

# **Socio-Cultural Impacts of Educational Tourism on the Residents of Famagusta**

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## **ABSTRACT**

Apart from palpable and potent effects of the tourism on the economy and the physical environment, it can be contributed to the socio-cultural vicissitudes in the host communities. Educational tourism as one of the most influential segments of tourism both from the economic and socio-cultural standpoints has an accelerating pace of development in the whole globe.

Previous studies mostly have focused on the economic impacts of educational tourism and slightly have gone through the social and cultural impacts of the issue whereas; the present study aimed at scrutinizing the feasible social and cultural efficacies of educational tourism on the indigenous habitants of Famagusta city located in Northern Cyprus.

In order to collect the related data, the qualitative research method was applied and unstructured interviews were employed through which the indispensable and paramount testimonies were acquired fastidiously.

Data analysis revealed that Educational tourists are the mainstream of economic source as well as the major characterizing factor of the nature of the positive or negative social, cultural and environmental impacts in Famagusta city.

The presence of educational tourists completely has changed the quality of life in Famagusta which is perceived positively by the locals. Enhancement of social activities, rejuvenating of traditions, increase of public facilities, increase of general knowledge of the habitants, enhancing the image of the TRNC is some of the positive aspects of the educational tourist impacts and on the opposite side decrease of the social ethics, commercializing of the culture, increase of the crime rate, drug

use and sexual harassment are some of the negative aspects of this phenomena in Famagusta indigenous.

**Keywords:** Educational Tourism, Socio-Cultural impacts, Host Community, Famagusta, TRNC

## ÖZ

Turizmin ekonomi ve fiziksel çevre üzerindeki belirgin ve güçlü etkisinin yanı sıra ev sahibi toplulukların sosyo-kültürel değişimlerinde de katkıda bulunmaktadır. Turizmin ekonomik ve sosyo-kültürel açılarından en etkili parçalarından olan eğitim turizmi, dünya çapında gelişimine hızla devam etmektedir.

Önceki çalışmalar, eğitim turizminin ekonomik etkisi üzerinde yoğunlaşırken ve sosyal ve kültürel etkilerine sadece değinirken; bu çalışmanın temel amacı eğitim turizminin Kuzey Kıbrıs'ta bulunan Gazimağusa şehrinde ikamet eden yerli insanlar üzerindeki uygulanabilir sosyal ve kültürel yararlarını detaylı bir biçimde incelemektir.

Konuyla ilgili verileri toplamak amacıyla, nitel araştırma tekniği kullanılmış ve formatsız görüşmeler gerçekleştirilmiştir; böylelikle gerekli ve önemli ifadeler titizlikle alınabilmıştır.

Veri analizi sonuçlarında, Eğitim turistlerinin Gazimağusa'daki ekonomik kaynağın temel etkeni olduğu ve Gazimağusa şehrindeki sosyal, kültürel ve doğa etkenlerinin olumsuz veya olumlu doğasının temel şekillendirici etkeni olduğu ortaya çıkmıştır.

Eğitim amaçlı turistlerin varlığı, Gazimağusa'da yaşayan insanların yaşam kalitesinde, yerli halk tarafından olumlu olarak algılanan, büyük bir değişime neden olmuştur. Gazimağusa'da ikamet eden yerli insanlara göre, sosyal aktivitelerin artırılması, geleneklerin canlandırılması, kamu tesislerinin çoğaltılması, yerli halkın genel kültürünün geliştirilmesi, KKTC'nin yurtdışındaki imajının geliştirilmesi eğitim turizminin olumlu etkilerini oluştururken; buna karşılık olarak sosyal ahlağın

azalması, kltrn ticaretleřtirilmesi, su oranında bir artıř grlmesi, uyulurucu kullanımı ve cinsel taciz gibi durumlar ise eęitim turizminin olumsuz etkilerini oluřturmaktadır.

**Anahtar Kelimeler:** Eęitim Trizmi, Sosyo-Kltrel etkileri, Evsahibi Topluluk, Gazimaęusa, KKTC

To the soul of my father and the entity of my mother...

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# Chapter 1

## INTRODUCTION

### 1.1 Northern Cyprus

The island of Cyprus has been located in Northern East of Mediterranean Sea on the south of Turkey and west of Syria (www.joshuaproject.net). The Island is considered to be the third largest of the Mediterranean Islands (www.northcypruswebsite.com). In 1974 the Cyprus Island, due to some conflicts between Turkish Cypriots and Greek Cypriots, was divided into two sections where the northern part was allocated to Turkish Cypriots which consists of about %55 of the whole island and the south parts was given to Greek Cypriots (Warner, 1999). In 1983 Turkish part of the Island was entitled Turkish Republic of Northern Cyprus (TRNC) (Arslan and Guven, 2007). The population of Northern Cyprus in 2011 census was 294,906 (www.wikipedia.com). The largest cities of the TRNC are Nicosia, Famagusta and Kyrenia, respectively (www.northcyprus.cc).



Figure 1.1: The location of the Island  
Source: <http://www.joshuaproject.net/people-profile>

## 1.2 Famagusta

Famagusta city is located on the eastern coastal region of the Cyprus Island. This city is the home to the Eastern Mediterranean University and owns the deepest harbor of the whole island ([www.wikipedia.com](http://www.wikipedia.com), 2013). The history of the city dates back to 300 BC in which it is believed that was founded by the Egyptian king. The neighboring cities of Famagusta are Bogaz on the north, Varosha on the south and Nicosia on the east. This city based upon to its positioning characteristics is the center of agricultural export and in the past times fishing and cotton spinning were the traditional occupations of its habitants. Famagusta is considered as one of the world's heritage endangered sites and it has been put in the World Monument Fund list since 2007 (<http://www.whatson-northcyprus.com/towns/famagusta.htm>, 2007).

Based on the latest statistics the population of Famagusta was 42526 people in 2012 according to the researches of Geonames geographical database (<http://population.mongabay.com/population/cyprus/146617/famagusta>). The religious of the most Famagusta indigenous is Sunni Islam and the dominant currency of the region is Turkish Lira (<http://www.northcyprusonline.com/North-Cyprus-Online-Demographic-Information.php>). Most of the population lives in the main parts of the city while others in the districts of Famagusta. The predominant language of the region is Turkish Cypriot which mean the Turkish with the special accent of the region (<http://www.northcyprusonline.com/North-Cyprus-Online-Demographic-Information.php>).

The time zone in TRNC is two hours ahead of the GMT (<http://www.northcyprusonline.com/North-Cyprus-Online-Demographic-Information.php>).





Figure 1.2: The Position of the Famagusta City  
Source: <http://www.ownersdirect.co.uk/cyprus-northern-cyprus-turkish.htm>

### 1.3 Eastern Mediterranean University (EMU)

The EMU was originally set up in 1979 by the Turkish Cypriot administration as a Higher Technological Institute (HTI) with English as the medium of instruction. In 1982 Turkish Higher Education Council (YOK) of Turkey accredited a four year B. Eng. course which was confirmed in 1984 (Arslan and Guven, 2007). Under the aegis of YOK; in 1986 the formerly known HTI changed into a “state-trust” institution of higher education with a new name of “Eastern Mediterranean University” (EMU) (Arslan and Guven, 2007). Based on the official webpage of the university (<http://www.emu.edu.tr/aboutemu/emuhistory.aspx>, 2013) there are about 14000 students from 68 different nationalities (African countries, European countries, Middle East countries and other regions) studying in the university. The motto of the Eastern Mediterranean University is “For Your International Career”. The university offers 139 different programs (from 11 faculties and 5 schools) both

undergraduate and postgraduate degree levels and by 2008 about 32000 people from variety of nationalities have been awarded their degrees from the university ([http://en.wikipedia.org/wiki/Eastern\\_Mediterranean\\_University](http://en.wikipedia.org/wiki/Eastern_Mediterranean_University)).



Figure 1.3: The Emblem of the EMU University

## 1.4 Educational Tourism

Tourism brings about considerable economic benefits to the host communities. It has varying numbers of types such as ecotourism, medical tourism, sports tourism, winter tourism and so on. One of the most significant niches of tourism market which has gained lots of attention recently is called educational tourism.

According to Bodger (2008), educational tourism includes any kind of program which its participators travel to a location as a party with the initiative aim of attending a learning experience which literally affiliated to that location.

In a simple definition, educational tourism occurs when an individual travels to somewhere and during the trip intentionally or unintentionally involves in the process of learning. Different kinds of research trips, conferences, courses, institutional programs, language learning terms and so on can be also included in this sort of tourism.

International students embrace the major portion of the educational tourists. The specific characteristic which accompanies the educational tourists is their long term staying in the destination community which consequently causes a continuous interaction between them and the host population. This long term accommodation of the educational tourists in the host community and their close and continuing relationships with the inhabitants of the destination influences the host community in different ways which requires to be well researched.

### **1.5 Importance of the Research**

The lack of sufficient studies about the “impacts” of the educational tourism even about the “educational tourism” itself, emphasizes the need for more researches about this issue.

By the way as the educational tourists play a critical role in the economy of the Famagusta and because of their close and long term interactions with its local community, understanding their impacts on locals seems so vital. Through such observations it would be possible to get insights and take appropriate actions in order to have a sustainable tourism for the region where all of the participators as well as the locals can get benefits.

### **1.6 Aim of the Study**

The present study aims at understanding the plausible socio-cultural influences of the aforementioned type of the tourism on the inhabitants of Famagusta city in Northern Cyprus. Through a qualitative investigation, the researcher tries to identify the likely positive or negative impacts of the international students on the lives of Famagusta’s indigenous. Further, the research aims to come up with applicable

implications in order to increase the positive impacts or decrease the negative impacts of educational tourists on the aforementioned case study.

## **1.7 Method of the Study**

To acquire a comprehensive knowledge about the effects of educational tourists on the residents of Famagusta, the qualitative research method was applied as it provides an opportunity for the researcher to deeply penetrate in the experiences of the respondent about the issue. In-depth interviews were used as a research tool in order to collect information from interviewees. 23 people were purposefully selected as the sample of the study.

In order to select people who possessed a comprehensive knowledge about the Famagusta before and after development of EMU, the respondents were selected from the indigenous people of Famagusta who were above the age of 50.

## **1.8 Organization of the Thesis**

This research includes five chapters. The first one presents concise knowledge about the whole research. In other words, it introduces the research, its pursuing aims and objectives, the method which the researcher utilized in acquiring the results and gives overall information about the framework of the study.

The second chapter comprises of the review of literature on the basis of defining tourism and its possible impacts (socio-cultural, economic and environmental), the educational tourism as well as the host-guest interactions theories.

The third chapter illustrates the method through which the thesis was conducted and vindicating the research approach.

The fourth chapter proposes the analysis of the research findings. And finally the fifth chapter indicates the limitations of the study; further research study's highlights, implications of the study and the conclusion.

## Chapter 2

### LITERATURE REVIEW

#### 2.1 Tourism

Tourism is being considered as a main source of economic benefits to the communities and its growing pace has been accelerated significantly in recent decades (Faulkner and Tidswell, 1997). Bauer (2008: 277) believes that “although travelling is as old as humanity itself, the tourism does not have a very long tradition of research and scholarship”.

Ritche, Carr and Cooper (2003) declare that in spite of the commonalities, there are also discrepancies in definitions of the tourism which originate from the fact that definitions vary from one another with respect to whether proposed from the demand or supply perspectives. Beaver, (2002) defines the tourism as a temporary and short departure of people to destinations other than their daily places where they live or work regarding that the departure can comprise all of the aims. Three main forms of tourism defined by the UN and WTO are: “Domestic tourism”, including the residents of the given country travelling only within the country, “Inbound tourism” including non-residents travelling in the given country, and “Outbound tourism”, including residents travelling in another country (UN & WTO, 1994:5). McIntosh, Goeldner and Ritchie (1995) believe that tourism is a combination of relationships and interactions of tourists, host government, business suppliers, host community and non-governmental organizations in order to attract and serve the visitors.

Jafari (1989) has divided tourism literature into four platforms which gives us a comprehensive dynastic knowledge of the tourism evolution. The first one is the advocacy platform which refers to tourism in the 1950s and 1960s which just focused on economical aspects. The period in which mass tourism was aimed and governments found it easy to obtain foreign currency by means of tourism. The second is cautionary platform, tourism in the late 1960s and early 1970s the period during which the concentration on the impacts of tourism on different aspects of the industry began to be evolved mostly the socioeconomic impacts of tourism. The third one is adaptancy platform, the end of the 1970s till 1980s which was the decade through in which observations of the impacts of tourism were kept on and socio-cultural impacts of tourism, which was focused mostly in that time. And finally a knowledge-based platform, the period which has started since late 1980s till 1990s, during which the tourism increasingly entered the universities as a science and tourism changed from theory into evidence based and its different alternatives and variants were studied and the results applied practically in real situations (Jafari, 1989).

Thus, it should be considered that tourism does not necessarily mean travelling abroad and most of the tourism occurs within the home country of individuals which can include trips to business meetings, trips to concerts or sports events, visiting relatives and friends, visiting attractions and city breaks which is literary called domestic tourism (Rowe et al., 2002). Faulkner and Tidswell (1997: 3) believe that Tourism has emerged as a growing industry in many nations' economies and as a result, an increasing proportion of the world's population is dependent on the ongoing existence of this activity". The beneficial effects of tourism regarding its dynamic characteristic of requiring different service sections of a community such as

transportation, accommodation, entertainment and so on, is clear to everyone, which brings about job creation. On the other hand, tourism with its close relationship with travelling enables the individuals to satisfy physical needs more effectively, by considering the fact that changing the ordinary environment with the purpose of recreation helps overcoming everyday tensions (Puczkó, L. –Rátz, 1998).

Tourism also provides a terrific connecting thread between hosts and guests which promotes speech and interaction. Such a precious contact between the people of different backgrounds gives a foundation for tolerance. Tourism is a bridge to overcome the struggles and acquire peace (Ban Ki-Moon, 2011 cited in National Tourism Organization of Serbia 2012).

## **2.2 Impacts of Tourism**

The tourism industry is being considered as a main and an at-hand source of economic benefits to the countries. According to Hattingh (1994) tourism industry is severely dependent on the environment thus presence of tourists in a new destination always causes impacts both on the environment and its habitats as well. Stynes (1999) believes that the impacts of the tourism regardless to its benefits or harms affect every individual of the community more or less.

Mason (2003) believes that tourism occurs either in natural environments or in humanistic environments. On the other side Matheison and Wall (2006) asserted that the humanistic environment includes the socio-cultural and economic elements while the natural environment is comprised of the whole ecosystem's creatures other than human being.

Accordingly it can be concluded that among the various impacts of tourism, the economic, environmental and socio-cultural impacts play the main roles in the



literature of the tourism studies. Socio-cultural impacts of tourism seem to be more important as they directly relate to the spirit of the society and its individuals.

Hall and Page (2002) asserted that tourism based on its nature which requires the presence of an individual in a new place, affects the environment so much.

Thus the out coming consequences resulted from the interaction between tourists with local individuals and their cultures, economics, environments and beliefs, are the notion of the tourism impacts.

Tourism impact's review of literature indicated it has both positive and negative effects on the social, cultural, environmental and economics of the host communities (Kyungmi, Muzaffer, and Joseph 2012). In the following sections each of these impacts will be discussed separately.

### **2.3 Socio-cultural Impacts**

The attractiveness of the economic benefits of tourism has increased the number of the countries involved in this industry and accordingly has exacerbated the socio-cultural impacts which they confront (Fulkner and Tideswell, 1997). Glasson et al, (1995) declares that socio-cultural impacts are the people's impacts of tourism concerning the changes in the daily quality of life of the locals, whereas the cultural impacts focus on the changes in traditional beliefs, patterns, identities, and norms. In other words the human impacts and effects on the host community which results from direct or indirect association of people with the tourists are called socio-cultural impacts of tourism (Matheison and Wall, 1982).

On the other hand Teo (1994, p. 126) defines the socio-cultural impacts of the tourism as: "the ways in which tourism is contributing to changes in the value systems, morals and their conduct, individual behavior, family relationships, collective lifestyles, creative expressions, traditional ceremonies and community

organization” (cited in Fredline 2006). Social impacts means the effects resulted from the first interaction between the tourists and the hosts (Vounatsou, Laloumis, & Pappas, 2005). Other scholars such as Brunt and Courtney (1999) define the social impacts of tourism as the changes happen in the resident’s quality of living by contacting the tourists.

According to what Hashimoto (2002, cited in Zamani et al, 2012).) declares, it is so difficult to measure and quantify the socio-cultural impacts of tourism on a society and for this reason the impacts take time to be revealed. Hence using the relevant literature would give so precious knowledge about comprehending the appropriate path to understand the impacts. Social impacts of tourism like the other impacts of this industry have two opposite sides, positive impacts and negative ones. Vounatsou et al. (2005), believe that the negative social impacts of tourism are those impacts which interrupt the destination community’s ethics whereas the positive social impacts of tourism are those which upgrade the society’s attributions.

The eminence of the social impacts in a destination depends on a number of factors such as the population amount of that society against the number of tourists, the economic condition of the destination, the dependence of the community on the tourism industry and the flexibility or resistance of the indigenous toward changing (Prasad, 1987).

It is believed that there is no specific border between the social and cultural impacts of tourism (Mathieson and Wall, 1982; Drege, 2001). Understanding the different ranges of socio-cultural impacts of tourism on the local destinations, introduces the proper strategies to be established based on which the conflicts within the society be avoided (Brunt and Courtney, 1999).

Tamara (2000) explains the negative socio-cultural impacts of tourism as followings: changes in the population distribution, increase of the religious conflicts, decrease of the cultural identity, congestion and traffic problems, decrease of the traditional authenticity, commercializing the culture, increase of the deviant behaviors such as (alcoholism, prostitution, drug abuse, crime, gambling and beggary), decrease of the positive social relationship (friendship, trust, marriage) and changes in indigenous languages.

Milman and Pizam(1988) mention the negative socio-cultural impacts of the tourism as follows: destruction of the host culture, social instability, increasing of the crime, changing the traditional values, and disappearing the ethics of the community. Negative phases of the socio-cultural impacts of tourism in this respect are the prevalence of racism, prostitution, and demonstration and also weakening the essence of the family relationships (Mbaiwa, 2004). Recognizing the likely positive or negative impacts of tourism not only increase the relationship among the different stakeholders of the tourism, but also enhance the beneficial results obtained by guests and hosts as well (Alhasanat, 2011). That is why the scholars such as Fulkner and Tideswell (1997) recommended the investigation of the socio-cultural impacts of tourism in the touristy places regularly to enhance the interest of the different participators of the tourism.

The hazards of strife in the host community always exist. In other words the most significant negative social impact of tourism is the conflicts which it brings about (Ashley, 2000). This negative social and cultural impact of tourism comes out as the result of discrepancies and prevailing gaps which occur between the guests and hosts like the buying power and economic welfare that the guests have in comparison to the hosts (Tosun, 200). According to the Obershchall (1978) social conflicts are the

outcomes of determining interactions among two or more parties in a competitive environment and bode for overt behavior rather than potential one. Four dimensions of the cultural conflicts are: tourism and host conflicts, tourism and guest conflicts, guest and host conflicts and finally host and host conflicts (Robinson 1999, cited in Yang, et al., 2012). The unfamiliarity of the tourists with the socio-cultural patterns of the local community lead to tensions and conflicts in the destinations (Rowe et al., 2002). Moreover visitors, who regardless of the sanctity of the religious sacred sites and shrines treat them as a place of leisure, make crucial tensions among the indigenous (Bauer, 2008). Some tourism scholars believe the tourism as a “cultural exploiter” by focusing merely on the negative impacts of tourism (Pearce 1996 cited in Kim et al., 2012). The language barriers in most of the cases lead to creation of misunderstandings between guests and hosts and cause some tensions in the touristy destinations (Rowe et al., 2002).

Travelers desire to visit the attractions which make the destinations special for them, no difference whether those attractions are sacred for indigenous or not. In this case those places are being perceived as goods for trading (Farooque ., et al, 2008). Most of the rituals which are considered sacred by the elder indigenous are now being inappropriately performed just to cater to the demands of visitors (UNESCO, 2008). In such cases local destination habitant’s lifestyle may suffer intrusion from visitor’s actions and lead to resentment toward tourists (Rowe et al., 2002).

Assimilation and acculturation are two crucial negative impacts of tourism which causes the locals gradually lose their mother tongue and converge to tourist’s languages as well as forgetting their old traditions as a result of being exposed by different cultures of tourists (Coppock 1977; White et al., 1974 cited in Besculides., et al, 2002). It is believed that most of the local community’s social patterns and

traditions such as customs, eating styles and hobbies tend to be weakened and a common pattern to be amplified throughout the whole society (Goksan 1978, cited in Dogan 1989). In some cases indigenous habitants of a destination scrutinize to mimic the tourists in different countenances like behaviors, clothing, lifestyle, language and also eating patterns (Jafari 2001 cited in Bauer, 2008). Referring to the debate of Haulot (1974) which has been cited in Dogan (1989) there is always the risk of the propensity of the touristic destination's habitants toward the socio-cultural characteristics of the tourists whose behaviors are being considered as an appreciative civilization by locals. Therefore the results of such treatment would be fading of the local community's traditions.

There are a number of other effects of tourism in destinations upon which some specific social and cultural actions come into existence in favor of the tourists' desire that have not been formal tradition of the society such as some sort of clubs and carnivals (Besculides., et al, 2002). A large number of the visitors and also the facilities provided for their entertaining and pleasure (night clubs, nudism shows, so on) may propagate a hindrance and dissatisfaction among the indigenous habitants of the destination (Butler 1980, cited in Tosun, 2001).

One of the main problematic socio-cultural impacts of tourism especially in the destinations where the religious boundaries are tightened is the issue of sexual behaviors which Swarbrooke (1999) believes it as the most controversial aspect of socio-cultural impacts of tourism. Tourists sometimes may act in an anti-social manner which would cause offense for locals and be a reason for them to act aggressively against the tourists or even worse adopt the same anti-social behavior (Rowe et al., 2002).

In several destinations, sex tourism has grown and strongly connected to the child and adolescent abuse, and has changed into the dissemination of HIV or AIDS and sexual harassment (ILO, 2011). A large numbers of tourists posit the sexual gratification as part of their travelling experience without resorting to a special sex provider settings and prostitutes (Oppermann, 1999) which exactly launch to settling an environment where such openness in sexual behaviors to be promote. It has been asserted that tourism bewilders the family structure and values and results in rising the divorce rates and prostitution (Gee et al., 1997 cited in Tatoglu et al., 1998). Obviously such situation for most of the societies is considering a red line and the consequence of the issue would be diminishing the potent social patterns, breaking the family borders and the expansion of venereal disease (Haulot, 1974 cited in Dogan 1989) and AIDS raises (Cohen, 1988). Diseases transmitting through sexual affairs are believed to be of the most likely infections in the host-tourist interactions especially between the tourists and first line employees (Cabada et al., 2007). Cultural differences and sometimes the unacceptable behaviors of the visitors may lead to the moral regulations of the destination societies be broken more especially in the case of sexual harassment (Alhasanat, 2011). The immoral behaviors of the tourists not only affects the socio-cultural patterns of the destination society but also sometimes drives the hosts to negatively react against the guests. Some certain actions of the tourists that seem against the beliefs and traditions of the host community would result in some religious groups to act in a disdainful way (Grosspietsch, 2005 cited in Zamani et al., 2012).

Tourism gives birth to social ills like the drug trafficking, begging, gambling, prostitution, deteriorating the traditional culture and annihilating the traditional society (Andereck et al., 2005). One of the abhorrent compartments in the touristry

destination is beggary. When the indigent indigenous especially children get used to receive money or other items from satisfied tourists, they change into professional demanders (Bauer, 2008). Accordingly immature children tend to escape from school with the purpose of earning quick money in the touristic sites (Farooquee et al., 2008).

Commercialization and materialism in social relationships are considered as the most probable negative consequence of tourism in destinations. (Dogan, 1989). In relation to the socio-cultural phases of tourism, it can be concluded that this industry provides an atmosphere under which the commercial views of the relationships, predominate the humanistic sensual prospects. In other words boosting the tourism industry, induce the human relations to be commercialized and as a result, the non-economic relations emanate to deplete their significance within the community (Dogan, 1989). The commercialization of the socio-cultural traditions misrepresents and desecrates the local cultures and traditions (UNESCO, 2008). Indigenous people in some cases feel themselves obliged to behave and act in a way in order to fulfill the tourists' expectations without their own desires. These obligations stream from the formerly commercialized forms of their traditions which have been traded by the travel agencies (Zeppel, 1999 cited in Bauer, 2008).

Besculides et al., (2002) contemplate that tourism is the main source of acculturation and assimilation which finally leads to critical variations in the native languages' speech or accent. It can also be claimed that native languages and traditional cultures lose their original appeal affected by tourists sooner or later (Rowe et al., 2002).

Increasing of the crime rate is another consequence of tourism about which Albuquerque and McElroy (1999) illustrate that local community individuals are

outstandingly exposed to be victimized by violent crime while tourists are significantly more probable to experience property crime and robbery. Crime rate increases through the decline in moral and religious values and leads to greed and jealousy of wealthier tourists (Rowe et al., 2002). In general the tourists are either negligent or ignorant about the traditions and cultures and moral values of the destinations which leads to inappropriate action being taken from them and as a result the locals may become offended and react violently (UNESCO, 2008). For instance: Ignoring the private territory of the locals and taking photos of their houses and use them commercially as postcards or broadcasting them on the internet without their knowledge (UNESCO, 2008) or in some cases their disrespectful and offensive ways of dressing and similar movements which may be a motivation for some locals to act unfriendly. Teo, (1994 cited in Fredline, 2006) in an observation which was done in Singapore, found that high level of the local community members relate the tourism to the increase of crime rate.

Studies demonstrated that tourism has loosened the social restrictions of the alcoholic drinks consumption even among women (Moore, 1995). Tourism breeds ebb in moral values, and also solicits the consumption of alcoholic drinks and drug abuse, fortify the crime rate and increase tensions in the societies (Milman and Pizam, 1988). Tourism also brings about a number of health threats to the society such as intestinal and neuroses diseases (Haulot 1974 cited in Dogan, 1989) as well as drug abuse with the justification that, tourists apprehend drug use more untroubled in the context of tourism than in the ordinary lifestyle (Uriely and Belhassen, 2006).

