

**An Empirical Assessment of Students Perception of
Host Community Toward Town Loyalty; The Case
of Famagusta, TRNC**

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ABSTRACT

This study is analyzed the effect of different university related variables such as university-related antecedent, town-related information, town related offerings and town related facility on the students town loyalty through university/college reputation, student town reputation and student town satisfaction and switching costs. This study has been conducted among the 250 international students of Eastern Mediterranean University (EMU), Famagusta, North Cyprus.

This study analyzed the data through use of SPSS analysis, and Pearson correlation. The findings of the study are mentioned that all of the relationship is positive and significant. All of hypotheses are supported. University and destination managers should be careful about the university related information, performance, facility and service to the students due to the fact that the quality of the service directly and indirectly effect on the student loyalty to destination and university and decreasing cost. The managerial implication and limitation of the study mentioned at the end of the study. Student loyalty is used as the dependent variable due to its important in the continuous performance of the town and university. All of the hypotheses study are supported.

Keywords: University Reputation, Student Satisfaction, Switching Cost, North Cyprus.

ÖZ

Bu araştırma üniversite ile ilişkili antesedanın, şehir ile ilişkili enformasyonun, şehir ile ilişkili arzın ve şehir ile ilişkili olanak ve imkanların, üniversite itibarı, öğrenci şehir itibarı, ve öğrenci şehir tatminiyeti ve değiştirme maliyetleri doğrultusunda öğrenci şehir bağlılığı üzerindeki etkisini incelemektedir. Bu araştırma Kuzey Kıbrıs, Gazimağusa, Doğu Akdeniz Üniversitesindeki 250 uluslararası öğrenci ile gerçekleştirilmiştir.

Bu araştırma, verileri SPSS analizi ve Pearson korelasyonu üzerinden analiz etmiştir. Araştırmanın sonuçları bahsedilen bütün ilişkiler arasında pozitif ve önemli olduğu yönündedir. Bütün hipotezler desteklenmiştir. Üniversite ve hedef idarecilerinin, öğrencilere sunulan üniversite ile ilişkili enformasyon, performans, tesis ve hizmet konularında, sunulan hizmet kalitesinin dolaylı yada doğrudan olacak şekilde öğrenci sadakatinin, hedef ve üniversite ve azalan maliyetler üzerindeki etkisinden ötürü dikkatli olmaları gerekmektedir. Bu araştırmanın yönetsel içeriği ve kısıtlamalarından araştırmanın sonunda bahsedilmiştir. Öğrenci sadakati, şehir ve üniversitenin performans devamlılığındaki öneminden ötürü bağımlı değişken olarak kullanılmıştır. Bütün hipotezler desteklenmiştir.

Anahtar kelimeler: Üniversite itibarı, Öğrenci tatminiyeti, değiştirme maliyeti, Kuzey Kıbrıs.

DEDICATION

I would like to express my immense gratitude to my family, without their constant encouragement and support. This could not have been achieved and completed. Thanks to my parent and my dear sisters and brother for their continuous help.

To My Family

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Chapter 1

INTRODUCTION

1.1 Theoretical Background of the Study

Most of the destinations nowadays try to attract tourist regarding their potentials and facilities (Kotler, 2001). Tourism as their economic benefits attracts the attention of the many destination managers. One of the most popular types of tourism is the student/tourists that attract many tourists to the destinations for higher educational purposes (Woo & Uysal, 2013).

Student-tourist is mostly happened for developed destination, but other destinations also started to attract international students to their countries for many different reasons. Unfortunately, some of the countries fail to provide the sufficient facilities and services to keep their students, so many of the students after period of time decide to migrate to other countries. This problem negatively affects the life of destination and its residence that are depending on international students' expenditure directly or indirectly (Bashir, 2007). This study tried to understand the effects and problems in educational destination to find the gap between students' perception and their actual experience.

Tourism as a widespread industry penetrates into every single nation. In every nation, a different issue is affected on tourism industry. For example in student based countries, students' cultures, and social behaviors have impact on the community

social and cultural dimensions. In some nations, the relationship with host and guest community is friendly and close while in others is not. Attraction of the destination and existence of local facilities are the most important reasons to anticipate in tourism activities (Nesset & Helgesen, 2003).

Based on empirical studies, some of the communities see tourists as their enemies regarding the use of their energy, natural resources, and local facilities. Some of the local communities believe that tourists should be separated from accessing local facilities, but others believe that with presentation of local facilities tourists can experience the local essence of the destination called as tourism (Helgesen & Nesset, 2011).

Recently more and more types of tourism are spreading all over the world in the destinations due to the tourism different sort of benefit for the nation. Nations try to attract tourists for experiencing some sort of activities. One of the most common types of activities which attract tourists for a long time with great economic benefit for the community is educational tourism (Kim, 2001).

Regarding the economic inflation of 2008, most of the destinations have been trying to benefit from tourism to recover their economic aspects, so little attention is making with cultural and geographical dimensions (Kotler & Keller, 2012). This study tried to evaluate the Host-guest relationships in educational tourism-students' perception of the host community. The case for analyzing this issue is from university town of Famagusta, North Cyprus, TRNC. Like any other study, this research has some aims to recognize the effects of some issues and criteria. This

study pursues to evaluate the effects of student-tourist impacts on host community. That is, undermining the students' perception and experience from destination.

Second is measuring the gap between student expectation and experience in Famagusta, Cyprus. Cyprus as the educational based tourism attracts many student-tourists yearly.

Another aim of this research is to evaluate the fact that how is the host community behavior with student-tourists. In most of the destinations, host community see tourists as their enemies for the use of their resources and changing their culture and traditional ceremonies. So this issue is important for in-detail consideration.

Next is recommending strategies to improve the tourism plans for more future tourists. Destinations should be aware about the effects and causes of decreasing and increasing number of tourists.

The last purpose of this research is to evaluate the changes in behavior and quality of contact between the students with host communities. University-related antecedent, town-related information, town-related offering, and facilities, reputation of the university and student town effect on the satisfaction and loyalty of the students while decreasing the switching cost of the students to another educational destination. Analyzing this relationship can give us feedback for further justification.

1.2 Significant of the Study

There is a few researches that investigate indicators of student town loyalty (Helgesen et al., 2013; Helgesen & Nettet, 2007; Thomas, 2011). Student loyalty is one of important factors in development of the town. This empirical research

investigates the effect of university reputation on student town satisfaction, which has ignored in past studies. This study presents useful implications for decision makers and managers to enhance the loyalty of the student who used various resources/services to become an educated and expert person.

Helgesen and Nettet (2011) measured the relationship marketing and management between higher education managers to recognize the drivers for student loyalty and satisfaction to the educational tourism. Adnett (2010) considered the growth of international students in developed countries from higher education based on economic inequality. This study aims to measure the gap between perception, experience and final outcome of students in educational destination in Famagusta, Cyprus.

The model of this study adopted from Helgesen, Nettet and Strand (2012) in the case of Norway but this study tried to duplicate the model in the case of Famagusta, Cyprus to find the differences and similarities for better generalization.

1.3 Methodology

Researcher will try to collect the data from students studying at Eastern Mediterranean University regardless of their educational level at Famagusta, Cyprus. Descriptive Statistics are going to be used to present quantitative descriptions in a manageable form by administration of Likert-scale rating from 1-5 scaling (strongly agree-strongly disagree) (Trochim, 2006). Structural Equation Modeling (SEM) used to analysis measurement and hypothesized models. The findings provided sample evidence about community's perception regarding the nature of impact as well as the rational for such perceptions. Validity and reliability of the study have been checked.

As a result this study will propose a guideline of strategies for destination managers and organization to consider the effects on indicators of student town loyalty.

1.4 Organization of the Study

This study contains six chapters. The organization of the chapters is as follow; the first chapter is called introduction including the theory, problem statement, methodology, and significance of the study. Second chapter titled literature review includes the information about the host-guest relationship.

Third chapter is about the tourists' perception, and perception theory with presenting models. Fourth chapter is about the case of the study. Fifth chapter contains methodology, data collection, results, and finding of the study. Last chapter titled conclusion including discussion of the study, conclusion, implication, and limitation and future direction of the research. At the end of the study complete references and appendices will be attached.

Chapter 2

LITERATURE REVIEW HOST-GUEST RELATIONSHIP

2.1 Host-Guest in Tourism

The host-guest relationship is an important social phenomenon. This study tries to conceptualize the relationship between host-guest through tourism and hospitality lens framework (Causevic & Lynch, 2009).

Many scholars tried to define the relationship between host and guest. According to Lashley, Lynch and Morison (2007), host-guest relationship means a social transaction between host and guest in any civilized society in which host takes the responsibility for caring and managing a guest and in return guest reject or accept the authority of the host. In this relationship both of them should accept to respect to each other.

Most of the definitions in empirical studies emphasizes on the concept of hospitality between host and guest. Hospitality made the transaction between host and guest easier. Also, hospitality makes the transaction of the culture between host and guest in a friendly manner (Lashley, 2000).

Based on Lashley (2000), hospitality transferred the feeling of hospital, generosity, and respect to the guest. Daruwalla (2007) stated that the base for having good relationship between host and guest is hospitality and culture. Hospitality is the

transactional and negotiated act between guest and host; it can be explained as transgressive in nature including physical, symbolic character and psychological (Daruwalla, 2007). Different studies evaluated the host-guest relationship in different countries. Tucker's study (2003) analyzed the host-guest relationship in small rural hospitality makers in north of New Zealand; he found that host-guest relationship is very strong with evidence that guest are relaxed and like "friends" during their stay with the host community. In New Zealand, host at the start of the stay make and shared jokes with guests. They also shared some related anecdotes of other previous guests' errant behavior and performance to inform the guest from social norms.

In the case of New Zealand, host and guest seemed to convince the social obligation in the mutually established relationship although host exerts some sort of control for their relationship with guest.

According to Guerrier and Adib (2000), hospitality services include series of complex negotiations between service providers and guest about the acceptancy of behavior. When the guest and host's expectation are in the same line with each other, their interaction is a satisfactory feeling for both, but some providers would hurt if guest step over the boundaries.

2.1.1 Hospitality and Host-Guest Relationship

In host-guest relationship, hospitality is the central due to its various facets in terms of interpreting the relationship. Hospitality defined as the relationship between two different social and cultural roles-host and guest. This relationship is non-commercial and voluntary (Marry, 1990).

A good relationship between local hosts and tourist is essential for the long term development of tourism destination (Ap & Crompton, 1998). The relationship between host community and tourists is mainly affected by the socio-cultural impacts that are caused due to tourism development (Smith, 1995). The variation in the relationship between hosts and tourists depends on the level to which the benefits of tourism are perceived to exceed costs (Faulkner & Tideswell, 1997). In other words, this means that if the tourism industry brings in benefit rather than cost to the host community, the relationship between both parties would be much stronger. Smith (1989) conclude that contacts between tourist and host community if different cultural background take the form of direct face to face encounters between tourists and host of different cultural groups. The interaction between hosts and international guests raises another issue linked to cultural tolerance. As argued by Bochner (1982), the mutual understanding between cultures can create an opportunity for acquaintance leading towards enhanced understanding and tolerance and, consequently, reduce prejudice, conflict and tension between hosts and tourists. This type of contact is experienced by tourists when they travel from home culture to a host culture by hosts when they serve tourists from a foreign culture. That is, both tourist and the host community participate in exploring each other's culture. Tourist exploring the host culture by learning and exploring it and on the other hand the host community is interacting with tourists, who are of foreign cultures.

2.2 Tourism

Tourism is the act of travel for different sort of purposes such as leisure, family or businesses purposes, recreation and etc. for determined period of time. Tourism mostly associated with international travel but traveling to another place inside the border is also called tourism. Tourism almost is about leisure activity. Tourism can

divided into two category of inbound and outbound tourism. These two categories also called domestic and international tourism. Both of these categories contain incoming and outgoing tourism. Tourism largely affected on the payment balance of the country as the major income source.

2.2.1 History of Tourism

Tourism was firstly for wealthy classes who decided to travel to distant part of the world to see works of art, new buildings, experience new culture and lifestyle, taste different types of cuisine, and learn new languages. In the Roman Republic, some sort of traveling such as medical spas and Baiae were allocated to rich people.

Tourism started at the age of antiquity. By the middle ages, the tradition of pilgrimage in some religion such as Islam, Christianity and Buddhism have been started which called as hajj.

By passing time, modern sort of tourism has begun as traditional trip around countries which at first commenced in Europe mostly among upper class and young people. After adventures of large-scale train rail in 1840s, it had been served as the opportunity for educational travels among nobility and wealthy British families.

2.2.2 Impacts of Tourism

Researchers divide impacts of tourism into three sections as environmental, social and economic impacts of tourism. Brief explanation of all of these three impacts is provided as follow:

- Environmental: tourism values the importance of the natural and man-made environment as the essential aspect of its activities. Tourism has the complex relationship with environment. Tourism's activities can bring destructive impacts on the environment. Tourism can also construct and improve the

general infrastructure of the environment such as roads. Most of the scholars believed that tourism destroy the environmental resources of the destinations. On the other hand, tourism recently starts to develop new types of tourism which will be explained later on to protect and conserve the value and quality of the environment (Hussain, & Dalotra, 2014).

- Social impacts of tourism include the direct and indirect effects of guest/tourist on host communities. Tourism brings about changes in value systems and behavior and most of the time threatens indigenous identity. Some of the critics believed that tourism added value to the host community culture and social aspect by promoting their cultures among the tourists.

The study of impacts from tourism on local communities takes in a range of literature that includes both the positive and negative effects of hosting tourists to a community. Andereck and Vogt (2000) point out those residents of a tourist community differ with respect to the impacts resulting from tourism development. However, researchers agree that a necessary condition of successful tourism development strategy is the inclusion of residents of the entire community if tourism investment is to yield substantial returns (Allen et al., 1993; Jurowski & Uysal, 1997; Snepenger & Johnson, 1991).

Tourism is a socio-cultural event for both the guest and host and the contact between host and tourists can be beneficial or detrimental to the host community depending upon the difference in cultures and the nature of the contact (Murphy, 1985). Tourism development also affects the social, cultural and environmental aspects within a destination. Socio-cultural impacts are concerned with the ways in which tourism is

contributing to changes in value systems, individual behavior, family relationships, collective lifestyles, moral conduct, creative expressions, traditional ceremonies and community organization (Pizam & Milman, 1984).

Host community has always been viewed as victims having to accept the social and cultural changes that are brought by tourism development (Sharpley & Telfer, 2002), while guest who imposes their own values on the host communities are viewed as the villain.

Socio-cultural aspects within a destination may be positively affected through increased tourism Research (Ap & Crompton, 1998; Easterling, 2002) suggests that tourism brings an increased understanding of other cultures, and strengthens the cultural identity of the host destination and increases community pride.

Furthermore, tourism development increases and promotes cultural exchange between tourists and residents. Tourism can also be a force to preserve and revitalize the cultural identity and traditional practices of host communities and act as a source of income to protect heritage sites (Easterling, 2002). Tourism on the socio-cultural aspects can contribute to the revitalization of arts, crafts and local culture and to the realization of cultural identity and heritage. In order to attract more tourists, architectural and historical sites are restored and protected (Inskeep, 1991).

According to a study by Isik (2005) in Denmark, it was common that local people are not happy because tourism narrowed their alternatives of life, they do not have jobs, for children and the youth there are no activities for fun, no cinemas and entertainment. Life is too monotonous. Many years ago, citizens were very happy;

there was a perfect friendship between the neighbors but now they do not even greet each other. However, the same study was carried out in Güzelçamlı in Turkey reveals that hosts are very happy with tourists and every summer they organize festivals to get more tourists.

From a cultural perspective, tourism development and the appearance of tourists could cause a series of changes in host communities, such as increased price and identity, cohesion, exchange of ideas and increased knowledge about cultures (Stein & Anderson 2002). In other word, meaning that the host community will gain in about the tourist culture, helping them to expand their knowledge. Other changes included assimilation, conflict and xenophobia as well as artificial reconstruction (Besculides, Lee & McCormick, 2002). Relevant literature acknowledged that perception of host community on such impacts ambivalent that is they have a feeling of both hate and love towards changes occurring with the tourism development. To others, the cultural changes caused by tourism “threatens to destroy traditional cultures and societies” (Brunt & Courtney 1999, Pg. 495) and to others it represented “an opportunity for peace, understanding and greater knowledge” (Brunt & Courtney 1999, Pg. 495). With an expansion in the international tourism, the contact between guest and host would increase automatically. Such an increase would deepen the cultural impacts of tourism on host communities. In an extreme situation, the host communities could become culturally dependent on the tourism generating country (Sharpley, 1994).

When the tourism has expanded to communities, it may have something in local destination to change for survival and response the tourist’s needs. Firstly, Human behavior referred to the manner in which human beings act and conduct them; the

ways in which they work and play, react to the environment, perform their functions and responsibilities, and do things in their daily lives (Hasenfeld, 2009).

Key market forces directly affecting the demand for, and supply the distribution of, tourism products and services, include:

- Consumer knowledge of tourism possibilities, and tourist requirements
- Destination product development, and products/services development by the private sector operators
- Trends in the structure of the travel and tourism operating sector
- Marketing
- Supply of skill and experienced human resources

Furthermore, Janer (2012) referred Maslow's well-known hierarchy of need, which shows that humans need satisfy the most basic physiological and emotion needs before they can seek creativity and address morality, eco-tourists must first be assured that they are purchasing a product of high quality before they consider whether it is environmentally or socially responsible.

- Economic: the economic impacts of tourism is one of the most important issues attract the attention of the all destination. Tourism brought monetary value to the destination with circling and injecting great amount of money to the destination. Nowadays most of the destinations' economic is mostly depend on tourism. Tourism improves the infrastructure and service quality of the destination (Archer, & Fletcher, 1996).

Tourism industry develops series of the types in a friendly manner. In here some of them explain shortly.

2.2.3 Types of Tourism

As tourism has developed by the ages, new forms and types of tourism has expanded for meeting the purpose of all social classes. Modern day tourism divided to winter, mass, and adjective tourism (Ness, Debattista, & Bensby, 2014). Recent form of tourism development includes new types of tourism in an environment friendly way such as:

- Sustainable tourism: this form of tourism aims to provide tourism activities for a long term in a friendly manner.
- Ecotourism: ecotourism is the environmental friendly tourism which the health and care of the environmental aspect of the destination is the basic attention of the tourism managers.
- Medical tourism: this form of travel is based on providing better types of medical services in another destination. Sick people travel to other destination equipped to better developed medical facilities for recovery.
- Educational tourism: educational tourism is the core concept of this study and will be explained in detail later.
- Creative tourism: destinations develop some sort of creative building, ceremonies, activities and performances to attract tourists to their destinations.
- Experiential Tourism: Experiential tourism depends on the sort of discovery and adventures.

- Dark tourism: Dark tourism is for those destinations that experienced war, death, and isolated area. Tourists go there to see the destinations and the effects of war.
- Social tourism: This type of tourism is providing recreation and educational services for those who are unable to travel to other destination. They provide small hotels and scholarships for unable people supported by church and charity centers.
- Doom tourism: These types of tourism id also named as tourism of doom or environmentally threatened places which happened in the natural environment for limited period of time.

2.3 Educational Tourism

Educational tourism develops due to the availability of better learning knowledge, technical competency, and high level of teaching techniques in other countries. The main aim of this type of tourism is to learn about destination culture, society and market next to study tours, work and professional learning skills in different environment (Padurean, & Maggi, 2011).

Edu-tourism describes the event in which individuals travel across international borders to find intellectual services. In a globalized world due to the competitive daily life, where the access and offer of educational services increases and where knowledge sharing methods takes similar shapes, the importance of novelty gains essential meaning (Padurean, & Maggi, 2011). People are looking for something new, new experiences, social norms and cultures. Countries around the globe are channeling more funds in education for the purpose of tourism; most of the institutions tend to launch their programs using the English language in order to

increase their market share (Padurean, & Maggi, 2011). Since, the demand for advanced tutoring tends to be competitive if it is offered in English. Ushering educational programs in English opens an institution increases competitive advantage and serves as a gate way to reach more audiences (Padurean, & Maggi, 2011). In the following chapter, educational tourism will be explain.

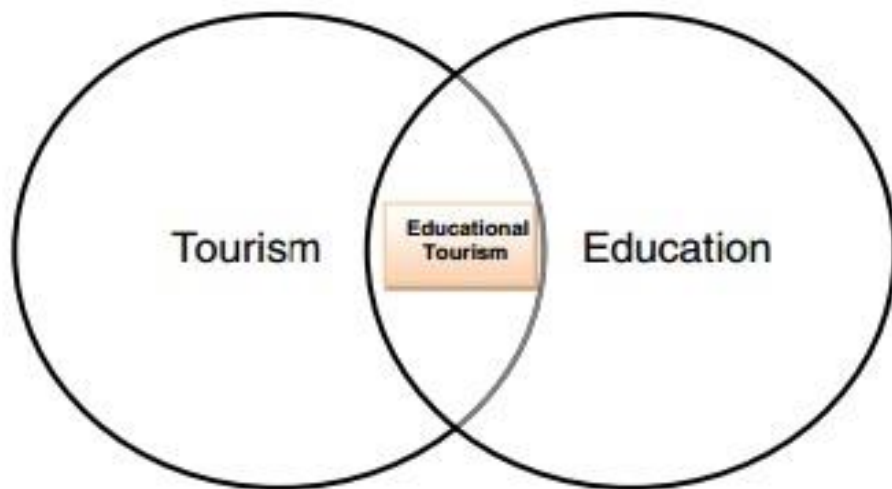


Figure 2.1: Edu-Tourism
Source: Abubakar et al., 2014

2.4 Tourism Planning

Based on the World Tourism Organizations' Hainan Declaration in December 2000, it is noted that one of the reasons for the failure of tourism planning in the past can be attributed to the lack of consultation with the local residents (Al-Ansari et al., 2014: According to Williams and Lawson (2001) and Gursoy et al. (2002), research on residents' reactions to tourism can help tourism planners understand why residents support or oppose tourism. Such information can help planners select those developments that can minimize the negative impacts and maximize support for tourism development amongst certain members of the local population. It has now become widely recognized that planners and entrepreneurs must take the views of the host community into account if the industry wants to pursue the goal of sustainable

development (Allen et al., 1988; Ap & Crompton, 1993). Success of a regional tourism development plan depends on the successful involvement of the community (Inbakaran & Jackson 2006). Difference between success and failure could be location or temporally based so this research aims to set the foundation for continuing studies and inform local policy makers, planners and managers. This is particularly relevant in light of recent changes to local government structures in the region. Moreover, the successful development of a tourism industry requires effective planning that both recognizes tourists' demands and emphasizes the values of the local host community (Lankford, 1994).

Agrawal and Upadhyay (2006) have mentioned the positive effects of tourism in national economy. Gautam (2009) has also stated the more earnings of foreign exchange; job opportunities increase revenues in the national economy which is very worth for the overall development of country.

Egbali and Bakhsh (2011) have mentioned the positive and negative sides of the tourism. Due to the income generated from the foreign currencies, the country will get an advantage to conserve its natural resources and preservation of cultural heritages. Also, the disadvantage of destruction and pollution of natural environment like building the airports, hotels, and etc. seasonal work patterns, changes in life style of people to adapt foreigner's culture, the more garbage's created by tourists that can lead to more chances of epidemic diseases as well as deterioration of culture (Egbali & Bakhsh, 2011).

Jiang (2008) has also claimed that whether the tourism based on developmental or anti-developmental and either effects on lucrative or contradiction. Also, the socio-

cultural change is difficult to measure approximately such as loss of culture, corruption and ethnicity may occur intellectual measurement.

Another study by Khanal (2011) has argued that even though it effects on lifestyle of people and behavior, there are more positive effects for it for the future developments in particular regions of Nepal; for example, Bandipur is renowned for its cultural and natural sites. The infrastructures of roads, electricity and restoration of temples are possible due to the incomes from tourism.

Raghu (2009) has pointed out that tourism also caused direct and indirect costs to the economy. Increased demand for imported goods and products raises the higher price in the shops and it becomes impossible to buy for the consumers. Overdependence on the tourism might create risks in the economic instability and the country has to suffer mainly the local people. More focus on urban areas lead to differentiations in wealth terms and the increase in migration from rural areas. The worst habit like casino will be practiced in Nepal even though the people are not allowed to enter but this culture will ruin the economic status of people of Nepal. Likewise, growth in use of alcohol products will be raised. Overuse of historical places like car parking, road construction, etc. will damage that areas but if used in right way then the tourism fund will help to restore these sites and also the development of museums and preference to religious festivals gives positive impacts (Hunter & Green, 1995).

Pandit (2012) has also explored that the tourism industry is versatile with its direct sectors including hospitality and food industries, local handicrafts and indirect sectors are uncountable on society. It brings more recreational activities such as parks, entertainment, etc. which provides jobs for the people. On the other hand, the

economic impacts related to direct (restaurant invoice), indirect (expenditures) and induced (employees' salaries to spend in their daily lives) impacts. The negative impacts will be inequality among jobs. The people related to tourism sector earn more than others. For example more women are inclined towards sex tourism by Bhatt (2006). On the contrary, the parking fees, hotel and government taxes paid by the visitors will be collected in terms of revenue and contribute to the development of that area and local economy with deduction of imports such as food, secondary supplies, etc. based on Godfrey and Clarke (2000). Moreover, they have reflected that tourists are kind of marketing way if they get warmth and hospitality as expected of they will tell to their friends to visit in the country, is a positive challenge.

Also when the two cultures meet together, mostly the host community realizes the importance of their culture because of the appreciation by other ones. The positive attitude develops between them which help to realize them of their importance of their cultural values and start to conserve it. More number of tourist's arrivals helps to preserve the ancient tradition as they learn and like it and gives more preferences as by Mrababayev and Shagazator (2011).

According to Bushby et al. (2001), economic costs related to inflation, opportunity costs, dependency and seasonality where jobs available only part of the year creates negative impacts. Hall and Page (2014) explored that the analysis of host-guest impacts can be focused on the differences of the nature between the hosts and tourists in terms of social, economic and culture, the ratios, the visibility, speed and intensity of tourism development, etc. and the environmental effects such as architectural pollution, coastal pollution and destruction of eco-systems.

Mathieson and Wall (2006) investigated effects of socio-cultural impacts caused by tourism. The local people will imitate in terms of foreign language, dressing style and changes in the art forms for the imports.

Theobald (2005) has stated that there are little chances for local population to use the luxurious and natural facilities used by tourism as per-overcrowding of tourists. Also, the local culture and customs are exploited to satisfy the needs of the tourists. In contrary, 'demonstration effect' is replaced as 'Confrontation effect' which affects the moral standards of the people. The other effect is 'culture brokers' who speak the mixed language of host and guest. Marglin (2014) have illustrated the economic effects on investments and developments, revenues and incomes, balance and payments. The socio-cultural effects of mass tourism reflected in less developed countries like Nepal such as crimes and social problems. They have suggested that it can be managed through sustainable tourism (good relationships between hosts and guests) and bringing economic benefits to locals.

Hospitality and tourism industry is one of the biggest industries in the world, there are so many industries in the world but hospitality and tourism industry become the most successful industry day by day. Hospitality industry is the relationship between the guest and host and the tourism industry is the purpose of recreation, leisure and business. Hospitality and tourism industry is most diverse, exciting, challenging and important in any part of the world this industry offers more career and opportunities that are dynamic. There are so many elements in that industry the tourism industry.

The hospitality and tourism industry is actually the industry of the people but not to focus on those people who are our guests and customers but the people who are

served the guests and customers, so many people have involved in this sector and these people are no doubt the real assets of the company because without the employees, there would be no need for other assets and therefore when the good management takes care of its employees, the employees no doubt will be more motivated to take care of the guests and customers. There is the chart below to show how many employees are working in this sector in which hotels, restaurant, pubs, contract cater and tourism

Most politicians and managers use the word of “tourism industry” in their speeches. In 2006, tourism has been able to include around 10 percent of GDP, millions jobs, and 10 percent of the whole employment. This statistics has introduced as tourism as one of the biggest industries in the world. But, according to Lickorish and Jenkins (1987), tourism industry does not have certain and measurable output like steel industry or physical input energy; so some has defined tourism as “people movement” and demand pressure, not industry.

Many developing countries are looking to tourism as a potentially promising avenue for economic and human development. This is relatively a new position for some countries, and reflects the rapid increase in tourism in terms of both numbers of arrivals and revenues for several economies in recent years.

Smith (2013) concluded that it’s better to consider tourism as a collection of different industries. The main difference between tourism and other industries is that the tourists should travel in order to get the product, while other products are dispatched from to point of production to place of consumption. Dislike the touchable products

which can be put on the shelves, the product of tourism industry is fast perishable and can never be kept.

The more the coordination and cooperation between different sectors, agencies and other organizations in production of tourism product, the better the quality will be supplied and, so, the more the tourist will travel. According to Krippendorf (1987), wood industries process the wood, iron industries process the iron, and in tourism industry, the tourists are processed. In other words, what the tourist is provided with in a travel program is derived from the activity of tourism. The elements of tourism are generally categorized in five categories, including transportation and loading, food and restaurant, attractions and other services.

2.5 Tourism Industry

Tourism development is an expression that encompasses not only destinations, origins, motivations and impacts, but also the complex linkage that exist between all the people and institutions of that interconnecting, global supply and demand system (Pearce & Zahra, 1992).

It has been widely recognized that tourism development is a double-edged sword for host communities. Not only does it generate benefits, but it also imposes costs (Jafari et al., 2001). By evaluating these benefits and costs, host community develop their perception toward tourism. Tourism is an industry which uses the host community as a resource, sells it as a product, and in the process affects the lives of everyone (Murphy, 1985). In general, tourism development within a host community often impacts the community both in negative and positive ways. These Impacts have been well documented and are usually classified as socio-cultural impacts, environmental

impacts and economic impacts (Farrell & Twining-Ward, 2005; Liu, Sheldon, & Var, 1987; Liu and Var, 1986; Nepal, 2008; Pappas, 2008; Van Winkle and Mackay, 2008). Resident's attitudes will be positive if they can use tourism resources such as recreational facilities or if they perceive that tourism development will protect or preserve the environment (Inui et al., 2006). Conversely attitudes towards tourism were found to be negative if residents perceived the impacts as negative, or if the resources within a host community diminish as a result of tourist activity (Inui et al., 2006; Gursoy, & Rutherford, 2004). Tourism development initiatives usually center on the economic benefits derived from tourism. This typically includes job creation, taxes and other indirect income.

2.5.1 Elements of Tourism

There are certain elements or ingredients of tourism and these are what tourist considers before visiting a destination area they are as follows:

- Pleasing weather
- Scenic attractions
- Historical and cultural factors
- Accessibility
- Amenities
- Accommodation
- Safety and security
- Other factors
 - a. Guide/ escort facilities
 - b. Basic medical facilities
 - c. Electricity

d. Water

e. Communication system

2.5.2 Pleasing weather

Fine weather with warm sun shine is one of the most important attractions of any tourist place. Particularly good weather plays an important role in making a holiday pleasant or an unpleasant experience (Cooper, 2005). Tourist from countries with extremes of weather Visit Sea beaches in search of fine weather and sunshine. Due to this many spas and resorts along the sea coasts come into existence (Cooper, 2005).

In Europe, countries like Italy, Spain and Greece have developed beautiful beach resorts. There are many such resorts along the coasts of Mediterranean sea INDIA, Sri Lanka, Thailand Indonesia, Australia, Philippines and some other countries have beautiful sea beaches with fine weather are best examples where weather has played a prominent in attracting tourists. In some countries hill station resorts' have been developed to cater for the needs of tourists. The best example for this is Shimla.

2.5.3 Scenic attractions

No doubt scenic attractions are very important factors in tourism. Scenery consisting of mountains, lakes, waterfalls, glaciers, forests, deserts, is strong forces attracting people to visit them (Cooper, 2005). Thousands and thousands of tourists are attracted by the northern slopes of the Alps in Switzerland and Austria and the southern slopes at Italy and also Himalayan. Mountain slopes of India and Nepal.

2.5.4 Historical and cultural factors

Historical and cultural interest exercised tremendous influence over travelers. Large numbers of tourists are attracted every year by the great drawing power of Stratford on Avon in England because of its association with Shakespeare, or the city of Agra

in India because of its famous leaning tower. Large number of Americans and Canadians visit London because of its historical and cultural attractions (Cooper, 2005). So also the world famous caves of Ajanta and Ellora in India are visited by tourists because of its architecture and painting

2.5.5 Accessibility

Accessibility is another important factor of tourism. There should be accessibility for each and every location of tourist attractions. If their locations are inaccessible by the normal means of transport, it would be of little importance. All kinds of transport facilities are to be made available for such locations (Cooper, 2005). The distance factor also plays an important role in determining a tourist's choice of a destination. Longer distance cost much than to short distances.

