

Residents' Quality of Life and Attitudes toward Education Tourism Development in North Cyprus

Zeynep Sarıgöl

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Approval of the Institute of Graduate Studies and Research

Assoc. Prof. Dr. Ali Hakan Ulusoy
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Science in Tourism Management.

Prof. Dr. Hasan Kılıç
Dean, Faculty of Tourism

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in Tourism Management.

Assoc. Prof. Dr. Ali Öztüren
Supervisor

Examining Committee

1. Assoc. Prof. Dr. Ali Öztüren

2. Asst. Prof. Dr. Mehmet Güven Ardahan

3. Asst. Prof. Dr. İlkay Yorgancı Maloney

ABSTRACT

Tourism has become one of the largest and fastest growing economic sector in the world. However, the development and changes of a tourism destination has a number of effects especially on people who are living there. Tourism is related with social, economic, and environmental benefits and according to this; the quality of life (QOL) of the local people has many connections with the development of tourism.

The aim of this study is to investigate the influence of demographics, the areas of quality of life and residential statuses on the attitudes of the local people in North Cyprus about the development of future educational tourism. The important contribution of this study is to identify the predictive power of different dimensions of quality of life, demographic profile structure and residential status on attitudes towards the development of educational tourism in the North Cyprus. The acquisition of support from local residents is a very important area in terms of the sustainability of educational tourism and the quality of life has an important role in determining the attitude of the people.

The working group consisted of 523 local people in five different regions where Northern Cyprus Universities were located. In order to measure the attitudes towards the development of future education tourism, a scale of 3 items was used, and the "Tourism and Quality of Life Scale" which consisting of 49 items and modified by Liang and Hui (2016), were used in the study.

The results of this study generally have shown that the positive attitudes of local people depend on the community well-being domain of ETQOL in particular.

Furthermore, the results show that the middle and high income groups have more positive attitudes than low and very high income groups towards education tourism development. In addition, homeowners and rentals have a positive attitude towards the development of educational tourism compared to those residing in the dormitories. In addition, no significant differences were found regarding age, gender, educational status, number of children and marital status.

Keywords: Quality of life, education tourism, tourism development, North Cyprus, resident attitudes.

ÖZ

Turizm, dünyanın en büyük ve en hızlı gelişen ekonomik sektörlerden biri haline geldi. Fakat, bir turizm destinasyonunun gelişimi ve değişimi özellikle orada yaşayan insanlar üzerinde bir takım etkilere sahiptir. Turizm sosyal, ekonomik ve çevresel faydalarla ilgilidir ve buna göre yerel halkın yaşam kalitesi, turizmin gelişmesiyle birçok bağlantıya sahiptir.

Bu çalışma ile demografik özelliklerin, yaşam kalitesinin alanlarının ve yerleşim durumunun Kuzey Kıbrıs' taki yerel halkın, gelecekteki eğitim turizminin gelişmesine yönelik tutumlarındaki etkileri araştırılmaktadır. Bu çalışma ile yaşam kalitesinin farklı boyutlarının, demografik yapının ve konut durumunun, eğitim turizminin gelişmesine yönelik tutumlardaki tahmini gücünün belirlenmesi ile katkısı olacağı düşünülmektedir.. Eğitim turizminin sürdürülebilirliği açısından yerel halkın desteğinin alınması çok önemli bir boyutu teşkil etmektedir ve kişilerin sahip oldukları tutumun belirlenmesinde yaşam kalitesinin etkin bir rolü bulunmaktadır.

Araştırma grubu Kuzey Kıbrıs' taki üniversitelerin konumlandığı beş farklı bölgedeki 523 konut sakininden oluşmaktadır. Gelecekteki eğitim turizminin gelişmesine yönelik tutumların ölçülmesi amacıyla 5 puanlık ve 3 maddeden oluşan skala (Latkova & Vogt, 2012; Wang & Pfister, 2008) ile, 49 maddeden oluşan ve Liang and Hui (2016) tarafından modifiye edilen "Turizm ve Yaşam Kalitesi Ölçeği" araştırmada kullanılmıştır.

Bu çalışmanın sonuçları genel olarak ortaya koyuyor ki, gelecekteki eğitim turizminin gelişmesine yönelik yerel halkın sahip olduğu olumlu tutumları özellikle

yaşam kalitesinin “Toplum refahı” boyutuna bağlıdır. Bunun yanı sıra, orta/yüksek gelir grubundakiler düşük/ çok yüksek gelir grubundakilere oranla daha olumlu bir tutum sergilemektedirler. Ayrıca, yerleşim durumunun da yerel halkın tutumlarında etkili olduğu tespit edilmiştir ve buna göre, ev sahipleri ve kiracılar, lojmanda ikamet edenlere oranla eğitim turizminin gelişmesine yönelik daha olumlu bir seviyede pozitif tutum sergilemektedirler. Ayrıca, yaş, cinsiyet, eğitim durumu, medeni durum ve çocuk sayısı ile ilgili anlamlı bir farklılaşma tesbit edilmemiştir.

Anahtar Kelimeler: Yaşam kalitesi, eğitim turizmi, turizmin gelişimi, Kuzey Kıbrıs Türk Cumhuriyeti, yerleşik tutumları.

DEDICATION

To my loving family...

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Chapter 1

INTRODUCTION

As a branch of industry, tourism today represents a very important socio-economic power and this power is manifested in both developed and emerging markets (Uysal, Sirgy, Woo, & Kim, 2015). Interest in tourism in recent years is increasing day by day and one of the important reason for this interest is its important role in the economic development of the region (Kim, Uysal, & Sirgy, 2013). The tourism sector has been dealt with in many areas by experts of economic development and communities, for example, development of local employment (Hanafiah et al., 2016), diversity in the economy, and tax revenue generation (Kim, Uysal, & Sirgy, 2013; Hanafiah et al., 2016). In almost every country of the world, tourism is a structure that has a potential source of economic progress, making strategic planning applications a necessity (Uysal, Sirgy, Woo, & Kim, 2015).

Tourism effects are classified under four main headings, namely economic (Dwyera, Forsythb, & Spurrc, 2003), social (Inoue, Seoki, & Lee, 2011), cultural (Besculides, Lee, & McCormick, 2002) and environmental (Uysal, Sirgy, Woo, & Kim, 2015). These effects exhibit a structure with positive and negative properties (Kim, Uysal, & Sirgy, 2013; Uysal et al., 2015; Kuvan & Akan, 2005; Nejati, Mohamed, & Shida, 2014). Tourism industry and these effects are very closely related to each other (Kuvan & Akan, 2005) and according to this; the quality of life (QOL) of the local people and their attitudes has many connections with the development of tourism.

However, the development and changes of a tourism destination has a number of effects especially on people who are living there.

These matters have visible consequences in the tourism industry and society, and there are many different studies that examine them in various ways (Nejati, Mohamed, & Shida, 2014; Uysal, Sirgy, Woo, & Kim, 2015). One of the most important issue in the field of research, which is closely monitored and followed by researchers is the examination for the connection between tourism activities, the results of these activities and the links between the Quality of Life (QOL) and the tourism goods and services involved in consumption and production process (Uysal, Sirgy, Woo, & Kim, 2015).

In recent years, the QOL has become a comprehensive debate issue. The purpose of the studies in the field of QOL is to show that the inspections made in a field are not only an objective perspective, but also from a point of subjective human reaction view. An important point is how citizens perceive the attributes that contribute to their QOL (Andereck & Nyaupane, 2011). In order to evaluate QOL, in general two indicators are commonly used: (1) Objective (e.g. population volume) and (2) Subjective (e.g. subjective well-being) indicators (Liang & Hui, 2016). In tourism research, subjective indicators are commonly implemented (e.g. Buzinde et al., 2014; Andereck & Nyaupane, 2011; Woo et al., 2015; Kim et al., 2013; 2015). Subjective indicators can provide a direct measure (McCabe & Johnson, 2013) and this type is more preferable in tourism research. In determining people's QOL, about 89% of non-material matters constitute the dimensions of the QOL (Ridderstaat, Croes, & Nijkamp, 2016), which makes them an important determinant.

The QOL issue has become a debated case in recent years. In order to understand resident's perception, emotion, and their well-being, QOL researches of community are generally measured by using satisfaction evaluations (Yu, 2011). Tourism development and QOL issues, which are seen as a unilateral change in the literature in general, emphasize a relation from the development of tourism to QOL (e.g. Andereck & Vogt, 2000; Andereck, Valentine, Vogt, & Knopf, 2007; Andereck & Nyaupane, 2011). However, some studies have focused on the possibility that the QOL might affect tourism development (e.g. Ridderstaat, Croes, & Nijkamp, 2013a). The recent studies have shown that QOL has a very important structure in the development of tourism (Woo, Kim, & Uysal, 2015; Ridderstaat et al., 2016; Croes, 2012).

Along with the fact that a destination is a tourism area, the tourism activities in these regions start to affect the lives of people in the society (Jurowski, Uysal, & Williams, 1997). Studies examining the effects of tourism have shown that tourism has negative and positive effects on the economic prosperity of tourism societies (e.g., