

Impacts of Educational Tourism on Local Community: The Case of Gazimagusa, North Cyprus

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ABSTRACT

This study examined the impacts of educational tourism on the local community of Gazimagusa, North Cyprus through the cultural exchange that took place between local and international students.

The study used an inductive approach in order to achieve a qualitative understanding of the research area. Semi-structured interviews with Turkish Cypriot students supplied valuable information about the experiences, beliefs, attitudes, behaviors, and perspectives of the local students.

The findings demonstrate that local students were strongly affected by the cultural exchange that took place between themselves and international students.

Educational tourism impacted on social, cultural, economic and environmental aspects of the local community.

The findings also demonstrated that local students were very positive about the presence of international students in their community.

Keywords: Educational tourism, cultural exchange, host response.

ÖZ

Bu çalışmada, eğitim turizminin Gazimağusa, K.K.T.C’deki yerel halk üzerindeki etkileri ile yerel öğrenciler ve uluslararası öğrencilerin girdiği kültürel değişimin sonuçları incelenmiştir.

Çalışmanın araştırma kısmı kapsamında, niceliksel sonuca varılabilmesi açısından tümevarımlı bir yaklaşım kullanılmıştır.

K.K.T.C’li öğrencilerle gerçekleştirilen yarı yapılandırılmış mülakatlar sonucunda, yerel öğrencilerin yaşadıklarının yanı sıra, inanç, davranış ve bakış açılarıyla ilgili önemli bulgular elde edilmiştir. Bulgular, yerel öğrencilerin kendileri ve uluslararası öğrenciler arasında gerçekleşen kültürel değişimden ciddi bir şekilde etkilendiğine işaret etmektedir. Eğitim turizminin yerel halkın sosyal, kültürel, ekonomik ve çevresel faktörlerine etki ettiği de yine çalışmanın bulguları arasında saptanmıştır.

Öte yandan, bulguların aynı zamanda uluslararası öğrencilerin halk içindeki varlıklarının yerel öğrenciler tarafından olumlu karşılandığını da gösterdiği sonucuna varılmıştır.

Anahtar Kelimeler: Eğitim turizmi, kültürel değişim, evsahibi tepkisi.

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Chapter 1

INTRODUCTION

1.1 The Growth of International Tourism

The significant growth of the tourism industry is undeniable and many places have been affected in different aspects. As Faulkner and Tideswll (1977) argue, the development and growth of tourism is important to a significant proportion of nations all over the world. Economically, tourism is known as one of the leading industries during recent decades. As World Tourism Organization (WTO) (2014) reports international tourist arrivals have grown by 4% in 2013 reaching a new global record of 1 billion. In addition, based on a report by WTO (2014) adds that although world economies are still suffering from economic volatilities and are not stable yet, international tourism has represented a growing demand during 2013.

Table 1: World Tourism: Arrivals and Receipts

Year	Arrivals (Millions)	Receipts (US\$ Billions)
1990	457	268
2000	677	497
2012	995	1042
2013	1035	1075

As shown in Table 1, the tourism industry has shown a growing trend ranging from 457 million international arrivals in 1990 to more than a billion in 2013. Moreover, global receipts have similarly passed 1000 billion dollars.

The flourishing number of these touristic destinations is accompanied by socio-economic development through making benefits from exports, creating jobs and businesses, developing infrastructures within countries and getting exposed to different cultures.

Unfortunately, all these rising figures of tourist number and incomes have caused many governments and policy makers to neglect the impacts of tourism both nationally and sub-nationally. To be more specific, the sub-national level is where these impacts could be observed more significantly (Judd and Fainstein, 1999).

Therefore, considering the growing trend in international tourism, educational traveling has also been another growing trend in the framework of international tourism. What is under investigation in this research is educational tourism.

1.1.1 The Growth of International Education

Over the past half century, there has been an increase in the number of students studying at colleges and universities abroad (Ministry of Education, New Zealand, 2014). The growth of international education generally provides lots of advantages for a range of various stakeholders benefiting from a higher education system. In addition, an internationally-graduated person is globally more competitive in job markets (UNESCO, 2010). Looking from an institutional point of view, an internationalized education unit is more successful at benefiting from internationally-generated incomes (Green, 2003). One can also evaluate international education from

a national point of view. As suggested by Deardorff (2006), international education could bring developments for a nation in global, economic or political ways.

1.1.2 Impacts of International Tourism

As Hoti et al. (2005) state, small islands have different characteristics including political systems, economic opportunities, crimes and tourism industries. The economies of islands are often tied to the tourism industry since they are believed to be favorable destinations for tourists. The more the tourism industry grows, the more the employment rate increases in this sector. Therefore, there has been a growing ratio of people getting involved in this industry globally, to whom the development and growth of this sector is important (Faulkner and Tideswell, 1997).

Brown (1998) has shown that the economy is greatly affected by tourism. Undoubtedly, the most important reason considered by states for developing tourism is that of economic benefit (Ennew, 2003). One could mention various economic benefits resulting from tourism development such as increasing employment by creating job and business opportunities (Tosun, 2002), supporting and empowering the local economy (Richard, 1971 cited in Upchurch and Teivane, 2000). In addition, Sugiyarto et al. (2003) reveal that growth in the tourism sector could cause economic development by decreasing the local price levels and increasing foreign trade proportions. As Tyagi and Singh (2007) suggest that almost everyone is included in the benefits and costs of tourism. However, over-reliance on tourism as the only means of economic development is a source of problems for islands (Sharpley, 2001). Local governments have demonstrated that they are getting highly dependent on tourism. Ayres (2000) mentions that tourism affects small states not only economically, but also socially, culturally and environmentally. As stated in a study

by Brunt and Courtney (1999), the quality of life in a society is affected by tourism. The traditional culture of the host community is greatly vulnerable to tourism. Aberdeen and Schuler (2003) notify that the local culture could be changed or destroyed by the impacts of tourists. Similarly, national resources are under pressure as the number of tourist increases and this high pressure on resources results in negative environmental externalities (Wolfe, 1983). Increasing numbers of problems are accompanied by the expansion of tourism including erosion, pollution and other kinds of environmental impacts (Andereck, 2002).

A program of studying abroad is able to bring people together with different backgrounds and experiences but with a common aim in the field of study. Studying in a foreign country brings international students into close relation with local people in the host location (Bodger, 1998). The nature and impact of this relationship is the focus of this study.

1.2 Aim of the Study and Research Objectives

The aim of this study is to investigate the impacts caused by educational tourism on the local community of Gazimağusa, North Cyprus through cultural exchange between local and international students.

The objectives of the study are:

- a. Identifying the nature of cultural exchange due to educational tourism.
- b. Identifying the possible social, cultural and economic impacts of educational tourism.
- c. Identifying whether the impacts affect the community positively or negatively.

