluated the effects of tourism generally on residence (Li. et al., 2011; Hungerford & Volk, 1990; Ridderstaat et al., 2014), but this thesis aimed to represent the environmentalist perspectives about one specific type of tourism which is broadly observable in one city of North Cyprus; therefore this study is more focus oriented and specific so the outcome would be widely usable and destination oriented. Also,

this thesis tries to enhance indigenous' contribution and support for the purposes of educational tourism expansion in the area.

### **1.4 Methodology of the Study**

This thesis as a qualitative study uses inductive approach for evaluating the empirical studies through acquiring in-depth or unstructured interviews with 20 people who are involved in environmental-related affairs or have a deep knowledge about the environmental situation of the region and have been living in Famagusta before the development of Eastern Mediterranean University.

Inductive approach or inductive reasoning is reasoning where the premises seek to provide strong evidence for the truth of the conclusion (Hyde, 2000). In-depth or unstructured interview, containing open ends questions, let the interviewer understand the interviewee opinions freely without any bias in questions.

### **1.5 Thesis Outline**

Outline of the current thesis is as follow. First chapter of this thesis called introduction with brief information about the study direction, contribution and purpose through predefined methodology. Second chapter is literature review with detailed information about the study variables and issues, and case. Third chapter is methodology include information about the study data collection, sample, approaches, and structures. Fourth chapter is finding with information about the data analysis and findings. Last is conclusion. In the final chapter discussion of the study, conclusion, managerial implication, and limitation of the study will be provided.

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Environmental Impacts of Tourism**

Wall and Mathieson (2006) illustrate that tourism growth, inevitably, leads to modifications of the environment. Tourism can be as a user and in some ways, an abuser of the environmental resources, whether these resources are land, water or air known as the natural resources or built environment like monuments, parks and etc. (Nickerson, 1996). In other words, development of tourism can generate and impose benefits as well as costs for a destination, due to utilization of environmental resources. Both direct activities of tourists and facilities that support tourism activities can arise environmental impacts of tourism (Gladstone & Curley & Shokri, 2013).

Due to the complex relationship existing among tourism and environment, the studies in this field consider and cover activities affecting environment. Many of these impacts are linked with the construction of general infrastructure such as roads and airports, and of tourism facilities, including resorts, hotels, restaurants, shops, golf courses and marinas (Sunlu, 2003).

Since there is a complex relationship between tourism and environment, it is good to have a comprehensive definition of the term” Environment “. According to Mieczkowski (1995), the totality of all external conditions, both physical and human,

which encompasses all the living organism, persons, society or humanity is living and also physical components.

Numerous studies by different scholars have defined and classified environmental aspects or resources as natural environment, comprising of whatever exists from nature \_ soil, water, climate, flora and fauna, rocks, etc. and the second category is named built environment which refers to man maid physical features like buildings, structures and monuments (Lickorish & Jenkins, 1997; Green and Hunter, 1995; Mieczkowski, 1995).

## **2.2 Negative Impacts of Tourism**

Based on what scholars declare tourism development can impose both negative and positive impacts on environment. Although tourism has some benefits, still environmental costs are associated with it. According to United Nations Environment Programme (UNEP), when environmental resources are not able to cope with the level of visitors' usage of these resources then negative impacts from tourism on environment arise (<http://www.unep.org/resourceefficiency/>). Green and Hunter (1995) agree that in areas where tourism has rapidly grown, there is much pressure on environmental resources and as a consequence loss of environmental quality. An example of this kind can be the island of Cancu'n (Mexico) which due to the market developed there and high prices being paid and later as competition formed, the place changed to a location for mass tourism, several buildings, resorts and parks were built causing damages to the island where before development, held a variety of marine life and was an important nesting site for seabirds and sea turtles (Wiese, 1996, cited in Davenport, 2006).

Several research findings demonstrate that one of the main environmental consequences of tourism overdevelopment is pollution, such as air pollution from vehicles and airplanes, and also water pollution resulting from discharges of sewage, fertilizer leakage and road oil (Andereck, 1995, cited in Mieczkowski, 1995; Green & Hunter, 1995). Noise pollution is another form of pollution found in researches done by Green and Hunter (1995), resulting from cars and tourists activities. Littering, destruction of vegetation, soil, forests, coastlines and wildlife are also among environmental impacts of tourism figured out by researchers (Andereck, 1995, cited in Mieczkowski, 1995; Green & Hunter, 1995). On the negative side of the environmental impacts of tourism, traffic has been the issue of concern resulting from tourism activities which is vivid in several studies (Brunt and Courtney 1999; Johnson et al 1994; McCool and Martin 1994, cited in Andereck, 2005).

A research by Andereck (1995) shows that 91% of respondents agreed that tourism affected the quality and upkeep of attractions and 93% believed that tourism affected the quality of national provincial parks. While others believe that tourism causes environmental pollution, the destruction of natural resources, the degradation of vegetation and the depletion of wild life (Krohn & Ahmed , 1992; Andereck, 1995; Koenen, Chon, & Christianson, 1995).

According to Gossling (2002), tourism can contribute to environmental changes in these ways, change of land cover and land use, biotic exchange and extinction of wild species, exchange and dispersion of diseases, changes in the perception and understanding of the environment through travel.

Due to the construction of touristic facilities, buildings and infrastructures, depletion and degradation of natural habitats and wild life has emerged recently (Farooquee et al, 2008).

Erosion of soil and sand is another form of negative impact of tourism overdevelopment in tourism industry due to the construction of tourism and recreation facilities. Baud-Bovy and Lawson (1977) found overdevelopment of resorts incurs problems such as, traffic congestion, high-rise and high-density buildings, noise and pollution.

Therefore, the activities attributable to the tourists or tourism industry may cause any of the aforementioned environmental impacts, which might lead to short run or long run consequences along with positive or negative, direct or indirect, local or national impacts as well. In the following section, we try to outline and review literature related to each of the environmental impacts.

### **2.3 Impacts of Tourism on Natural Environment**

Literature in this section covers tourism overdevelopment and tourism activities and its effects leading to destruction and damages to vegetation, flora and fauna, air pollution, water pollution, coastlines, rivers, lakes and etc.

#### **2.3.1 Flora and Fauna**

Overdevelopment of tourism has imposed a large-scale destruction of ecosystem through vegetation and forests removal in European Alps in order to set tourism facilities (Tyler, 1989). Some other examples of deforestation results in popular tourism destinations are like Mediterranean Basin (Grenon and Batisse, 1989), also same phenomena in Cyprus (Andronikou, 1987) and Majorca in Spain (Morgan,

1991). Overdevelopment of tourism in France the Cote d'Azur (French Riviera) has contributed to the degradation of environment, such as deforestation of hills and mountains of southern France (Mieczkowski, 1995). Deforestation in order to provide fuel-wood for tourists has increased in Khumbu national park in Nepal Everest region (Pawson et al. 1984). Loss of agricultural and forest land in Thailand due to the building of golf courses to cater tourists is reported by Tananone (1991).

### **2.3.2 Coastal Regions**

In many countries coastline resources have been the places receiving pressure by tourism and tourists activities. Detrimental effects upon fragile coastal resources include the elimination of some plant and animal habitats, the obliteration of geological features by excavation, water pollution, disfigurement of the coastline and a reduction in the attractiveness of the resources (Mathieson and Wall, 2006). The beaches are affected by the construction of tourism and recreational facilities in coastal areas in different ways. Sand mining for hotel and roads construction weakens the beaches and accelerates their erosion by waves (Mieczkowski, 1995). Tourists by leaving trashes and wastes at the beaches in another way disturb the beach. As reported by Hussey (1989) foreign tourists discard the plastic bags and the like at the beach in Kuta, Bali.