2.5.6 Amenities

Facilities are very essential for any tourist center. They are considered necessary aid to the tourist center. For a seaside resort facilities like swimming, boating, yachting surf riding and such other facilities like deeming recreations and amusements is an important feature (Cooper, 2005).

There are two types of amenities viz. natural and man-made. Beaches, sea-bathing, fishing, climbing, trekking, viewing etc. are come under the former category. Various types of entertainments and facilities which cater for the special needs of the tourists come under the latter category (Cooper, 2005).

2.5.7 Accommodation

The need and necessity of accommodation cannot be ignored in tourist destination (Xu, 2010). Accommodation plays a vital role in this field. Many changes have taken place in accommodation recently. New types of accommodation, particularly, holiday villages, apartment houses camping and caravan sites and tourist cottage etc.

have become very popular (Xu, 2010). Usually a large number of tourists visit a particular spot simply because there is a first class hotel with excellent facilities. Today Switzerland, Holland, Austria and the Netherlands have gained reputation for good cuisine, comfort and cleanliness (Xu, 2010).

2.5.8 Safety and Security

Safety and security are vital to providing quality in tourism. More than any other economic activity, the success or failure of a tourism destination depends on being able to provide a safe and secure environment for visitors (Cooper, 2005).

2.4.9 Other factors

Besides the above factors, hospitality is one such factor among the variety of factors. It is the duty of the host country to be hospitable towards tourists. For this French and Indian governments have done a lot. A series of short films on various themes like “being courteous”, “cleanliness” and “welcoming” a visitor” were prepared and exhibited through a wide network cinema theatres all over the country (Cooper, 2005). Slogans like “welcome a visitor- send back a friend” were displayed at various important exists and entry points like railway stations, airports and seaports. Following the above methods, many other countries launched “Be nice” campaigns. It means that the tourists must be treated as friends (Xu, 2010).

2.6 Tourism and Host-Guest Relationship

Tourism has been a major source of intercultural contact. Research on many touristic countries suggests that their sociocultural structures have changed considerably under the influence of tourism (Bumsted, 2008). These changes, both positive and negative, have varied from country to country. The reactions of the hosts in the face of these changes have been quite diverse, ranging from an active resistance to a complete adoption of Western culture (Bumsted, 2008).

Tourism is a product that relies totally upon simultaneous production and consumption. The implication of this for the destination's host community is that it will come into contact with an alien population during the production process (Bumsted, 2008). This contact can be beneficial or detrimental to the host community depending upon the difference in cultures and the nature of the contact (Bumsted, 2008).

Tourism can develop and grow when host community has a positive attitude toward it and when they see their role in the process of the tourism development. At the point when a tourism destination is born, the quality of life of the local hosts goes through radical changes, which are not necessarily negative (Bumsted, 2008). Literature suggests that tourism development has created both positive and negative impacts on communities. As a consequence, community residents hold different attitudes towards tourism development. Residents who do not support the development of tourism have been identified in almost all segmentation studies concerning attitudes towards tourism, namely 'Haters' (Gursoy & Rutherford, 2004; Madrigal 2003), 'Cynics' (Williams & Lawson 2001) or 'Somewhat Irritated' (Ryan & Montgomery, 1994). Host communities do see new business opportunities in tourism and are motivated to explore them. At the same time, they know that some negative physical, cultural, social and economic impacts will emerge.

The most complex problems that accompany tourism development, reside in the relationship between tourists and local host. Furthermore, there are limits of tourism growth that are closely associated with the place capacity and with the quality of life in the local community (Madrigal, 2003). When these limits are exceeded, local residents develop negative attitudes towards tourism. When negative attitudes

become beliefs, tourism development obstacles appear. The beliefs of the local hosts become the most reliable indicator of the limits to the growth of tourism (Madrigal, 2003).

The choice of strategies to cope with changes brought by tourism depends on the sociocultural characteristics of the host community and the level of change affected by tourism. It is proposed that a previously homogeneous community characterized by a particular response to tourism becomes diversified and groups exhibiting different responses to tourism emerge within the community as a result of touristic developments (Madrigal, 2003).

This section draws attention to the host-guest relationship as a focal point in addressing rural tourism. It examines the implications of tourist visitors to rural areas becoming 'guests' in relation to their rural 'hosts', in the real rather than the tourist industry jargon senses of these two words. It also explores how the imposition of host and guest identities affect tourist experience and behavior in rural locales in view of the reciprocity, obligation and control that are inevitable part of the social exchange in the host-guest-relationship (Madrigal, 2003).

An improved understanding of both community attitudes toward tourism and host-guest interaction is vital for the sustainable development of tourism. However, there are significant research deficiencies and gaps in these two related research areas.

2.7 Cultural Impact of Host-Guest Interaction

Tourism is a source of interaction between individuals. In touristic destination managing the relationship between host and guest is important. Nature of contact with tourists can influence on attitude/behavior/value and perception of visitors

towards tourism. In touristic destination two forms of community always exists as host which are the local resident and guest or visitors (Sharpley, 1994).

There is always certain degree of possibility of conflict regarding the incompatible demands of host and tourists from each other (Sharpley, 1994). Tourist tries to interact socially with host community. Tourism tries to increase and improve the value of its historical and religious building in social interactions. Hosts due to the necessity adapt learning the foreign languages. They also develop stereotypical behavior toward visitors (Urry, 2002). The interaction between host and guest is not always friendly, when there is some sort of commoditization of religion and social degree conflict can be resulted. In terms of conflict, hosts avoid to have contact with tourists and try to develop the coping behavior. The conflict normally happens because of economic gap, and social differences (Burns & Holden, 1995). Economic gap may cause the local people to feel like the lower level in front of tourists. Social differences mean some sort of gestures and behaviors have different meanings in different cultures. Also there are some behaviors which are not acceptable in some societies. Existence of these behaviors can cause damages to the interaction between host and guest (Matheison & Wall, 1982).

2.8 Social impacts of Tourist-Host interaction

In touristic destination, tourism divides the internal community into two groups; first as those have the relationship with tourists and those who don't have any. Tourism has the potential to make the beneficial profit from lower and moderate level of tourism attraction and to make the development for the destination (Matheison & Wall, 1982).

Tourism provides benefits for employment among the local community. Flexible working hours are one of the most important factors of tourism. Tourism also provides better opportunity for women which can help women in terms of economic independency. Tourism can also instigates new and fast social changes. It can also make preference for profitable investment in profile centers rather than cost making centers. Availability of tourism opportunity and young visitors lure tourism development and social improvement in touristic destination. Tourism can also help the destination to fasten its development by improvement of infrastructures.

Tourism makes socioeconomic benefit at one aspect and dependency of social discrepancies at the other one. Overcrowding and congestion is the biggest problem. In response to community pressure for making changes, politically intercultural initiated by entrepreneurs or politicians is the solution.

2.9 Host

Hosts are those people provide hospitality in their home. The concept of home means “commercial home”. Commercial home can refer to the country of residence. Commercial home owners mostly have strong emotional attachment to their home (country or city) (Lynch, 2005).

Sherigham and Darulla (2007) draw the attention to the effects of hospitality between host and guest about the importance of place. The abstraction of hospitality makes the notion of exclusion and inclusion. Sometimes host linked himself/herself to the place and mean the place as their property with full control over it. In this case, place assert as the sense of host identity and also as a sense of self.

In this case, host has the authority to invite the guest, let the transgression of boundaries and guest can be welcomed. So that, guest understand the boundary of self, other and place of hospitality. Second, explaining and defining home, those who are included and those who are excluded are clarified. The one who is included is host and the other one who is excluded is defined as stranger (guest). So host should send the invitation and provide the condition of afford the welcome and entertain the guest with guarantee their returned. So that place is a mean to address the level of hospitality negotiation between host and guest (Sheringham & Daruwalla, 2007). Home as the physical setting of hospitality provide the stage for social relationship between host and guest.

2.9.1 Host community

According to Sherlock (1999), it is difficult to define the term “community” precisely; nevertheless, the word can be used to refer to a group of people who exist in one particular location. Aramberri (2001) suggests that “host societies are in fact communities, made of one piece”. For Williams and Lawson (2001) community is defined as “a group of people who share common goals or opinions”. “Host Community” is particular is defined by Mathieson and Wall (1982) as the “Inhabitants of the destination area”. Similarly, Swarbrooke (1999) defines it as “all those who live within a tourist destination”. According to Gursoy et al. (2002) and Williams and Lawson (2001), the community consists of different groups of people who live in the same geographical area, which does not mean they necessarily belong to the same ‘community’. In the light of the previous definition, it can be concluded that a host community consists of all those people in the destination, whether they are homogeneous or heterogeneous and regardless of whether the impacts of tourism are beneficial.

Tourism is an industry which uses the host community as a resource to sell it as a product, and in the process affects the lives of everyone (Murphy, 1980). The community as a product of amalgam of the destination's resources such as the tourism industry is dependent on the host community's hospitality, and therefore it should be developed according to the community's needs to desires. Before host communities begin development of tourism resources, it is imperative to gain an understanding of host's opinions regarding development. Tourism development in a community is not simply a matter of matching product supply with tourist demand local acceptability must also be considered (Menning, 1995). Moreover, it is the host community to who has a voice in concluding which tourism impacts are acceptable and which impacts are problems.

However, the host community is often the last to be notified of tourism development (Thyne & Lawson, 2001) and quite often they are not given a chance or encouraged to give their opinion on tourism issues.

2.10 Guest

Before examining the role of guest in host-guest relationship, guest definition and its area should be explained clearly. Guest is defined as someone stay on another person house, city or country for special period of time.

Rosenthal et al. (2001) represented the customer/guest as the multiplicity of roles which form the service relationship and shape the service providers' role. Gabriel and Lang (2008) took a similar meaning in their research about generalizing the consumers/guests concept and entity. Bolton and Houlihan (2005) echoed the necessity of humanity in host-guest relationship. Based on Bolton and Houlihan

(2005), customers/guest intended to engage with service providers for recognizing the economic and social actors in a society relevant activity.

Guest as the important role player in host-guest relationship determined the interaction direction and service providers' performance. After defining the guest (customer), the next important subject is guest behavior. Against Bolton and Haulihan's (2005) finding, Harris and Reynolds (2004) found the other side of guest behavior as "jay customer". Lovelock (1994) defined this term as those customers with thoughtless, abuse and problematic persons for firms, employees and service providers.

Harris and Reynold (2004) introduced eight types of jay customers as compensation letter writers, undesirable customers, property abusers, vindictive guests, service workers, oral abusers, sexual predators and physical abusers. Based on empirical studies, oral abusers are identified as the most common form of jay customers. After oral abusers, based on employee and service providers most common forms of abuse are undesirable customers, property abusers followed by physical and sexual abusers. These types of customers are unattractive and objectionable by organization managers and customer-contact employees.

Bishop and Hoel (2008) identified this problem as a result of imbalanced power between employee and guest although employee does accept this as a part of their job. Alongside of this, Tucker and Lynch (2004) represented the idea of "guest matching" which is the host-guest relationship being analyzed as negotiable and relational rather than transactional in guest favor.

2.11 Host VS. Guest

Smith and Brent (2001) defined two groups as “host” and “guest” through anthropological approach in tourism. Guests constitute the demand side of the tourism industry so service providers should understand their demands, expectation, motivation and satisfaction points (Wall & Mathieson, 2006). Simultaneously, host communities as service providers, sellers, craft persons and in short are residents (Scheyvens, 2003).

Host communities have rich knowledge about cultural, traditional and social interest for presenting to tourists (Yuksel et al., 1999). Local community members do not have complete control over the nature tourism direction and development of their communities whereas host communities through close interaction with guest have genuine information about the guest behavior, interest, and demands (Yang & Wall, 2009).

Reisinger and Turner (2003) found that host-guest contact can have both positive and negative impacts. Development of friendship, positive intercultural attitudes, social interaction and psychological change can result from host-guest relationship. Host-guest contact can also have negative effects such as stereotypes, isolation, and prejudice, understanding the clear guest demands encourage them to revisit the destination. So, the value of host –guest relationship determined the desirable socio-cultural perspective for having sustainable development in tourism (Bastian et al., 2012).

2.12 Host Community Perception towards Tourism Development

Research has been conducted for the convenience of tourists, while local community perceptions and attitudes towards the industry have been given less of a priority (Murphy 1985). Butler (1980) claimed that there is a correlation between the development of tourism and the attitude of the domestic people towards the tourists. The domestic people show a very positive attitude towards the increasing number of tourists in the region at the beginning because they have high expectations from the tourist in long term basis. However this positive attitude is gradually replaced by the negative attitude as the time passes. Local residents' perceptions are strongly influenced by the benefits and costs of tourism development. Those who received benefit from tourism stated that they are dependent on tourism, but the case was contrary for those who received nothing

For instance, destination communities have been inconvenienced by congestion and some other negative impacts brought by tourism (Brunt & Courtney, 1999). Any impacts from tourism causing annoyance or anger in the host community may lead to problems for the long-term development of the industry. Therefore, Murphy (1985) argued that 'if tourism is to merit its pseudonym of being "the hospitality industry", it must look beyond its own doors and employees to consider the social and cultural impacts it is having on the host community at large'. Studying host community attitudes and the antecedents of resident reaction can help both residents and planners (Williams and Lawson, 2001). Williams and Lawson argued that it was possible to select those developments that can minimize negative impacts and maximize support for the industry. By doing so, on one hand the quality of life of residents can be

maintained or enhanced; and, on the other hand, the negative impacts of tourism in the community will be reduced.

Researchers in the early years of the twenty first century list an impressive range of both positive and negative impacts on the host community as a result of tourism development (Besculides et al., 2002; Fredline & Faulkner, 2000; Gursoy et al., 2002).

Chapter 3

TOURIST PERCEPTION

In this chapter, in detail information about the different forms of perception, theories of the study with explanation of the study model and hypothesis are presenting. At the end of the chapter brief explanation about the case of the study is provided.

Tourists' perceptions are crucial for the development of world heritage resources. This study focuses on recognizing the relationships between tourists' perceptions and tourism development of educational tourism.

3.1 Perception

Perception is defined as our internal and sensory experience of the world and environment around us. Perception involves both the recognition of environmental stimuli and actions in response to these stimuli (Goossens, 2000). Through the perceptual process, we achieve the information about properties and elements of the environment that are related to our survival. Perception creates our experience of the world and allows us to act within our environment.

The perceptual process allows us to experience the world around us. Take a moment to think of all the things the individual perceive on a daily basis. At any given moment, individual might see familiar objects in the environment, feel the touch of objects and people against his/her skin, smell the aroma of a home-cooked meal and hear the sound of music playing in his/her next door neighbor's apartment. All of

these things help make up our conscious experience and allow us to interact with the people and objects around us. Perception has the process to move from expectation. Below in detail explanation of perception process is presented.

3.2 Theories

Several theories can be used to support the proposed hypotheses, which elaborated as follows:

3.2.1 Attribution Theory

Attribution theory considered as core theory in this study. This theory indicated that internal and external attributions explain the causes behavior and incidents (Kelley & Michela, 1980). External attributions also called as situational attributes demonstrate the conditions that individual are in and generate a situation that lead them to expose a certain behavior (Kruglanski, 1975). On the other hand, an internal attribution is considered as motivational elements that predict behavior of people (Zuckerman, 1979). Attribution theory frequently used in social psychology (Orth et al. 2015). In this study, this theory has been used to support theoretical underpinning for hypotheses that indicate student town loyalty. In other words, student town satisfaction can be considered as internal attribution that affects loyalty of the student to the town. Similarly, university reputation antecedents, town-related information, town-related offering, town-related facility, university reputation, student town reputation, and switch cost are external attributions that indicate level of student town loyalty.

3.2.2 The Expectation Theory

Miller and Steinberg (1975) explained the Expectation Theory (ET) as the basis in which people in their communication and social behavior are influenced by and even influence at other people's expectation and behavior. That is, people would respond

to them according to the message they received. Individuals formed their expectation based on their beliefs/attitudes, knowledge, stereotypes, self-concept, prior interaction, social roles and social status (Berger & Zelditch, 1985).