- d. Identifying how the local community would react in response to the impacts.

1.3 Organization of the Thesis

The present study consists of five chapters. It starts with an introduction in order to depict the importance of the topic and explain the aim of study and research objectives.

The second chapter reviews the relevant literature on international tourism, its impacts and host response to tourism. As a type of international tourism, educational tourism is also introduced and considered in detail. A brief history of educational tourism is documented and a definition of educational tourism is discussed. The impacts of international students and the nature of cultural exchange is also some of the issues discussed in this chapter.

Chapter 3 introduces in detail the methodology and methods which are used in the study. In it, the inductive research, qualitative approach to research and interviews are considered. It also gives information about the sampling techniques and the sample used.

The forth chapter presents the results of the interview analysis. The aim was to examine the experiences of the local students studying in an international university and the impacts of international students on their lives.

The fifth chapter summarizes the conclusions based on the outcomes of the empirical analysis and presents some policy implications for policy makers and managers.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter briefly reviews the definition of tourism and then continues with a section on discussing the impacts of tourism mentioned in the relevant literature and the host response to tourism. Afterwards, some of the academic works in the field of educational tourism and cultural exchange are reviewed.

2.2 Definitions of Tourism

There have been various definitions of tourism. Goeldner and Ritchie (2003) stated that tourism is a collection of mutual connections between tourists and different parties including suppliers, governments, local communities etc.

Another definition which is presented by WTO (1999) depicts tourism as a combination of various activities done by people visiting other environments for a period of time shorter than a year for different purposes.

Similarly, in a report by Canadian Cultural Observatory (2005), tourism is defined as a group of complicated activities conducted by humans. It is added that tourism is an opportunity for people to experience other environments, to spend their vacation and to meet other nationalities in a different environment. Not surprisingly, there would be some exchanges in this process resulting in different impacts varying from cultural to economic.

2.3 The Impacts of Tourism

In order to identify the benefits and costs associated with tourism, researchers in this field have tried to investigate different impacts of tourism on various involved groups. Broadly speaking, Stynes (1999) states that as tourism enters a region, associated costs and benefits affect everyone in the region in different ways. Greathouse (2005) indicate that the emerging industry of tourism has affected countries socially, economically, culturally and environmentally. In addition, a report by OECD (2002) shows how small states could benefit from tourism significantly considering the low costs of this industry and high profits resulting in social and economic developments. However, it is worth noting that over dependence on tourism would result in some consequences which would be costly for society taking into account the continuous development of the tourism industry in small states, especially small islands (Ayres, 2000).

Thus, a great proportion of relevant literature is inclined to categorize the impacts of tourism into social, economic, cultural and environmental. Dogan (1989) indicates that tourism, in an international framework, would inter-culturally affect various countries. He adds that impacts of tourism might have an influence upon the host community both positively and negatively depending on the original structures of society and culture.

2.3.1 Social and Cultural Impacts of Tourism

Culturally speaking, tourism has been destroying local cultures (Aberdeen and Schuler, 2003). As tourists enter a region, the host community loses the traditional cultures as a result of a tendency to be respectful and highly civilized (Dogan, 1989). Moreover, as different programs are scheduled to entertain tourists and to supply

their demands, the authenticity of the local community drains away (Göksan, 1978 cited in Dogan, 1989). Therefore, traditional cultures appear as a non-authentic form in order to satisfy tourists (Besculides, Lee, and McCormick, 2002).

Hence, human mutual connections diminish in the presence of the economic benefits of tourism. As Kadt (1979) suggests, human relationships become highly dependent on economic gains. This commercialization of relationships is mentioned to be one of the most common impacts of tourism on host communities (Dogan, 1989).

Others also argue that tourism supports the dependency of the local community on tourists and tourist suppliers and final outcome of this dependency is nothing except commercialization of human relationships (Easterling, 2004).

According to the literature, there are some negative impacts on the local community resulting from the development of tourism. Table 2 reviews some of these negative impacts mentioned in the literature.

Table 2: Negative Impacts of Tourism on Quality of Life of the Local Community

Negative Impacts	Study
Increased crowding, traffic and parking problems	Green, 2005; Lee and Back, 2003
Increased cost of living	Mccool and Martin, 1994
Friction between tourists and residents	Andereck et. al., 2005
Changing traditional family values	Kuosis, 1989 (cited in Andereck et. al.,2005)
Degradation of morality	Mok et. al., 1991(cited in Andereck et. al.,2005)
Increased gambling	Pizam and Pokela, 1985(cited in Andereck et. al.,2005)
Declining resident hospitality	Lui and Var, 1986 (cited in Andereck et. al.,2005)
Juvenile delinquency, feeling of resentment created by unequal power relationships tended to reinforce class distinctions and increased residents' awareness of their own poverty	Easterling, 2005

These extreme changes in the quality of life of the local community could lead to psychological tensions (Dogan, 1989). These tensions could result in conflicts between the locals and the tourists. Undoubtedly, small town crowded by tourist

would lose its peace and cause the hospitality of the locals to decrease (Wahab, 1978 cited in Easterling, 2005).

It is worth noting that although there are many negative impacts tied to tourism, various studies have suggested some positive impacts on local communities. A summary of positive impacts is represented in Table 3.

Table 3: Positive Impacts of Tourism on Quality of Life of the Local Community

Positive Impacts	Study
Development of national and ethnic consciousness	Blomstorm et. al. 1978; Olali, 1978; van der Berghe and Reyes, 1984
The growth of international peace and understanding	Burkart and Medlik, 1974; Haulot, 1974; Olali, 1978
The emancipation of women	De Kadt, 1979; Wilson, 1979 cited in Easterling, 2004

In addition, as a local community presents its traditional culture to tourists, its identity improves (Besculides, Lee, and McCormick; 2002).

2.3.2 Environmental Impacts of Tourism

As the number of tourists increases in different environment, the local places experience a meaningful change in a period of time. This change can be positive or negative.

There are negative impacts from the tourism sector when the number of visitors to an area is greater than the area's ability to place them. It is proof that the expansion of tourism in any country is related to the increased certainties of the damaging impacts of the tourism sector. Most affected by these impacts are exactly the host population and the environment of destination (Fresnoza, 2008). The attention of a large number of tourists to a touristic center results in environmental deterioration. The most important issue for a touristic area is the improper disposal of waste; there are many tourists all around the world who do not care about the environment unfortunately.

Finally, it can be concluded that despite the tourism industry having many advantages it also has some negative social and environmental effects on any host; examples being erosion, loss of diversity and changes in the social fabric, compaction of earth leading to runoff, pollution, destruction of heritage, fertilizer leakage and waste water discharge.

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

2.3.3 Economic Impacts of Tourism

A sizeable proportion of literature is focused on the economic impacts of tourism. Tourism has been known as an emerging industry which generates revenues for economies. As mentioned earlier, some states are highly dependent on tourism.