Tourism overdevelopment on the European seashores, especially on the Mediterranean, has wiped out coastal ecosystems on an unprecedented scale and some of which are beach erosion, sand mining, water pollution, lack of environmental concern, and littering (Mieczkowski, 1995).

Tourism pressures on coastal regions of the Mediterranean are affecting Malta the most, Spain, France, Italy, Yugoslavia, Turkey and Egypt (Grenon & Batise, 1989).

Coastal tourism growth in 1970s by 80% in Mediterranean Coasts caused Spanish Rivas suffer most from environmental degradation by tourism overdevelopment (Vadrot, 1977: 83).

Another example of coastline deterioration is provided by Rodriguez (1978), as he states:

“Large scale tourism has invaded the Mediterranean coasts and is converting this sea into a dead sea where people will soon be unable to bathe unless they want to catch some disease.”

### **2.3.3 Water**

Water constitutes an important natural resource, a focal attraction and a medium for recreational and tourism activities. Tourism activities can impact water in two aspects; quantitative, the supply of fresh water, and qualitative, the problem of water pollution (Mieczkowski, 1995). Tourists consume water 600 liters daily per person in luxury hotels in the Mediterranean (Grenon and Batise, 1989: 156). Tourists’ water consumption in Barbados is six to ten times more than the local community (Gayray, 1981). In Mediterranean regions, the amount of fresh water tourists consume is almost double what the inhabitants of an average Spanish city consume (UNEP, 1999).

Water and sea pollution caused by dumping sewage of hotels and resorts into sea is another concern facing living environment and human health. At the Spanish Costa Del Sol doctors report skin, eye and vaginal infections by bathers caused by the release of hotel and campground sewage (Time, 21 August, 1978).

Terry Davies and Sarah Cahill (2000) have identified that tourism-related activities might lead to significant impacts on water quality and the aesthetics of host communities, based on the tourists' activities and location.

#### **2.3.4 Pollution**

Tourism industry and tourism activities are major contributors to environmental pollution in many parts of the world and many examples prove the significant role of tourism in pollution loads. Sewage pollution in Cyprus (Andronikou, 1987), the Norfolk Broads of England (Owens and Owens, 1991), the lakes of the Shinshu mountain region of Honshu Island in Japan (Watanabe, 1990 cited in Hunter and Green, 1995) are among the examples of sewage pollution caused by tourism development.

Another form of pollution that can accompany tourism development is air pollution. Hemele (1988) identifies aircraft, tourists' private cars and heating systems as major contributors to air pollution in tourism development.

#### **2.4 Impacts of Tourism on Built Environment**

Tourism development can bring out environmental benefits as well as negative impacts to cultural, heritage and other attractions. Through bringing investment and environmental upgrading, tourism can revitalize urban areas, besides it can lead to some damages through heavy pedestrian and vehicular traffic causing higher repair costs (Hunter and Green, 1995).

Improper and misuse of fragile historical places by tourist will lead to devastation of them (Lickorish et al, 1997; Tatoglu, 1998). Godfrey (2000) names some of the environmental consequences of tourism development on built environment and

heritages as; traffic congestion and parking problems as, breakdowns in freshwater supply, electricity and sewage system, damages to structures and building because of the traffic vibration, vandalism.

Inappropriately designed touristic facilities, buildings and structures, poor landscaping, besides using unsuitable signs and advertising can result in visual pollution and as a consequent unattractive environment for both tourists and local people (Lickorish et al, 1997).

## **2.5 Positive Impacts of Tourism**

Tourism development, through increasing the awareness on environmental issues and values and contributing to protect these resources can be beneficial; meanwhile it can be helpful to cover expenses of protection and maintenance of environmental resources (<http://www.unep.org/>).

Tourism growth and development, if planned and controlled well, can lead to desirable positive effects. Tourism as a means can provide the funds to conserve and protect historical places and heritages. It has the potential to change and renovate many redundant places to new attraction, shops, hotels or touristic facilities in the favor of the tourists. Tourism development can lead to renovation of transport system and infrastructures, which is interesting for both tourists and residents (Godfrey et al, 2000).

Proper tourism development plan can result in improvement of local infrastructures of airports, roads, sewage and water system and telecommunications through providing economic as well as environmental benefits (lickorish et al, 1997).

## **2.6 Educational Tourism**

The concept and significance of Educational Tourism, as a sub type of tourism, has gained high attention and popularity in recent decades among researchers, tourism policy makers and also public and private sectors. Despite all the achievements in technology and emergence of new learning methods, still educational tourism is considered as one of the major ways in which provide a venue for visitors and the destination community to learn and expand or exchange their knowledge (Pittman, 2012). It is also believed that the number of countries taking economic benefits of developing educational tourism considerable. Educational tourism is pursued by many countries as a main earning source (Bhuiyan et al., 2010). But how the notion “Educational Travel and Tourism” is defined by different scholars is the issue of study in this section, also we try to look carefully into different aspects of educational tourism.

A large body of literature in this section is trying to give a comprehensive view of education, learning and travel. Travel has always been one of the very different ways of acquiring knowledge and provides the basis and context for a lifelong learning process (Broomhall et al. 2010). Hsu & Huang (2008) have identified the key motives and need of travelers that contribute to their travel experiences. The motives are escape and relaxation, experiencing novelty and building relationship, learning and education through interacting with local community and host people and getting n new life perspective (Hsu & Huang, 2008 cited in Falk, 2012).

One of the early studies done by Weiler and Hall (1992) defines educational tourism as special interest tourism experiences, in which primary motivator is learning

interest. This kind of travel can serve different variety of purposes, ranging from learning new languages to satisfying curiosity about other nation's culture, art, music, literature, concern for natural environment, flora, fauna or deepening fascination of cultural heritage and historical sites. Although it might go beyond these factors, involving a travel experience in which there is organized formal or experiential learning (Weiler et al, 1992).

Bodger (1998); Rodger (1998) cited in Abu Samah (2013) have also defined the term "educational tourism". Movement of a group of potential learners to a place in a program, with the primary aim of learning about that place is called educational tourism. Bhuiyan (2010) has had a similar definition of the notion "educational tourism", as the travel of a group of visitors to a location to engage in a learning activity associated with tourism.

Ritchie (2003) describes educational tourism as:

"The movement of individuals or groups to another country for learning purpose as a minor or major purpose, where education process happens in either human-made attractions, universities and learning languages' centers, or in heritage, natural places, such as natural reserves".

A more comprehensive definition of educational tourism is given also by Ritchie,

Carr & Cooper (2003), where they have highlighted the term as:

"Tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students' travel, including language school, school excursion and exchange programs. Educational Tourism can be independently or formally organized and can be undertaken in a variety of natural or human-made settings".

There are several sub-categories that comprise educational tourism including ecotourism, heritage tourism, rural tourism, and exchange programs among educational institutions (Paul and Trent, 1999 cited in Bhuiyan, 2010; Ankomah and Larson, 2000). In another study, Tarlow (2009) argues school trip, study abroad experiences, spring break travel experiences, seminar vacations, educational cruises and skill development vacations comprise different forms of educational tourism.

## **2.7 North Cyprus and Tourism Development**

The third largest Mediterranean island after Sicily and Sardinia is Cyprus, a typical small island with limited natural resources. The island is 224 km long and 96 km wide and has 768 km of coastline. Just nine years after the partition of the island to northern part (Turkish Cypriots) and southern part (Greek Cypriots) in 1974, the northern part was established as Turkish Republic on Northern Cyprus (TRNC) in November 1983. The Turkish Republic of Northern Cyprus owns land area of 3,355 square kilometers, which is approximately one third of the island, and has a population of 300,000 inhabitants, 4,610 US \$ per capita income, 982.9 million US\$ GDP. The closest countries to Northern Cyprus are Turkey (64 km), Syria (96 km), and Egypt (400 km) (Bavik, 2008).