Miller and Steinberg (1975) defined expectation as future consequences anticipation according to prior experience, current circumstances and any other source of information. Bennis (1994) noted that expectation of tourists that tourists on holiday demand more than their everyday living standards in terms of housing, and accommodation facilities. Organizations should combined product innovation and improvement better than competitors. In this case, competitors can be other universities, cities, and countries. International tourist especially educational tourism will not have negative impact on local community culture, but it is valuable if local communities tried to improve and develop themselves for meeting tourist's needs.

3.2.3 Expectation Confirmation Theory

Expectations-confirmation theory includes the expectations, coupled with perceived performance, lead to post-satisfaction. This effect is mediated through positive or negative disconfirmation between expectations and performance. If a product or the service outperforms expectations of the visitor (positive disconfirmation) post-purchase satisfaction will result. If a product falls short of expectations (negative disconfirmation) the consumer is likely to be dissatisfied (Oliver, 1999; Spreng et al. 1996).

The four main constructs in the model are: expectations, performance, disconfirmation, and satisfaction. Expectations reflect anticipated behavior (Churchill & Surprenant, 1982). They are predictive, indicating expected product attributes at some point in the future (Spreng et al. 1996). Expectations serve as the

standard in ECT – what customers expect to use to evaluate performance and form a disconfirmation judgment (Halstead, 2010). Disconfirmation is hypothesized to influence on satisfaction, with positive disconfirmation leading to satisfaction and negative disconfirmation leading to dissatisfaction.

An important debate within the marketing and planning literature concentrate on the nature of the effect of disconfirmation on satisfaction. The root of the problem lies in the definition of predictive and prior expectations as the comparison standard for tourists' perceived performance. In such case, the confirmation of negative expectations is not likely to lead to satisfaction (Santos & Boote, 2003). To overcome this problem, critics have proposed other standards such as desires; equity, ideals or past service/product and brand experience (Tse & Wilton, 1988).

According to Expectation-Confirmation theory, tourists would make a series of expectation before meeting the destination and have the contact with host community. Expectation can be divided into positive and negative ones. Based on the perceived performance of the tourists/visitors from destination's hosts' behavior and communication, they change their expectation into positive or negative perception from town. Disconfirmation of any negative expectation would lead to satisfaction in the visitors.

In this study, this theory has been used to support theoretical underpinning for hypotheses that indicate student town loyalty. In other words, student town satisfaction can be considered as internal attribution that affects loyalty of the student to the town. Similarly, university reputation antecedents, town-related information, town-related offering, town-related facility, university reputation, student town

reputation, and switch cost are external attributions that indicate level of student town loyalty.

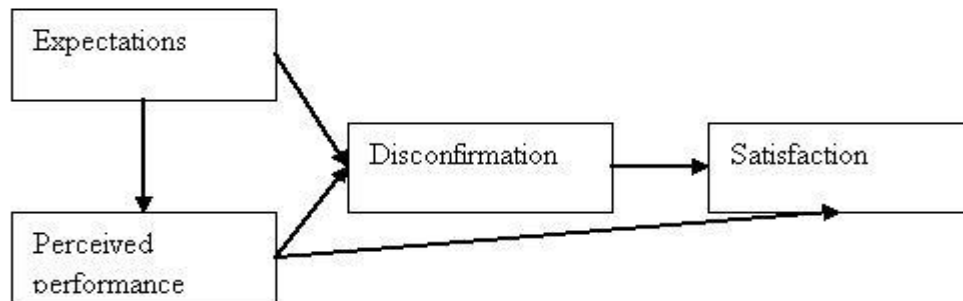


Figure 3.1: EC Theory
Source: Piaget (1952)

3.2.4 The Intercultural Adaptation Theory (IAT)

Yvette (2009) pointed out that tourism is one of the major reasons for cultural changes due to cultural drift, and adaption of other culture in a relationship between hosts and guests. He named these cultural changes of tourism in International Adaption Theory (IAT) (Yvette, 2009). Based on this theory, individuals in intercultural communities prefer to change their culture to facilitate the understanding. In other words, they adjust their behavior to decrease the misunderstanding probability by foreign people. IAT explains the condition which person change his/her culture, identity, and behavior to interact with new culture. Some factors such as participants motivation, relation and power influence on cultural changing process (Ellingworth, 1988).

3.3 Study Construct

Based on the previously mentioned theories, there are obviously some variables that universities, destination managers and planners should consider to increase the dependency between the international students and destination loyalty.

3.3.1 University Related Antecedents

University related antecedent includes different forms of service augmenters to enhance the international students experience beyond their expectation (Levitt, 1980). Augments are named as the supplemental services that provide a competence edge for the HEIs (Lovelock, 1996).

These augmenters can categorized into eight sections such as consulting, information, order taking, hospitality expectations, safekeeping, payment and billing (Lovelock, 1996). Although all of them are not possible in all of industries and sectors but service firms will have especial set of elements in competitive market (Oliver, 1997; Paswan, Spears, & Ganesh, 2007).

One of the augmenters is campus life including classroom instruction, feeling of comfort and security, and support resources (Paswan et al., 2007; Bourke, 2000). Campus life is consisting of associating technologies and processes with getting the core product in efficient and effective manner (Eiglier & Langeard, 1977).

Alongside of campus life, university provides sort of supportive environment such as instructor competence, audiovisual media, peace environment and cultural activities to motivate international students to come from scarce educational resource-based setting to the university (Rust & Oliver, 2000). International universities try to provide the home-based environment for international students,

Other augmenters are financial augmenters. Financial augmenters can be mentioned as the money-based augmenters (Paswan et al., 2007). Although universities are in charge of providing higher educational system and services to the students but they

should also care about the financial aspect of their students (Paswan & Ganesh, 2005). Financial augmenters are such as financial aid, scholarship, assistantship, cost of books, tuition and fees and study materials (Paswan & Ganesh, 2005). Financial issues are also important as the quality of the program. Providing financial aid is crucial for international students.

Next, maintenance augmenters are another important support for students including clothing, shelter and food. These are should be considered and supported indirectly for the continuous of educational relationship (Paswan et al., 2007). Health augmenters are consisting physical well-being of the students.

Social interaction is other augmenters of international students' higher educational life. Human being cannot live without social interaction; so, university provides the atmosphere and interaction possibilities for students (Oliver, 1999). Universities as the core of social service should be provided the social, commercial and opportunities to international students.

3.3.2 Town-Related Information

Every town has its own special and unique features. Student-town as the core area of the student concern should provide related and efficient information to the students and citizens. International students need complete information to feel as their home town. Therefore, destination managers should consider the needs and wants of the students. Most of the destinations provide brochure, catalog and maps to the international students.

The growth of information and communication technology today was emergence of the Information Age brought with it an unprecedented. Individuals and organizations

should be able to get and obtain specific information to meet the wide range to fulfill their needs. According to American Library Association (ALA) Presidential Committee on Information Literacy (1989) defined an information literate person is one who must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literate people are those who have learned how to learn. They know on how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. Information literacy is very important for the university students include from University Technology MARA (UiTM).

Actually the librarians had seen the information literacy as key requirements in accessing and making appropriate use the vast amounts of information which are now available to students, particularly through the internet.

Information is derived from the data. Literacy is embedded in cultural situations. This requires that we take communities that produce, read, interpret texts and reach consensus about interpretation into consideration (Elmborg, 2006). Information literacy has been defined as a set of abilities to recognize when information is needed and have the ability to locate, evaluate and use needed information effectively (ACRL, 2000).

The main purposes of become information literate person are they can determine the extended of information needed, they can access the needed information effectively and efficiently and to use the information to accomplish a specific purpose. They also can understand the economic, legal and social issues surrounding the use of

information, access and use information ethically and legally (Elmborg, 2006). However, not all students in university know on how to become a literate person and they did not know effectiveness and the benefits of using materials in the library because of less information and skills. Students can get more information and knowledge in the library to fulfill their assignments and work. They also can search by using various types of materials that provided in the library (Elmborg, 2006).

Therefore, a research was conducted to investigate the phenomenon of the effectiveness use of information literacy skills and figure out of solutions in order to assist students on how to become more information literate person and how to get right information from any types of materials according to their skills in finding information (Elmborg, 2006). Besides that, we can know what benefits of information literacy are for students in their life. There are qualities different kinds of students in sequence to get information from various types of materials in library and access quality of information that found by them (Elmborg, 2006).

Furthermore, the effectiveness use of information literacy also gives the impact to the students that might be positive and negative. They can use their skills to make a plagiarism from others research or searching an unconstructive of information. They did not use the skill that they have in an ethically and legally after get the information. Besides that, the students know how to use the information in the right ways and they will get the accurate information. So, a student who is becomes more effectively literate person actually help them in process of learning and gain more understanding in their field (Elmborg, 2006).

3.3.3 Town-Related Offering

International destinations have tried to attract the international high profile students in regards to their well-known educational systems. Most of the high profile students are act as the asset for the destination, so educational destination can motivate the students to remain in the town based on variety of offerings.

Offerings can be consisted of financial support for continuing education, high standardized living, providing related and high-level positions in the global markets and/or universities (Boulding et al., 1993).

Town offering should not be generally economic, suggesting cultural and social dependency can also called as the significant form of offering. Nowadays, most of the international students are comparing the university facility and quality of infrastructures in student town is also crucial for international students. That is, students would decide to spend time, energy and money in the destination; so the offering, infrastructure and facilities of the town are in line with university-related aspect (Boulding et al., 1992).

In this area, the experience and view of past and current students is important and determinant. University and town should improve their performance in line with facilities, offering and information to keep the students satisfy and loyal to the destination (Paswan et al., 2007).

3.3.4 Town-Related Facility

In the competitive international market, all of the institutions have tried to show their superiority against other competitors. Most of students town improve their facilities and services to attract the international students in respect to the standards of the

living and attraction of the city. Equipped town with availability of social, economic and cultural aspect can absorb more international students rather than poor-equipped town (Willis, 2004).

Some destinations provide financial opportunities for attracting high profile students. Destination can benefit from international students not just thought financial aspect and earning directly but also through use of their intelligence and professions in developing their market performance (Bourke et al., 2004).

So, availability to town-related facilities in terms of social, cultural and economic aspect helps the destination to perform more successful in international market (Hefferman, 2005).

3.3.5 University Reputation

Recently, the matter of accepting and having international students cannot be ignorable. Most of the countries such as England, Australia, Hong Kong, and etc. are in severe competition for attracting international customers for their HEIs. In addition to this competitive situation, the upward and downward movement in global educational market according to economic, legal, political and social issues (Desruisseauz, 1999).

The role of international students in educational based destination is undeniable (Paswan & Ganesh, 2009). So in order to increase the profitability of the destination, HEIs are trying to increase the university reputation. Universities for increasing their reputation have undertaken competitive marketing campaigns. Most of the famous universities have establishes online educational systems, extra cultural activities and

different types of scholarship to increase the area of their educational systems while expanding their reputation in educational market (Willis, 2006).

Most of the universities have tried to provide student housing, funds of qualified living for international students (Hefferman & Poole, 2005).

3.3.6 Student Town Reputation

Satisfaction and reputation building are strongly related to each other according to creating value (Jongbloed, 2004). Satisfaction is based on individual experience but reputation and having a positive perception of region reputation are based on impression. Reputation building is crucial for attraction and keeping students (Johnson, 2009).

There are different factors such as world university rankings, and international league tables and ratings can significantly effect on attitudes of students (Griffith & Rash, 2007; Webometrics, 2011). Perception of students' satisfaction and reputation are interlinked to various factors such as HEIs and students region (Christopher & Gaudeniz, 2009). Providing sufficient facilities in HEIs help the reputation building in student town (Helgesen & Nettet, 2007). Reputation can be made from variety of issues such as product, facilities, countries, cultures, organizations or economics (Lemmink et al., 2003).

Researchers believed that various approaches are available for defining reputation (Chun, 2005; Fombrun & Van Riel, 2004). Generally, reputation is a set of ideas, beliefs, and impression based on other actual experience held regarding a concept/an object (Lovelock et al., 2008). In all, reputation is the outcome of the overall perception of a concept or entity according to its special features association with

defined expectation (Brown et al., 2006). Entity's reputation is become significant when it is interlinked to its stakeholders (MacMillan & Maus, 2005). So we can define reputation as the perception of past experiences and actions (Yoon et al., 1993).

Previous studies recognized the factors such as shops, performance, size, media exposure and some sort of activities such as philanthropic ones (Williams et al., 2005). Depending on the reputation level of an entity, greater names would be selected for recognition of the reputation (Fombrun & Shanley, 1990).

This act named as spill over (or cross-over) influence on networks chain (Christopher & Gaudeniz, 2009; Macintosh & Lockshin, 1997) or importing corporate brand to product brands (Kotler et al., 2002). Spill over affect from student town reputation to university college reputation (Helgesen et al., 2010).

3.3.7 Student Town Satisfaction

Nowadays, almost all of the people want to gain higher educational level and degree (Lambooy, 2004). Higher education institutions (HEIs) have crucial role in regional development and economic bloom next to innovation (Higgins & Graham, 2009). So HEIs are the most important assets for the economic development of the destination (Benneworth et al., 2009; Etzkowitz & Leydesdorff, 2000). Main factor in human upgrading process is HEIs (Arbo & Benneworth, 2007).

HEIs attract bright students, research actions, high profile academics, development activities and intensive foreign investment. These regions are called "brain gain". Brain gain regions absorb knowledge and business potentials, and skilled workers (Marques et al., 2006). In contrast to brain gain regions are less successful regions as

“brain drain” regions in which skilled workers and students leave the region. Students are the important assets in this process due to their skilled labor and their efforts on other people attitudes (words-of-mouth) (Kyvik & Lepori, 2010).

Students leave their town to give higher educational degrees. Most of the international students are not willing to their home region (Batevik et al., 2005; Thissen et al., 2011). Staying in other destination as skilled employee may be provide some problems for public and private sectors to place this skilled workers in the vacant positions (Batevik et al., 2005).

But it is important to say that HEIS are dependent on student loyalty and satisfaction due to performance-based funds and students credits (Helgesen & Nettet, 2007). Therefore, most of the regional stakeholders are willing to keep the international students and also attract more numbers of students from other regions. Thanks to HEIs, the relationships between government, industry, universities and academics are now expanded (Etzkowitz, 2002). Most of the brain gain governments are now maintaining their facilities and infrastructures to both satisfy the international students; need, used their skills, and provide positive words of mouth and students to their region (Kim et al., 2009).

Students’ patronage can be affected by implementing an organized strategy of making strong relationship to student town (Karagiannopoulou & Christodoulides, 2005). Student satisfaction has an important effect on destination success (Aldridge & Rowley, 1998). Student satisfaction considers both the image of the destination and quality of service providers and services (Sevier, 1999; Ravald & Gronroos, 1996). Most of the researchers have believed that the success of a region depend on

three-wares such as “mind ware”, “soft-ware” and “hard ware” (Benneworth et al., 2007). Hard ware is the tangible and observable aspect of the region such as economic structure. Soft-ware is the organizational set up of the HEIs and mind ware is the reputation of the HEIs and region which plays the most significant role in regional development and student satisfaction from town, region and academics aspects (Jongbloed, 2010).

3.3.8 Switch Cost

Switching cost is the defensive marketing strategy (Fornell, 1992). Although keeping the customers is profitable, switching customer to another competitive supplier is more costly (Caruana, 2004). Switching cost has been explained in different ways (Ping, 1993). The cost of changing from supplier to another supplier is high (Lam et al., 2004).

Most of the scholars and researchers recognized that changing supplier is costly both psychologically and economically (Jones et al., 2002). So changing supplier is costly regarding to non-monetary and monetary expenses (Dick & Basu, 1994). Non-monetary costs like time and psychological aspect of changing supplier and monetary expenses are money-based costs.

Generally, switching costs includes learning costs, transaction costs, search costs, loyal customer discounts, emotional costs, customer habit costs, cognitive efforts of social, financial and psychological risks on customer risks (Willis, 2005).

Switching costs is destructive for the company in business market (Fornell, 1992) this case is also the same for educational institutions in international level (Nesset &

Helgesen, 2009). Companies can estimate their customer satisfaction and retention from switching cost behavior (Lam et al., 2004).

3.3.9 Student Town Loyalty

In tourism industry, customers are the most critical asset for sustaining a business (Opperman, 2000); so that having actual and clear feedback from their loyalty aspects are important. Positive words of mouth and motivation to revisit the destination are signs of loyalty to destination (Ghani et al., 2011).

Generally marketing is focused on market share and customer acquisition rather than retaining existing customers and build lasting relationships with them (Andreasen & Kotler, 2003). More recently, but market share has steadily losing his reverence status as marketing's holy grail and the wisdom of focusing exclusively on customer acquisition (hope this effort will compensate for the high levels of defection) is now seriously questioned and considered a very high risk, as more and more players are a growing market pressures (Baker, 2000). In response to these changes is a new emphasis on defensive marketing, focusing on retaining existing customers and more customized to their (higher "share of customer"), as opposed to activities that focus on winning new customers. Calls for a paradigm shift to the exercise of loyalty as a strategic objective increasingly become popular over the past year (Sharp & Sharp, 1997).

Scholars mentioned that loyalty rate shows the destination success in tourism (Beck, 2010). Interestingly, little attention has been taken to destination loyalty of the visitors in tourism literature (Opperman, 2000; Pike, 2010). Nowadays, most of the destinations try to provide unique and competitive tourism activities to both attract and retain the travelers (Bianchi & Pike, 2011; Sandvik & Gronhaug, 2007).

Experiences are critical in showing the actual realities of destination to customers. Experiences give the sense of attachment to the town. So if the destination managers and planners could manage the destination to retain their former customers and meanwhile attract new customers, they can achieve high level of town loyalty. Examinations about the experiential forms of touristic town give the level of customers' loyalty (Williams, 2006).

Managers of the tourism-based destinations should understand the travelers' perceptions about touristic town and concern on developing their services, facilities, and infrastructures to satisfy their needs and increase the loyalty level (Yelkur, 2000). According to Meng and Elliot (2008), relationship quality as the emerging strategy for destination and organization tries to attract new customers, retain former customer and meanwhile satisfy their actual perception to make them loyal.

In these areas, both of academics, tourism organizations and practitioners should be involved (Baros & Assaf, 2012; Chen et al., 2013). Successful management of customers' perception increases the relationship between touristic town and travelers for having loyalty (Chebat & Slusarczyk, 2005).

3.4 Student Expectation, Perception and Comments

Expectation is defined as the procedures of prior mental judgment about the place, product, person or etc. mentally based on beliefs, attitudes and personal behavior. Education is defined a long-term service, practice and expectations change with the familiarity of services. According to Newton (2002), quality is a "contested" issue. There are a number of interpretations of quality which sometimes complement and sometimes contrast with one another.

Quality enhancement, on the other hand, is “directly concerned with adding value, improving quality and implementing transformational change”. In relation to an individual academic, this concept is “based on the premise that they want their students to do well”. For instance, Lomas (2004) argued that there are two major approaches to quality improvement: “quality assurance and quality enhancement”. In his view, quality assurance is oriented mainly towards the product or service being of good standard. It is a “preventative” measure, which is “regarded as a means of improving overall quality” and it relates to the notion of “fitness for purpose”.

Quality is one of the most important topics in education (Arcaro, 1995). The reasons for quality in higher education are dissatisfied students may finish their studies prematurely and in a short period of time, switch institutions and communicate negative word-of-mouth recommendations and critics to future potential students (Rowley, 1997). Of particular concern is the latter as word-of-mouth recommendation plays a significant role in determining students' choice of institution for their further educational development (Cuthbert, 1996). On the other hand, student satisfaction has been shown to have a profound influence on student motivation, student retention, and loyalty of the current students, the successful recruitment of potential students, and the ability to attract funds (Elliott & Moller, 2003). It is thus crucial for higher education institutions to focus on quality as a form of strategic weapon in gaining competitive differentiation (Conway et al., 1994).

Students as the wisdom service of professional source can be kept in the destinations for rapid development of the town. Town should use talented students to ease the development speed. In the specific case of business education, Coates and Koerner (1996) investigated how market oriented the business degrees were by surveying the

ex-students. The customer-perceived satisfaction towards the final product is believed to be important in higher educational level. It indicates that the market-oriented way of serving the students emphasizes their future employability as well as inculcates professionalism and a will for continuous learning.

Companies can recruit the educated and talented students to fill the employment gaps in their institutions with improving new ideas and capabilities. Besides, an effective mechanism for contacting graduates of long standing is necessary. The students' long-term satisfaction should be stressed by both the destination and universities. According to Ford et al. (1999), through their studies on New Zealand business students' perceptions of service quality in educational institutions, suggested several determinants of service quality in education. These several determinants are: satisfaction, loyalty, academic (university) reputation, reputation of the city, career opportunities, antecedents of the city, program's issues, information wealth, cost/time, physical aspects, offering, location and others, facilities, (influence of word-of-mouth) communication as well as of family and peers when selecting a university.

Based on the Australian higher education contexts, Caruana et al. (1998) has found out that the more market-oriented universities perform better in terms of market needs and demands, the more they can have the professional source in their destination and in result the development processes would be speed up.

The market orientation concept is believed to be relevant for delivering a comprehensive level of education quality in higher education. However, there should be a better and more comprehensive measure of market orientation for the sector

(Caruana et al., 1998). A student perceived market orientation can be more reliable and useful for the destination development (Caruana et al., 1998; Krepapa et al., 2003; Webb et al., 2000).

The point of public relations is to make the public think favorably about the company and its offerings. Commonly used tools of public relations include news releases, press conferences, speaking engagements, and community service programs. But advertisement is closely related to public relations.

The goal of advertising is generating sales, while the goal of public relations is generating good will. The effect of good public relations is to lessen the gap between how an organization sees itself and how others outside the organization perceive it. Public relations involve two-way communication between an organization and its public. It requires listening to the constituencies on which an organization depends as well as analyzing and understanding the attitudes and behaviors of those public. Only then can an organization undertake an effective public relations campaign. Many small business owners elect to handle the public relations activities for their own companies, while others choose to hire a public relations specialist. Managers of somewhat larger firms, on the other hand, frequently contract with external public relations or advertising agencies to enhance their corporate image. But whatever option is chosen, the head of a company is ultimately responsible for its public relations.

Parasuraman et al. (1994) developed the construct to measure the service quality named as SERVQUAL. The basic idea behind the gap model is relatively straightforward. If perceived performance exceeds expectation, perception of service

quality is positive and the customer is delighted. If perceived performance is less than perceived expectation, a negative perception about service quality achieved and the student becomes disappointed. If perceived performance equals expectation, then the students' perception of educational service quality is neutral (Parasuraman et al., 1994). The main objective of the universities and destinations as the service providers is to ensure that the student's perceived educational service quality score is greater than or at least equals to zero.

Raouf (2009) makes clear about the quality issues in higher education by focusing on the different facets of quality as “to define quality, you have to ask those people, who your products or services are indented to benefit. That leads to get feedback from those who are actual customers. In higher education, to determine the perceptions are based on what student think they are getting for services rather than what they actually receive. Student perceptions are a cognitively based attitude formed through a mental comparison of the gaps in services provided (Leach & Liu, 2001).

These gaps are identified as the difference between what students expect and service providers' perception of what they should provide for service; the difference between service providers' perception of student expectations and what the service provider thinks they should provide; the difference between what the service provider thinks they should provide and what is actually provided; and the difference between what the service provider thinks they should provide and what is communicated about the service to the students (Zeithaml et al., 1988).

Perceived quality services are defined as the size differences between each of the gaps of service quality or the difference between student expectations and

perceptions (Zeithaml, Berry, & Parasuraman, 1988). Once a student forms an attitude toward an office or support person or a gap develops, subsequent information processing may be biased in a way that supports existing attitudes (Doucet et al., 2009). To measure the quality in higher education from the perception of the student as described by different studies has some doubts, as Raouf (2004) discussed that students are the primary customers, to be sure, but the customer relationship is somewhat different from a customer in a bank or restaurant. Students may not know what they need to learn.

3.5 Model of the Study

This study model is developed based on the Helgesen et al.'s (2012) study under sample of international students in Eastern Mediterranean University in Famagusta, North Cyprus. The main concept of this study model is about satisfaction, reputation and loyalty of international students to the students' town and university.

Based on the Figure (3.1), university related antecedent as the reasons for motivating students to attend the university positively effect on the reputation of university and student town and student satisfaction. Town related information is also important for increasing reputation of the university and student town. If the town related information developed efficiency this would affect the student satisfaction. Depending on the town-related offerings and facilities students' satisfaction increased as well.

Most of the destinations are famous for their town offering so town offering positively can increase the reputation of the student town and university. This is the same case with the town related facilities such as transportation and living

infrastructure which influence the students' satisfaction and reputation of the town and university. Students' satisfaction increases the reputation of the university. University reputation, town reputation, and satisfaction of the students lead to student loyalty.

Student satisfaction also affect positively on town reputation. Town reputation effects on university reputation. When the students are loyal to the destination and university they prefer to stay in the destination and university so they will change or move to other destination and universities.

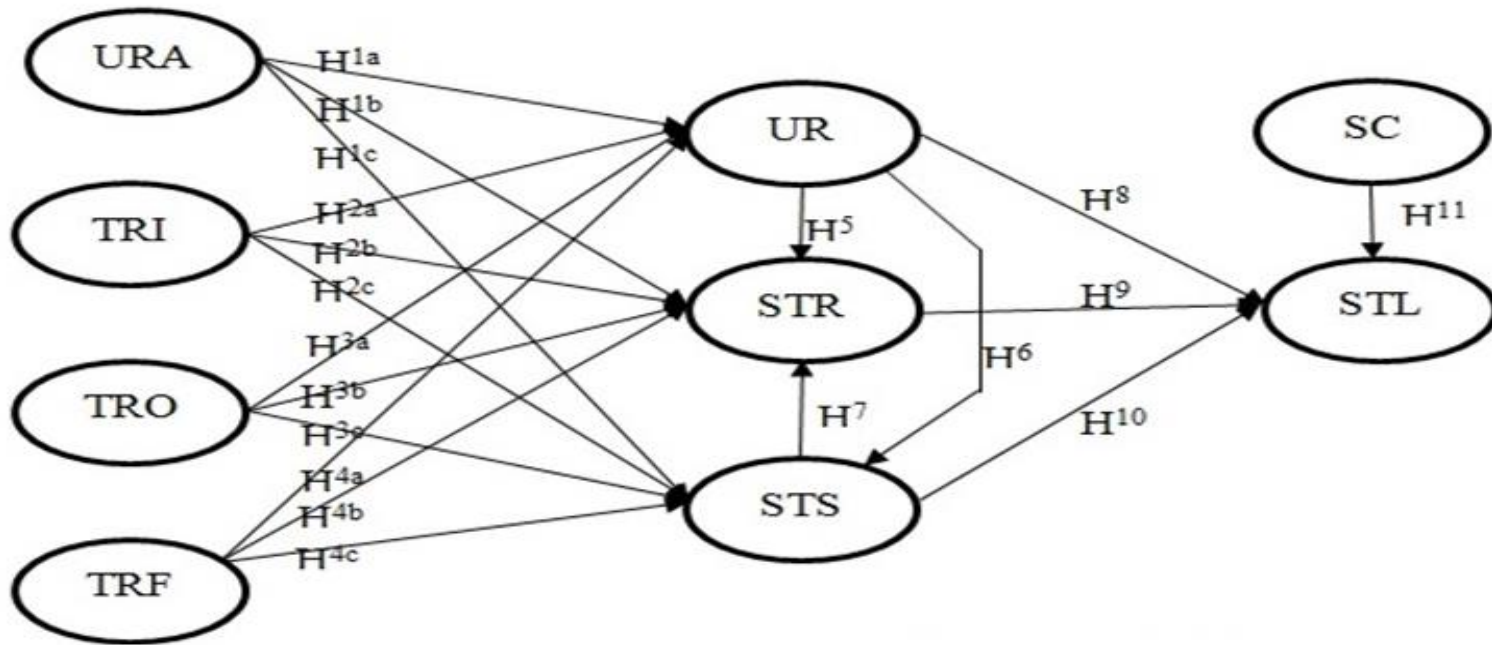


Figure 3.2: Conceptual Model

Note: URA stands for University Reputation Antecedents; TRI: Town-Related Information; TRO: Town-Related Offering; TRF: Town-Related Facility; UR: University Reputation; STR: Student Town Reputation; STS: Student Town Satisfaction; SC: Switch Cost; STL: Student Town Loyalty.

3.6 Hypothesis of the Study

In this section the proposed relationship of the conceptual model were developed in detail due to the empirical studies. This study developed its model in the case of EMU students in Famagusta, KKTC.

3.6.1 University-Related Antecedent

Universities provide different types of augmenters such as campus life, financial and cultural augmenters to attract the attention of more students. Some augmenters make the university elements more significant in compare to other universities. Most of the universities in U.S.A. are well-known for providing working opportunities for master and doctoral students.

Some universities are significant for their cultural activities. According to the study done by Oliver (1997), most of the universities had received awards for their internal augmenters in terms of unique performance, and student participation. MacMillan et al (2005) mentioned that university experiences effect on the students' perception directly and reputation of the university indirectly. The extent and the expansion of the university related antecedent increase the degree of the positive improve in the university reputation (Helgesen & Nettet, 2007).

University related antecedent is mostly depending on the facilities and infrastructure of the city as well. Most of the cities are famous due to the unique possibilities and antecedents of the universities. Universities provide set of activities such as social and cultural events which in long run effect on the reputation of the town indirectly

(Williams et al., 2005). Kotler et al. (2002) recognized the activities such as performance, size, and media exposure as the key to increase the university reputation.

University augmenters provide the environment of social and cultural friendliness among students, also financial augmenters help international students to fund their studies; in this case, students feel that university value their existence so their satisfaction degree from university would increase (Chun 2005; Dowling, 2001). Satisfaction of the students depends on the availability of university external and internal help to ease their stay in the destination, so their satisfaction degree would be increased (Giese & Cote, 2000).

Based on the mentioned information, following hypotheses are proposed as:

H1a: University-Related Antecedent is Positively Related to University Reputation.

H1b: University-Related Antecedent is Positively Related to Student Town Reputation.

H1c: University-Related Antecedent is Positively Related to Student Town Satisfaction.

3.6.2 Town-Related Information

Providing related information in terms of use of facilities, services, and maps can help the students to be familiar with the city more quickly. Students come to the destination with the dark idea and perceptions so getting efficient information help them to have brighter and better perception about the university. Bright information helps the university and city reputation directly and indirectly (Brochado, 2009).

Town related information directly make the students satisfied and help the destination to have the positive reputation as well (Baker et al., 2002).

Based on mentioned information following hypotheses are proposed as:

H2a: Town-Related Information is Positively Related to University Reputation.

H2b: Town-Related Information is Positively Related to Student Town Reputation.

H2c: Town-Related Information is Positively Related to Student Town Satisfaction.

3.6.3 Town-Related Offering

Every destination offers special factors to its visitors depending on its possibilities and natural environment. Town related offering can be included as the cultural, natural, social, economic and etc. offering to the customers especially students as the long term tourists (Lovelock & Wirtz, 2007).

Town-related offering depending on the way of offering can increase the level of destination reputation. In addition, town-related offerings help the university to improve its reputation level and competitive advantage in compare to the competitors. Significant town-related offering can satisfy the students if meet the students' needs and wants at the right time.

Based on the following information, following hypotheses are proposed as:

H3a: Town-Related Offerings is Positively Related to University Reputation.

H3b: Town-Related Offerings is Positively Related to Student Town Reputation.

H3c: Town-Related Offerings is Positively Related to Student Town Satisfaction.

3.6.4 Town-Related Facility

Town related facilities depend on the potentials of the town infrastructure, availability of the required factors to perform the tourist-related needs in the right time and place.

Facilities of the town such as transportation systems, health centers, and entertainment can help the destination to improve its reputation.

Increase in the reputation of the destination facilities is possible under the satisfaction of the students from facilities. Town facilities increase the reputation of the university in terms of easy, modern and acceptable town for having comfortable life in the educational destination (Fazio & Zanna, 1978).

H4a: Town-Related Facility is positively related to University Reputation.

H4b: Town-Related Facility is positively related to Student Town Reputation.

H4c: Town-Related Facility is positively related to Student Town Satisfaction.

3.6.5 University Reputation

Recently universities from various activities to increase the reputations; university reputation includes the beliefs, impressions and ideas would develop based on experience among students (Dowling, 2004). Student experience from university effect on the students experience from the town/ university and town have the close relationship to each other (Williams, et al., 2005).

Any negative perception from university/town can bring negative impacts on each other (Selnes, 1993). Philanthropic activities, size of the university, and significant prior performance of the university influence and form the town reputation (Helgesen et al., 2010).

University performance in terms of cultural, social, environmental and educational philanthropic activities are influencing on the perception and experience of the students (Skinner, 1997). Have positive perception from the university effect on the satisfaction level of the students (Hsieh et al., 2004). University reputation reflects the past history of university and town. Positive reputation of the university positively effect on students experience and satisfaction (Yoon et al., 1993).

Based on mentioned argument, following hypotheses are proposed as:

H5: University Reputation is positively related to Student Town Reputation.

H6: University Reputation is positively related to Student Town Satisfaction.

3.6.6 Student Town Satisfaction

Student satisfaction of the town reflects the positive perception of the town reputation (Kotler & Keller, 2006). Student's satisfaction with student town effect on the reputation of the town as well (Aaker & Keller, 1990).

H7: Student Town Satisfaction is positively related to Student Town Reputation.

Reputation of the university strongly influence on the activities and performance of the university (Williams, et al., 2005). University managers design the activities based on the university student. Activities based on students' needs, wants, and interest increase the students' satisfaction and have positive reputation for the university (Aaker & Keller, 1990). The continuous of the qualified services and activities to the students with problem solving consideration can carry the satisfaction of the students in short term and loyalty of the students to university and town in long run (Hsieh et al., 2004).

Students would be attracted to the famous universities with educational reputation where they can see the actual performance of the university; their satisfaction would change to loyalty (Aaker & Keller, 1990).

Therefore, following hypothesis is proposed as:

H8: University Reputation is positively related to Student Town Loyalty.

3.6.7 Student Loyalty

University reputation directly affects and imposes the town positive reputation. Having positive reputation from university influence and improve the reputation of the town, town with good and positive reputation increase the loyalty level of the students on a long run (Hsieh et al., 2004).

Positive reputation of the university and town help the students to feel like home town. This feeling gives the sense of the comfortability and satisfaction to the students. Students' satisfaction would change to loyalty in regards to the continuous of the qualified services both in town and university (Williams, et al., 2005).

Based on this information, following hypotheses are proposed as:

H9: Student Town Reputation is positively related to Student Town Loyalty.

H10: Student Town Satisfaction is positively related to Student Town Loyalty.

Satisfied and loyal students try to stay in the destination to improve their educational and professional life. That is, they would not switch to another university in another town and/or destination (Williams, et al., 2005). Most of them prefer to stay in the destination

to work. Universities are in contact to other companies for attracting students and purchase the material and services. Continuous of the university performance, reputation and satisfaction decrease the university willingness to change its market and it is vice versa for other companies (Williams, et al., 2005).

According to these studies, following hypothesis is proposed as:

H11: Switching Cost is positively related to Student Town Loyalty.

Chapter 4

THE CASE STUDY OF NORTH CYPRUS

In this chapter the characteristics of Turkish North Cyprus (TRNC) will be explained along with Island features as well as universities and higher education in the North Cyprus.

4.1 North Cyprus Geographical Characteristics

The Cyprus Island itself is located in the Eastern Mediterranean and it is the third largest island in the Mediterranean. Turkish Republic of North Cyprus (TRNC) is located in the north of the Cyprus. The geographical characteristic of North Cyprus is having a total 3,354 of square Kilometers land and with the length of 161 Kilometer. The North Cyprus section of the island is nearly count as one third of the Cyprus Island. The geographical profile of the Island itself is 34 degree latitudes and 36 degree north with 32 and 35 degree east longitudes (Cherry, 1981).

The Northern mountains are situated in in the Northern part of the Island, Kyrenia and they are stretched 130 Km, parallel to the coastline of the city itself. The left part of Northern Cyprus starting is the Guzelyurt continent which continues to North Nicosia (Lefkosa) in southern part and then Famagusta continent to the left part of the Island with the area of roughly 40 Km. The seasons in North Cyprus are starting with unstable weather and short spring and then very hot and dry summer followed by windy and

stormy fall and ends with cool and rainy/storm. According to UN statistics, The TRNC has a total population of 295,214 as 2013 (Gascón et al., 2015).

The TRNC is consisting of 5 main continents along with 28 sub continents. Kyernia or Girne harbor is located in the North, and in the western part is Guzelyurt. In the eastern part of the TRNC is the Karpaz sector and Iskele district. Lefkosa is in the central part of the Island and it is home to capital city of Lefosa (Nicosia). Gazimagusa sector is located along the coastline of south and eastern part (Gascón et al., 2015).

4.2 Turkish North Cyprus Economy

The TRNC economy is dominated mostly by service sector with a market economy controlled by government, which consists of four fifths of total GDP. Financial services, Tourism, and real estate sectors are the most important and active ones in the North Cyprus (Gascón et al., 2015).

Tourism is the main contributor to North Cyprus economy. Agriculture productions are also placed in the second place for playing major roles in the economy. Manufacturing and construction services are also largest economy contributors to GDP of the country. From 1990 until 2012, GDP growth was 37.5% and reached 1.300 billion dollars. Figure 4.2 shows the growth rate in North Cyprus Industry (Gascón et al., 2015).

Table 4.1: Economy Growth Rate of North Cyprus 2012

2012			
Sectors	Current Prices	1977 Prices	Growth (%)
1. Agriculture	386,521,999.6	1,281.6	3.7
1.1. Crop Production	186,988,276.2	641.6	3.7
1.2. Livestock Production	169,582,597.1	549.7	4.0
1.3. Forestry	1,051,486.5	17.7	6.2
1.4. Fishing	28,899,639.8	72.6	0.6
2. Industry	587,060,602.7	1,356.7	-0.7
2.1. Quarrying	42,610,280.7	46.5	-8.9
2.2. Manufacturing	192,323,577.4	985.7	0.9
2.3. Electricity - Water	352,126,744.7	324.5	-4.1
3. Construction	335,779,569.4	1,503.9	-16.0
4. Trade-Tourism	1,385,288,666.6	3,067.7	6.1
4.1. Wholesale and Retail Trade	794,223,532.7	2,444.6	4.1
4.2. Hotels and Restaurants	591,065,133.9	623.1	14.7
5. Transport-Communication	642,862,532.9	1,145.0	5.7
5.1. Transport	463,204,700.6	1,057.7	5.9
5.2. Communication	179,657,832.3	87.3	2.3
6. Financial Institutions	506,016,653.5	613.0	8.1
7. Ownership of Dwellings	305,768,610.1	788.4	3.7
8. Business and Personal Services	801,773,079.2	1,659.4	1.5
8.1. Business	423,289,826.6	622.3	0.7
8.2. Universities	378,483,252.5	1,037.0	2.0
9. Public Services	1,294,895,632.5	1,903.6	1.9
10. Import Duties	709,117,362.8	1,868.8	8.9
11. GDP	6,955,084,709.3	15,188.1	1.8
12. Net Factor Income From Abroad	-39,253,080.0	-85.7	-174.5
GNP	6,915,831,629.3	15,102.4	0.5

Source: State Planning Organization Report, 2013.

The economy is however facing several problems such as lack of government support and investment, skilled labor shortage, and high costs of transports and freights continues to plague the economy of North Cyprus. The government of Turkey began to provide loans and many other financial assistance under economic protocol signed between two countries in 2005 started with a 450\$ million until the 2008 and another protocol started from 2010 (Gascón et al., 2015). The main currency of TRNC is Turkish lira used along other foreign currencies such as Euros and US Dollar. Between 2003 and 2009, the economy's growth rate was 6.47% and was considered to have the fastest

growth rates compare to other European countries during the economic crisis of 2007 and 2008 (Figure 4.1).

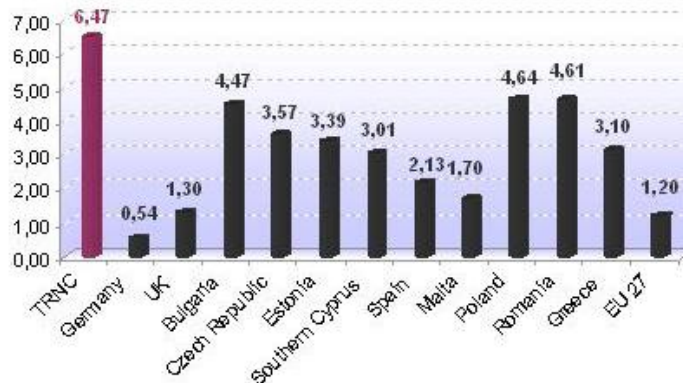


Figure 4.2: Comparison of Growth Rate of North Cyprus and other European Countries between 2003 and 2009 (Source: Eurostat & SPO, 2010)

According to World Bank Yearly GDP Report, the TRNC's economy is a reflection of Island economy characteristics with Tourism having a total 12.8%, Transport and Communication 12.2%, Industry 10%, Construction 6.5%, Financial Institutions 7.5%, Agriculture 6.4%, Other 44.6%. In Table 4.1, sectorial developments in gross national products are shown from 2007 to 2012 (Gascón et al., 2015).

Table 4.2: Sectorial Developments in Gross National Products (2007 – 2012) (Source: State Planning Organization Report, 2013)

	(Current Prices TL)					
Sectors	2007	2008	2009	2010	2011	2012
1. Agriculture	288,151,830.1	259,154,100.9	300,616,430.7	330,292,725.0	366,385,942.1	386,521,999.6
1.1. Crop Production	161,307,927.0	137,725,583.2	154,210,929.2	169,949,105.9	182,239,796.9	186,988,276.2
1.2. Livestock Production	110,427,055.6	105,088,421.9	127,678,531.2	137,399,163.3	158,379,428.8	169,582,597.1
1.3. Forestry	1,040,434.0	890,117.9	724,255.4	897,839.6	955,694.4	1,051,486.5
1.4. Fishing	15,376,413.5	15,449,977.9	18,002,714.9	22,046,616.2	24,811,022.0	28,899,639.8
2. Industry	430,808,660.4	542,766,477.2	516,727,436.0	552,836,167.3	558,480,243.8	587,060,602.7
2.1. Quarrying	48,681,681.6	42,297,366.5	35,529,787.9	35,628,354.3	46,499,012.4	42,610,280.7
2.2. Manufacturing	204,294,691.7	202,736,045.2	171,815,806.2	130,888,723.8	165,797,310.5	192,323,577.4
2.3. Electricity - Water	177,832,287.1	297,733,065.5	309,381,841.9	386,319,089.2	346,183,920.9	352,126,744.7
3. Construction	364,429,418.0	362,216,034.6	346,383,111.8	312,118,707.4	408,495,970.9	335,779,569.4
4. Trade-Tourism	630,286,930.1	721,709,047.4	766,293,097.7	900,033,652.9	1,216,786,131.2	1,385,288,666.6
4.1. Wholesale and Retail Trade	435,504,431.4	491,869,791.6	484,110,428.6	598,030,024.3	722,249,915.7	794,223,532.7
4.2. Hotels and Restaurants	194,782,498.7	229,839,255.8	282,182,669.0	302,003,628.5	494,536,215.5	591,065,133.9
5. Transport-Communication	533,409,559.0	614,527,377.1	597,262,858.8	525,213,182.4	553,109,188.9	642,862,532.9
6. Financial Institutions	309,354,672.4	357,835,272.5	388,421,732.4	404,370,969.7	472,603,396.4	506,016,653.5
7. Ownership Of Dwellings	144,191,222.9	175,938,464.6	202,491,463.9	220,581,154.0	274,371,576.8	305,768,610.1
8. Business and Personal Services	493,519,363.3	525,208,660.7	609,293,196.4	652,317,269.0	727,498,986.3	801,773,079.2
9. Public Services	1,003,489,892.8	1,103,967,143.1	1,201,228,086.4	1,180,064,551.9	1,294,282,251.1	1,294,895,632.5
10. Import Duties	406,650,516.8	416,585,101.4	447,601,464.0	536,308,506.4	636,982,661.1	709,117,362.8
11. GDP	4,604,292,065.9	5,079,907,679.4	5,376,318,878.0	5,614,136,886.0	6,508,996,348.7	6,955,084,709.3
12. Net Factor Income From Abroad	66,963,820.0	48,426,455.0	38,961,820.8	35,398,050.0	50,178,180.0	-39,253,080.0
GNP	4,671,255,885.9	5,128,334,134.4	5,415,280,698.8	5,649,534,936.0	6,559,174,528.7	6,915,831,629.3
GNP Per Capita (\$)	14,765	16,158	13,930	14,703	15,404	15,038

Despite the small size of North Cyprus, it had a fast high growth rate among many European countries in the previous years. Currently there are 24 banks in the North Cyprus. HSBC, ISbank, ING, Halk, and Garanti are the example of banks and financial institution operating in the TRNC.

4.3 Tourism Sector of North Cyprus

Tourism industry is one the crucial industry and source of funds and revenue for the economy of the TRNC. The tourism ministry of North Cyprus has announced in April 2013 that hotel and accommodation sector has increased its capacity of available beds to 9% more than the previous month and 13% compared to 2012. Also tourist arrival has been significantly increased, reaching a total of 180.775 tourists in 2013 (Gascón et al., 2015).

The tourism industry started to greatly contribute to North Cyprus economy in 2005 by generating near 146 million US dollar and generating 8000 jobs for the TRNC society. Tourist group based off many different countries such as Netherlands, England, Poland, Russia, Azerbaijan, Kazakhstan, Syria, Iran and Turkey which many different resorts, hotels, and holiday villages are ready to accept the arrivals.

North Cyprus tourism is consisting of different major tourism types and have several facilities and characteristics to be considered the host of these major tourism categories.

4.3.1 Beach and Sea Tourism

Beaches are the most important tourism aspects of TRNC. They are all stretched across the coastlines and divided into different resorts:

- Karpaz Beach Peninsula: The Golden Beach which is also the famous and longest beach in the North Cyprus is situated in the Karpaz peninsula.
- The Eastern Coast Beach: situated along the eastern and southern part, is consist of the Palm Beach and Glabsides Beach which is near the Mara ghost town and Famagusta city (Farmaki et al., 2015).

4.3.2 Historical and Cultural Tourism

The North Cyprus is rich with many historical and cultural backgrounds. These heritages are preserved by many sites and production which involves castles, monasteries, and cathedrals situated in all over the island. The most notable and important landmarks are Saint Hilarion Castle, Kyrenia harbor and castle, Kantara castle, and Buffovento castle in Kyrenia, Salamis ruins and walled city of Famagusta in Gazimagua (Farmaki et al., 2015).

There are also many cultural ongoing activities in the North Cyprus such as folk dancing which is a traditional dancing performed by folk dancers in festivals, marriages and ceremonies. Figure 4.2 presents a view of Famagusta, home to Eastern Mediterranean University (Farmaki et al., 2015).



Figure 4.2: Famagusta (Source: EMU Web Site)

Handicraft items such as ceramics, wood carving, and basket knitting are available as souvenirs to tourists. Festivals are held every year with different themes such as local art theme of Turkish people, Orange festival in Guzelyurt, Lefke village date, and Bellapais International Abbey music festival. There are also different array of cuisines which are available in different restaurants and resorts in addition to traditional coffee houses which serve traditional Turkish coffee (Farmaki et al., 2015).

4.4 Eastern Mediterranean University

4.4.1 History of Eastern Mediterranean University

The Dogu Akdeniz Universitesi or Eastern Mediterranean University is situated in Famagusta, North Cyprus. The institution is first established in 1979 as institution of

technology for the Turkish Cypriot population. Finally, this higher institution has been converted into a state university in 1986. Figure 4.2 is showing a view of Eastern Mediterranean University (Farmaki et al., 2015).



Figure 4.3: a view of Eastern Mediterranean University (Source: EMU Web Site)

Currently the university has a total of 11 Faculties, 5 schools, and research facilities with 139 undergraduate, graduate and postgraduate programs. The programs instruction languages are in English and Turkish. The founding departments of university were considered to be engineering departments due to them being the first fields present by Institute of Technology in 1979. The first Electrical engineering, Civil engineering, and mechanical engineering were converted to four years bachelor programs. Then in the year 1986, the Turkish republic government and TRNC government decided to establish a university called “Eastern Mediterranean University” which they converted the Institute of Higher technology to Eastern Mediterranean University (Farmaki et al., 2015).

After the approval of Turkish North Cyprus Assembly, the faculties of Engineering, Business and Economics, Arts and Science, and School of Computing and Technology were formed. Four years later in 1990, the faculty of Tourism and Hospitality management and Architecture were started their respective programs (Farmaki et al., 2015).

In 1996, Faculty of law established along with Faculty of Communication in 1997 and then in 1999, the Faculty of Education. In 2007, School of Applied Science started its program and Faculty of Justice and Health and Science established in 2010. Finally in 2011, Faculty of pharmacy started offering its program and education, bringing about the total number of faculties to 11 and schools to 5 (Farmaki et al., 2015).

4.4.2 EMU Student Population

The university has more than 15000 students registered across all of its faculties and programs. However a large portion of students are Turkish Cypriot citizens (3845) and Turkish nationals (8236) with only 2002 accounted for international background. The university has a total of 621 academic staff which is mainly Turkish Cypriot and most studied in foreign universities. Although university faced a 26% reduction in its Turkish Cypriot students compared to 2003 of 5216 but an increase in Turkish nationals (7044 to 8236 in the same period). The International student group is also increased from 1403 in 2003 to 2002 today.

EMU is actively engaged in recruiting able scholars and researchers who are also dedicated and energetic educators. The majority of professors teaching at the University have received their Doctoral degrees in Europe or the United States. The faculty comprise a diverse international community of scholars, from the U.S. and Canada;

Europe, including Britain, Ireland, Turkey and North Cyprus; the Middle East; and Asia, including Russia and the Independent Republics.

The University encourages and promotes scholarly research and publication in all academic fields of study, and many faculty members are also actively involved in the community, as professional writers, editors, advisors to the government, or consultants to businesses and industrial corporations; in consequence, they are able to bring to their teaching the expertise and professionalism that comes from experience.

Eastern Mediterranean University and its various departments are affiliated with numerous professional and academic associations, such as the Community of Mediterranean Universities, the European Society for Engineering Education, and the Association of Departments of English of the Modern Language.

The University is also continuing to expand and develop its protocols for mutual cooperation and collaboration, including joint research projects and exchanges of faculty and students, with over 40 universities and research institutions in Turkey, Europe, and the United States.

4.4.3 Finance

The Eastern Mediterranean University earns most of its revenue and finance by tuition fees to cover nearly two third of its costs. The help from government of North Cyprus comes in the form of compensations for reduction in its native student's costs of education. The university uses bank loans to cover nearly some of 6% of its expenditure and mandates of consultancy to cover the rest but having no real development of other

industrial progress it is rather difficult. The rest comes from grants from the government of Turkey (Farmaki et al., 2015).

4.4.4 Accomplishments and Accreditations

The Eastern Mediterranean University has several accreditation, memberships and recognition from different international and European institutions which are involved in its vision, strategies and research projects (history@emu.edu.tr).

- Mechanical Engineering, Electrical and Electronic Engineering, Industrial Engineering, and Civil Engineering are currently possess The Accreditation Board For Engineering and Technology (ABET) in the Faculty of Engineering.
- Interior Architecture Department and Eastern Mediterranean University English Language Teaching Department possess the Agency for Quality Assurance through Accreditation of Study Programs (AQAS).
- Programs in Natural Sciences and Mathematics, Informatics, and Engineering possess Accreditation Agency (ASSIIN).
- School of Tourism and Hospitality Management and School of Computing and Technology are Higher National Diploma-HND-UK (EDEXCEL) centers.
- Faculty of Tourism and Hospitality Management, Faculty of Business and Economics, School of Computing and Technology, School of Business and Finance Possess Foundation for International Business Administration (FIBAA) Accreditation.
- Department of Architecture possesses Mimarlik Akreditasyon Kurulu (MIAK) Accreditation.
- School of Tourism and Hospitality Management possesses Teaching Education Quality in Tourism (TEDQUAL) accreditation.

The Eastern Mediterranean University is also recognized by Turkish Republic Higher Education Board (YOK), Higher Education Inspection and Evaluation Board (YODAK), and The National Recognition Information Center for the United Kingdom (UK NARIC).

Chapter 5

METHODOLOGY

This chapter of thesis explains methodology of the study including sample and procedure of data collection and data analyses.

Quantitate method used as methodological approach to check aim and objective of this study. The reason is that a research model developed that established based on theoretical framework and statistical analyses applied to identify opposed hypotheses (Altinay & Paraskevas, 2008). Then, a deductive approach used to collect data to check to what extent proposed model is matched with empirical data. Since, objective of quantitative approach is generalization of the findings, results of statistical analyses helps to assure reliability and validity of measures (Altinay & Paraskevas, 2008).

5.1 Data and procedure

A quota sampling technique used to collect data from students who are studying in Eastern Mediterranean University, Famagusta, North Cyprus. Quota sampling is a non-probability sampling technique that specific quota allocated to the subgroup (e.g. gender, or educational level) of the population (Altinay & Paraskevas, 2008). Hence, researchers tried to distribute 50% of the questionnaires to the female students and 50% to male students (See Table 1). As the sample size calculated based on Cochran formula (Cochran, 1963), a questionnaire was handed out to 270 students from different majors

(e.g. Architecture, Art & Sciences, Business & Economics, Communication and Media Studies, Education, Engineering, Health Sciences, Law, Medicine, Pharmacy and Tourism) from 19 Nov. to 7 Dec. 2014.

Twenty invalid questionnaires dropped due to incomplete answer to the items in this stage of the research. Then, data analyses performed by 250 cases. Finally, response rate is 92 percent.

5.2 Sample size

The sample size calculated based on Cochran formula (Cochran, 1963 p76) that presented in below. Considering 13000 student at EMU ($N=13000$); 1.64 for Z statistic; $P=0.5$; and 5% for precision level, estimated sample size is 265.

$$n' = \frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

where n' = Sample size with finite population correction,

N = Population size,

Z = Z statistic for a level of confidence,

P = Expected proportion (If the prevalence is 20%, $P = 0.2$), and

d = Precision (If the precision is 5%, then $d = 0.05$)

In addition, the results of Kaiser-Meyer Olkin ($KMO=.895$) and Bartlett's Test of Sphericity suggested that the sample was factorable ($X^2 = 3327.61$, $P < .001$).

Questionnaires' consist of two parts. First section is allocated for measurement of URA, TRA, TRO, TRF, UR, STR, STS, SC, and STL, which are variables of the study. Items related to profile of students presented in second part of the questionnaire. Demographic information of the students presented in Table 1.

As Table1 demonstrates about half of the respondents are females (50.8%). The majority of students are aged between “17-28” (74.8%), 20 percent are between 29-35 years, and the rest of them are older than 35 (5.2%). Nearly 50 percent of respondents are bachelor student, 35 percent of them are master, and the others are PhD students (14%).

Table 5: Students’ profile

Variable	N	%	Variable	N	%
<i>Gender</i>			<i>Age</i>		
Male	123	49.2	17-23	85	34.0
Female	127	50.8	24-28	102	40.8
Total	250	100.0	29-35	50	20.0
<i>Educational Level</i>			>35	13	5.2
B.A/ B.S	127	50.8	Total	250	100.0
M.A/M.S	88	35.2	<i>Duration of residency in Famagusta</i>		
PhD.	35	14.0	Less than one year	37	14.8
Total	250	100.0	One Year	56	22.4
<i>Nationality</i>			Two Years	85	34.0
Asian	48	19.2	Three Years	35	14.0
African	81	32.4	Four Years	20	8.0
European	61	24.4	More than Four Years	17	6.8
American	1	.4	Total	250	100.0
Middle East	59	23.6			
Total	250	100.0			

Note: N represents respondent’ frequency.

Table 1 shows about 70 percent of respondents reside in Famagusta less than two years and 30 percent of them settle here more than three years. The Nationality of 32 percent of participants is African. European and Middle Eastern students have the same participation among respondents (more than 20%). Nineteen percent of students are Asian and just 0.4 percent of respondents are American.

5.3 Measures

Items of the questionnaires adapted from recent article of Helgesen et al. (2013). URA was measured using two items that ranged from 1 (very satisfied) to 5 (very dissatisfied). A sample item is "I am satisfied with social activity at EMU". Four item adapted to measure TRI by a 5-point scale (1: very satisfied - 5: very dissatisfied). A sample item is "I am satisfied with general information regarding various activities". TRO was measured using five items that anchored from very satisfied (1) to very dissatisfied (5). A sample item is "I am satisfied with social offerings". Three items was used to measure TRF in five-Likert scale (1: very satisfied - 5: very dissatisfied). A sample item is "I am satisfied with transportation system (busses, network, timetable etc.)".

UA and STR were measured by four items ranging from 1 (highly positive) to 5 (highly negative). A sample item of UA is about "Perception of your study program's reputation among your circle of acquaintances". A sample item of STR is about "Perception of the student town's reputation among the general public". STS was measured using four items that rated from (1) to very dissatisfied (5). A sample item is "I am satisfied with Famagusta as a student town compared with an ideal one".

Three questions were used to measure SC by five-point scale that varied from 1 (strongly disagree) to 5 (strongly agree). A sample item is "To study in place other than Famagusta would be felt as a loss to me". STL was measured using five items ranging from 1(very high) to 5 (very low). A sample item is about "Probability of recommending the student town Famagusta to friends and acquaintances".

Before field administration for collecting data, a pilot study with 15 samples performed to test ambiguity of questions. Results of the pilot study showed that all items of the questionnaire are understandable and clear.

5.4 Data analyses

Descriptive and inferential analyses performed to test measurement and model of the study. Statistical Package for Social Science (SPSS) used for data screening, calculating frequency and percentage of students' demographic information, computing composite score for each variable, calculating means, standard deviations, and correlation matrix of the study variables.

AMOS that stands for Analysis of Moment Structures used for performing Confirmatory Factor Analyses (CFA) and hypotheses testing through Structural Equation Modeling. CFA is useful approach for test of measurement and checking the study variables in terms of reliability and validity. Beside of hypotheses testing, fitness of the proposed model based on the empirical data checked by using fit statistics such as X^2/df , Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Normative Fit Index (NFI), Root Mean Square Error of Approximation (RMSEA).

Results of all aforementioned analyses are provided the next chapter.

Chapter 6

RESULTS

In this chapter results of measurement and model evaluations are presented. Results of CFA represents reliability (though composite reliability) and construct validity (through factor loading, average and maximum variance extracted, and CR). After results of preliminary test, means, standard deviations, correlations and regressions, and model fit statistics are calculated.

Table 3 shows the results of CFA including value of factor loading, maximum variance extracted, average variance extracted, and composite reliability. As shown in Table 2, four items dropped, due to low level of loading ($\lambda < .5$) or cross-loading, during CFA. Other items loaded on relevant variable at significant and acceptable level ($P < .001$) (Hurley et al., 1997).

Table 6.1: Results of Confirmatory Factor Analysis

Scale Items	FL	AVE	MSV	ASV	CR
<i>University Reputation Antecedents (URA)</i>		.562	.362	.217	.664
Satisfaction with location of EMU	.744				
Satisfaction with social activity at the EMU	.755				
<i>Town-Related Information (TRI)</i>		.576	.361	.252	.773
Satisfaction with general information from town	.706				
Satisfaction with general information regarding social offerings	.791				
Satisfaction with general information regarding cultural offerings	.778				
Satisfaction with general information regarding various activities	.759				

<i>Town-Related Offering (TRO)</i>	.507	.338	.234	.779
Satisfaction with nightlife	-			
Satisfaction with social offerings	.735			
Satisfaction with cultural offerings	.719			
Satisfaction with variety of offerings	.694			
Satisfaction with town's environment.	.699			
<i>Town-Related Facility(TRF)</i>	.529	.346	.227	.609
Satisfaction with transportation system (busses, network, timetable etc.)	.786			
Satisfaction with cafes, restaurants, clubs, etc.	.663			
Satisfaction with the way residents of Famagusta threat me.	-			
<i>University Reputation (UR)</i>	.497	.224	.167	.730
Perception of your study program's reputation among your circle of acquaintances	.598			
Perception of your university college's reputation among the general public	.695			
Perception of your university college's reputation among employers	.595			
Your perception of the reputation of your university college	.891			
<i>Student Town Reputation (STR)</i>	.556	.357	.235	.757
Perception of the student town's reputation among your circle of acquaintances	.665			
Perception of the student town's reputation among the general public	.874			
Your perception of the reputation of Famagusta as a student town	.748			
Other students' perception of the reputation of Famagusta as a student town	.678			
<i>Student Town Satisfaction (STS)</i>	.583	.338	.257	.726
Your satisfaction with Famagusta as a student town In general				
your satisfaction with Famagusta as a student town	.853			
Your satisfaction with Famagusta as a student town compared with expectations	.878			
Your satisfaction with Famagusta as a student town compared with an ideal one	.500			
<i>Switch Cost (SC)</i>	-	.631	.341	.251
To study in place other than Famagusta would be felt as a loss to me				.857
To move from Famagusta to another student town would be overly demanding for me	.781			
To move from Famagusta to another student town would be time consuming for me	.807			
<i>Student Town Loyalty (STL)</i>	.570	.361	.253	.784
Probability of recommending the student town Famagusta to friends and acquaintances.	.892			
Probability of recommending the student town Famagusta to others.	.813			
Probability of speaking positively of Famagusta as a student town	.656			

Probability of choosing Famagusta as your student town if starting afresh	.627
Probability of choosing Famagusta as your permanent residency place.	-

Note: FL is factor loading coefficient; AVE: Average Variance Extracted, MSV: Maximum Shared Squared Variance; ASV: Average Shared Square Variance; CR: Composite Reliability. (-) refers the item that dropped during CFA.

6.1 Reliability analysis

Composite Reliability (C.R.) value more than 0.6 is reported as acceptable level of reliability (Bagozzi and Yi, 1988, p 82). C.R. for URA is .66, TRA is .77, TRO is .78, TRF is .60 UR is .73, STR is .75, STS is .72, SC is .85, and STL is .78 (Table 6.1). Hence, all variable has adequate internal consistency.

6.2 Construct validity

Convergent and discriminate validity were checked that the results presented in Table 3. Since value of AVE for each variable is more than .5 and CR is larger than AVE, there is a evidence for convergent validity of the study measures (Table 6.1).

To meet criteria of discriminate validity, AVE of each construct should be more than MSV and ASV of given variable. According to the results, amount of AVE is larger than relevant MSV and ASV (Table 6.1) (Anderson & Gerbing, 1988; Fornell & Larcker, 1981; Hurley et al., 1997).

6.3 Correlation test

Descriptive statistics of all variable including means and standard deviations are calculated. Correlation matrix of each variable calculated after computing composite scores of each item. Results of means, standard deviation, and correlation matrix of the study variable are demonstrated in Table 6.2.

As show in in Table 6.2, TRI has a significant and positive correlation with URA ($r=.37$, $p<. 01$). There is a significant and positive relationship between TRO and URA ($r=.32$, $p<. 01$), also TRO and TRI ($r=. 73$, $p<. 01$).

Based on the results of correlation test, TRF has a significant and positive association with URA ($r=.37$, $p<. 01$), TRI ($r=.47$, $p<.01$), as well as TRO ($r=.46$, $p<. 01$). UR has a significant and positive correlation with URA ($r=.44$, $p<.01$), TRI ($r=.42$, $p<.01$), TRO ($r=.37$, $p<. 01$), and also TRF ($r=.34$, $p<. 01$). STR has a significant and positive relation with URA ($r=.43$, $p<. 01$), TRI ($r=.49$, $p<. 01$), TRO ($r=.43$, $p<. 01$), TRF ($r=.33$, $p<. 01$), and UR ($r=.60$, $p<. 01$) (Table 6.2).

Table 6.2. Correlation matrix, Means, Standard deviations of the study variables

Variable	1	2	3	4	5	6	7	8	9
1.URA	1.000								
2.TRI	.374**	1.000							
3.TRO	.328**	.732**	1.000						
4.TRF	.376**	.470**	.465**	1.000					
5.UR	.448**	.420**	.371**	.340**	1.000				
6.STR	.437**	.497**	.437**	.332**	.602**	1.000			
7.STS	.314**	.488**	.527**	.415**	.329**	.498**	1.000		
8.SC	.064	.198**	.158*	.124*	.049	.171**	.161*	1.000	
9.STL	.258**	.389**	.415**	.224**	.489**	.623**	.471**	.096	1.000
Mean	2.280	2.782	2.900	2.692	2.388	2.520	2.657	2.986	2.609
St.D.	.850	.719	.713	.949	.662	.657	.765	.688	.777

Note: * is $P<.05$; ** is $P<.01$; *** is $P<.001$. URA stands for University Reputation Antecedents; TRI: Town-Related Information; TRO: Town-Related Offering; TRF: Town-Related Facility; UR: University Reputation; STR: Student Town Reputation; STS: Student Town Satisfaction; SC: Switch Cost; STL: Student Town Loyalty.