Hence, the economic impacts of tourism affect a variety of accounts from household accounts to national accounts. However, it should be noted that these impacts could be either positive or negative.

Brown (1998) suggests that tourism could significantly affect infrastructure investments in a country both negatively and positively. Economically, tourism is a main source of development for not only many countries but also the world economy (Ennew, 2003). A report by WWTC (2007) suggests that, by 2018, the tourism industry will have a growth rate of 4.4 percent annually and support more than 297 million jobs and have a share of 10.5 percent of global GDP.

A study by Tosun (2002) shows that the tourism industry provides opportunities to invest and for work. In addition, it enforces the local economies while creating a framework for cultural exchange between tourists and locals (Richard, 1971 cited in Upchurch and Teivane, 2000).

Moreover, as Sugiyarto et al. (2013) state, the growth of tourism is associated with the growth of economy which leads to a reduction in the domestic price levels and an increase in foreign trade.

As mentioned earlier, tourism growth demands investments in infrastructure which is followed by the influx of tourists (Ennew, 2003). The impact of expenditures on the development of infrastructure could be evaluated in three categories; direct effects, indirect effects and induced effects (Ennew, 2003; Bellini, Del Corpo, Gasparino and Malizia, 2008).

The first category, direct effects, as their name implies, arise from expenditure by tourists. As tourists spend, it leads to an immediate revenue generation (Ennew, 2003). One can list the direct effects as transportation, accommodation, eating industries and etc. (Zhou et al. 1997). Secondly, indirect effects are known as the activities resulting from an initial income by locals which is re-invested in sources to supply the demand of tourists for goods and services (Ennew, 2003). Finally, the induced effects arising from the income generated from the local suppliers for local workers and businesses (Ennew, 2003).

Beyond the positive impacts, tourism is associated with some negative impacts which could be summarized as shown in Table 4.

Table 4: Negative Impacts of Tourism on Local Economy

Negative Impact	Study
Increasing reliance on the tourism sector	Sethna and Richmond, 1978
Allowing and welcoming foreign workers in the tourism sector	Kompas, 1999
Local inflation in domestic prices	Upchurch and Teivane, 2000
Overdependence on tourism	Dumont, 2007
Counter-urbanization	Stockdale and Findlay, 2004

As the literature review above shows, there are many social, cultural, environmental and economic impacts of tourism. The results also show that these impacts can be both positive and negative. The focus now will be turned to educational tourism - as a form of international tourism – and its impacts on the host population.

2.4 Educational Tourism

Over the past half century, there has been an increase in the number of students who have secured admission from colleges and universities abroad. Farrugia, Chow and Bhandari (2011) state in their recent report that for the academic year 2011/2012, the number of international students' in U.S. reached a new record of 764,495, which shows that during the last decade the number of foreign students has increased by 31%. There are some factors that have caused this stable increase: firstly, the big attempts made by American academic institutions to recruit more students; secondly, the promotion of U.S. higher education by the government. And, finally, a rise in the economic situation of the middle class of important source countries which makes them capable of meeting their children's financial needs to study abroad (Fisher, 2009).

As the participation of countries in the global free trade economy has increased and most of the countries follow budgetary cut plans, the competition among nations to recruit self- funded and brilliant students has risen, and for two key reasons it has become strategic in recent decades. First, cultural and academic contributions are made to college campuses by international students, as they offer a convincing talent pool. Second, international students play a vital role in the economy and make a considerable contribution to the culture of host countries (The State Project, 2014).

2.4.1 History and Definition of Educational Tourism

Travel for the purposes of education is not new. During the 1840s, formalized education had begun for different age groups ranging from young to old. Machin (2008) says that this method was based on traveling from villages and cities to downtown and capital cities for self-improvement. “Educational Travel” is known for the modern-day studying vacation concept (Kalinowski and Weiler, 1992 cited in Weiler and Hall, 1992:15-16).

A report made by the Canberra Australian Capital Tourism (2012) shows that an education tourism visitor in fact is a traveler aged 15 years or above whose key reason for traveling abroad is education and that this travel lasts less than twelve months. If this definition is taken educational travel developed from the middle of the twentieth century onwards. Basically, education tourism was based on educational institutions, as Bodger (1998) said the best example would be university extra-mural departments which provided a field trip for a class of the winter months so that students could realize the objects of their study.

Thus, education tourism is any program in which applicants or participants travel from their own city to a host as a group with the main purpose of being involved in a learning practice directly related to the host location (Rodger, 1998 cited in Ankomah and Larson, 2000).

Educational tourism also includes several sub-types such as ecotourism, rural/farm tourism, heritage tourism and student exchanges between universities and educational institutions (Bardgett, 2000). According to Hayes and McCann (2008) educational tourism is defined as containing a diversity of activities including foreign

exchange-student programs, leave and staff exchanges, training and educational tours, school workshops and trips, study and work tours, short courses, method and language courses, conferences and seminars, academic meetings, continuing adult education programs, winter and summer schools, advance practice training, internship periods, sports and coaching seminars, cultural and historical tours.

Therefore as Tarlow (2008) indicates that educational tourism is a wide term that covers a variety of formats including school trips, spring break trip experiences, studying abroad experiences, seminar vacations and knowing professional people, skill enrichment vacations and enlightening trips.

On the other hand, people also talk about educational travel. Bodger (1998) stated that today the term educational travel might be known as the scale of travel opportunities for education: it covers the school child going on a break to a touristic place with a guest lecturer, or even a language student studying in the UK, other educational training tours, and a package of tour and training for adults where education is considered as a main objective.

Nowadays educational travelers or educational tourists expect that a large number of programs will offer quality accommodation plus facilities and quality education, with reliable educational travel arrangements (Bodger, 1998). Therefore, educational tourism also covers educational organizations, hosting and the accommodation sector, the conveyance and transportation sectors, the food and beverage industries and the restaurants' sector, entertaining facilities, opera, museums, arts and inheritance attractions, relaxation and fun facilities, and the other services (Tarlow, 2008).

Thus, as Tarlow (2008) pointed out all forms of educational tourism have a list of items in common and basically refers to the travel to a new location with the primary purpose of engaging in a studying and learning experience in educational institutions.

However, what is also important here is that an educational tourist also exploits the cultural and social aspects of the new location (destination), and not only participates in several activities provided by the destination, but also interrelates with the host public during their visit (Lanegran, 2005). Thus, this interaction between the educational tourists and locals could result in a cross-cultural communication (Delamere and Hinch, 1994 cited in Besculides, Lee, and McCormick, 2002).

2.4.2 Cross Cultural Communication

Culture and dialogue are two related concepts. Nowadays peoples, countries, communities and regions are becoming interdependent and intertwined more than ever. Universities are the place that students from different nationalities meet each other. We can see students from South Africa who are studying in North America or students from Kazakhstan studying in Germany. Cultural exchange can be planned as an official program (like having classmates) or it may happen informally (sitting beside someone in train).

Cross cultural communication or cultural exchange is a concept that enables individuals and communities to meet and communicate with other people from different countries all around the world. Understanding other cultures has a great advantage. It has the potential to prevent prejudice and hate. It can help to know and understand each other. It can also improve our lives by bringing new forms of artistic appearance and providing upgraded insights. Cultural exchange activities and movement may have a more powerful influence and effect than military forces or any other types of political delegations.

Local students are usually affected by intercultural experiences on campus. They can get involved with many things that they have not experienced before. But if we consider it in a deep way, we will find that different local students (based on geographical place, attitude, background, religion and other perspective) are affected in a different way (Colvin, C., Fozdar, F., & Volet, S. E. 2014). As Volet (1999) pointed out Australian students with a bicultural heritage are more positive to intercultural mixing than mono-cultural Australians. Montgomery (2009), in his study found that local students who have previous international experience are more open to other cultures than other local students. In another similar study, Kleinert et al. (2012) found highly positive relationships between a local student's foreign language ability, multicultural information and their cultural intelligence.

2.4.3 Impacts of Educational Tourism

Today, many millions of international students are studying abroad and some countries are planning to have a certain number of international students in their future plan. For example Malaysia set an aim of 200,000 international students by the year 2020 (MOHE, 2011). As the number of international students increase in a community so does their presence in that community. Therefore, the question here is how the foreign students' impacts on the locals?

Pupil travelers can be seen as conceivably capable explorers in light of the fact that they are in the nation for a more drawn out amount of time than other tourists, either to go to college with host nation nationals or to live with a family or both. In the greater part of their associations -with different pupils, teachers, relatives, and parts of the community - the study abroad members have the chance to create significant

connections and to look into the culture of the other and also teach their own culture to local residents or pupils.

First of all, international students have the potential to modify the content and the procedure of education. It is said that they bring an international standpoint to classroom debates which challenges and motivates teachers to take into account new approaches for instructing that were not in line with their former experiences in learning. Thus, these cross-cultural differences usually can lead to a change in the way that teachers teach and students behave (Education Count 2014). However, although there is significant potential to bring an international point of view to the classroom, and there are some examples that show how to achieve it, the number of the researches that have investigated the results or extent of such activities is few (Education Count 2014). Obviously this area merits further consideration.

Students preview new methods of seeing and thinking that challenge the previous expectations and beliefs of local residents and pupils. Sometimes pupil travelers bring a bigger understanding of self and a confronting of local host perspectives about consumerism, individualism, and race-based identity (IAEC 2014). On the other hand, pupils return with a greater international-mindedness. Generally, the most common observed effects of pupil travelers on hosting groups are better global language proficiency, more knowledge about various cultures, politics, and societies from different nationalities (IAEC 2014).

As Stephenson (1998) pointed out exchanging students as well as parts of the host society who come into contact with them are affected by the culturally diverse experience. Stephenson (1998) by reviewing the effect of the host pupils upon

international pupils observed that it was troublesome for both sides to acclimate to different cultures and values and that this experience was more upsetting than had been foreseen. Based on his discoveries the strongest effect on the host families was a repeating of their own feeling of being Chilean and in selecting a profounder energy about their own culture (Stepenson, 1998). Peterson (1997) also pointed out that cultural or social class is likewise an issue, for instance if an advantaged pupil from a developed nation goes to a foreign college with favored foreign pupils, both sides might never truly encounter the wide social contrasts of their new environment.

As a notion, international contact includes communication with international people, like faculty, staff, and foreign undergraduate and graduate students. Numerous studies state that international students previously raised and educated in different social and cultural conditions than those of the host country, are a major source of diversity; they constitute a rich source for international education on academic institutions and enrich not only intellectual and culture life on the campus but also the student population (Mamiseishvili, 2012; Choudaha& Chang, 2012). Apparently, domestic students are exposed to different cultures by the presence of foreign students. The communication of domestic and international students would deepen the understanding of each other's culture and improve beneficial networks of exchanges of information, notions, and assistance in the future (Grayson, 2008; Andrade, 2009).

In the past decade, the educational advantages of peer-pairing programs have been investigated by researchers for domestic student applicants. For example, Geelhoed et al. (2003) showed that American students acquired new cultural viewpoints, developed understanding, and became more proficient and skilled in their

intercultural connections. Equally noteworthy, the US students' friends and families' attitude toward foreign students were positively influenced as interactions of U.S. students with their international colleagues were ongoing. Furthermore, Cheney (2001) in her research on the effects of intercultural business communication noted that two specific advantages could be generated for both domestic and international students by structured international communication: (a) improved awareness of English and foreign language usage and (b) the improvement of international friendships. These all might serve as a precious source of cultural, economic, social, and political knowledge when American students enter the workforce. In addition, in a world which has been increasingly globalized and interconnected, domestic students would have a competitive advantage in working effectively with people from various backgrounds acquired from increased cultural understandings and skills (Montgomery, 2009).

Moreover, domestic students can develop their cognitive skills by communicating with international students. Pascarella et al. (2001) studied the impacts of diversity experiences, and proved that important debates with international students affected positively the third-year serious thinking of Caucasian female students. In another piece of research on diversity effects, Hu and Kuh (2003) stated that the interaction with international students is more likely with male students than female students, freshmen, and sophomores. Besides, they found that all college outcome variables i.e. personal development, general education, vocational preparation, science and technology, total gains, intellectual development, and the diversity competence measures, are positively influenced by interactional diversity experiences.

However, although there is some intercultural communication between host and guest, investigations find that the occurrence of intercultural communications is low and those international students expect and desire greater contact (Education Count 2014). Most studies show that while domestic students have stated relatively positive views toward international, domestic students are not eager enough to initiate interaction with their foreign peers students, although others argue that substantial intercultural communication is unlikely to happen unexpectedly to any large extent, and it is nearly certain that in order to have more and better intercultural activities interventionist plans must be introduced (Education Count 2014).

2.5 Host Response to Tourism

As the evidence from research shows, international tourist, whether they are students or not have a lot of positive and negative impacts on the host populations' culture, economy and environment. The next question to ask is what the response of the locals to these impacts are.

Tosun (2002) by running a comparative tourism study investigated the hosts' perception of impacts. He conducted interviews with residents of Urgup city, Turkey to find their perceptions about the impacts of tourism on their city in relative and absolute terms. He compared the results from Urgup city, Turkey, with two other similar and previous studies that investigated residents' perceptions of the impact of tourism in Nadi, Fiji, and Central Florida (Milman and Pizam 1988; King, Pizam and Milman 1993). Tosun (2002) found that the host community is developing less than positive attitudes towards the industry in Urgup. However, he also concluded that the existence of a limited number of job opportunities in other sectors of the local economy may have contributed to a positive perception of tourism regarding the

improvement of employment opportunities. Overall however, the residents of Urgup, Tosun (2002) found, tend to have negative perceptions of tourism jobs in absolute and relative terms.

In another study Andereck et al.. (2002) argued that residents recognize many positive and negative impacts of tourism on their own culture. The authors stated that residents appreciate the way the tourism industry enriches the community fabric, but of course they do not expect increased negative attributes such as traffic, crowding, crime, congestion and litter. They finally concluded that there is a positive association between support for tourism as a source of cultural and economic development and perceptions of its positive impacts on the community.

More knowledgeable people and people who have more contact with tourists have more positive perceptions of tourism's impact on community life, and those residents who look at the tourism industry as a development priority also perceive greater benefits from it in their communities than do others, and they have positive attitudes regarding tourism (Andereck, et al. 2005). On the other hand, those residents who believe their local economy is in bad shape are concerned about economic benefits more than other benefits of tourism (Gursoy and Rutherford, 2003).

2.5.1 Theorizing Host Response to Tourism

Investigations on people's perspectives have been done for decades beginning with largely case-based and descriptive results. Lately though, theoretical methods using knowledge-based approaches have been used to describe the effects of tourism on the destination people. These theories include:

Social Exchange Theory: Most commonly researchers use this theory to explain host perceptions and reactions to the effects of tourism. This theory states that exchange would happen when asymmetrical inaction forms (Sutton, 1967 cited in Wang, Pfister and Morais, 2006). Ap (1992) concludes that “residents evaluate tourism in terms of social exchange, that is, evaluate it in terms of expected benefits or costs obtained in return for the services they supply” (p. 670). In fact, it is suggested that an individual is willing to choose exchanges if the result is satisfying and valuable and if any negative results do not offset the benefits (Skidmore, 1975). This theory shows people’s attitudes to tourism as a trade-off between the costs and benefits of tourism from the point of view of the host (local) residents. Usually residents are supposed to be helpful if they notice more positive and useful impacts (let us say benefits) than negative or useless impacts (costs) from the tourism sector (Zhang, 2008). Vounatsou, Laloumis and Pappas (2002) state that as long as local people realize that benefits exceed costs, then they have a bold approach to tourism development.

Dogan’s Adjustment Theory: According to Dogan (1989) the tourism sector produces both negative and positive consequences but the level of positive and negative consequences differ depending on criteria such as the level of development and the socio-cultural structure of the country. Based on this theory the destination host response varies in terms of the costs and gained benefits. In this model it is assumed that tourism begins with a homogeneous urban community in where the type of tourism and the local factors and tourists are the factors that define the primary responses. Five main stages are defined for cultural issues dealing with the effects of tourism including: resistance stage, retreatism stage, boundary maintenance

stage, revitalization stage and adoption stage. But Dogan (1989) listed four main strategies of this model as shown in table 5 below.

Table 5: Dogan's Adjustment Theory

Main stages	Consequences	Suggestion
Resistance	Active Negative	residents" show hostility and aggression against tourists and tourism facilities
Retreatism	Passive Negative	residents avoid contact with tourists and review old traditions, become cultural and ethnic conscious
Boundary Maintenance	Passive Positive	residents uses available boundary mechanisms of cultural difference and strong institutions to impose distance between locals and tourists
Adoption	Active Positive	suggests that the culture and lifestyle of tourists actively admired and emulated. There are no great differences between host and guest culture and the way of life

Doxey's Irritation Index Model: This model was one of the most significant regarding the relationship between the host attitudes to tourism and the level of tourism development. It considers the host response to tourism at different levels of tourism development. It does not refer to empirical researches, but mostly is based on conjecture. The main limitation of this model is the assumption that homogeneity characterizes a community. Based on this model there are a four stages defined as follows;

Table 6: Doxey's Irritation Index Model

Stage Of Host Approach To Visitors	Explanation
Euphoria	Visitors are welcome and there is little planning
Apathy	Visitors are taken for granted and contact becomes more formal
Annoyance	Saturation is approached and the local people have misgivings. Planners attempt to control via increasing infrastructure rather than limiting growth
Antagonism	Open expression of irritation and planning is remedial yet promotion is increased to offset deteriorating reputation of the resort

The Doxey's irritation model implies that the attitudes are initially favorable but become negative after reaching a threshold (Long et al, 1990). It is also supported in a study by Mason et al. (2000) they say that residents' reactions and attitudes to tourism hold a sense of homogeneity which means residents' attitudes in response to tourism may change as time goes by, within an expectable one-way sequence.

Equity Theory: Based on this theory residents of the host location run the cost and benefit analysis which is one of more basic equity equation. Residents of the host location will find the tourism development beneficial only if its costs and benefits consequences (advantages and disadvantages) are listed out in comparison, and of course they want the positive aspects to exceed the negative aspects (Easterling, D. 2004)

Power Theory: this theory argues that personal power (property, skills, money, competence and knowledge) may affect the residents' ability to exploit the exchanges (Easterling, D. 2004)

Growth Machine Theory: According to this theory only the stakeholders who are able to maximize their personal economic returns, attempt to support growth in the tourism sector. Based on this theory other people from the same location are not willing to support growth or may passively oppose it (Martin, McGuire and Allen, 1998). The theory also states that residents with no-power are usually more favorable to tourism development rather than those who have power even though from a financial perspective both may depend on tourism.

Lifecycle Theory: This theory is one of the most useful theories in tourism research, based on lifecycle theory. As time goes by, the tourism sector develops and grows. The five stages under this theory are as follows: exploration stage, involvement stage, development stage, consolidation stage and stagnation stage. In the study of Ap and Crompton (1993) these stages are introduced and named as embracement stage, toleration stage, adjustment stage and withdrawal stage. This theory claims that the responses of residents to changes will lead to an increase in tourism development.

2.6 Turkish Republic Northern Cyprus (TRNC)

In this section the study will provide required information about The Turkish Republic of Northern Cyprus (TRNC). Statistical information about the education system in the TRNC will be provided, and finally this section will give detailed

information about the case of this study which is the Eastern Mediterranean University.

2.6.1 TRNC as a Host

Northern Cyprus is an island in the middle of the Mediterranean Sea. This country is almost fully Turkish-speaking. English, however, is considered to be a second language. The economy in Northern Cyprus is dominated by the services sector, including tourism, education, the public sector and trade. Total revenue from the education sector was USD 400 million in 2011. Industry and agriculture takes a lower percentage of GDP compared with the service sector.

Based on Cyprus-online and as is shown in following table Northern Cyprus has 286257 population living in 10 different cities. According to the frequency table Gazimağusa takes second place with a population of about 41,000.