Figure 1: Cyprus Map

Source: <http://www.wellworker.talktalk.net/>

Since Turkish Republic of Northern Cyprus (TRNC) has not fully gained international recognition, so many sanctions and embargoes are imposed to this part, which are considered as the main hindrances toward achieving economic growth for TRNC. Still tourism is considered as one of the main industries and sectors which can contribute to economic development of North Cyprus, which is pursued by the authorities and government of TRNC. Along with tourism industry other sectors like agriculture and higher education are the other contributors to economic development and growth in North Cyprus (Katircioglu et al, 2007), which will be discussed in the next section.

Tourism sector has always been one of the main generators of income in the economic situation of North Cyprus. Tourism Master Plan in TRNC has been developed with the aim of attracting more tourists from abroad, prolonging average stay periods in tourist foundations, preventing seasonal fluctuations in tourism sector,

increasing tourism revenues, improving internal tourism, adopting mass tourism, implementing effective marketing and recognition activities, arranging education programs on tourism and increasing bed capacity, meanwhile protecting nature and natural resources, historical and cultural places and environment of North Cyprus was taken into account as the primary targets (Katircioglu et al, 2007).

According to the statistics in 2005, the tourism industry contributed \$145.6 million (3.3 per cent) to the GDP of North Cyprus and created 8.004 jobs. The North Cyprus tourism industry hosted 589.549 tourists, with its bed capacity of 12.222, with an annual occupancy was 40.7% in 2005. Moreover, 395.4 million US dollar is the value added in tourism sector in 2005 (Statistical Yearbook of Tourism, 2005). That is while according to Katircioglu et al. (2007) the issue of political and economic isolation of North Cyprus and the embargoes and limitations which TRNC is facing internationally, including postal and communication services and lack of international flights to North Cyprus (Kilic and Okumus, 2005; Arasli, Bavik and Ekiz, 2006 cited in Bavik, 2008) has created many problems and damages for North Cyprus in terms of foreign trade, agriculture, tourism industry and etc. Altinay, Altinay and Bicak (2002) agree that political isolation and uncertainty of North Cyprus has kept back the tourism and hospitality sector from development in terms of number of tourism arrivals and contribution to the national economy of TRNC (cited in Bavik, 2008). Still, due to the great advertisement for the international universities in Northern Cyprus and the expansion of globally recognized universities in Northern part of the island, the demand for studying overseas especially Northern Cyprus has increased in recent years. The flock of international students to the universities of Northern Cyprus has been quite great that has made the educational

tourism sector in TRNC as the major sector which earns considerable revenue and income for the area (Katircioglu, 2014).

## **2.8 Famagusta City**

Famagusta is a city on the east coast of North Cyprus. It is located east of Lefkoşa, and possesses the deepest harbor of the island. This city Founded in 300 BC on the old settlement of Arsinoe, Famagusta remained a small fishing village for a long period of time. Later, as a result of the gradual evacuation of Salamis, it developed into a small port. This city was under British control for around 80 years. From independence in 1960 until Turkish intervention in 1974, Famagusta flourished both culturally and economically. The town developed toward the south west of Varosha (pronounced MARASH in Turkish) as a tourist center. In the late 1960s Famagusta became one of the world's best-known entertainment and tourist centers. Unfortunately, the aftermath of independence in 1960 did not bring desired outcome for the Turkish Cypriots as the ENOSIS movement opted for unification of the island with Greece. \_In that atmosphere, the second half of the 1950s witnessed the Greek Cypriot struggle to drive the British colonial rule out of Cyprus and fulfill their national aspiration to unite Cyprus with Greece, i.e. ENOSIS‘ (Dinkov and Stoyanov, 2005, p. 171).

According to the statistics that prepared in February, 2011, the population of this city was 35453. Famagusta is one of the most important, greatly fortified ports on the shores of Mediterranean. To the north of Famagusta lie the fabulous ruins of Salamis. This great city is believed to have been founded in the 11th century BC and after the influences of the many conquering nations (notably the Romans) the city was finally

abandoned in 648 AD following the combined catastrophes of earthquakes and raids by Arab pirates. The population of salamis then moved to Famagusta.

Later under British administration (1878-1960), the modern section, called Varosha, was developed mainly as a tourist resort. After 1974, Varosha was sealed off and tourism ceased. Ferry service, which began in 1978 between Mersin, Turkey, and Latakia, Syria, include Famagusta on its run (North Cyprus Tourist Guide, 2011 .p 132).

Turkish Cypriots continue to live north of Varosha, especially in the walled city. These sections of Famagusta remain vibrant with many fascinating buildings. The population of the city before 1974 was 39,000. Of this number, 26,500 were Greek Cypriots, 8,500 Turkish Cypriots and 4,000 from other ethnic groups. After the invasion, in 1975, the population was 8,500, all of them Turks. Today the population is 39,000, though this figure excludes the Greek Cypriot legal inhabitants. Because of its isolation and neglect over the past 30 years despite being such a historically and culturally significant city, Famagusta was listed on the World Monuments Fund's 2008 Watch List of the 100 Most Endangered Sites in the world (<http://globalheritagefund.org/>).

After Turkish intervention of 1974 in the northern part of the Cyprus, Tourism development has taken a different direction (WTO, 1994; Godfrey, 1996). International tourism and the emergence of the higher education sector are two major sources of foreign exchange for North Cyprus. However, the tourism sector also faces great difficulties in attracting international tourists because of problems such as

the lack of direct flights to North Cyprus and high transportation costs (Katircioğlu, 2010).

This city of Famagusta offers many attractions to visitors, including beaches, nightlife, sightseeing, historical sites, Byzantine churches, and nature-based activities – not dissimilar to the tourism offerings and characteristics in the rest of Cyprus. The city is also home to the Eastern Mediterranean University, as the major contributor to the educational tourism development section in Northern Cyprus ([http://www.cyprus.gov.cy/portal/portal.nsf/dmlcitizen\\_en/dmlcitizen\\_en?OpenDocument](http://www.cyprus.gov.cy/portal/portal.nsf/dmlcitizen_en/dmlcitizen_en?OpenDocument)).

## **2.9 Educational Tourism in TRNC**

Several barriers have emerged on the way of tourism sector toward improvement and economic growth in North Cyprus. Bahcheli (2000) highlights some instances of these kinds of barriers as political instability and embargoes imposed on North Cyprus airports by the International Air Transport Association, which prevents regular international flights to the TRNC (Cited in Alipour and Kilic, 2005). Along with this problem is the over dependency of North Cyprus tourism sector on tourists coming from Turkey, which makes around 80% of the TRNC tourism market (Alipour and Kilic, 2005). These are some examples of the difficulties that the TRNC tourism sector is facing as one of the most promising contributors to the economy in North Cyprus.

Consequently while tourism sector, as one of the basis of economic development in North Cyprus, could not meet the expectations in providing sufficient revenues in the economy, compared to the other neighbors despite its potential tourism capability,

Higher Education by the end of 1980s emerged as the prior sector of the TRNC in economic development (Katircioglu et al, 2007). According to the statistics at the end of the year 2011, North Cyprus is hosting a total of 41,230 students in six different universities, from which 12,666 students are local students of TRNC, 24,419 students are coming from Turkey and 4,248 students are from 3<sup>rd</sup> countries (Social and Economic Indicators, 2011).

## **2.10 The University of EMU**

The University of EMU, Eastern Mediterranean University, was established in 1979 in Famagusta district, hosting 105 students as the Institute of Higher Technology, which later changed into a university in 1986. Now the EMU is hosting about 14000 students from 68 different countries, offering a multicultural environment with a wide variety of programs (139 programs) in different faculties (11 faculties), including undergraduate programs, masters, doctorate programs and vocational programs (<http://www.emu.edu.tr/aboutemu/emuhistory.aspx>, 2013). This situation has let international students choose Eastern Mediterranean University as their destination for educational purposes, which consequently makes them Educational Tourists.

According to the statistics given above, the share of EMU as the largest University on island is a total of 10,930 students at the end of the academic year 2011-2011 making about 25% of the total students studying in North Cyprus, which is about 4,000 students less compared to the academic year 2005-2006. From these 10,930 students, 2,236 are TRNC students, 7,318 students are coming from Turkey and 1,379 students are from 3<sup>rd</sup> countries (Social and Economic Indicators, 2011).

In this respect Eastern Mediterranean University, as the pioneer university in North Cyprus, through holding international conferences and visits of foreigners to the university is helping TRNC to be recognized by the international community and informally by other countries (Katircioglu et al, 2007), while it is having a great contribution to the fiscal affairs of the Northern part of the Island.

| Students at the Universities in TRNC |        |         |         |                  |
|--------------------------------------|--------|---------|---------|------------------|
| ◀ Contents                           |        | A: TRNC | B: TR   | C: 3rd Countries |
|                                      |        | 2008-09 | 2009-10 | 2010-11          |
| Grand Total                          | A .... | 9,310   | 8,356   | 12,666           |
|                                      | B .... | 33,288  | 29,191  | 24,319           |
|                                      | C .... | 3,036   | 2,884   | 4,248            |
|                                      | D .... | 45,634  | 40,431  | 41,230           |
| Eastern Mediterranean University     | A .... | 2,502   | 2,317   | 2,236            |
|                                      | B .... | 9,451   | 8,213   | 7,318            |
|                                      | C .... | 1,302   | 1,176   | 1,379            |
|                                      | D .... | 13,255  | 11,706  | 10,930           |
| Girne American University            | A .... | 444     | 484     | 591              |
|                                      | B .... | 4,115   | 3,776   | 4,013            |
|                                      | C .... | 377     | 344     | 865              |
|                                      | D .... | 4,936   | 4,604   | 5,469            |
| Near East University                 | A .... | 4,395   | 3,668   | 4,573            |
|                                      | B .... | 8,963   | 6,903   | 7,914            |
|                                      | C .... | 912     | 675     | 1,019            |
|                                      | D .... | 14,270  | 11,246  | 13,506           |
| Lefke European University            | A .... | 218     | 202     | 181              |
|                                      | B .... | 3,058   | 2,566   | 1,863            |
|                                      | C .... | 253     | 350     | 317              |
|                                      | D .... | 3,529   | 3,118   | 2,361            |
| International American University    | A .... | -       | -       | -                |
|                                      | B .... | -       | -       | -                |
|                                      | C .... | -       | -       | -                |
|                                      | D .... | -       | -       | -                |
| Cyprus International University      | A .... | 65      | 118     | 3,714            |
|                                      | B .... | 4,136   | 4,095   | 230              |
|                                      | C .... | 147     | 281     | 594              |
|                                      | D .... | 4,348   | 4,494   | 4,538            |

Figure 2: Students at TRNC  
Source: Universities Statement

## **Chapter 3**

### **METHODOLOGY**

#### **3.1 Introduction**

The third chapter discusses the approaches and methods pursued and applied to achieve the aims and objectives of the current study, while trying to have a brief review of the common approaches in researches. To the best of our knowledge, not many studies have examined the environmental impacts of educational tourists, since educational tourism is a new concept. In this respect the present study tries to fulfill this gap in the literature.

#### **3.2 Aims and Objectives of the Research**

The prior purpose of any research can be to enhance our knowledge of humans in order to apply the research findings and utilize it to improve the quality of life for the humans. This fact is also stated by Clarkcarter (1997) that the aim of a research can be in four levels as: describing, understanding, predicting or controlling. The city of Famagusta in recent years has been subject to some environmental, social and cultural changes, in this regard the current study tries to investigate and understand the environmental impacts of educational tourism on the city of Famagusta and the local host community from the perspective of the environmentalist who are deeply involved in the issue in order to be able to have a clearer understanding of the phenomenon and presenting some suggestions or solutions to remove the obstacles, control the problems and improve the quality of educational tourism in Famagusta. Therefore, to accomplish the aim of the present study the mentioned objectives are

the major concerns of the researcher. These following objectives are among the major concerns of the researcher;

1. Spotting the expected environmental consequences of student tourism development in Famagusta and the local residents.
2. Studying the positive impacts that student tourism development may bring on the environment in Famagusta and its indigenous residents.
3. Studying the negative environmental effects of the expansion of student tourism on the city of Famagusta and the residents.
4. To have a better understanding of the nature of the interactions between educational tourists and the local host population.
5. To be able to share some suggestions and ideas with the stakeholders and participators of the educational tourism.

### **3.3 Theoretical Research Approaches and Methods**

There are two major reasoning approaches to research; Deductive and Inductive. According to Lancaster (2005) the deductive reasoning approach, also known as ‘top-down’ approach, starts from more general ideas and then moves toward specification. Based on the deductive approach, theories or hypotheses are developed and then through empirical experimentations and observations are tested (Lancaster, 2005). Neuman (2009) declares that a deductive researcher utilizes a summary idea or an educated guess of what he thinks might happen and then moves to specification and gathering evidences to verify the idea. Therefore in deductive approach the researcher tests the proposed theories to see if it applies to the specific gathered evidences and instances. Therefore, deductive theory is concerned with testing theories. However, on the other hand inductive approach acts in the opposite way,

starting from specific experiments and observations to more general ideas and theories. Inductive theory is also known as “bottom-up” approach (Trochim, 2006). Inductive theory is generally concerned with developing new hypotheses or theories from the gathered data. According to Lancaster (2005) in an inductive research, the hypotheses are made and developed by the researcher from the real world, using all types of information, with the aim to explain and illustrate the empirical observations, while in a deductive reasoning method, a researcher might start with generating a new idea or hypothesis which is acquired based on previous literature or experiences to be tested through empirical observations.

The present research tries to gather some specific information and data about the environmental situation and consequences of tourism development on the city of Famagusta and then moves toward more generalized idea to illustrate the observation without proposing any former theories or hypotheses based on the literature. Therefore, for the case of the current study, an inductive reasoning method has been pursued by the researcher, trying to gather information and observe the phenomenon of environmental impacts of educational tourism to utilize the data in order to get to a generalization about the issue without formerly developing any theory.

### **3.4 Quantitative and Qualitative Research Methods**

There are two broad trends in the scientific and social research methodology which scholars call them qualitative and quantitative research methods. Neuman (2009) asserts that evidences which are used in the form of numbers are quantitative data, whereas data which contain evidences in the form of sounds, words or visual images are called qualitative data.

Salkind (2009) believes that the qualitative research method is generally associated with assessing and exploring human behavior, experiences and emotions by the means of some techniques like interviews, case studies or surveys. On the other hand, quantitative research method is concerned with gathering numerical data, in which the most common way to gather the needed data is through developing questionnaires. In a study by Strauss and Corbin (2002), one of the key features of qualitative research method is stated as enabling the researcher to get into the inner emotions, experiences and beliefs of the participators or the interviewees. Objectivity is one of the main features of quantitative data which allows the researcher or the observer to quantify and translate the behavior, feeling and attitudes in a numerical way (Gliner and Morgan, 2000). The primary aim of utilizing the quantitative research method is to enable the researcher to develop theories and hypotheses to be tested throughout the study (Golafshani, 2003). Therefore, quantitative research method is generally associated with deductive approach.

Skinner (2009) names some of the major data gathering techniques in a qualitative research method as interviews, open-ended questionnaires, interviewee observation, images and text or any other ways than quantification. Since qualitative research method is generally associated with descriptive data, it is believed that this kind of data can enable the researcher to acquire the most about the phenomena by involving and participating in it. Therefore one can say that qualitative research is more related and associated with inductive approach as the researcher generalizes the observations and moves from more specific experiments to more general items in order to make new theories and hypotheses.

|   | Qualitative  | Quantitative  |
|---|--|---|
| Conceptual  | Concerned with understanding human behaviour from the informant's perspective<br><br>Assumes a dynamic and negotiated reality  | Concerned with discovering facts about social phenomena<br><br>Assumes a fixed and measurable reality   |
| Methodological  | Data are collected through participant observation and interviews<br><br>Data are analysed by themes from descriptions by informants<br><br>Data are reported in the language of the informant | Data are collected through measuring things<br><br>Data are analysed through numerical comparisons and statistical inferences<br><br>Data are reported through statistical analyses |
| <i>Source: Adapted from Minichiello et al. (1990, p. 5)</i> |  |   |

Figure 3: Quantitative vs. Qualitative Studies

Source: <http://www.simplypsychology.org/qualitative-quantitative.html>

In order to fulfill the objectives of the current study, a qualitative research method is pursued by the researcher as this method, through in-depth interviews, allows the researcher to get into the experiences, feelings, knowledge and social and cultural belief of the observers and participants (Skinner, 2009). In order to capture the perspective of the environmentalist toward environmental impacts of the educational tourism in Famagusta, as a key objective of the present study, the need to penetrate to the inner feelings and experiences of the local environmental observers is felt. Since the researcher tries to move from specific environmental variables such as; air pollution, water pollution, traffic and etc. in order to generalize the gathered data and make hypotheses, the qualitative research method seems to be the correct choice for the researcher to obtain the aims and objectives of the study.

## **3.5 Research Instruments**

### **3.5.1 In-depth Interviews**

In order to collect qualitative data, in-depth interviewing is the appropriate inquiry technique, which enables the researcher to conduct an individual interview to explore the ideas, perspectives, thoughts, behaviors and in-depth knowledge of the respondents on a particular issue. In case that the in-depth interview is held friendly and in a relaxed milieu to gather the data, the respondent feels more comfortable and free to share his or her feelings, experiences, beliefs, knowledge and behaviors about the phenomenon. Although there might be some difficulties and pitfalls in the process of data collection, as the interviews can be time-taking to collect and analyze in details or the responses of the interviewees might be biased, still in-depth interviews seem to be the right choice and tool for the researcher to get to the emotions, feelings and experiences of the respondents toward the environmental impacts of the educational tourism in the city of Famagusta, North Cyprus.

### **3.5.2 Sampling**

Selecting a proper sample, as the participants of the research, is highly important since the gathered data from the sample might be generalized to a larger group and population for the study, either utilizing qualitative or quantitative research method.

Sampling strategies are classified into two main categories, probability sampling and non-probability sampling. As the names suggest, probability sampling or known as random sampling, refers to the determination of sample randomly and totally by chance without any selection criteria, whereas non-probability sampling refers to the state that the sample is not selected by chance, therefore the nominees should possess

some qualifications to be considered as the participants of the sample (Salkind, 2009).

The approaches through which probability sampling can be undertaken are four; simple random sampling, stratified sampling, systematic sampling, and cluster sampling ([http://www.sagepub.com/upm-data/40803\\_5.pdf](http://www.sagepub.com/upm-data/40803_5.pdf)). Since in the mentioned approaches, the sample is selected quite randomly, one can utter that the sample represents a larger population (Salkind, 2009).

On the other hand, there is non-probability sampling approach which is generally associated with qualitative research methods. According to this approach not every individual has the equal chance to be selected for the sample and the selected sample does not necessarily represent a larger group (Salkind, 2009).

For the purposes of the present study, as a qualitative research, Purposive Sampling is considered as the proper sampling method to be applied for this case, since the purposive sampling enables the researcher to select the needed sample based on the researcher's personal judgmental criteria of the individuals who the researcher supposes are more suitable for the purposes of the study (Salkind, 2009).

The nominees, in order to attend the interviews, must possess the following criteria; having the needed knowledge about the environmental and ecological situation of the city of Famagusta. Besides, the sample must have been deeply involved and aware of the environmental changes of the city of Famagusta, especially after the establishment of Eastern Mediterranean University.

### **3.6 Research Participants and Data Collection**

The current study through applying qualitative approach and in-depth interviews is trying to get to a better understanding of the environmental situation of the city of Famagusta, more specifically after the establishment of the Eastern Mediterranean University and incoming educational tourists' boom to this city. Therefore, as mentioned earlier a sample of twenty environmentalists familiar with the ecological and environmental situation of the city of Famagusta and the area, who have seen the development of the University of EMU from the early time of establishment to the present time, or the ones who are somehow aware of the environmental situation and environmental efforts in the city of Famagusta, are chosen by the researcher to be interviewed individually. The main aim of the applied method is to have a good perception of the environmental impacts and traces that student tourists have left in the area. Since the applied method for the interviews is unstructured there are no fixed set of questions for the interviewees to be asked and the researcher has tried to let the stream and flow of the conversation goes in a way that is both related to the main topics in the literature review section and the way that the respondent feels easy and relaxed to express and utter his ideas and perspectives toward the issue. During the interviews the researcher tried to provide the respondents with some hints and clues of the main issue of the study, in order not to get away from the theme or subject of the research. However the interview was comprised of;

- Demographic features of the respondents (age, sex, residential background and occupation).

- The interviewee's perception of the environmental impacts of the educational tourism after the development of the Eastern Mediterranean University (negative or positive).

- Their opinion and suggested solutions toward the mentioned problems and hindrances.

- Their future perspectives and views of the increasing number of the coming students to the city of Famagusta.

Among the respondents 15 were male and 5 were female. The interviews were held in English. Individual face-to-face interviews were conducted in a situation that the respondent feels safe and relaxed, mostly at their offices or houses. Tape recording was applied to the interviews and then they were all transcribed and fully analyzed in detail.

Table 1: Demographic Features of Respondents

| <b>Interviewee</b> | <b>Demographic Features</b>                       |
|--------------------|---|
| Respondent 1       | M-University Instructor                           |
| Respondent 2       | M- Official Tour Guide                            |
| Respondent 3       | F- Academician                                    |
| Respondent 4       | M- Environmental Consultant                       |
| Respondent 5       | M- Environmentalist & Environmental<br>Consultant |
| Respondent 6       | M- Environmental Consultant                       |

|               |   |
|---------------|---|
| Respondent 7  | F- Academician  |
| Respondent 8  | M- Official Tour Guide                                |
| Respondent 9  | F- Retired Academician                                |
| Respondent 10 | M- Tour Guide   |
| Respondent 11 | M- Tour Guide   |
| Respondent 12 | M- Environmental Consultant &<br>municipality officer |
| Respondent 13 | M- Tour Guide   |
| Respondent 14 | F- Municipality Officer                               |
| Respondent 15 | M- Environmental Consultant                           |
| Respondent 16 | M- Municipality Officer                               |
| Respondent 17 | M- Municipality Officer                               |
| Respondent 18 | F- Academician  |
| Respondent 19 | M- Municipality Officer                               |
| Respondent 20 | M- Tour Guide   |

## **Chapter 4**

### **FINDINGS**

#### **4.1 Introduction**

The following chapter demonstrates the results and the findings of the study through precise analysis of the data gathered from the environmental experts via in-depth interviews. After accomplishing each interview, the whole conversation was transcribed fully in details, and then the relevant sections were selected by the researcher. Later the selected parts were segmented in different categories, related to the main topic of the study, in order to get to the best of reliability.