The other negative effect of tourism which more obviously shows itself in small towns is the increase of crowdedness resulted from both visitors and labor migrants who came from other places to serve the tourists. Such a bustle makes the



destinations more polluted, noisier and intensifies the traffic problems and congestion (Ross 1992 cited in Tatoglu et al, 1998). One other direct impact of tourists to the locals is the accidents happening in the destinations by tourists' rented vehicles in the results of tourist's unfamiliarity with the roads, drug or alcohol consumption and so on which cause serious injuries or death to the locals (Bauer, 2008). Moreover poor sanitation may lead to varying kinds of disease and unhealthy conditions for both tourists and local individuals (Rowe et al., 2002). The other factor threatening the locals' health is the lack of sanitary equipments such as suitable hand washing facilities for travelers and the issue of soiled toilet papers around the touristy sites which can be easily observed by poor children or dogs and in the case of their contacts with the locals or in any case of dogs' exposure, different sorts of infections can be transmitted to the indigenous (Bauer, 2008).

Socio-cultural impacts of tourism are related to the variations in the norms of the society, people's behaviors, family structure, lifestyles, levels of safety, moral conducts, cultural traditions and community essence in the destinations (Mathieson and Wall, 1982 cited in Fredline, 2006). Such kinds of extravagant transitions caused by tourism are in fact one of the influential origins of psychological tensions within the community (Dogan, 1989). Tourism concocts variations in the social behaviors and functions as the motive of socio-cultural disruption (Harron & Weiler, 1992 cited in P. Dyer et al, 2003). For instance respect to each other and to women and to elders declines gradually whereas adoption to the modern social behaviors and values grow faster (Farooquee et al., 2008). Between those locals who directly or indirectly involve in the tourism activities and gain financially profits and those who do not, a huge hollow is being created based on which destruction in the social relationships of these two parts of the society would be revealed (Van den Bergh,

1992). The more the tourists enter a destination, the more the social polarization increases and a gap reveals between the affluent locals, newcomers, tourists and working locals (Tsundoda and Mendlinger, 2009).

Tourists also have impacts on the cuisine of the destinations. It is being pinpointed that the food and beverage in tourism industry bear a figurative connotation both as a sign of social distinction and encountering other cultures (Chang et al., 2010). It is believed that the globalization, is a threat to the local “gastronomic image and identity” (Athena et al., 2011) thus the creation of a similar palate and common cuisine is the outcome of the presence of the tourism in the destinations (Richards, 2002 cited in Athena et al., 2011). Accordingly as the time goes on local foods would be replaced by the tourist’s desired cuisines such as the different types of fast foods.

Upon to the definition proposed by Kawachi, Kennedy & Glass (1999) cited in Fredline (2006), social capital means the sense of interpersonal trust among citizens, norms of reciprocity and also norms of civic associations which all together build the spirit of mutual benefits and cooperation in the community. It is claimed that social capital is diminishing affected by tourism and consequently a gist of isolation and alienation is dominated throughout the community (Fredline, 2006). Younger generations in touristic destinations are not willing to pursue their families’ traditional occupations anymore so the cultivation, agriculture and other traditional channels will not be kept on (Farooquee, 2008). And as a result of the inequality felt by the local individuals with the wealthy tourists the frustration reveals in younger generation’s lives and sometimes they tend to migrate to the homeland of those prosperous tourists in order to obtain such fortune (Farooquee, 2008). One significant social impact of tourism on the youth generation of the local community

is child laboring which is particularly common in the tourism industry. Most of the times the informal employment relations in small enterprises tend to employ children (ILO, 2011). In the hotel and restaurant sections which may include bars and night clubs children can be exposed to moral and/or physical hazards which can damage them for the rest of their lives, and they might be victimized to the violence, sex industry, alcohol and/or illicit drugs (ILO, 2011).

Tourism compels the indigenous to sell their lands to the hoteliers or other stakeholders which brings about diminishing of their traditional businesses (Tosun, 2001). The traditional agricultural lands which were used to provide local livelihood and were sign of the cultural heritage are being replaced with the tourism-oriented facilities sometimes without the spiritual desire of the land owners (UNESCO, 2008). Dogan (1989) affirmed that the development of tourism and travelling of the tourist to destinations changes the socio-cultural structure of the societies and diversifies the homogeneity of the host communities. It has been proven that industrializing traditional pure and natural lands in order to be used for tourism, leisure and resort purposing leads to blurring the cultural identity and significance of the places (Farooquee, et al., 2008).

Another impact of tourism on the local communities is its influence on political rules that interferes with the socio-cultural factors of the local community. The political decisions being taken by the local or national government regarding the tourism, has major impacts on the local individuals (Bauer, 2008). If those regulations be implemented without the desire of the locals, potential health concerns like mental stresses will offend the indigenous (Bauer, 2008).

Notwithstanding the negative social and cultural impacts of the tourism industry on the habitants, its ponderous positive impacts are not ignorable.

Of outstanding positive impacts of tourism on the host population is cultural development and cultural exchange, upgrading the image of the destination and also development of the amenities (Milman and Pizam, 1988). Mason (2003) mentions that the positive social impacts of the tourism can be illustrated by enhancement in different aspects of the social scales such as health care, welfare, education, income and status opportunities.

Among positive aspects of socio-cultural impacts of tourism there are some points which scholars rarely concentrate on like the efforts of international peace-keeping associated with tourism and women's emancipation (Boissevain 1977, cited in Vounatsou, Laloumis & Pappas, 2005). Ashley (2000), mentions the positive social impacts of the tourism in the rural destinations as following: acquiring status and a sense of conformity within the community, enhancing the destination individual's abilities in social activities, increasing the recognition of the community in the globe and linking to the people and communities outside of their own territory. It has been corroborated that tourism propagates opportunities to upgrade social facilities such as outdoor recreation facilities, health centers, parks, theatres and roads (Perdue et al, 1991). Those movements which orbit around displaying the local's culture boost the rejuvenation of the local traditions; though there is always the danger of lessening the value of the culture through presenting it as a commodity (Ashley, 2000). Ashley (2000) also prescribes the tourism in local communities where have not been taken into consideration enough by their policy makers, as a remedy to gain empowerment to influence not only on the regional decision making process but also to be recognized in the outside of the governmental borders.

One of the beneficial impacts of tourism which provides a win-win situation for both hosts and guests is the fact that the local residents are being educated about the

outside world without leaving their homeland, and the tourists also learn about a specific culture and its traditions (Besculides., et al 2002).

Tourism has been viewed also as a means of revitalizing the cultures (Wang et al., 2006 cited in Kim, 2012). Tourism conserves the local cultural heritage of a destination and leads to rebirth of its handicrafts, architectural traditions, and ancestral heritages (Rowe et al., 2002). It has been found that staged cultural and traditional performances are so instrumental in surviving the traditional practices which are about to be distinct. Moreover such performances help the outsiders to be educated and learn about the local cultural heritages (UNESCO, 2008). Provocation of underdeveloped communities, improvement of public services, enhancement of destination image, dilatation of the tolerance, decrease of discrimination and racism, increase in the residents' pride, increase in the social mobility specially for women, improvement in quality of life, acquiring language skills, wider social contacts, meeting new people, revival of traditional and local crafts, arts and cultural events and reduction of xenophobia are a number of the positive social-cultural impacts of the tourism (Ratz, 2000). Other observations revealed that the tourism gratifies the reduction of social unbalanced powers, coefficient of high multiplicity and rejuvenates the local culture, enhances the national dignity and self-confidence, and preserves natural and cultural resources (Ghaderi, 2004). When the indigenous of a destination exhibit their culture and tradition to visitors, the sense of unity, identity and dignity increase among the locals of that community (Besculides, Lee and McCormick 2002). Local communities can coalesce with people from diverse backgrounds and dissimilar lifestyles which results in a demonstration effect that finally leads to the development of cultivated lifestyle and patterns (Rowe et al., 2002) .

Tourism also can furnish an impetus to the reinvention of local's cuisine which would result in a global identity for the cultural foods of the destinations (Athena et al., 2011).

Tourism dispenses a contingency for women to annex more freedom, obtain occupation, be more independent and compass statuses in the community (Tatoglu et al, 1998). On the other hand tourism imposes reciprocity, dignity, tolerance and a stronger sense of ethnic identity for local communities (Driver, Brown and Peterson 1991, cited in Besculides, Lee, McCormick 2002). Tourism accelerates the mutual understanding and consequently communication and negotiation among cultures and also neutralizes the unlikely negative propaganda about a specific culture in a community (Egbali et al., 2011).

Youth exchange and home swap programs are other aspects of beneficial socio-cultural impacts of tourism (Rowe et al., 2002). Social tensions and conflicts resulted from the presence of tourists in the destinations, can be vintage and positive part of all social interactions and a perquisite for all social changes (Cosser 1956, cited in Yang et al., 2013). Tourism also brings about the improved facilities of sports and leisure as well as better health care and education infrastructures that the indigenous can benefit particularly in low seasons (Rowe et al., 2002). Goeldner (2009) asserts that the aims of the local government in providing facilities to the tourists by means of establishing different kinds of resorts and infrastructures, also indirectly increasing the life standard for the local community as they can use those resources as well.

Since the impacts of tourism are interdependent to each other some authors such as Mbaiwa (2004) assert that those out coming facilities of the economic benefits of tourism like infrastructure developments, local service improvement, also results in

socio-cultural positive impacts by encouraging the locals to “participate” in different aspects of the tourism management processes.

## **2.4 Economic Impacts of Tourism**

The most incentive factor influencing the communities to have a desire toward tourism industry is its economic benefits. Economic benefits are considered as the most significant aspect of tourism in the nations tied to creating job opportunities, enhancing the standard of living, generating tax income and finally acquiring foreign exchanges (Weaver & Lawton, 2001). Mules (1998), believes that tourism fosters the economic performances in the destination systems and results in revenue generation. Tourist by purchasing goods and services, increase the employee demand in the supply side, which brings about new job opportunities (Goeldner et al., 2009).

Based on the data presented by World Travel and Tourism Council (WTTC, 2013), tourism industry’s direct contribution to GDP in 2011 was about US\$2 trillion and the industry generated about 98 million jobs in that year. WTTC (2013) also predicts an annual growth about 4% per annum over the ten years to 2022. Despite the global recession which resulted in decreasing the profits in most of the industries, tourism, has not been affected considerably. The economical benefits are believed to be the major attitudes of the countries toward tourism developments.

Del Corpo et al (2008) categorize the economic impacts of tourism into three main sections: the direct effect, which describes the expenditure of tourists on goods and services provided by the local people in the destination. Indirect effects that refer to the intermediate role of tourism which indirectly makes it possible for other sectors to provide facilities to the tourists and finally the induced effects which presents the financial potential of the locals provided by the expenditure of the tourists in the community, which enables the households to spend more on the local commodities.

The outstanding positive economic benefits derived from the tourism may be make the negative impacts of its economic effects blurred, but cannot wipe it out. Weaver & Lawton (2001) discuss the influence of the tourist's collaboration with the local community on increasing the cost of goods and services.

Through a research Tosun (2002) found that tourism exacerbates the cost of real estates and housing more than their actual prices. Other scholars also asserted the fact that tourism not only is the main cause of the increase in the cost of living for locals but also cause of inflation in their societies (Faulkner and Tideswell, 1997; Lawson et al., 1998).

Dumont (2007) believes that being more dependent on economic benefits of tourism is so hazardous for communities. The economic benefits of tourism may encourage the people to migrate from other cities to the main touristic destination which may negatively affect the society (Stockdale and Findlay, 2004).

## **2.5 Environmental Impacts of Tourism**

Terminology of environment refers to the physical setting where tourism takes place which could be mountain ranges, coastal resorts, picturesque village, historical sites, sites of cultural interest such as museums and national monuments which provide stimulus for travelling (Rowe et al., 2002). Unsustainable plans and uncontrolled constructions, falsified urbanization and insufficient infrastructure damage the wildlife and natural environment and also bring about the pollution of the water and air (Tatoglu et al., 1998). Constructing of roads and other touristic facilitating infrastructures not only lead to degradation of the natural environment and wildlife but also the deformation of the scenery (Farooquee et al., 2008). The improper use of the archaeological and heritage sites that are so fragile leads to their devastation (Gee et al., 1997 cited in Tatoglu et al, 1998).



One of the most significant negative impacts of tourism on the environment is the pollution of the soil, air and also water. The dearth of a suitable sewage system and lack of waste management when combined with the pressures of the tourists population result in utilizing the sea or the rivers for the disposal of garbage and waste (Maurer, 1992 cited in Bauer, 2008) which consequently bring about the pollution of the seafood and drinkable water of the indigenous of the destinations as well as the likely skin disease both for the tourists and hosts who swim in such waters (Bauer, 2008).

The growth of the tourism industry increases the environmental damages like declining of the air quality, increasing of the noise, disturbance of the quietness and peace, increasing of the water pollution and also biodiversity disorders (Zhong et al., 2011). Destruction of the natural environment for the purpose of hotels and airports constructing and also networking channels in natural coverage zones, polluting the natural environment and outbreak of epidemic diseases are a number of negative environmental impacts of tourism (Egbali et al., 2011).

On the other hand, tourism can raise public support for conservation of the ecosystem since it provides environmental education to visitors and local community indigenous (ILO, 2011). Tourism income such as the general spending of the tourists can be invested in the destination's environmentally suitable infrastructures for instance providing proper sewage systems, changing improper cooking fuels into environmentally friendly ones as well as providing enough financial incentives for the indigenous to protect the natural beauty of the environment instead of damaging it by logging, mining or hunting the natural treasures (Bauer, 2008). However tourism industry can be less environmentally damaging in comparison to other

revenue generating industries that are based on natural resource use, like slash and burn agriculture, forestry, pastoral farming and wood collecting (ILO, 2011).

## **2.6 Tourism Impacts and the Host-Guest Interactions**

The interaction between tourists and host individuals can be regarded as a distinctive form of cross cultural interaction. Tourists usually stay in a place for a short period of time and are usually considered to be wealthier than the locals and they usually have different motivations for travelling than the other groups like sojourners and migrants and refugees and workers. Thus the tourists unlike the other travelers are not obliged to adapt to the local community and due to their financial capability they are allowed to live within the indigenous area and observe their cultures and traditions (Pearce, 1982). Relationships between hosts and guests lack spontaneity and are leading toward commercial interactions since the guests travel to spend and enjoy and leave but the hosts take and serve and stay (Mathieson and Wall, 1982). The stress placed on the hosts to fulfill the visitors' needs put psychological pressure on them (Mathieson and Wall, 1982). The combination of these factors makes the interactions between the host and guest very unique which requires a precise studying. Pearce (1982) divided the socio-cultural impacts of guest-host interactions into direct and indirect wards. The first one is comprised of person to person encountering and the second one includes impacts through influencing larger economic, social and cultural changes in the community. It is so cardinal to understand the impacts of the tourism on a specific society in order for the governors to be able to implement a sustainable tourism strategy (Brunt and Courtney, 1999; Besculides, Lee and McCormick, 2002). Thus within the policy making process for the destination community, maximization of the positive impacts

of the tourism and the minimization of the negative ones should be taken for account (Ritchie and Inkari, 2006).

As the residents of a community are believed to be a fundamental part of the cultural tourism semblance, their participation in the policy making processes seems crucial for the tourism industry successes (Brunt and Courtney, 1999). When the perception of the host community is positive toward the benefits of tourism, they tend to enhance more enthusiastic attitudes regarding tourism which results in more positive interactions with tourists (McDwall and Choi 2010 cited in Remoaldo et al., 2010) and consequently in this way the satisfaction of the tourists would be acquired. On the other hand, identifying and measuring the impacts of tourism, illuminates the path of diagnosing the host community's feelings about the level of life quality within the society (Remoaldo et al., 2010).

There are several factors affecting the local's attitudes toward guest but the relationship between those factors and perceptions of the tourism impacts, have been recognized irrelevant from research to research (Lawson et al., 1998). It has been suggested that the socio-demographic variables such as: gender, birthplaces, age, level of community attachment and educational level, ethnicity and length of residence (Remoaldo et al., 2010) as well as guest-host interactions, distance to the tourist resorts, level of knowledge about the tourism industry and the involvement of locals in the process of policy making (Cordero, 2008) are the factors influencing the perception of the tourism impacts. Dogan (1989) asserted that the more the tourists differ from the hosts in terms of cultural background, racial characteristics and socioeconomic statuses the more negative would be their interactions with each other. The justification lying behind the inconsistency of the research results with each other are the differences of the instruments, discrepancies of sampling

techniques, methodologies and theoretical frameworks perceptions (Cordero, 2008). Mthieson and Wall (1982) argued that in order to find out the real impacts of tourism on the host community the researchers should explicitly focus on the host community's members' attitudes toward the tourists.

There are a number of factors that directly influence the essence of the host-guest interactions and have attracted the scholar's attention during the recent decades and they have proposed variety of models and theories in order to scientifically explain the issue. Falkner and Tidswell (1997) suggested that two main dimensions are playing the main role in the host-guest interactions which are: A) the extrinsic detentions that refers to the characteristics of the destination-the types of tourists involved, the stage of tourism development and the level of tourist activities and; B) the intrinsic dimension that points of the characteristics of the members of the destination which directly affect the variability of the tourism impacts on the society.

Within the extrinsic dimensions are:

Doxey's (1975 cited in Faulkner & Tidswell, 1997) "Irridex" model argues the evolutionary process of the community members' familiarization with the tourism from the very beginning days. Tourism evolves in its destination till the community get accustomed to the presence of the tourists and comprise of four stages: inaugural euphoria, change to apathy and irritation and finally antagonism. It is affirmed that (Doxey, 1975 cited in Faulkner & Tidswell, 1997) being in each of these stages typically influence the host-guest's interactions accordingly. In early stages the hosts are so enthusiastic toward the guests but as the stages go up and the pressure of the presence of the guests increases their interactions change into hostility.

Butler's (1980) "life-cycle" model which talks about the stages that the touristic destinations passing through and they are: the "exploration" step, the "involvement" stage, the "development" phase, and the "consolidation" grade and "stagnation" step which finally leads to decline. As the perception of the hosts toward the tourists directly influence their behavior; thus this life cycle stage is detrimental in the host-guest interactions as well.

The theories which can be categorized in the intrinsic dimensions are as follows:

Dogan's (1989) "adjustment" theory asserts that the interactions of the hosts with guests is dependent to the likely benefits acquired from the tourists. Five stages have been presented by the author considering the cultural effects of the tourism on the host community: "resistance" where the hosts react aggressively toward the tourists, "retreatism" where the hosts try to avoid contacting the guests, "boundary maintenance" based on which the guests utilize the methods by which maintain the distance between them and tourists, and finally "revitalization and adaptation" stages at which the hosts admit and somehow imitate the guests lifestyles.

Ap's (1992) "social exchange" theory declares that the hosts evaluate the obtained benefits or costs of the supplied services to the guests. In other words the hosts' perception would be more positive toward the guests if the outcome of their interactions seems beneficial enough (Ap, 1992).

## **2.7 Educational Tourism**

During the recent years tourism education and training has gained accelerated attention both by public and private sectors as evidenced by the variety and diversity of training programs available at different levels, especially in countries where tourism has become a major socioeconomic phenomenon (Mayaka and Akama,

2007). The significance of the tourism is not hidden to anyone. Based on the literature which has been reviewed above, tourism industry brings about not only the economic benefits but also the social and cultural advantages as well.

McIntosh, Goeldner and Ritchie (1995) believe that tourism is a combination of relationships and interactions of tourists, host government, business suppliers, host community and non-governmental organizations in order to attract and serve the visitors. On the other hand (Smith 1982:32 cited in Ritche, Carr and Cooper 2003:4) defined the education as a systematic and organized effort in order to foster the process of learning, and to establish the circumstances and also to provide the activities based on which learning can occur. The combination of the aforementioned definitions presents the notion of educational tourism that will be discussed comprehensively below.

Among the various subcategories of this industry one significant sub-type is the educational tourism. The engagement of a person's learning process with a touristic context such as experiencing an unfamiliar culture renders a mantle of cosmopolitan authority that tens of years of being instructed in a classroom seldom can approach (Werry, 2008). One of the outstanding sub-types of the tourism whose significance to the tourism industry increases day by day is the educational tourism (Bhuiyan et al., 2010). Since through travelling the familiarization with new populations, landscapes, languages, cultures, and traditions occurs, every touristic trip epitomizes an act of acquiring knowledge (Unicef, 2012) which implies the meaning of educational tourism.

Educational tourism alludes to any kind of program within which the participators travel to a location as a party with the initiative aim of attending a learning

experience which literally affiliated to that location (Bodger, 1998). Analyzing the definition of the educational tourism proposed by Bodger(1998) two major characteristics stands out: travelling outside the daily life (outdoor activity), and participating in a group learning (community education). Outdoor activities provide dynamic pleasure, enjoying activities in a natural environment, doing activities morally focused, and better self-understanding, acquiring good knowledge of the world as well as the creation of physical and spiritual balance. It has been asserted that the education which occurs beyond the formal structured education methods outstandingly leaves positive impacts on one's self development as well as his/her formal education (Broomhall et al., 2010). On the other side community education facilitates the lifelong learning and prevents the social exclusion by means of creating the inability the learning opportunities that are being provided for all of the community. There are four main characteristics of the lifelong learning: the significance of self funding, the importance of self motivating, acquaintance with formal and informal learning and finally participating in global learning (Falk et al., 2012).

Tourism provides a very effective context for achieving lifelong learning proceeding (Broomhall et al., 2010). Although it has been repeatedly asserted in the different literatures that there should be a primitive goal of learning for travelling in order for the person to be engaged in the educational tourism, Romelic et al (2008) found that there are a number of visitors that without any former intention participate in the organized tours (e.g., school visits or student' excursions) as a visitor (formal travelers) and exposed by inner or outer factors, consciously or unconsciously involve in the education processes while encountering the facilitated situations of the environment. It should be noted that the learning process is a biological procedure

which all of the animals the same as human being engage whereas; the education is the process of learning which is being supported by other's assists (Falk et al., 2012).

Educational tourism enables the visitors travel to a location where the learning experience directly engaged to tourism (Bhuiyan et al., 2010). A recent consensus proposed about the mentioned phenomena tells that tourism aimed at gaining absolute knowledge through a number of organized programs is called educational tourism (Unicef, 2012). The educational tourism includes several subcategories such as rural tourism, heritage tourism, ecotourism, farm tourism and student exchange programs between the educational institutes (Ankomah and Larson, 2000) that provide some precious facilities such as: exhilarating of cultural exchanges, implementing procreator interactions of host and guest as well as other socio-cultural benefits (Bodger, Bodger and Frost, 2004). It is claimed that almost all of the textbooks published about the wildlife, cultural tourism and ecotourism is in fact the visitors' leanings of what had been experienced through the tourism (Falk, et al., 2012).

The notion of travelling for the sake of education is not a new phenomenon and it has a far history (Bodger, Bodger and Frost, 2004). Machin (2008) believes that virtually all sorts of the tourism started first for the educational apprehensions. All the tourism can be considered as educational since the tourism broadens the mind (Smith and Jenner, 1997 cited in Ritche, Carr and Cooper 2003). Of the first efforts in the history has been made for the educating while travelling the "grand tours" can be mentioned by which the European aristocracy were enhancing their education in the 17<sup>th</sup> and 18<sup>th</sup> centuries (Towner 1985, cited in Falk et al., 2012). The grand tours were lasting up to several years in Europe destinations such as Switzerland, France and the attendants were learning foreign languages, dancing, fencing and riding



(Ritche, Carr and Cooper, 2003). As the time went on and the overall improvement in economic and developmental situation of the people occurred, not only the travelling opportunities provided for all but also the intellectual improvement through vacations engaged with the people's travels (Bodger, 1998). In spite of the advances achieved in technology and its applications in the learning processes, nowadays educational tourism plays an increasing role both for learners and also communities they visit (Pittman, 2012).

On the other side the nations which take advantages from the economic revenues of this sort of tourism are not a few (Bhuiyan et al., 2010). Considering the international students as one of the major groups of educational tourism McCann (2008) in the twentieth first century of Mrginson (2010) states that: international students are not only looking for advantageous opportunities for their academic life but also they seek social and professional developments within the global context. International students desire more community involvement and more interaction with local individuals in their international educating country (Marginson, 2010). In addition to the human capital benefits that the international students bring to a region their direct economical positive impacts seems very huge .Based on the statistics the revenue which USA obtains from international students is about \$22.7 billion a year (WiredAcademic, 2013) that is more than the GDP of the many countries. The total tuition fees and other related expenditure of the foreign students in United Kingdom in 2004 estimated £3.74 billion (Vickers and Bekhradnia, 2007). It has been affirmed that international students ameliorate the cultural diversity of the destinations, and familiarize the host society with other communities respecting the cultural and traditional heritages and also create a new overview for the international affairs within the host community (Pinfold, 2006).According the scholars such as (Falk et

al., 2012) what is really happening via educational tourism within the brain of the traveller is tendency toward releasing from stressful routine environment and simultaneously engaging in learning as an opportunity for psychological reward.

Awareness and conciseness are two major components of the educational tourism by which some of the vital forms of the tourism which is related to the nature-based tourism and deals with ecosystem can be educated and preserved (Bhuiyan et al., 2010). Educational tourism is an influential tool to enhance social and economic capital and empowerment of learners and local communities in all over the world (Pittman, 2012). The term educational tourist comprises a wide variety of participators who can be a school child attending a study holiday abroad or a language student in a foreign country or any other adult travel packages with the main objective of education (Bodger, Bodger and Frost, 2004). Hayes and McCann (2008) listed the below mentioned items as the activities labelled after the name of edu-tourism: conferences, summer or winter school programs, short term courses, international exchange pupil programs, language courses, study tours, educational trips, school travels. Academic colloquiums, internships, cultural history travels, sport coaching courses and staff exchange programs.

There are a number of factors which educational tourism depends on them; demographic factors- age, gender, income level, geographic factors- origins, transportation modes, and distance to destinations socioeconomic factors- sense of community, welfare, and psychographic factors- including personality, sensitiveness to the environment. (Bhuiyan et al., 2010). Demographic, psychographic, geographic and socioeconomic factors supported that are influential on the educational tourism procedures (Ritche, Carr and Cooper, 2003).

The positive impacts of the educational tourism shall be: integration of the skills and competency, acquiring problem based learning, participation in consultancy activities, linkage between teaching and researching, transferable skills and networking (Maurer, 2009). There are a number of advantages which educational tourism begets for international students such as fostering the personal and intellectual growth, a new language acquisition, enhancing the intercultural awareness and also professional development (Falk et al., 2012).

It has been asserted that those students who have better interactions with the local community have also better academic and social experience (Furnham and Alibai, 1985). Under the pleasant cover of the education and tourism, unfortunately nowadays an unpleasant fact is hidden. The overall standpoint about the international higher education is a commoditised one, exactly the same as any other tradable goods which can be bought and sold in the market (Altbach and Knight, 2006). Thus the international institutions regard the students as a customer and by marketing strategies such as funding and so on try to sell the higher education position in their colleges. Fleischman et al (2010) in spite of the above mentioned ideas believes that the international education should be treated as a service not a product so the institutions should focus on the value enhancing methods like: increasing the interactions between the international students and the local community as much as possible. (Pine and Glimore, 1999, cited in Falk et al., 2012) have another reason for the increased rate of international education; they believe that “entertainment”, “escape”, “aesthetics” and “education” are four realms of “experience” which make the “experience” more valuable than “goods” and “services”. Since people like experiencing, the tendency of them toward educational tourism which might provide the desired experiences has increased. (Packer, 2006, cited in Falk et al., 2012)

argues that people desire to engage in the learning experiences during the vacations not because of any instrumental reason but because of the pleasure and the value that the learning own by itself for them.

From another viewpoint in the past human capital tend to stay stable in their home country but nowadays the globalization phenomena and easy movement facilities through the different countries brought about the increased mobility for the people (Tung, 2008). The decreased population rate of the most industrialized countries and also the lack of supreme higher education facilities in developing countries' education system in comparison to the developed ones also became another reason for increasing the international students' rates as well as other reasons such as: lack of some academic fields and sciences in the homeland universities, the limited number of seat capacity for all the applicants and/or other social problems.

From the above literature and discussion, a definition of the educational tourist and educational tourism can be evolved as the following:

An individual whose main reason of leaving the owned homeland of residence overnight, perceived to be learning and education or the secondary reason for the journey anticipated to be allocated to the learning process within the leisure time is termed as "educational tourist" (Ritche, Carr and Cooper, 2003). If the overall distributed time for the "educational tourist" takes less than an overnight, the using term for the description would be "the same-day educational tourist" (Ritche, Carr and Cooper, 2003).

Therefore the educational tourism is proposed as the combination of activities undertaken by the suppliers of the vacations and excursions in a variety of natural based or human made settings, for whom the learning is their primary or secondary

objectives of the travel and includes language institutes, international or national universities or schools' vacations, exchange programmes, general education or adult study tours (Ritche, Carr and Cooper, 2003).

## **Chapter 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methods applied to achieve the goal of the research and the objectives which buttress the aim of the study. Although a number of researches on the same topic have been conducted in recent years the needs for more studies was felt. Firstly, the socio-cultural dimension is the most significant part of the mankind's life and secondly, as the time goes on, the new trends and challenges are encountered in life and also in the tourism industry which should be solved by its own time's solutions.

#### **3.2 Aims of the Study**

The aim of this study is to examine the socio-cultural impacts of the educational tourism on the inhabitants of the Famagusta. To accomplish the aim of this study the following objectives were pursued.

- To identify the probable socio-cultural impacts of the educational tourism on the host community.
- To figure out the positive socio-cultural effects of the educational tourism on the habitants of Famagusta.
- To find out the negative socio-cultural impacts of educational tourism on the host community locals.

- To identify the nature of the interactions between the educational tourists and the destination community members.
- To give some empirical suggestions to the stakeholders and participators of the educational tourism.

### **3.3 The proper Methods for the Study**

#### **3.3.1 Theorizing of the Methodology**

“Deductive” and “inductive” are the terms which describe two main broad reasoning approaches in the methodology science. As its meaning indicates, deductive reasoning gets to the specific outcomes from the more general ideas and that’s why the “top-down” approaching is used interchangeably to delineate this method. In this approach the conclusion follows the premises in a logical scheme. Through the deductive approach hypothesizes and/or theories are being developed and via empirical experimentation are being tested (Lancaster, 2005). Deductive reasoning is a method of testing the theory regarding the established theory for finding whether it applies to a specific instances or not (Hyde, 2000). On the other hand inductive approach acts oppositely and achieves the broad and general theories by means of specific experiments (Trochin, 2006). Deductive reasoning is the process of building theories by observation of specific instances in order to establish a generalization about the phenomenon (Hyde, 2000). Burney (2008) asserts that the inductive approach always contains a degree of uncertainty. By deductive approach the researcher develops hypothesizes or theories which are being tested through empirical observation whereas; by means of the inductive approach the observer evolves hypothesizes for illustrating the empirical exploration in the real world (Lancaster, 2005). Lancaster (2005) declares that one feature of the inductive

approach is that enables the observer to utilize all kinds of information to develop the theories. Accordingly inductive reasoning is the base of this research which aims at observing the issue to get to a generalization about it without any formerly proposed hypothesis.

### **3.3.2 Research Approach**

It has been indicated in Lancaster (2005) that research method has two equally important but contrasting dominance of thoughts based on the knowledge and theory building which are called: “qualitative” and “quantitative” research methods. Batista (2003) believes that just as the science itself, the methods of scientific research are also vulnerable to changes during the times. He mentioned two main branches of research approach as: qualitative and quantitative. Skinner (2009) believes that the development of a quantitative research approach originated from the natural science and the evidence for this claim is the widely use of quantitative method in social sciences in a way which empowers the researcher to observe the social and cultural phenomena such as the case studies researches, ethnographic researches as well as textual analyses. Skinner (2009) mentions a number of data sources for the qualitative research method like: interviews, open-ended questionnaires, participant observations and documents and texts. Any researches which its findings achieved in other ways than utilizing statistical procedures or other than any means of quantification, is called qualitative research (Potter, 1996). One of the features of qualitative analysis is that enables the researcher to penetrate to the inner experiences of the participants which facilitates the researcher to understand how the meanings are constructed through the cultures and also enables the researcher to access to the emotions, feelings, social movements, cultural beliefs and interactions between the people (Strauss and Corbin, 2002). Golafshani (2003) stated that qualitative research



utilizes a naturalistic approach for understanding the phenomena. Ghosh and Chopra (2003) stated that the related data to qualitative approach is so difficult to be quantified and be carried out through numerical analysis. Hoepfl (1997) stated that “interviewing” and “observation” are two privileging forms of data collection in qualitative research approach where the interviews can be used either as a main strategy or a combination with other techniques.

On the other hand, quantitative approaches lead to generalization and prediction of findings and enable the observer to generate hypothesis to test later on through the research (Golafshani, 2003). The statistical analysis of the observation’s outcomes with other data is one of the main characteristics of the quantitative research (Maykut and Morehouse, 1994). Gliner and Morgan (2001) asserted that qualitative data are objective and for this reason the behaviors can be quantified by observer or participants. The other feature that the same authors mentioned for this type of approach is the utilization of an instrument for data collection without requiring a complicated sort of training. The other characteristic of qualitative approach is its privileging forms of data collection; questioners and recorded documents.

Golafshani (2003) declares that whether the research approach be qualitative or quantitative, it is compulsory for the researchers to test and demonstrate the credibility of their research which relies on the construction of the appropriate instrument in quantitative method and regarding that the researcher in qualitative method is considered as the tool (Patton 2001 cited in Golafshani, 2003).

To get the objectives of this study, a qualitative approach was utilized because qualitative method as Skinner (2009) declared empowers the researcher to observe social and cultural phenomena better. This method is the best approach to the researches by which the observer needs to penetrate the inner experiences of the

participants to understand the social and cultural beliefs, feelings and interactions which are the main purpose of the researcher in this study. As the cultural beliefs and social interactions and the feelings of the participants are the objective determinant in this study, the needed data is other than the numeric figures which means the words which are not quantifiable. So the qualitative approach is the appropriate method of this research.

### **3.4 Research Instruments**

#### **3.4.1 In-depth Interviews**

An in-depth interview is an open-ended discovery oriented feature method by means of which detailed information about an issue can be obtained from the interviewees. The major goal of in-depth interview is to explore deeply the respondents' experiences, feelings, perspectives and points of views about a topic as well as addressing those issues people are reluctant to discuss. In order to make the respondent sure about the fact that their conversations would merely encompass the topic and that the interviews are being done just for the sake of study, preparing a thorough interview guide is essential. The comfortable and peaceful situation in which the respondent proposes related ideas and thoughts to the interviewer without any specific pressures makes obtaining useful information possible which is considered as one of the advantages of the in- depth interviews.

#### **3.4.2 Purposeful Sampling**

There are three commonly used sampling techniques in a qualitative research method including: snowball sampling, quota sampling and purposive sampling technique. For the aim of this study purposeful sampling is selected which is also called a judgmental sampling method. During such sampling method the researcher

chooses the samples deliberately based on which he thinks those individuals would be more appropriate for the study. The procedure of purposeful sampling involves purposefully picking the individuals among the population based on the authorities or knowledge and judgment of the researcher (<http://www.experiment-resources.com.purposivesampling.html>). In this study, the researcher selected his samples based on the following specific criteria: firstly the samples must be originally Turkish Cypriot and have lived on the Island permanently and secondly the samples should be 50 or older than 50 years old to be enough experienced about the quality of the life both before and after the date of the Eastern Mediterranean University establishment.

Table 1: Demographic Variables of the Interviewees

INT. NO	Age	Sex	Occupation
1	57	M	Restaurant Owner
2	52	F	Academician
3	50	M	Taxi Driver
4	52	F	Library manager
5	54	M	Call Shop Owner
6	51	F	Secretary
7	50	M	Academician
8	50	M	Clothing shop owner
9	50	F	Dormitory cleaning stuff
10	51	M	Money exchange officer
11	51	M	Bank officer
12	65	M	Copy center owner

13	54	M	Constructing Manager
14	53	F	Market cashier
15	51	M	Tour manager
16	63	F	Landlady
17	54	M	District officer
18	54	F	Supermarket owner
19	56	F	Worker at copy center
20	52	M	Rector office staff
21	55	F	Housewife
22	50	F	Dormitory manager
23	52	M	Post office worker

### **3.5 Data Collection**

#### **3.5.1 Participants of the Research**

This research includes a total number of 23 interviews which have been done individually. The interviewed people included 14 men and 8 women who were above 50 years old and were born and lived in Cyprus. All of the interviews were made in the interviewees' own home or workplace while the appointments have been made a couple of days before the interview time based on the interviewees desire in a way that they completely be free and comfortable without any time limitation or other pressuring factors. The participants were from different kinds of occupation including: academicians, apartment owners, dormitory cleaning services, restaurant owners, bookstore owners, taxi drivers, retired bank accountant, retired UN soldier, policeman, hoteliers, housekeepers, retired library managers. At first, the researcher

decided to make a large number of interviews but as the process went on and the twenty of the interviews were made it seem that there is no new relevant information produced by the proceeding interviewees but for getting the highest level of reliability three more interviews were made and the number of the individuals stopped logically and deliberately by the researcher on the number of 23. As the openness is the main feature of the qualitative research (Kvale, 2008) the researcher provided the respondent with open questions in order to indirectly provide the respondents with some examples of the socio-cultural impacts of tourism.

### **3.5.2 Difficulties during Data Collection**

The first difficulty of the researcher was finding the objective individuals. Although it was very easy to find older people but the issue which made the researcher put more time on finding the aims was the fact that a considerable number of the workers in Northern Cyprus are from Turkey. The second problem of the researcher was making the appointments. Since in some cases in relation to the respondent, it happened that the interviewees had forgotten the appointment and for this reason in those cases repeatedly making the appointments and going and coming took more energy and time from the researcher. In a few cases which the researcher was trying to find the purposed housewife, the process was very difficult as the cases were not involved in an openly situated social networking environment which enables the easy accessibility.

### **3.5.3 Fieldwork**

The related data were collected during January till March 2013 in Famagusta city TRNC. All of the respondents were interviewed directly by the researcher face to face while their voice was being recorded by means of a Creative voice recorder and at the same time by a Nokia Lumia 920 as a supportive means for the sake of

insurance after getting permission of the respondents. All the interviews were done in Turkish language which was the mother tongue of the TRNC indigenous and the researcher as well. The acquired data were translated into English and transcribed in Microsoft Word software and then the process of coding and analyzing the data started precisely.

## **Chapter 4**

### **FINDINGS**

#### **4.1 Introduction**

In order to obtain the accurate outcomes for the research in depth interviews were applied through qualitative method and the achieved data was analyzed deeply and precisely after transcribing each conversation and printing them out and then highlighting the essential objectives of the data and bolding the related titles to each section of the literature review and for ensuring the reliability of the analysis each transcription was read and probed by the researcher in 3 times and in each level with a different color which included red: too relevant, orange: relevant and yellow: not relevant. The data were segmented and analyzed in relevance to the main discussion of the research. The interesting point about this research was the fact that although the researcher focused on the socio-cultural impacts of the tourism and during the conversation leaded the speeches in the right way to avoid the other probable impacts of the tourism, almost all of the respondents directly or indirectly were mentioning the significant role of the economic impacts of the educational tourism on their lives and the mediating effect of the economic impacts of the educational tourism on their social and cultural nature. This fact motivated the researcher to not only have a very brief look at the economic impacts of educational tourism within the literature review but also use the data proposed by the respondents in the finding section allocated a small part to the impacts of this factor. Also through the analyzing the data the researcher encountered some precious information about the environmental impacts

of the educational tourism which will be presented in the following section accordingly in sum.

## **4.2 Economic Impacts**

The positive economic impacts of the educational tourism which is streaming from Eastern Mediterranean University had an outstanding share of the information which the interviewees unconsciously stated during their efforts to describe the social and cultural impacts of the educational tourism in their lives. The city of Famagusta prior to the presence of this university was a small harbor town which the majority of its inhabitants were used to work in the jobs related to the harbor or in other public sectors. Establishment of the EMU directly or indirectly created a varied range of jobs to the indigenous and from this standpoint most of the region's individuals were satisfied with this phenomenon. Especially since in a period after the popular conflicts between the Turks and Greeks which lead to the separation of the Cyprus and the outrageous prohibitions which acted against the Northern part which diminished the whole body of economic system of the Northern part and scarcity of job opportunities were so obvious, this school with its economic impacts considered to be a blessing gift. One 65-year-old respondent who was the owner of a copy center shop stated that:

“Famagusta was a harbor city and as the biggest and most important harbor of the whole Island before the 1974 when the Greeks and Turks were living together. The tourism and port was the main income source of the Famagusta city in those days. After 1974 when the war happened and the “Marash” was closed and the Greeks moved south, unfortunately due to the embargos caused by the Greeks efforts and due to their forces to the UN, from the Turkish side of the Island, Famagusta port was banned for the foreign ships to come and do the formal trading as it was in the previous. Since then up to now just the Turkish ships have come here. So the main source of the Famagusta income was diminished. That was the fact that for creating a financial flow there was not so many opportunities for Famagusta and therefore the EMU was opened”.



(Interviewee No 12, age 65)

Another interviewee who was a 58-year-old call shop owner asserted that:

“As it is obvious the presence of students and consequently their proposed demands for food, accommodation, clothing, entertainment and etcetera directly affected the life of the Famagusta habitants and caused them to answer those demands, which means the creation of so many jobs”.

(Interviewee No 5, age 54)

Although there were so many taxi drivers around, finding the proper respondent who could be within the demographic variables which has been defined in this research, was not that much easy since most of them were between 30 to 50 years old. A 53 year-old respondent declared:

“I have this job for long years, in fact after the establishment of school the need for this job felt so much. In the years before the school Famagusta was a small place and there were no obvious need for such occupation otherwise travelling from one region to another and the indigenous people rarely were using the taxi as they were familiar with the destination and even today often they own their vehicle and do not use taxis regularly so my colleagues’ as well as my customers are most of the time EMU students”

(Interviewee No 3, age 50)

I interviewed a very rich 63-year-old lady who let us call her a “land owner” and was the owner of tens of shops and buildings near the school and rented them all, sitting in front of her grocery shopping center located beside her apartments which is run by her nephews. She was always happy during the time I visited her and always was laughing. She stated:

“The whole I had before the school was just one big garden inherited from my parents. In those years after the Cyprus separation conflicts everything seemed dark till the school established and after a couple of years there were thousands of students who needed homes, what I and my husband decided to do was building apartments in our garden which was not so far from the school fortunately. We did it and during the years after gaining profits we allocated some other lands and did so. About five years ago my husband passed away and my two sons and I continued the renting apartments and we have a good life”.

(Interviewee No 16, age 63)

In sum the economic impacts of educational tourism on the Famagusta habitants based on the gathered data are as follows:

#### **4.2.1 Increase in Creation of Direct Employment**

The findings revealed that the Educational tourism has brought lots of direct job opportunities in Famagusta considering the academicians, official stuffs, service providing stuffs, assistants and so on.

One of the rector office's clerks who was 52 told:

“For properly serving 16000 thousand students educational needs and demands there are about more than 2500 people who are working at EMU”

(Interviewee 20, age 52)

A 50-year-old lady who works as a dormitory cleaning staff claimed that:

“When I lost my husband 8 years ago, I was alone with the responsibility of raising my children. I was disappointed and was struggling to survive my family by cleaning the others houses but there was no guarantee for me to be occupied every day, there was no support when I was unable to go to work for one reason or another till one of those who I used to clean her house helped me to work at EMU dormitory, during these years I could even send my last daughter to university”.

(Interviewee No 9, age 50)

In this regard another respondent who was a 52- year-old academician declared:

“As a member of EMU teaching stuffs I can claim that the educational tourism directly have brought a large number of jobs through the educational system which were not even imaginable after the dark times of the Island's separation in 1974”.

(Interviewee No 2, age 52)

#### **4.2.2 Increase in Creation of Indirect Employment**

The findings revealed that in order to provide the required facilities to the Educational tourists there have been a massive number of job creations in Famagusta in a variety of types in different sections such as renting apartments, restaurants,

markets, different clubs, groceries, stationeries, pharmacies and so on. The profitability and retaining of these occupations which have created job opportunities for hundreds of Famagusta indigenous and their families strictly relies on the presence of educational tourists.

A 57-year-old restaurant owner said:

“How cannot I be thankful to the EMU? Not only during the usual work hours but also even during the midnights always the students order foods. A large portion of my business is depending on the students”.

(Interviewee No 1, age57)

In somewhere else an interviewee who was a 54-year-old constructing manager involved in constructing a building inside the EMU kept on his speech by telling:

“I know so many people who like me, are involved in constructing projects such as buildings for renting houses for the student’s favor, whether as a daily worker or constructor or supplier of the building materials or the truck drivers or other related jobs. We are satisfied. This is what the students made it possible. In the past there was no demand for accommodation like this”.

(Interviewee No 13, age 54)

A travel agency runner, 51 years old, emphasized that:

“To be honest if I subtract my student customers from others, my bankruptcy is guaranteed. During the middle of the summer when the school is not active my business is almost blind.”

(Interviewee No 15, age 51)

#### **4.2.3 Increase in Famagusta’s Municipality Direct and Indirect Revenues:**

The findings showed that the Educational Tourism has exacerbated the governmental and municipality revenues enormously since the establishment of EMU. Based on the interviews with the official individuals, the amount of money each student pays to get a visa and other official perquisites for approving of their documents directly, and those entrepreneurial activities and also newly established

rent houses or other occupations which established for serving the educational tourists by paying taxes indirectly, have increased the municipality benefits of the Famagusta.

The 54-year-old administrative of District Office said:

“Each year thousands of new students get residential permission and a large portion of the older students needs to renew their visas and in most cases the students’ families also live with their children who require to periodically pay and reprove their visas if you add the for this the essentiality of getting visas such as medical reports or the stamps and etcetera, the outcome is a really influential amount of revenue”.

(Interviewee No 17, age 54)

A 52-year-old respondent from Rectors Office asserted that:

“Not only for constructing the additional buildings and other construction the school needs to collaborate with the municipality and pay the requisites but also the monthly costs for electricity, water and other urban facilities which are a considerable amount of money is another revenues of the municipality which is related to the pretense of educational tourists in Famagusta, EMU”.

(Interviewee No 23, age 52)

### **4.3 Socio-Cultural Impacts of Educational Tourism**

Socio-cultural impacts of tourism comprise wide ranges of factors which this research has done a great deal to cover comprehensively. According to the findings all of the respondents believed that the lifestyle has been changed in comparison to the period in which the Educational tourists had not been started to come to Famagusta. Although the respondents mentioned some negative aspects of such changes, their overall perception was positive about the educational tourists in Famagusta. The general perception of the indigenous about the socio-cultural impacts of this type of tourism was that the students caused the increase of social activities in the city. They believed that after the establishment of the EMU in order to fulfill various demands of the students, a lot of infrastructures and facilities were

also established in Famagusta from which the indigenous also benefited them. There were also some incommunities which in the following in separate sections will be discussed by giving the related references.

#### **4.3.1 Development of Social Anatomy of Famagusta**

Most of the interviewees had consensus on the fact that due to the presence of educational tourists on their city, the numbers of service providing sources have been increased. They referred in their speeches to the creation of different types of restaurants, cafes, shopping centers, and entertainment opportunities.

One 55-year-old housewife respondent stated that:

“It is not comparable. I mean today with before EMU. Beside every apartment there are many shopping places now. Everything is available nowadays, but in the past it was not like this. Nowadays I can buy whatever I desire from Famagusta which in the past years I just could see them with those who had turned back from traveling to Turkey”.

(Interviewee No 21, age 55)

Another respondent who was a 50-year-old clothing shop owner declared:

“Because of the profitability of the student related jobs, even the foreign investors have established some branches of famous brands in Famagusta. The permanent habitants of the city also benefit from those facilities”.

(Interviewee No 8, age 50)

The observation indicated that the presence of the large number of educational theorists in Famagusta region, has changed the spirit of the city to a more social and active format. In this regard one of the respondents, a 51 years old money exchange shop owner, declared:

“When there are educational students in the city the sense of life, sense of different colors, and sense of activeness is spreading around the city. In the summer time, the city is dead. Movement, activeness and enthusiasm are the surface of the educational tourism in Famagusta which even makes the indigenous to be active”.

(Interviewee No 10, age 51)

Another respondent asserted that:

“The educational tourists caused the Famagusta to experience having tourists all over the year. Even sometimes their families and their relatives are here and you can see for serving those, most of the restaurants and cafes and entertainment centers are open till late midnight and sometimes till morning. This has given the city more energy and even locals somehow are outside till late for serving them or enjoying the life”.

(Interviewee No 1, age 57)

#### **4.3.2 Decrease in the Feeling of Security within the Society**

The majority of interviewees believed that there is a great gap between now and the past years of before EMU establishment on the sense of security in Famagusta. They mentioned that nowadays the level of security in comparison to the past has been drastically decreased but they did not blame the educational tourists as the reason of this obstacle.

One of the library staffs of the EMU University who has been working there for more than 15 years declared that:

“The secure feeling has been decreased during the recent decades and concourse it has a relationship with the establishment of school. Different people with different types of cultures came here for studying and sometimes their families and friends are living with them here and also from different countries a lot of foreigners have come here in order to work and use the opportunity which presence of school and thousands of students have brought out here. Therefore the security standards have been decreased sensually”.

(Interviewee No 4, age 52)

Another respondent stated that:

“I remember those times which we used to leave our home's door opened even when we were sleeping or we were not at home. But who dare to do it now? Unfortunately the security is very weak nowadays and everybody should take so precautions in here. Some foreigners are coming just to steal something and return. That's a fact”.

(Interviewee No 5, age 54)

### **4.3.3 Impacts on the Local's Language**

This research illustrated that the direct and continuous interactions between the locals and educational tourists have broadened their language abilities. Most of the habitants, who found the serving educational tourists as the best way of earning their costs, begin to learn English language very seriously. The interesting findings of this research is the fact that as the results of constant relationship between the educational tourists and locals, most of the locals have learnt and memorized the key expressions of the dominant educational tourists who are close and committed customer or visitor of them.

In this regard a copy center owner who was 65 years old said:

“The habitants of Famagusta in the past years were used to speak Turkish, Greek and English as well, the presence of the school enabled those who are continuously related to students to learn and use some daily speeches of other languages like Persian such as: “halit chitore?” means “how are you” or “khudahafiz” means “goodbye” which is for the reason of continuously and repeatedly hearing such expressions from the Iranian students which comprise the majority share of the foreign students in Famagusta”.

(Interviewee No 12, age 65)

Another respondent added information on this issue as follows:

“I should mention this also that many Famagusta inhabitants who had not learned English language so much before than the school because they were thinking that there would be no need for it, nowadays as close communicator with foreign students (for instance as an apartment renter or shop owner) within the years have upgraded their English as well”.

(Interviewee No 16, age 63)

### **4.3.4 Increase in the General Knowledge of the Locals**

The findings of this research indicated that the presence of the educational tourists in Famagusta increased the knowledge of the locals about the interests, hobbies, taste, language, appearance, lifestyle, behaviors and other aspects of the different nations where each of the educational tourists belong to. The constant and long

interactions between the educational tourists and locals which were streamered from two main factors i.e. the small size of the Famagusta and large size of the educational tourists have made it possible for the locals to know the social and cultural factors of the educational tourists during three decades.

One 54-year-old supermarket owner in front of the EMU entrance door mentioned:

“During these years it has been clarified for me that what kinds of raw materials is desired much from the different countries’ students. For example Iranian students tend to consume much rice on the other hand African buy more meat and noodles. I do not want to say the names, but I know that which students are price sensitive which are not or I each student desire healthy food which not or which nation consume more fruit and so on”.

(Interviewee No 18, age 54)

The other respondent who was a member of cleaning staff of the dormitories mentioned:

“Every day I enter the students’ rooms, from different countries. I learned a lot about their lifestyles, how they keep and decorate their environment, how they treat with us and their roommates. These kinds of things are something that without being in direct contacts with students I could not be able to acquire at all”.

(Interviewee No 9, age 50)

#### **4.3.5 Changes in Treatments and Behaviors of the Habitants**

One of the findings of this research was the fact that based on the collected data, the behavior and treatment of the local people has changed a lot in comparison to those years in which the school had not been established. This change relates to their treatments with each other and also with the educational tourists. In other words the ethics of the people have changed from a benevolence behavior into a neutral and sometimes malevolence treatment.

The respondents in this regard mentioned the following statements.



A 50-year- old dormitory manager lady:

“At first years of the EMU school the students were being treated like a very precious guest and in general the indigenous were considered them as their own children. People were just showing them hospitality and kindness but as the time passed on, the people of Famagusta started to change their thinking about how to retreat the students in a way that instead of making friendship, gain profits from them”.

(Interviewee No 22, age 50)

The 65-year-old copy center owner stated that:

“As it is obvious the presence of students and consequently their proposed demands for food, accommodation and etcetera directly affected the standpoint of the Famagusta habitants to answer those demands which at first glance is related to the economic aspects of the issue but hidden phase of this phenomena is its indirect affect to the social and cultural aspects of the Famagusta people’s lives. These supplements of the demands of the educational tourists changed a large number of good deems and positive feelings of the indigenous people in a competitive way. In other words not only the viewpoint of habitants changed negatively from hospitality to commercially toward tourists but also their feelings to each other also changed negatively and they see their former friends, neighbors, relatives as the moments competitors and somehow feel jealous toward them even envy and becoming enemies”.

(Interviewee No 12, age 65)

The landlady who was 63 added:

“The people of Famagusta nowadays are not as honest as they used to be in the past. Cheating and lying are spread around the city nowadays which in the past were considered as the worst characteristics of the human being and specially the Famagusta indigenous were famous for their honest and trustworthy. Nowadays one neighbor observes the other neighbor to learn how she or he makes money from the tourist that he may learn and do so. They cheat each other and sometimes backbites the others to gain their shares of customers. These characteristics were not formally in the past never and ever”.

(Interviewee No 16, age 63)

The taxi driver who was 50 years old declared:

“In the past locals were very kind with each other but nowadays we can say that they are more aggressive and cruel in spite of the past which was very calm and peaceful. I remember those past years when I was a child and if a foreigner was coming to Famagusta and because there was no transportation system that person should have spent the night here and go tomorrow. I

remember that my father was bringing them to our home within which we had a spare room and that foreigner was spending the whole night there and we were providing from our own food and were treating them very warmly and we never were thinking about the money and all our hospitality were without any charges. There were also so many others in here who were doing so and everyone was satisfied those days. Now everything has changed upside down and if you go and say hello to someone he will not reply you because he does not gain anything from you”.

(Interviewee No 3, age 50)

#### **4.3.6 Changes in the Appetite of the Locals**

Due to the appearance of thousands of educational tourists from various countries with different cultures and tastes, in order to satisfy them all a common culture of international foods which have been popular everywhere has dominated the city. But the exciting site of the this phenomenon is that due to the lack of enough and appropriate training and supervisory rules and regulations in Famagusta the locals during these years of serving the educational tourists have been such absorbed in the financial aspects of their life that completely have forgotten to broadcast their own traditional foods and tastes. The younger generation of the Famagusta locals, through the information collected from the old habitants who are the fathers and mothers, indicated that they are more eager to consume fast foods and new types of foods than their traditional ones.

The EMU library’s collection section manager who was a 52-year-old lady answered:

“The appetite of the people also has changed very much during these years. People used to eating traditional foods every time which were very delicious, nutritious, and healthy and always preparing them were gathering the whole family together and was the reminder of very good memories of the past but now every kind of fast foods has replaced the traditional foods”.

(Interviewee No 4, age 52)

Another lady who the researcher met at her husbands’ copy center stated that:

“Although the variation of the dishes is a positive thing but forgetting our traditional foods completely which will be worse in the future by passing the time is very painful”.

(Interviewee No 19, age 56)

In this regard the 52-year-old academician lady noted that:

“The enthusiasm to the fast foods have been such broaden and also the delivering ways and serving commercials have been such attracting which in our home the children reluctantly show interest in traditional foods and this fact in addition to the increased social roles of us in the community after the establishment of the EMU together also changed our (elders) appetites as well”.

(Interviewee No 2, age 52)

#### **4.3.7 Changes in Family Relations**

The constant interactions between Famagusta locals and educational tourists from different countries and different cultures who are away from their hometowns and behave more freely have affected the indigenous relationships a lot. In fact, in comparison to the years before establishing of EMU when Famagusta was a small town with limited numbers of habitants and who were familiar with each other and were living together based on their own beliefs and traditions nowadays a huge variation has occurred in local's relationships and behaviors.

A 57-year-old restaurant owner stated:

“It was not a usual behavior in the past that a girl and a boy without any legal relationships rent a house and live together. It was not accepted. Now you can see the cultural changes. Every young person has a girlfriend and they behave without caring to others. They go to bars and dance and stay together at nights. Everything has changed”.

(Interviewee No 1, age 57)

The copy center owner on this issue gave such comment:

“When I remember the 1970s and compare it to now I can say that most of the nowadays interaction were not normative in those days. A girl and a boy kissing each other in front of the crowd in the street! These kinds of relationships were not acceptable; I mean the people themselves were

ashamed of doing so. But after school established little by little everything changed and now our own children also are acting similar to educational tourists”.

(Interviewee No 12, age 65)

#### **4.3.8 Demonstration Effects of Educational Tourists**

As one of the impacts of tourism, demonstration effects mean the willing of the locals to imitate the lifestyle of the tourists. This phenomenon is so crucial in Famagusta for two main reasons. Firstly, the length of the educational tourist is more than the other types of tourist and secondly the smallness of the Famagusta and its habitants vulnerability of being constantly exposed by the educational tourist.

In this regard one of the rector's office staff a 52 year old man mentioned that:

“The lifestyle of the foreign students has affected our younger generations. It did not affect us who are in our 50s, 60s of our life and our personality and habits have been settled but our children who most of them not only have interactions with the educational tourists outside the school but also some of them are studying with these foreign students in the same class and school is somehow acting like them. Wearing the same styles, dress their hair in strange ways, tattoo their bodies and so on which were not the same as the past”.

(Interviewee No 23, age 52)

Another respondent who was a 5-year-old travel agency owner pointed out that:

“Nowadays the local's children not only have been affected by the educational tourist's apparent lifestyle but their behavior. Girlfriend and boyfriend issue has been a normal habit of our children and the situation is not limited to this. Having open sexual behavior with different partners is a hidden fact that gradually is spreading out within our youth unfortunately”.

(Interviewee No 15, age51)

#### **4.3.9 Increase the Image of the Famagusta in the world**

The findings of this research showed that there has been a great increase in global scale about the image of the EMU and Famagusta city and TRNC. As most of the educational tourists do not know that there exists a TRNC before coming to the Island the educational tourists made it possible for thousands of educational tourists

as well as their families and also relatives and friends from all over the world know that when they are talking about the Cyprus Island it is comprised of two parts i.e. EMU is in TRNC part of the island. In this regard one of the professors of the EMU stated that:

“Most of the students who have not been informed before coming to the Island that there is a difference in north part and south part, at the school learn what happened in 1974 and gain enough understanding about the area. This is so good for TRNC,too; it helps its popularity and recognition by word of mouth”.

(Interviewee No 7, age 50)

And also the library manager, 52 years old, stated that:

“There are hundreds of the students from different countries that are the friends of mine. On my Facebook page which I have written in place of birth section: “TRNC”, a lot of friends of those friends of mine also are very curious and usually send friendship request and most of the time the “like” the photos I put from TRNC on my page. I think this has a good influence on those peoples of foreign countries to be familiar with TRNC, and it is for the sale of these educational tourists actually”.

(Interviewee No 4, age 52)

#### **4.3.10 Increase in Social Activities**

Based on the findings of this research before the development of the school, Famagusta indigenous did not use to have a very social and open life. They were more intrinsically than they used to be today. The establishment of the EMU University during the years has changed the habitants’ social life as the indigenous for a one reason or another are in continuous interactions with the educational tourist, whether as a neighbor or as a server or other roles in the society.

In this regard one of the respondents said:

“I have been in many places in Cyprus and I found out that the Famagusta people were very conservative people before the school, they were not interested in going out and participating in entertainments, they seemed very limited in general. But after the 1974 gradually their life was going to be changed which the establishment of a school of EMU as an accelerator

particularly changed the quality of living of Famagusta people. Nowadays they are so social than before”.

(Interviewee No 6, age 51)

And also the other respondent added:

“The students played a positive role in changing the life standard levels of the Famagusta region because more or less in order to satisfy their needs there have been provided some facilities which previously have not been available and from these facilities and infrastructures the indigenous people also benefit”.

(Interviewee No 17, age 54)

Another interviewee stated that:

“Establishment of EMU I can claim that totally has changed the social life of the indigenous women’s lives. Most of the Famagusta women who before the EMU used to be householders and away from the social activities nowadays are working inside the EMU in different sections, many of the indigenous women are the gradulators of the school and due to the impacts of the school whether by increasing the more social wisdom to the society to give women more social opportunities or by the statuses which the women acquired in the society and accordingly the financial independency of them really had a positive impacts and all of them is related to the expansion of the educational tourism and of course we always are satisfied from the students”.

(Interviewee No 4, age 52)

Another respondent mentioned:

“Before the school, most of the Famagusta people used to have a different sleep time. After lunch which it was 12 or 1 P.M, based on the pleasant hot weather of Mediterranean climate people used to sleep till 4 P.M and at nights the old people used to sleep at 10 and the youth used to be outside till 12 or 1 A.M but nowadays, the presence of students have changed the sleep hour of the people since in most cases the older people like the restaurant runners or other student desired services such bars or taxi services used to be active till morning and the youth of the habitants also have favored this situation and most of them get used to be outside with their friends”.

(Interviewee No 1, age 57)

#### **4.3.11 Increase in Crime Rate**

The findings of this research pointed out that the crime has been increased in comparison prior to the development of Educational tourism at Famagusta but the

point is that all of this increase is not directly associated with the educational tourists themselves. The overall increase of the Famagusta population and the migration of the labor from other areas to be occupied in Famagusta for benefiting from the job opportunities created due to the presence of the educational tourists and also those people who can easily without any restriction can come from close countries to the TRNC, plus some of the educational tourists which behave improperly especially in relation to committing the drug use and crimes related to the driving issues have been mentioned as the reasons of this issue.

As one of the interviewees stated that:

“When there are limited numbers of people living together and everybody knows each other it is obvious that the tendency toward committing crime would not be so high. But when there are thousands of people mostly foreigners gather together the rate of crime would be higher. This is what the Famagusta was in before the EMU and what it is now”.

(Interviewee No 7, age 50)

One other interviewee mentioned that:

“Before school and now... nothing is the same. The different types of crime especially robbery have been increased but the students are not involved. In most of the cases others have done. Those people coming from Turkey, I do not mean all of them, people from other countries. They came here when they saw they can earn money from students, from Famagusta”.

(Interviewee No 14, age 53)

In this regard another respondent claimed:

“All of the locals are aware what the problem is. After developing the EMU all the job seekers easily and without any restrictions flowed to our city. TRNC was not at first so controlling the new entrees of peoples. Every kind of people came here because they heard that this city by serving the students is a big opportunity for them to benefit. They misused the kindness and trustfulness of us. The robbery increased, the cruelty increased, the drug use increased, it is not the fault of the students. The government should have controlled them, check them before letting them in”.

(Interviewee No 11, age 51)

An old taxi driver while standing beside his car and smoking asserted that:

“The crimes related to the car accidents and like these, yes, are related to the students. Most of them are immature and looking for excitement. They rent a car and sometimes after drinking alcohol, they drive very fast and create injuries for themselves and others. I witnessed some cases myself. Some of the students, not most of them, use drugs. In the past rarely a person was using drugs but nowadays it has been very popular among youth even indigenous. It can be related to the students since they want fun, they want excitement. It affected our youth also. This caused the bad guys to sell the students with higher prices and get much money. But the other crimes are not at all included in this regard. The students do not do. I am always in the streets even at nights, the robbery, kidnapping, threatening, importing drugs, using guns and like these are not committed by students directly”.

(Interviewee No 3, age 50)

#### **4.3.12 Traffic and Congestion Problems**

In the case of traffic issues of course the entire respondent had a consensus about the increase of the congestion and traffic in Famagusta in comparison to the past and they related it to the development of the university. They also mentioned that during these three decades that the university has been established it more or less affected the global development and industrialization and this caused a naturally more traffics. The point is that the presence of 16000 students and accordingly increasing the taxies and buses to transport them and on the other side tenth of different car renting companies altogether accelerated and exacerbated the problems to the inhabitants which formerly used to live in a calm and comfortable city. More over the size of Famagusta and its capacity in hosting a limited numbers of cars and the lack of development of the road construction plans to facilitate these problems has also increased the negative aspects of the congestion problems in Famagusta.

One of the respondents added to his conversation the point that:

“Sometimes it takes me so long to come from my home to school to work, in the past it was so quick, on my way you can see a tenth of cars parking and turning and staying in front of different shops which have been created



for serving the educational tourists, more over the unqualified junior students which are not familiar with the roads and sometimes with the cars always making trouble and allots of traffics. These problems along with the crowded students crossing the streets make the short way take a long time; believe me the students should not be blamed but the municipality which is not constructing enough roads, passing bridges, parking lots and so on”.

(Interviewee No 7, age 50)

Another respondent mentioned that:

“The population of the Famagusta which most of them have cars, the educational tourists and their families who have cars and other students who rent cars, the other types of tourists plus the big school buses and taxies minus the inadequate roads and infrastructures unfortunately have changed the face of the Famagusta from a very comfortable city into a messy one”.

(Interviewee No 23, age 52)

One old housewife added:

“Some of the students drive very badly, their car noise, music noise is not something that I used to hear in the past”.

(Interviewee No 21, age 55)

Another respondent stated that:

“Presence of educational tourists in our city made it a little bit crowded the shopping centers especially the Thursday’s bazaar and other shopping markets, it is not bad. For me it’s interesting while shopping I can see different kinds of people around although it takes more time than the past”.