Table 7: Population in Northern Cyprus

No.	Name of the city	Population
1	Lefkoşa	61,378
2	Gazimağusa	40,920
3	Girne	33,207
4	Güzelyurt	18,946
5	Lefkoşa (Gönyeli)	17,277
6	Girne (Dikomo)	12,118
7	Lefkoşa (Kythrea)	11,895
8	Güzelyurt	11,091
9	Girne (Lapithos)	9,120
10	İskele	7,90

2.6.2 Higher Education in Northern Cyprus

The Higher education system of Northern Cyprus (YÖDAK) is a member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

There are nine international universities in Northern Cyprus. These are Girne American University (GAU), Near East University (NEU), Middle East Technical University, Cyprus International University, European University of Lefke, Eastern Mediterranean University (EMU), University of Mediterranean Karpasia, Istanbul Technical University and University of Kyrenia.

Based on a report in Study in North Cyprus (2014), there are about 70,004 university students with 114 different nationalities studying in nine universities in Northern Cyprus (18,646 international students, 15,210 Turkish Cypriots and 36,148 students from Turkey).

2.6.3 Eastern Mediterranean University (EMU)

The Eastern Mediterranean University (EMU) is the largest university in Northern Cyprus. EMU is situated in Famagusta and was built in 1979. The main purpose of establishing this university was nothing but a higher-education institution of technology for Turkish Cypriots. It was converted to a state run trust university in 1986. The area of the campus is 10 km in the city of Famagusta. This university has 70 departments (including 3 Schools and 7 Faculties), and both undergraduate and postgraduate degrees are offered by those departments. English is the medium of instruction in this university. The University has an English Preparatory School for those students who need to improve their English.

The academic programs offered by the EMU are wide-ranging and include Physical and Social Sciences with extensive research programs via the Research Advisory Board. A wide-range of undergraduate, Master's and Doctoral Level Graduate Programs are offered by this university. The EMU Institute of Graduate Studies and Research runs 13 Doctoral level, 20 Master's level graduate programs.

The first department at EMU was the engineering department and therefore, at the beginning The EMU was called The Institute of Technology. Later in 1984, Electrical Engineering, Civil Engineering and Mechanical Engineering programs were defined as four-year programs. A few years later, the governments of the Turkish Republic of Northern Cyprus and The Turkish Republic jointly agreed on opening a university covering different faculties called The Eastern Mediterranean University. In 1986, Faculties of Arts and Sciences, Engineering, Business and Economics and also a School of Computing and Technology were initiated. The School of Tourism and Hospitality and The Faculty of Architecture started giving admission and offering education in 1990. Six years later, in 1996, The Faculty of Law was established. Faculty of Communication started offering education in 1997 and two years later in 1999, The Faculty of Education was initiated. The School of Applied Sciences is started giving admission and accepting students in 2007 and in 2010, The School of Justice and The Faculty of Health Sciences were established. The faculty number 9 was The Pharmacy Faculty established in 2011. Now EMU has 9 faculties and 4 schools (Eastern Mediterranean University, 2015).

This university is internationally recognized and has more than 1000 faculty members from 35 countries, 15,000 students representing 68 nationalities (Eastern Mediterranean University, 2015). The Eastern Mediterranean University is a full

individual member of the European University Association. It is also a full member of The Community of Federation Universities of Islamic World, The Mediterranean Universities, The International Council of Graphic Design Associations and finally The International Association of Universities (Eastern Mediterranean University, 2015).

Chapter 3

METHODOLOGY

In this part of the thesis, methodology and methods which are used in this study will be discussed. The inductive research, qualitative approach to research and interviews are also considered. It also gives information about the sampling techniques and the sample used.

3.1 Theoretical Perspective

There are two flows in scientific researches qualitative and quantitative (Batista, 1987). Researchers have long contested the relative value of quantitative and qualitative inquiry (Patton, 1990). In fact qualitative research is any any type of research or study that provides findings which cannot be found by statistical procedures or any other quantitative method (Potter, 1996:17). Qualitative analysis establishes natural ways for ideas to emerge (Strauss and Corbin, 2002). The aim of the qualitative research is to provide deep understanding of the topic by collecting detail information on the subject (Neuman, 2003). On the other hand the quantitative researchers are interested in statistical analysis and hard data which can be presented in numerical form (Gliner and Morgan, 2000).

Since the aim of this paper is to investigate the cultural effects of educational tourism on the local Turkish Cypriot students and consequently their personal experience and behavior, the qualitative research methodology is more appropriate. The researcher used semi –structured interviews in order to collect more effective and reliable data.

The inductive (hypothesis generating) form of research was chosen over the deductive (hypothesis testing) form since inductive research emphasizes the importance of the analysis by subjective accounts which are generated by getting inside situations and taking account of subjects' meaning in order to explain by understanding (Neuman, 2003)

3.2 Sample and Sampling Methods

There are two main types of sampling techniques – probability sampling and nonprobability sampling. Probability sampling is often used by the quantitative researchers and aims to avoid potential bias by giving every member in the sampling frame an equal chance being included in the sample. On the other hand, the nonprobability sampling technique is often used by the qualitative researchers and aims to choose a sample that has the characteristics relevant to the research questions. Therefore not all members have an equal chance of being selected (Neuman, 2003). As Flick (1998:41) “It is their relevance to the research topic rather than their representativeness which determine the way in which the people to be studied are selected”.

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

In order to measure the impacts of cross cultural communication due to international students among the local population, (especially on local students at the EMU) a group of local students were selected. In this research, participants who are defined as local Cypriot students are basically from Northern Cyprus and studying at the Eastern Mediterranean University. The selected participants, are basically Turkish Cypriot students who are working inside the campus as a research or student assistant, so our participants are closely in touch with foreign national student every day.

3.3 Data Collection Techniques

Since this research is qualitative research, semi-structured interviews were used to collect data. Semi-structured interviews were the appropriate technique to use since it enables the researcher to elicit a vivid picture of the participant's perspective, opinions, feeling and experiences on the research topic (Neuman, 2003).

Although a number of questions were designed before the interviews the researcher tried to be flexible by changing or adding new topics during interviews to get more information and a proper response. Semi-structured interviews are usually applied to get and give proper information within a fairly open framework. They provide a situation in which information can flow in a conversational and focused manner using two-way communication.

3.4 Research Questioning process

20 Turkish Cypriot students who are registered and currently studying and working at the Eastern Mediterranean University were interviewed. The researcher took 45-60 minutes to interview each participant.