The findings are then divided to two main categories; negative environmental impacts and positive environmental impacts of educational tourism.

#### **4.2 Negative Environmental Impacts**

For the beginning of each interview the interviewee was notified of the theme of the study regarding their perception toward the incremental educational tourism development impacts on the local environment in the city of Famagusta. One issue that was vivid during almost all interviews was the certainty of the respondents on the negative impacts of the increased coming students to the University of EMU and the city of Famagusta, which they are all worried about this fact. The general perception of the interviewees about the local impacts that student tourism development has placed in the area was negative. Respondent number one who is a University Instructor and also Environmental Consultant asserts that;

“Environment is affected negatively because pressure on consumption of water has increased. The amount of the garbage and waste that is produced obviously increased ... and the construction of buildings have increased which affected the environment negatively, especially construction not necessarily based on adequate land use planning.”

Another respondent who is an Official Tour guide adds;

“Although the development of the University of EMU has been one of the major revenue resources for the North Cyprus, still it has resulted in an increase in the population of the city of Famagusta specially. Therefore the city which has very limited resources cannot accommodate these numbers of students. Because surely they will need water, electricity, accommodation and so many things...”

Also the other respondents shared very similar issues related to the negative impacts that the students coming to Famagusta can have or have had on the environment of the city. For example one respondent states that;

“I can see there are different types of problems in relation to the environment and in relation to the construction of facilities related to the students... the boom in the population of the students in the city of Famagusta and consequently the population of whole city is the reason for the construction of many buildings which have affected the environment in many ways...”

Despite referring to the importance of the University of Famagusta in the economic growth of the TRNC, respondent number 12, an Environmental Consultant and municipality officer, names some negative impacts that overdevelopment of tourism has had on the environment;

“The development of the EMU, more specifically in recent decade, had good positive earnings and revenues for the country I can say, but during the time of expansion unfortunately there was no well-designed plan for land usage. This can be seen in the construction of the buildings and facilities... in using land, in loss of natural beauty, in degradation of water resources and so on ...”

#### **4.2.1 Change in the Landscape and Land Misuse and Visual Pollution**

According to the respondents’ perceptions regarding the magnitude of the development of the educational tourism especially in the city of Famagusta, findings reveal that the extent of physical changes in the environment and landscape is related

to the extent and volume of development of the tourism in that area, as the respondent number 3 who is an Academician asserts;

“Presently, a large number of 16000 students are residing in the city, which is a quite large number indeed... for a small city like Famagusta, you know. Since this large number came to the city in less than a decade, therefore it is difficult to accommodate them and satisfy their needs. This increase in the number of population resulted in a rapid growth of the construction which is not based on good city plans and land use criteria. This fact has changed the landscape in the city.”

Also respondent number one reacts to this issue;

“Overall the city of Famagusta has grown, we have seen the number of buildings and construction have increased but without allocation of green space, land space, parking area, so ... obviously lack of planning, lack of proper management disregard for the environment and open space and green space resulted in ... concretization, you know...of the city. The city has really been covered by ... not necessarily well designed buildings, cheaply built structures ...”

Respondent number one, as an Environmental Consultant, addresses the changes in landscape and physical environment in the lack of planning and also lack of collaboration between the municipality and construction companies, as he states;

“Increasing of the construction by the developers is a response to the demand for housing, but a construction provisional the housing to the students is not necessarily based on a proper plan or land use plan... with provision of green space or open space. I see the lack of ... cooperation between municipality and construction companies, therefore the way they apply these construction and the way they develop and they build is not based on proper environmental impact assessment and I can see there are different types of problems in relation to the environment and in relation to these buildings and construction companies.”

And also respondent number 6, Environmental Consultant, agrees that the land use rules and regulations are not properly followed in the city after overdevelopment of EMU and consequently the population increase and demand in the area, as he mentions;

“Obviously ... the proportion of green space per person has not been followed. There should be some principles, for example each person requires a certain

amount of space. That is another issue. Design-wise, material-wise, these buildings are not necessarily environmentally ... adequate.”

#### **4.2.2 Increase in Waste and Environmental Pollution**

One outstanding outcome of the study is the problem of environmental pollution and garbage or wastes, which has been one of the major subjects of the conversations during the interviews. Almost all the respondents had a consensus on the increase of the waste and junks especially after the population boom in the city, as a consequence of the development of the University of EMU. Respondent number 2, an official tour guide, confirms the issue and elaborates;

“Obviously wherever there is increase in population, there would be increase in the amount of the waste and garbage. The same phenomenon has happened in the city of Famagusta. Production of waste has increased and unfortunately there is no adequate waste management system. Most of the construction debris and leftovers after the buildings are dumped in open land field ... which I have seen many places, the piles of construction-related garbage or waste or junk.”

One other respondent, number 9 a retired academician, adds to the issue;

“What I remember from the times before the overdevelopment of the University is that ...the general appearance of the city used to be cleaner before. Unfortunately the amount of the waste has increased. This is clear when you walk on the main street of the city... Salamis road, almost everywhere is piled up with garbage, waste water and bad smell... the reason can be the extreme number of the coming students from different cultures or the many comers to the city to run their own business, who do not care about the environment...”

Respondent number one also adds another aspect of the environmental pollution problem from the side of the cars and their oils and dirt, which pollute nature;

“We see many junk yards which are not properly managed or recycled. And the cars eventually, they need services and when you service your car oil that is coming out of the engine, the grease, the dirt, where do they go? ... Too many gas station which deal with gasoline ... definitely they affect the land, the water.”

From the perspective of the respondent number 17, a Municipality Officer, lack of a proper sewage system for the city and also insufficient infrastructures has made the

city confront with the problem of bad odor and smell in some areas in the city, as he mentions;

“One other problem with the city which again, the presence of university definitely has a negative impact on it and makes the situation worse, is lack of sewage system, that resulted in bad odor and smell in most of the apartments even in the city.”

#### **4.2.3 Increase in the level of Air Pollution**

The issue of air pollution has always been the core of attention for many environmentalists especially in recent decades where the whole world is somehow more or less facing with different aspects of air pollution and global warming resulted mainly from the fossil fuels and car emission. One of the very important findings of the contents of the gathered data is related to the increased level of air pollution in the city of Famagusta. Some respondents express their perceptions of the air pollution problem in the city. For example respondent number 5 as an environmentalist and environmental consultant mentions that;

“Definitely air pollution has increased, no doubt. Because of too many cars, because of car ownership, because of pressure on consumption of energy to heat, to cool and most of the energy we use here from burning fossil fuels which finally results in air pollution, land pollution and when you have too many cars, cars are extremely hazardous to the environment, not only they pollute, they produce various types of gases, especially Carbon dioxide, but also they become junk in the landscape.”

According to respondent number 11 as a tour guide, the appearance of too many cars specially after the population boom in the city with the presence of too many students in the area, the amount of the dangerous gases and emissions has increased, and this is due to the fact that the city is occupied with too many cars and the educational city is based on the private car ownership. He asserts that;

“More cars, more emissions of hazardous gases and more pollution, This is a city which is dependent of private cars... Private car ownership... Public transportation is very weak. City and walkways and pedestrianization is inadequate. It is not a walkable city, it is not safe because there is not enough

space for the people to feel safe and comfortable to walk around or bike. I can tell that, I can see.”

#### **4.2.4 Increase in the level of Water Pollution**

Based on the findings on the study and according to the perception of the respondents, several reasons have caused a considerable amount increase in the level of water pollution in the area. The factors are different from the penetration of waste and junks to the water resources emerging from the lack of waste management in the city of Famagusta, according to the data, to the scarcity of water reservoirs and drinkable water for the usage of all the population in the area. In relation to this issue respondent number 4 as an environmental consultant declares;

“Water pollution also is an issue because eventually the waste is dumped in the open land field, and when the waste is dumped in the open land field without proper management that eventually is going to produce a lot of chemicals, gases, hazardous material into the land and into the water reservoir. Eventually wastes can find its way into the water through land...”

Another respondent, number 1, Environmental Consultant and University Instructor, adds;

“Another issue is the pressure on water has resulted in ... so called Salination of the water, which means the water is becoming more salty. And also the sources of the water for consumption; are they really properly managed and covered and cleaned? Or they are open and susceptible to the pollutants? For example if they are bringing water from a well, do they really cover that well properly? So water is always under a lots of threats because lack of waste management.”

Respondent number 10, an Official Tour Guide, gives example to the issue to prove the problem of polluted water in the city;

“The water we consume here has very low quality, has a lot of minerals. I can see especially in summer many people or tourists get some types of health problems because of polluted water. Because we use this water to wash fruits or take shower. That water which is not really drinkable can find its way to our system to our body. When you wash your teeth you might drink a little bit of that water. This is definitely because of the pressure on water and lack of waste management.”

One other problem which is in line with the water pollution problem that we discussed earlier, is the change in the level of shortage and scarcity of water. According to the data gathered and based on the perception of the respondents the growth in population and their high demand in water usage has created some problems for the indigenous people and local residence with the shortage of water in area. According to him this can affect green space, trees and vegetation negatively. Respondent number 19, as a municipality officer, crosses the issue of water shortage in the city of Famagusta;

“Because the city is always facing water scarcity, water is scarce, there is always water problem and the consumption of water is very high, this can indirectly affect the environment. Probably there is not enough water to grow trees or green spaces, also shortage of water sources. Because of the lack of water the pressure on water consumption results in some social conflicts and resentment on the resident.”

#### **4.2.5 Increase in the level of Traffic Congestion Problems**

Increase in traffic congestion and the problems arising from traffic in the city have been one of the major topics that almost all the respondents referred to, more specifically after the increase in the population density and overdevelopment of educational tourist in the area. For example respondent number one, as an environmental consultant and university instructor who has been living in the island before the establishment of the University of EMU, mentions;

“Definitely traffic is a big problem, because again this is a place where everybody has a car, dependent on private car and again lack of proper circulation, transportation system results in a lots of traffic jam, and congestion... we have only more or less one main street in the city, Salamis road. All the businesses, all the shops, all the places are on this street and the connection between this street and Lefkosa road is very minimal, so all the cars mainly ... more or less really congregate on this street. They park here, they stop here, they drive on this street, everybody is on Salamis road after 4 o'clock or any other time, without proper parking space. And this is definitely the result of lack of transportation plan for the city...”

Also respondent number 16, as a municipality officer, points out on the issue;

“Obviously with increasing the number of students and cars specially and lack of public transportation and lack of environmentally friendly city planning, which is really not conducive to biking and walking, definitely resulted in air pollution, congestion, accidents ... and uglification of the city. Everywhere in the city which is covered by cars, everywhere has become a parking space.”

#### **4.2.6 Increase in the level of Noise Pollution**

A significant part of the outcome of the gathered data is related to the issue of the increase in the level of noise pollution in the city of Famagusta, which many of the respondents have mentioned to it. An example of that is the respond of the interviewee number 7, as an academician, about noise pollution increase in Famagusta after the development of the University of EMU with the increase in the number of young students;

“I am sure in the city specially a city which is a college city, college town, university town and bunch of young people are around, definitely it will be noisy, that is the nature of the young people life style.”

Concerning the issue of noise pollution, respondent number 8, a tour guide, points out to the increased number of businesses and shop which some of them are working all through the day playing loud music and making noise, he adds;

“One problem in terms of noise pollution is the lack of laws and regulations for setting up businesses that are noisy, for example municipality allows restaurants or food outlets to set up near the residential area and then two three nights a week these places play loud music specially during summer time and that has resulted in lots of conflicts between the residents and those food service places.”

Respondent number 14, municipality officer, declares that;

“With the growth in the population, we can see more buildings around, especially in the city center there are lot of houses and buildings...meanwhile the number of cars has increased...both local residents cars and car rental cars for tourists... all these together make sounds... I mean the proximity of buildings can result in noise pollution. The sound of the cars, the music they play all can result in noise pollution...”

#### **4.2.7 Increase in Damage to the Physical Environment, Historical Places and Beaches**

The city of Famagusta has always been one of the main touristic cities in Northern Cyprus, with lots of its historical places and monuments, like the old town of Famagusta or Saint Barnabas tomb or Salamis ruins, as some of the historical places incorporating the physical environment which every year attract lots of tourists to the Island and the city of Famagusta. Since one of the major category or group of tourists coming to Famagusta are students, the protection of historical places and the efforts made to conserve them have always been the subject to attention and care for environmentalists. Based on the sayings of some respondents, the harms to the physical environment and historical places have increased. Respondent number 13, an official tour guide has witnessed some instances of the harms to the historical places in the city which he expresses in this way;

“One day when I was on an excursion with a group of tourists coming from Europe to see the old town of Famagusta, which is among the oldest stone buildings, supported by the world heritage organization... I saw a group of young guys on the entrance of Magusa Kapisi, carving with a stick on the stones of the wall of the castle. Well actually I am not sure if they were students or not but definitely such examples have increased in recent years more specifically after the student flock in the city of Famagusta...”

Another respondent, number 18 who is an academician, mentions the increase in level of pollution of beaches in the city of Famagusta, he adds;

“There was a time when you wanted to go to the beach for swimming there were only a few of local people. For example Glapsides beach, every time that you go there are lots of students around you. Unfortunately some of them they don't care about environment... I have seen some of them leave their food leftovers or garbage, cans, bottles or plastics on the beach. This can definitely pollute sea and beaches...”

### **4.3 Positive Environmental Impacts**

The finding of the study does not show any significant positive environmental impact of the development of educational tourism and student tourism in the city of Famagusta. The respondents have their own opinions toward this issue. For example respondent number one as an environmental consultant and university instructor points out;

“I don’t see any positive environmental impacts. No ... actually students don’t care that much. They are not going to involve in environmental actions and activism or campaign to educate the local. They are only worried about their own affairs. I don’t see any positive impact on the environment. The environmental issues first and for most depend on the residents and local government and their laws, their regulations, their affairs and their information and if they do something for environment students will also do. Students have no choice but to follow and respects those laws and regulations. It is not vice versa.”

Also respondent number 15, an environmental consultant, to some extent agrees with the above idea. He states;

“Students are not gonna do anything for environment here, but the local people and government actually can give awareness and knowledge and probably promote environmental awareness among students. Because 99% students coming here they don’t have that much awareness about environment and they are not environmentalists to campaign. We have not seen any students’ environmental organization or campaign.”

One other issue that respondent number 4, as an environmental consultant mentions is that;

“It is believed that tourism development can bring great financial earning and consequently infrastructures will improve in that city or country, but for the case of North Cyprus and Famagusta, there is no such a thing... each year lots of students from abroad are coming to Famagusta but where are all those money going? No improvement, no transportation system, nothing...”

## **Chapter 5**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Discussion**

This chapter of the study tries to figure out and compare the results of the current research in the findings section with the ones in the previous studies that have been already discussed in literature review section. The important aim of this chapter is to present and discuss if the results or findings of the present study is related or consistent with the previous findings. To the best of researcher's knowledge, there are no empirical research on the issue of environmental impacts of educational tourism, therefore the results and findings are going to be discussed along with the other types of tourism impacts on the environment, since educational tourism or student tourism is considered as a subtype of tourism.