(Interviewee No 6, age 51)

#### **4.4 Environmental Impacts**

A very precious and outstanding finding of this research which is being presented for the first time within the industry is that socio-cultural impacts of educational tourism directly influence environmental impacts of educational tourism. That means based on the collected data the educational tourism’s social and cultural impacts on the Famagusta which include increased number of cars and buses in the city, increased number of apartments in Famagusta, increases in drug use in Famagusta, increased number of shopping centers, changing the lifestyle of the Famagusta,

increased social activities of the Famagusta people and so on, directly influence the environmental impacts of the educational tourism. The increased number of vehicles means increased amount of CO<sub>2</sub> and other air polluting gases, the educational tourist's inappropriately use of cars and their loud music's as mentioned above increased the noise pollution, increased number of shopping centers means increase of commodities consumption and in result the increase of waste and garbage, demonstration effects of educational tourists on the host population and imitation of the locals of the students' lifestyle( students most of the time tend to consume fast foods or other comestibles and drink different kinds of canned or bottled potable drinks and because of absence of at hand trash bins everywhere specially at the beaches the wastes are thrown into the sea, so this demonstration effects influence a considerable number of youth indigenous) changing the lifestyle of the Famagusta people toward the educational tourists also directly influence the environment. On the other hand the increased number of provided facilities and infrastructures which is a positive social impact of educational tourism on Famagusta on the other hand destroyed the environment in order for those infrastructures to be built on. Another factor which asserts that socio-cultural impacts of educational tourism affects also the environmental impacts of tourism is that, those labors who came from other places to serve the educational tourists mostly do not care about the environment of the Famagusta and just pursue their own economic benefits so they treat the environment in a hostile manner.

#### **4.4.1 Environmental Harms**

A respondent on this regard declared:

“In the past years in Famagusta we always were breathing the pleasant air which had its natural Mediterranean scent, now when we walk along the streets and even in our homes we never feel the same thing. It's because of

smoke of increased vehicles for transporting surely. The educational tourists influence on this issue directly is not more than the habitants influence as the locals have been richer and most of them have their own cars. In the past years, locals tend to not use cars this much but nowadays they even for short distances utilize cars”.

(Interviewee No 5, age 54)

Another respondent said:

“Look at your around and see what happened to our historical and comfortable Famagusta. Nowadays everyone is building apartments. Ugly apartments, around the apartments inside the alleys lots of garbage have been piled up. All of them are just for gaining money from the educational tourists. Nobody cares about the beauty of the city”.

(Interviewee No 18, age 54)

Another interviewee indicated that:

“Every day of the school, dormitories and cafeterias and restaurants inside the school huge amounts of garbage are being collected and unfortunately are not being standard void. This is a real danger for our environment”.

(Interviewee No 20, age 52)

#### **4.4.2 Increase of Consciousness about Environment**

On the other hand there were respondents who asserted that the presence of educational tourists had positive impacts on the environment.

One of the respondents pointed out that:

“Due to the presence of the educational tourists there have been established a number of social clubs that by the student’s efforts came to exist. A pet’s supportive club can be mentioned as one effective ones. The students started to tagging those dogs which do not belong to everyone and are homeless. They collect the waste of foods from the restaurants of the schools and put them into formerly prepared and established containers for dog’s eating. It is something that encourages the locals to care about the environment also”.

(Interviewee No 20, age 52)

Another respondent added:

“I have personally witnessed that when a foreign student grabbed garbage from the ground and thrown the waste into the trashcan affected my child much more in a way that from then on she always collects wastes around the

home. I think presence of such educated people in our city have many positive impacts on our children also”.

(Interviewee 21, age, 55)

Another respondent mentioned:

“In the past each family used to keep a pet in their houses but they did not care much attention to those animals around the city but now based on the authorities and rules that have been acted by the efforts of the students and the insights that the foreigners have brought within the indigenous they do take care of the animals in the city and even I remember there had been an accident by which a dog has been killed by a Famagusta people and some of the students pursued the official rules and by their efforts the police identified the driver from the films that has been recorded on the security cameras and that driver was fined”.

(Interviewee No 4, age 52)

## Chapter 5

### CONCLUSION AND DISCUSSION

#### 5.1 Discussion

This study interrogated likely socio-cultural influences of educational tourism on the habitants of the Famagusta city while not ignoring the other potential impacts as well.

The findings of this research made it clear that the educational tourism as an important subcategory of tourism has been influencing the residents of Famagusta in a number of ways especially in changing the quality of their lives which is consistent with the study of Matheison and Wall (1982). The finding and comparison of the quality of life in Famagusta before and after the establishment of educational tourism indicated that it took at least one decade for those changes to be tangible that is consistent with the study of the Hashimoto (2002, cited in Zamani et al, 2012).

The provided social services in Famagusta after developing the educational tourism has improved considerably which include an increase of public services, increase of education, entertainment sectors, health care and so on which is in line with the study of Mason (2003).

Based on the findings of this research the presence of educational tourists in the Famagusta city has increased the popularity and image of not only the Famagusta but also the whole newly born TRNC in the world in two main ways: thousands of educational tourists who study at EMU and their families and also relatives and

friends in all over the world nowadays unlike the past know that when they are talking about the Cyprus Island it is comprised of two parts and the EMU is in TRNC part of the island which this trend as a factor of TRNC popularity functioning. The collaboration and friendly relationships among the recent and alumni students of EMU with the locals of Famagusta on the social networks such as Facebook, twitter and etcetera also works as an unintentional broadcasting for Famagusta city as well as TRNC. This finding also is in line with the findings of Milman and Pizam (1988).

Based on this research before the development of the EMU, Famagusta locals did not have a very social and open life. They seemed more intrinsic than they are today. The establishment of the EMU during several years has changed the habitants' social life like: participating in the ceremonies that are being held in the university, performing more activities in different sections of the society to serve the educational tourists and so on. These findings are inconsistent with the findings of Ashley (2000). Beside the above mentioned impacts of the educational tourists the basis of EMU has defined new social roles for women whether as a worker in the school or outside the school and has elevated their social position in comparison to the past which is also consistent with findings of Tatoglu et al., (2000).

This research also identified that the presence of educational tourists in Famagusta city has provided an opportunity for the locals to be familiar with different aspects of the foreign student's lives who live at least nine month a year in their cities. These aspects include: interests, hobbies, taste, language, appearance, lifestyle, behaviors and other aspects of the different nations where each the educational tourists belong to. These findings are similar to the findings of the Besculides., et al (2002).

This research illustrated that the direct and continuous interactions between the locals and educational tourists have broadened their language abilities but it does not mean that these interactions have influenced the locals languages negatively in a way through which the indigenous may forget their mother tongue. Most of the habitants, who found the serving educational tourists as the best way of earning their costs, begin to learn English language very seriously. The interesting findings of this research is the fact that as the results of constant relationship between the educational tourists and locals, most of the locals have learnt and memorized the key expressions of the dominant educational tourists who are close and committed customer or visitor of them. In other words the locals have broadened the realms of their language abilities as the results of the foreign student's presence in their cities. These finding is in contrary with the findings of Coppock (1977) in the sector which is in relation to the language changing. On the other hand the finding is inconsistent with the results of the Jafari (2001 cited in Irmgard Bauer, 2008).

Another fact that has been found out by this research is the influence of the educational tourists on different aspects of the local's lives which means demonstration effects. The locals have tended to imitate the educational tourist's life styles and consequently change their habits in eating, clothing, hair style, interpersonal relations and so on which exactly asserts the findings of the following scholars: Butler (1980, cited in Tosun, 2001), Jafari (2001 cited in Bauer, 2008), (Besculides., et al, 2002) and Goksan (1978, cited in Dogan 1989).

The research indicated that the educational tourists behave more freely in their relations to the opposite sexes and in most cases they have brought a culture which was considering red line to the indigenous of Famagusta in the past. Such freely acting of the educational tourists in their relationships has brought a sexual openness

in the society in comparison to the past years. On the other side their tendency to having fun regardless of the nature of their action's nature have increased the consumption of alcoholic drinks and increasing the number of night clubs, bars. These results are inconsistent with the findings of the below mentioned scholars: (Swarbrooke, 1999; Butler; 1980, cited in Tosun, 2001; Rowe et al., 2002).

The educational tourists due to their economic benefits which have to the locals have created a sense of envy and competition among the locals. This negative ethical impact has also changed the relationships of the locals with each other from a warm and positive form to an unfriendly format. Such feeling also is obvious in the local's interactions with the educational tourists. In other words unlike the past years when the locals just consider the students as their own children and warmly hospitalize them, nowadays has changed into a commercialized way through which just the beneficial factors are being pursued. These findings are consistent with the findings of Dogan (1989).

The increase of crime rate is another important finding of this research which is not directly related to the educational tourists but to those migrants who mostly travelled from other countries to Famagusta where they have found it a great opportunity to take advantage of the educational tourists. This finding is consistent with the Albuquerque and McElroy (1999) and Rowe et al. (2002).

Another impact of educational tourism which more obviously shows itself in a small town like Famagusta is the increasing of crowdedness resulted from both visitors and also migrant labors of other places that makes the destinations more polluted, noisier and intensifies the traffic problems and congestion. These findings are consistent with Ross (1992 cited in Tatoglu et al, 1998).



The findings of this research asserted that there have been a considerable change in the locals appetite after the development of the EMU, which is because of the educational tourists tendency to the fast foods and internationally popular foods more than the unknown ones. The demand of thousands of educational tourists has provided a variety of suppliers within the city and the advertising and also easy accessibility and their appealing tastes have been reasons for the locals also to change their eating habits. The finding of this research in this regard is consistent with the findings of the (Chang et al., 2010; Athena et al., 2011).

## **5.2 Conclusion**

In this thesis the researcher aimed at observing the likely socio-cultural effects of the educational tourism on the inhabitants of the Region. Besides the deep analysis of the socio-cultural impacts, the researcher also slightly observed the economical and also environmental impacts of this type of tourism in order to have a comprehensive look into the issue. Since every social or cultural impact of a phenomena occurs in the contexts of the place or environment and because through data collection process all of the respondent directly or indirectly were intervening the economical impacts of the educational tourism by their opinions and even allude to the fact that the economical impacts of the educational tourism affected their social and cultural factors, so the researcher found it so vital to observe these four main impacts of educational tourism together.

The educational tourism plays a vital role in the existence of Famagusta region. There are a number of positive and negative social-cultural and environmental impacts of the educational tourists which the economical benefits function as a

dominant factor in forming positive attitudes and perceptions of the local community of Famagusta to this trend.

The Dogan's (1989) adjustment theory seemed to be appropriate in the format of this thesis based on which the locals interact with the educational tourists in Famagusta dependent to the likely benefits acquired from the tourists. As it is clear as long as the TRNC remains unrecognized by the world and accordingly the embargoes seriously prevents the economy of this country to get more interactive and not to be merely dependant to the educational tourists, the inhabitants of the Famagusta have no other option except serving the educational tourists so hospitably.

Thus the significance of economic effects of educational tourists on host population of Famagusta other than the other impacts seems to be justifiable because of the abovementioned factors. The other stakeholders of the sector such as the municipality should do its best to reduce the negative impacts of the educational tourism. Some recommendations are presented by the researcher below in this regard.

## **Implications**

1) Building a number of attractive parks and other public services such as public study saloons outside the school which both the educational tourists whether those living inside the EMU at the dorms or others who live inside the city and the locals can spend their time more positively in 24 hours. The lack of such public facilities pushes the educational tourists as well as the locals not to have so many options other than the bars, night clubs, casinos and other types of undesired entertainments.

2) To serve the educational tourist the locals has changed their lifestyles, their eating habits and even their sleeping hours in a day .Also, constantly expose to the sunlight increases the skin diseases such as cancer and so on, and also the stresses which a person is exposed to in such long hours of working and unhealthy eating habits harm his health. Another factor is the sewages and waste which is being spread in the environment and it also creates so many diseases not only for the people but for the animals and plants. Thus holding free training courses for the locals and encourage them to attend the courses within which usefull information about the aforementioned problems are being proposed to them. On the other hand the intensive supervisory of the municipality is required in order to establish the appropriate infrustructures to prevent the mentioned harms for the enviroment.

3) Establishing complaint offices (other than police stations) inside and outside the school for the residents and students to tell about their different obstacles in relation to their interpersonal obstacles and get consultations from the knowledgeable individuals who have been employed there.

4) Invite the locals to participate in and enjoy the inside of the school's ceremonies as much as possible to share the enjoyable moments with the educational tourists.

5) Using capable university staffs who know both the locals and the international language of the majority of the educational theorists as well, as much as possible in different sections of the university.

### **5.3 Limitations**

Although Famagusta city hosting the EMU is the most important pole of educational tourism in TRNC, observing the impacts of educational tourists just on

the local population of this city seems to be the limitation of this study. Investigating other cities of TRNC such as Kyrenia and Lefkosa to understand the likely impacts of the educational tourists can give more insight into the sector.

#### **5.4 Future Studies**

Because of the accelerating pace of educational tourism development around the world and since this type of tourism has a significant role in revenue making for most countries, understanding the perception of the educational tourists toward the locals who may have so determining effect on the educational tourists' decision to keep on their educational cycles in that country and also simultaneously act as active marketers to attract new students or even perform vice versa if they are not satisfied from the host, would be so necessary.

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