Qualitative research interview is much more difficult than quantitative research, because it needs communication technics, interviewing experiences and interpretation skills. There are two types of question known as “grand tour” and “mini-tour”. The interview starts with ‘Grand tour’ questions which seek to get a broad view of the participants’ perception and experiences. Mini-tour questions consider more information about participants in a second step. Finally the interview ends with more general questions which make participants cool-off and ready to end (SUN Scholar). In the current study interviews have started with general questions such as campus, international students, relationship, rather than asking specific questions like “how do you feel about foreign national students’ culture?” As has been mentioned above, in the second step the researcher tried to ask mini-tour questions to find more information in detail about the interviewees. Next, the interviewees were asked “What are the cultural impacts of educational tourism? And what does this concept mean? How do you interpret it?” This type of questions aimed to find out how the participants interpret the concept of educational tourism. Next, the researcher posed questions that considered the students’ experiences whilst having contact and relations with foreign national students. Question such as “How are you meeting your international friends? What aspects of their culture are you finding interesting?” which aimed to investigate the link between interviewees’ personal experiences and the idea of cultural impacts of educational tourism. After assessing the interviewees’ experiences of the cultural impacts of educational tourism, the researcher tried to find the duration of the conversations that the participants had with foreign students. In the next step, participants were asked about the location where they interact with other students. They were asked “where do you prefer to meet with your international friends?” In the next question participants were

asked “What is the type of relationship that you have with your foreign national friends, how open are you to accept and learn their culture? In other words, how do you look at them? Interviewees were also asked about the number of their friends who are not originally Turkish Cypriot but traveled to Northern Cyprus for studying, “How many foreign national friends do you have? Who often do you meet these friends? How many times per week do you meet?”

Table 8: Respondents’ Identity

Participant	Nationality	Gender	Age (years old)	Studying/Working at EMU
A	Turkish Cypriot	Female	21	2 years
B	Turkish Cypriot	Male	24	3 years
C	Turkish Cypriot	Male	24	2 years
D	Turkish Cypriot	Female	23	1 year
E	Turkish Cypriot	Female	22	2years
F	Turkish Cypriot	Female	22	2 years
G	Turkish Cypriot	Female	21	1 year
H	Turkish Cypriot	Female	23	1year
I	Turkish Cypriot	Female	19	2 years
J	Turkish Cypriot	Female	21	2 years
K	Turkish Cypriot	Male	23	3 years
L	Turkish Cypriot	Male	21	2 years
M	Turkish Cypriot	Male	24	1 year
N	Turkish Cypriot	Male	22	2 years
O	Turkish Cypriot	Male	21	1 year
P	Turkish Cypriot	Male	23	2 years
Q	Turkish Cypriot	Male	24	3 years
R	Turkish Cypriot	Female	21	2 years
S	Turkish Cypriot	Female	20	1 year
T	Turkish Cypriot	Female	23	4 years

The participants were also asked about the economic advantages of educational tourism, “What are the economic impacts of educational tourism on your city (Gazimağusa)? Does it have any advantages or disadvantages?” Finally, interviews were ended by asking interviewees about the topic of their discussion. “What topics usually do you discuss during the contact that you have with these friends? Were those topics different in terms of different nationality?”

Chapter 4

FINDINGS AND DATA ANALYSIS

As it is mentioned in previous chapter, semi-structured interviews with 20 local (Turkish Cypriot) students were conducted in order to collect information. These students are currently studying in different departments at the Eastern Mediterranean University. For reasons of confidentiality the identity of the respondents were not used. Instead, the name of the each interviewee were replaced by capital letters accordingly A to S. The interviews were conducted from 15th May to 26th May 2014. Each interview were transcribed and then analyzed by coding them.

4.1 Respondents' Profile

Looking at the ages of the participants shows that they are aged between 19 and 24. These participants were all Turkish Cypriot students studying and working at EMU, moreover, 11 of them were female and the other 9 were male. In a simple classification it shows that the average age of participants is 21.1 years old, and the average time elapsed since they started at the EMU was 20.4 months.

4.2 Understanding of Educational Tourism

Respondents were very clear about who the educational tourists were. All of the participants mentioned that those who travel to study abroad are called educational tourist.

When asked about the international students and their culture, on the whole the participants argued that, each nation has its own culture, which may be totally new

for another nation. Interviewees understood that culture is divided in different subsection such as food, religion, dance, belief, tradition, language, behavior, attitude and etc. The participants also added that when foreign national students travel to North Cyprus they bring their own culture, they have their own parties, societies and programs at EMU. As one of the interviewees pointed out “for me, as a local student this is a chance to learn and find something new among different cultures” (Interviewee T). They all believe that after a while local people learn new language, new religion, new food, new dance and some of local students may get married with foreign national students. Interviewees also thought that international students by bringing their own culture to new society and in a long process it affect the local culture.

4.3 The Effect of Educational Tourism

This study was aimed to focus on the investigation of the impacts caused by educational tourism on the local community, and additionally the response of the host population to the development of educational tourism. Before I refer to the details of interviews regarding this question, I would like to mention that all of the interviewees agreed that educational tourism strongly affects the social, cultural and economic aspects of the local students’ community.

In the following section I will refer to the responses of those participants who said something different or significant.

According to participant *D* “talking, texting and studying with a foreign national friend causes to learn global language better and earlier.” She also mentioned that “learning the global language makes you able to increase your self-esteem and having

more chance to understand different culture.” Participant **K** who was a male 23years old stated that “I had never cooked in my life because this is the favor that my mom always does for me, but since I started to study at EMU, I have had chance to spend some times with my foreign national friends at dormitories or their home, therefore I learned how they cook, how they eat, what they are interested to talk, and many other information about their own culture.” And he mentioned that “I think that I changed somehow, nowadays my action, my behavior and my belief is affected by my foreign national friends because it seems that they have something interesting and good in their culture that I do not have in my own.” Similar to Participants **D** and **K**, participant **N** also mentioned the impacts of educational tourism on local students’ lives. He said “in my points of view foreign national students are ambassadors of their own cultures.” In order to identify the effects of educational tourism he added that “I am living in North Cyprus since I was born and the changes that I have seen in Turkish Cypriot culture is very fast and extreme, Nowadays most of the shops outside the school are able to speak English, most of the real states and land lords speak English, most of the taxi drivers and other people whose jobs are related to foreign national students, speak English.” Participant **H** (a 23 years old female) said that “my mother is a hair dresser, before I enter to EMU my mother only had local customers, but since I started to study at EMU I have brought almost all of my foreign national friends to my mother’s shop.” She also mentioned that “My mother receives Euro, Dollar and Sterling, and she has learned a few English regarding to her job.” Another interesting answer was stated by participant **R**, who said that “I am not fast in writing, I remember that when I was at my first semester I started to borrow some notes from one of my classmate and by the end of first semester he became my boyfriend and we both are happy to have each other.” She also continued

that “now I know many things from his culture and he also learned many things from my culture and we both changed a lot to get closer. I think the cultures that foreign national students bring to EMU affect the local students’ culture which is not bad at all, I call it cultural development.”