The findings of the study demonstrate that educational tourism development in the city of Famagusta has resulted in high pressure on the environment and also negative environmental consequences has raised due to tourism activities. This finding of the research is in line and consistent with the results of the research by Hunter and Green (1995) who find out that in areas where tourism has rapidly grown, there is much pressure on environmental resources and as a consequence loss of environmental quality.

The results of the analysis of the study revealed that the overdevelopment of educational tourism in the city of Famagusta has both affected water in quantitative way and qualitative. According to the present study findings, the area is facing fresh water scarcity because of the high pressure on water consumption and also the problem of water pollution resulted from the dump of wastes and garbage into the water, machine oils and also the salination of water which means the water is getting more salty. This fact is in consistent with the findings of the study done by Mieczkowski (1995), showing the impact of tourists activities on water pollution and quantity of water, especially in Mediterranean region.

The study findings indicate that the incremental stream of coming students to the city has resulted in mass building and construction for the accommodation or other educational tourism facilities which is not necessarily based on a proper plan. The result is in consistency with the findings of the researches done by Farooquee et al, (2008) and Lickorish et al, (1997), which state that improper construction management to build touristic related facilities leads to land misuse, an unattractive environment and also visual pollution of the area.

According to the findings of the current research, the presence of too many cars in the city of Famagusta and the increasing number of that after an increase in the number of student has resulted in more traffic jam and congestion problems in the city. This fact is in consistent with the findings of the researches done by Tatoglu, 1998; Brunt and Courtney 1999; Johnson et al 1994; King et al 1991; McCool and Martin 1994, cited in Andereck et al, 2005, in which they all agree on the issue that tourism overdevelopment leads to traffic problems.

The results also made it clear that unorganized and improper educational tourism development in the city of Famagusta has accelerated energy consumption in the area to heat and cool and also have increased the level of petrol consumption and fossil fuels which consequently increases hazardous gases in the air to make it polluted. It is in line with the findings of the study by Andereck (1995) which recognizes private cars emissions and heating systems as the main contributors to air pollution.

One other outcome of the study is that the increased population of the city of Famagusta and increasing number of cars and shops and other facilities related to the youth has resulted in an increase in the level of noise pollution in the region. This fact is consistent with the finding of the research by Green and Hunter (1995), who found out that overdevelopment of tourism results in increased noise pollution.

The results clarified that building coastal facilities along with misuse of beaches like leaving trashes and wastes on the beaches has increased the pollution of sea and has endangered the life of sea habitants. Due to the respondents opinion this has increased in recent years and after the development of EMU. As illustrated by Hussey (1989) and Mieczkowski (1995) that leaving wastes and trashes at the beach is a way that disturbs coastal regions by tourists, this finding is consistent with the results of the present study.

The findings of the study made it clear that the growth of the population of the city of Famagusta has increased the level of harms to the historical places and monuments. This result is consistent with the findings of Lickorish et al, (1997) and Tatoglu (1998) that identified tourism overdevelopment as significant contributors to demolishing fragile historical places.

According to the findings of the current study and based on the responses of the interviewees, there is no significant impact of the educational tourism development in the infrastructures of the city, no improve in the public transportation system of the city and parks and green spaces, which can be good for both tourists and the local residents. Therefore the results in this section are in contrary with the findings of Godfrey et al, (2000) and lickorish et al, (1997) that identified tourism development as a major element and contributor to renovate transportation system and infrastructures of the region.

## **5.2 Conclusion**

The study aimed at assessing the environmental impacts of the constant developing educational tourism in Famagusta and the University of EMU which hosts lots of students from all around the world. From the time that the Northern part of island separated from the Southern part in 1974 and isolated, due to the heavy embargos imposed to the Turkish Republic of North Cyprus (TRNC), many economic problems occurred for Northern Cyprus as an unrecognized country in the world. The governors found the best remedy to evade from the difficult situation in developing educational tourism mostly in the city of Famagusta. Today the University of EMU is known as the biggest university of the whole Island. Applying this politic definitely brought lot of revenues for the TRNC, still it has had some environmental consequences for the city and local residents as well.

The current study results and the former studies discussed in literature, show the significant positive contribution of tourism development on the economics of a country. The same phenomenon is true for North Cyprus after the development of the University of EMU and presence of a huge population of educational tourists in the

city. But besides all the positive economic or socio-cultural impacts that tourism concentration has brought to the region, still some important issues need be taken into consideration.

Regarding environmental consequences of tourism development, the study reflected that more negative impacts are imposed to the environmental elements in the city of Famagusta and the region than positive ones. The negative impacts range from environmental pollutions as water pollution, air pollution, noise pollution, beach pollution, detriment to historical places and physical environment, loss of natural area and water resources degradation. Therefore the findings of the study seem compatible and in line with the findings of the studies done by scholars mentioned earlier in chapter 2 and 4. Based on the literature and theoretical investigations done by former scholars, the negative impacts of tourism development and tourism concentration can be diminished if both tourism managers and policy makers get involved in the planning process and decision making for tourism development purposes. What Nemeč Rudež and Vodeb (2010) is suggesting as a solution to remove the obstacles and negative impacts facing tourism development seems quite logical and appropriate for the similar cases like Northern Cyprus and also for the findings of current study. According to them, tourism policy makers of a destination together with the tourism managers and companies should have a collaboration to develop sustainable and environmentally-friendly tourism while it enhances the socio-cultural and economic situation of the destination as well (Nemeč Rudež and Vodeb, 2010). Also there should be regular efforts to measure the residents' perception toward tourism development as well to apply any changes. In order to move forward in direction of making environmentally-friendly tourism concentration in the region, some suggestions are presented in the following section.

### **5.3 Implications and Suggestions**

The results of the study highlight the escalated negative environmental impacts of educational tourism development in the city of Famagusta after the development of the University of EMU. The findings can be used by the planners, tourism managers, governors, practitioners and scholars who are studying and developing the tourism industry and more specifically educational tourism in North Cyprus.

The study revealed that tourism development in the city is suffering from a proper plan, which is imposing several negative effects to the nature and environment in Famagusta. In order to improve the environmental situation in the city of Famagusta, there should be an active role for the university, for the local government and the NGOs. University, local government, NGOs and private sector will have to come together and agree on an environmental plan and eventually translate it to some kind of laws and regulations, through education and also through campaigns. Considering the air pollution, water pollution and noise pollution increase in the city, the residents can use solar to heat to cool, but even some of the buildings do not have the panels. That can be a law and the local government can mandate people and developers to install solar panels or the government can provide the residents with some solar panel facilities in order to reduce the energy consumption and consequently reduce in air pollution.

In case of environmental or beach pollution, there can be some charges and punishments for the pollutants and then those charges be used for the environmental protection efforts.

One other important issue is that lack of plan or regulation in the construction of buildings will result in the destruction of nature, land and flora and fauna. There should be some rules and regulations and standards for the constructors to pass in order to lessen the negative environmental impacts of construction and buildings in the region.

#### **5.4 Limitations and Future Studies Direction**

The study was conducted in the city of Famagusta, university town of Northern Cyprus, still there are some other universities in TRNC hosting international students as educational tourists. Future studies can consider this limitation in the current study and consider it in their researches.

Qualitative research method through in-depth interviews was applied for the purposes of the present study. Further studies can consider quantitative method to have more measurable data through statistical analysis of the host people gathered data or the ones involved in the environmental-related issues in order to have another sight of the way they perceive educational tourism impact on the nature and environment around them.

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