According to correlation results, STS has a significant and positive correlation with URA ($r=.31$, $p<. 01$), TRI ($r=. 48$, $p<. 01$), TRO ($r=. 52$, $p<. 01$), TRF ($r=. 41$, $p<. 01$), UR ($r=.32$, $p<. 01$), and also STR ($r=.49$, $p<. 01$). SC has a significant and positive

correlation with TRI ($r=.19, p<.01$), TRO ($r=.15, p<.01$), TRF ($r=.12, p<.05$), STR ($r=.17, p<.01$), and STS ($r=.16, p<.05$). While SC has not any relation to URA ($r=.06, n.s.$), and UR ($r=.04, n.s.$).

STL has a significant and positive association with URA ($r=.25, p<.01$), TRI ($r=.38, p<.01$), TRO ($r=.41, p<.01$), TRF ($r=.22, p<.01$), UR ($r=.48, p<.01$), STR ($r=.62, p<.01$), and STS ($r=.47, p<.01$). There is not any relationship between STL and SC ($r=.09, n.s.$).

Since, no correlation coefficient is above .9 all of the items are distinct variables, in other words, there is no multi-collinearity (Amick & Walberg, 1975).

6.4 Model Testing

Results of SEM used for hypotheses testing. Standardized regression coefficients and status of hypotheses are provided in Table 6.3. Results of fit statistics are presented in Figure 6.1. $\chi^2=1093.06$, $df=508$, $\chi^2/df= 2.15$, $GFI=.89$, $CFI =.90$, and $RMSEA= .07$. According to the results, proposed model has adequate fitness with empirical data (Bentler & Bonett, 1980; Joreskog & Sorbom, 1984).

According to the results, URA has a significant and positive effect on UR ($\beta = .25, p<.01$), Hence **H1a** is supported. STR positively related to URA ($\beta=.34, p<.001$). Then, **H1b** is supported. URA has a significant and positive effect on STS ($\beta=.19, p<.05$). Thus, **H1c** is supported.

UR has not influenced by TRI ($\beta=.06, n.s.$). Therefore, **H2a** is not supported. In contrast, TRI has a significant and positive effect on STR ($\beta= .34, p<.001$). Hence **H2b**

is supported. Similarly, STS positively related to TRI ($\beta = .25, p < .01$). Then, **H2c** is supported (Table 4).

As presented in Table 4, TRO has not any significant effect on UR ($\beta = .05, n.s.$). Thus, **H3a** is not supported. Similarly, STR has not influenced by TRO ($r = .11, n.s.$). Then, **H3b** is not supported. TRO has a significant and positive impact on STS ($\beta = .25, p < .05$). Therefore, **H3c** is supported.

UR significantly and positively affected by TRF ($\beta = .14, p < .05$). Then, **H4a** is supported. TRF has not any significant effect on STR ($\beta = -.07, n.s.$). Hence, **H4b** is not supported. TRF has a significant and positive effect on STS ($\beta = .28, p < .05$). Thus, **H4c** is supported.

Table 6.3. Results of structural equation modelling for hypothesis testing

<i>Hypothesis</i>	<i>Path</i>	<i>B</i>	<i>Status</i>	<i>Sign</i>
H1a	URA → UR	.254**	Supported	✓
H1b	URA → STR	.349***	Supported	✓
H1c	URA → STS	.193*	Supported	✓
H2a	TRI → UR	.066 ^{n.s.}	Not supported	×
H2b	TRI → STR	.342***	Supported	✓
H2c	TRI → STS	.253**	Supported	✓
H3a	TRO → UR	.059 ^{n.s.}	Not supported	×
H3b	TRO → STR	.112 ^{n.s.}	Not supported	×
H3c	TRO → STS	.254*	Supported	✓
H4a	TRF → UR	.141*	Supported	✓
H4b	TRF → STR	-.071 ^{n.s.}	Not supported	×
H4c	TRF → STS	.289*	Supported	✓
H5	UR → STR	.699***	Supported	✓
H6	UR → STS	.329*	Supported	✓
H7	STS → STR	.308**	Supported	✓
H8	UR → STL	-.118 ^{n.s.}	Not supported	×
H9	STR → STL	.817***	Supported	✓
H10	STS → STL	.092 ^{n.s.}	Not supported	×

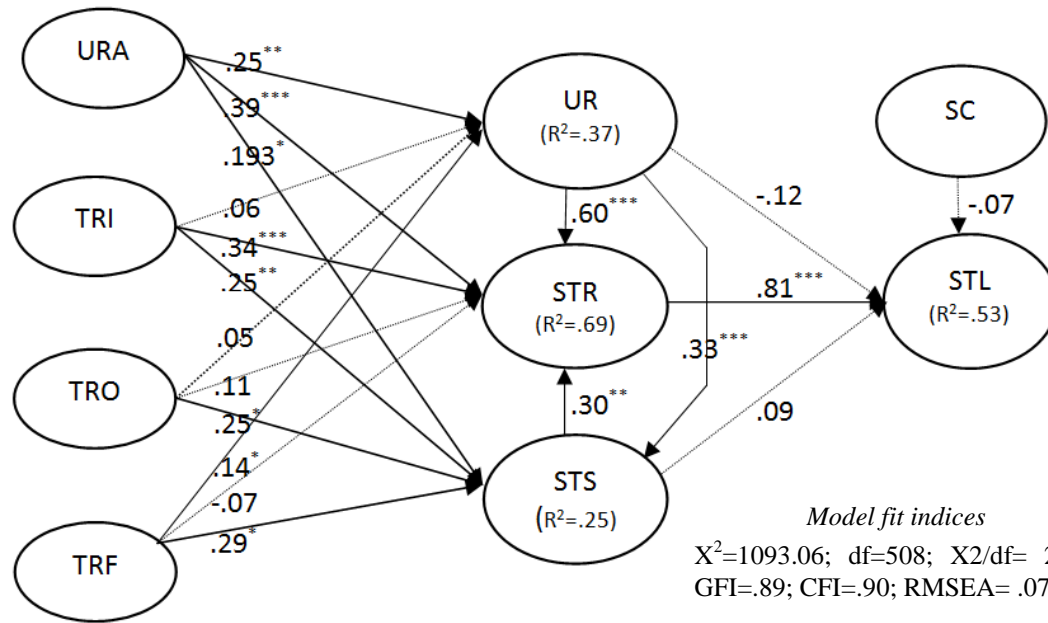
H11	SC → STL	-.077 ^{n.s.}	Not supported	×
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Note: * is P<.05; ** is P<. 01; *** is P<.001; n.s. is non-significant. URA stands for University Reputation Antecedents; TRI: Town-Related Information; TRO: Town-Related Offering; TRF: Town-Related Facility; UR: University Reputation; STR: Student Town Reputation; STS: Student Town Satisfaction; SC: Switch Cost; STL: Student Town Loyalty.

As shown in Table 6.3, UR significantly and positively related to STR ($\beta=.69, p<.001$). Then, **H5** is supported. Similarly, UR has a significant and positive effect on STS ($\beta=.32, p<.05$). Thus, **H6** is supported. STS has a significant and positive impact on STR ($\beta=.30, p<.01$). Therefore, **H7** is supported.

According to results, UR has not any significant effect on STL ($\beta=-.11, n.s.$). Hence **H8** is not supported. STR significantly and positively related to STL ($\beta=.81, p<.001$). Then, **H9** is supported. Interestingly, STS has not any significant effect on STL ($\beta=-.09, n.s.$). Therefore, **H10** is not supported. STL has not influenced by SC ($\beta=-.07, n.s.$). Thus, **H11** is not supported.

Summary of the hypothesis testing depicted in Figure 6.1.



Note: URA stands for University Reputation Antecedents; TRI: Town-Related Information; TRO: Town-Related Offering; TRF: Town-Related Facility; UR: University Reputation; STR: Student Town Reputation; STS: Student Town Satisfaction; SC: Switch Cost; STL: Student Town Loyalty.
 ---> indicates the insignificant path. * is $P<.05$; ** is $P<. 01$; *** is $P<.001$.

Figure 6.1: Results of hypothesis testing

As shown in Figure 6.1, R^2 for UR is 37 %, STR is 69%, STR is 25%, and STL is 53 %.

Next chapter includes main findings and discussion, limitations, recommendations for managers and researchers.

Chapter 7

CONCLUSION AND DISCUSSION

This study proposed a research model that investigate indicators of student town loyalty in Famagusta where is located in a Mediterranean island.

7.1 Main Findings

The results of this study revealed that URA and TRF are indicators of UR. It means, university-related antecedents and town-related facility increase reputation of the university. URA is the most important indicator of UR.

Among antecedents of student town reputation, URA and TRI have significant and positive effect. That is university-related antecedents and town-related information boost the reputation of student town. Like UR, university-related antecedents are the most important indicator of STR. These results are similar to finding of Helgesen et al. (2013).

As hypothesized, URA, TRI, TRO, and TRF have a significant and positive impact on STS. That is, university-related antecedents and town-related information, town-related offering, and town-related facility raise the level of student town satisfaction. These findings are in line with results of Giese & Cote (2000), Helgesen et al. (2013), and

Williams et al.'s (2005) studies. According to the statistical results of this study, TRF acts as the main indicator of STS.

STR significantly and positively influenced by UR and STS. It means reputation of the university and student town satisfaction enhances the reputation of student town. Comparing to STS, UR is the most important indicator of STR.

Based on the results of the study, STR has significant and direct effect on STL. This result is matched with precept of attribution theory. In other words, student town reputation as an external attribution positively related to student loyalty, which can be considered as behavioral intention. The result of this study shows that there is no any relationship between STL and UR, STS, and SC. These results are not accordance with findings of Thomas (2011) and Helgesen et al.'s (2013) research. Perhaps the reason behind of this discrepancy is perception of the EMU students about pursuing education in abroad countries. As below elaborated majority of the EMU student come from developing countries and education is an excuse to live in a place that has better conditions comparing to their origin country. Thus, reputation of the university has lower priority than town reputation.

7.2 Managerial Implications

There are several implications of managers and decision makers. Firstly, decision-makers must be aware that loyalty of the student is very important in development of the town. Students during the education use various kinds of resources (e.g. water, electricity, natural resource, etc.) and services (medical, insurance, and so on). It is the loss resources and is kind of mismanagement, if the students leave the town after

graduation and do not contribute in the development of the town. In other words, fostering a student from A to Z can be considered as an investment for the future development. Especially, those countries are encountered with a lack of specialist and technical staff. To sum up, all stockholders must be sensitive about value of the student and their loyalty in progress of the student town.

Another implication of this study is that policy-makers should heighten the reputation of the student town to have more loyal student. It means that loyalty of the student depends on reputation of the town and effective policies and decisions required to increase reputation of the town. It is very important in the case of Famagusta, because majority of the students come from developing and under developing countries. Hence, the expectation of the students is to pursue their education in the well-known town where is socially desirable. Perhaps due to existence of such expectation and cultural issues, university reputation, student satisfaction, and switching cost have not significant effect on students' loyalty. However, student town satisfaction and university reputation increase reputation of the town.

Since, Town reputation is the most indicator of student town loyalty, it is suggested to managers increase university- related antecedents, which is the most effective indicator of STR. For example, location of university and social activity at the university are two examples of university- related antecedents.

7.3 Future Research and Limitation

There are two limitations in this study, which can be offered as suggestions for further studies. Firstly, this study focuses on student perspectives about antecedents of student town loyalty. It is offered to consider views of other contributors who have authority in university and town.

Secondly, this a cross-sectional study that collected data from one university from one country. It is suggested to redo this research as a longitudinal study in several universities in different countries.

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APPENDICES

Appendix A. Sample of Questionnaire

**EASTERN MEDITERRANEAN UNIVERSITY
FACULTY OF TOURISM**

Dear Respondent

As part of my Master thesis at the Eastern Mediterranean University, Faculty of Tourism, I am conducting a survey on student's perception regarding their experiences and expectations of the university town that they live and study. The results will be a great help and beneficial to understanding the quality of services, quality of space/environment, level and the nature of treatment by the host community. Any obtained information through this research will remain confidential. There is no need to reveal your identity or name. I will appreciate if you take a few moments and complete this questionnaire. If you have inquiries or questions you can contact me through email or phone number. Many thanks in advance and appreciate your contribution.

Sincerely,

Elham Hesaraki.

Phone: 05338705597

Email: Elham8181@yahoo.com

Part A.

Instruction: for each of the following statements below, please select one response indicating the extent of your agreement or disagreement by placing a tick in the appropriate box.

The response scale is as follows:

1. Very high
2. high
3. Undecided
4. low
5. Very low

Student town loyalty items/variables/factors/indicators (Y1-Y5).	1	2	3	4	5
Probability of recommending the student town Famagusta to friends and acquaintances.					
Probability of recommending the student town Famagusta to others.					

Probability of speaking positively of Famagusta as a student town					
Probability of choosing Famagusta as your student town if starting afresh					
Probability of choosing Famagusta as your permanent residency place.					

The response scale is as follows:

- 1: Highly positive**
- 2: Positive**
- 3: Undecided**
- 4: Negative**
- 5: Highly negative**

University college reputation variables (Y6-Y9)	1	2	3	4	5
Perception of your study program's reputation among your circle of acquaintances					
Perception of your university college's reputation among the general public					
Perception of your university college's reputation among employers					
Your perception of the reputation of your university college					

Student town reputation variables (Y10-Y13)	1	2	3	4	5
Perception of the student town's reputation among your circle of acquaintances					
Perception of the student town's reputation among the general public					
Your perception of the reputation of Famagusta as a student town					
Other students' perception of the reputation of Famagusta as a student town					

The response scale is as follows:

- 1. Very satisfied**
- 2. Satisfied**
- 3. Undecided**
- 4. Unsatisfied**
- 5. Very unsatisfied**

Student town satisfaction variables (Y14-Y17).	1	2	3	4	5
Your satisfaction with Famagusta as a student town In general					
your satisfaction with Famagusta as a student town					
Your satisfaction with Famagusta as a student town compared with expectations					
Your satisfaction with Famagusta as a student town compared with an ideal one					

Town related offerings variables (X1-X5)	1	2	3	4	5
Satisfaction with nightlife					
Satisfaction with social offerings					
Satisfaction with cultural offerings					
Satisfaction with variety of offerings					
Satisfaction with town's environment.					

Town- related information variables (X6-X9)	1	2	3	4	5
Satisfaction with general information from town					
Satisfaction with general information regarding social offerings					
Satisfaction with general information regarding cultural offerings					
Satisfaction with general information regarding various activities					

Town-related facility variables (X10-X12)	1	2	3	4	5
Satisfaction with transportation system (busses, network, timetable etc.)					
Satisfaction with cafes, restaurants, clubs, etc.					
Satisfaction with the way residents of Famagusta treat me.					

University-related antecedents variables (X13-X14)	1	2	3	4	5
Satisfaction with location of university (EMU)					
Satisfaction with social activity at the university (EMU)					

The response scale is as follows:

- 1. Strongly agree**
- 2. Agree**
- 3. Undecided**
- 4. Disagree**
- 5. Strongly disagree**

Switching costs variables (X14-X17)	1	2	3	4	5
To study in place other than Famagusta would be felt as a loss to me					
To move from Famagusta to another student town would be overly demanding for me					
To move from Famagusta to another student town would be time consuming for me					

Appendix B. List of Abbreviations

ASV	Average Shared Square Variance
AVE	Average Variance Extracted
CFR	Confirmatory Factor Analysis
CR	Composite Reliability
FL	factor loading coefficient
MSV	Maximum Shared Squared Variance
SC	Switch Cost
STL	Student Town Loyalty
STR	Student Town Reputation
STS	Student Town Satisfaction
TRF	Town-Related Facility
TRI	Town-Related Information
TRO	Town-Related Offering
URA	University Reputation Antecedents
UR	University Reputation