All of the participants also mentioned how comfortable they feel now about traveling to Nigeria, Iran, Palestine, Azerbaijan or other countries where they have friends, because they already know many things about those countries.

One important issue that most of the participants mentioned religion, they said that they have spent hours with their foreign national friends to discuss differences between the same religions in different countries. Besides religion, technology, development, economy, social freedom, women rights and other issues were issues that many interviewees discussed with their foreign national friend.

4.4 Place to Meet with Educational Tourist

Northern Cyprus is a small island which has a large number of students and the majority of them are foreign students, therefore everywhere you go on this island there is the possibility of meeting foreign national students.

According to my interviewees most of the meetings take place on campus, because there are lots of facilities and equipment to enjoy on campus such as sport fields, gym, cafeteria, restaurant, dorms free Wi-Fi zoon etc., therefore foreign students (even those who live outside) prefer to spend time with their friends on campus.

Almost all the 20 participants answered this question exactly the same, they mentioned that we meet our foreign national friends on campus, whether in our working place or cafeteria, classroom, parties and ceremonies.

One of the different answers for this question was given by participant **J**, she said “most of my foreign national friends are female, we usually meet inside campus but we also spent time to go outside for shopping, cinema, and café shop.” She continued that “those friends who are my mother’s customer, they come to our home sometimes.”

The participant **A** who has a foreign boyfriend said that “we are studying in same department, therefore we meet every day on campus and in the department, and we eat together at restaurant on campus. However, evening time we meet outside because he is my boyfriend and my family knows him.” She also said that “he is not only the international friend that I have, of course I have many foreign national friends who I meet them in my working place and classroom and somewhere else, but except my boyfriend I usually meet my other foreign national friends on campus.

Thus as the results show all most all of the respondents meet their foreign national friends on campus.

4.5 Frequency of Contact by Foreign National Friends

Since all of the respondents were local students who are studying and might be working as assistants at the university, they all had regular contact with many foreign students. They also said that although they could not say how many foreign national friends they have as a whole they all said that “we have many foreign national friends” (Interview Q).

Under this question, participant **G** mentioned that “I have many friends in my work place and my courses, they are from different countries and I am totally OK to have interaction with them every day.” Participant **M** argued that “If Turkey is considered as a foreign country, than I would say that most of my foreign friends are from Turkey, but let me tell you that I also have many friends from other countries.”

An interesting fact that participant **J** mentioned was “nowadays Facebook has made it easy to keep in touch with friends who are not close. You can wish them a happy birthday, send them photo or see their timeline every day.”

4.6 Role of EMU as a Host

When it was asked about the role of the university in bringing people from the different parts of the world together, the respondents were very clear about the role of the university.

Participant **A** said that “our university has an important role in increasing the level of English proficiency for all the students.” She also said that “EMU should not focus on some specific countries to accept student, we must have students from all around the world.”

Another participant stated that “we need to introduce our university to the world, I think we have the ability to bring good student with good cultures here, to increase the level of our life satisfaction in North Cyprus.” He also added that “if good students from good countries come over here then we have chance to live in a real worldwide” (Interviewee **P**).

Another important point was mentioned by participant **O**. He said that “EMU is working perfectly in recent years and there is nothing to be improved. I am sure that there are thousands of students who like to travel here.” He mentioned that “we as local students should improve our language skill.”

And finally participant **J** implied that “we are living in 21st century, we have to be open to our foreigner friends and classmates, and we have to trust them. If sometimes they do something that we do not like, it shows that there is a cultural gap in between us. EMU can provide more parties and ceremonies to bring all the different nationalities together so that we can get to know them better.”

However, they all mentioned that “speaking is first step of any relation, we all (local and foreigners) should be able to speak in English properly to understand each other, then we can have a perfect interaction together.”

Chapter 5

CONCLUSION

The aim of this research was to study the economical, socio-cultural and environmental effects of educational tourism on the local residents. The information in this chapter aims to pull strings together. At the beginning of this chapter, I presented a summary of the study. Now I will bring conclusions drawn from the current study, and finally implications and suggestions for any further research.

5.1 Summary of the Study

This study was a qualitative study which attempted to find out first: “What are the possible economical, socio-cultural and environmental effects of educational tourism on the residents of Famagusta? (Both the positive and negative effects are considered)” and second: “What would be the residents’ reactions and perceptions towards the impacts of educational tourism in Famagusta?” In order to answer to the research questions, semi-structured interviews have been used for 20 students who are Turkish Cypriot. The interviews were conducted from 15th May to 26th May 2014.

5.2 Conclusions Drawn from Study

The conclusion shows that local students from Northern Cyprus are highly affected by educational tourism in different aspects because all of the interviewees agreed that educational tourism strongly affects the social, cultural and economic aspects of the local students’ community. Since the participants are students who are currently studying and working on campus, they were the best ones to test this study’s

questions, because these participants are in contact with foreign national students every day and they can observe and realize the process of changing and unifying and accepting new cultures not only in their own lives but in the lives of other local students.

The observations show that educational tourism results in friendship between local and foreign national students, and in some cases it influences the local students' family as well. In such an environment when there is friendship between young people, joy, prosperity, peace, opportunities, development and competition come too.

According to interviews, most of the meetings between students (local and foreign national) take place on the campus, because there are lots of facilities and equipment to enjoy on campus such as sport fields, gym, cafeteria, restaurant, dorms, free Wi-Fi zone and etc., therefore foreign students (even those who live outside) prefer to spend time with their friends on campus.

Participants also mentioned that they have daily contact with many foreign national friends which show a high frequency of contact with foreign national friends. Regarding this issue I found that local students have their foreign national friends in their social network list, and this could lead them to contact each other any time everywhere.

The role of the university as a host, from the participants' points of view is highly important. They mentioned that the university can improve, monitor and supervise the impact of educational tourism on local students by providing good English

courses, accepting students from various countries, organizing parties and social activities, increasing the exchange program and some other ideas.

Table 9: Impacts of educational tourism on local community

Positive Impacts	Negative Impacts
Economic growth	Miscommunication
Social development	Pollution
Job opportunity	
The growth of international peace and understanding	

The only problem that this research has found concerns miscommunication. Sometimes educational tourism may also lead to conflict between local and foreign national students based on miscommunication and misunderstanding. This conflict is caused by religious differences or language differences or different beliefs. This is considered to be the main problem. The University can provide certain activities to make students known the different religions, beliefs and cultures. Pollution can be taken into the account as one of the problem caused by tourism. In terms of educational tourism, this negative impact is considered.

5.3 Suggestions for Further Research

For further research, it is suggested to researchers to do analysis and research on the role of language in the impacts of educational tourism on local residents. This can also be a topic to investigate the impact of educational tourism development in a

small island. Researchers can also look into more reasons of the lack of cultural unifying in a university.

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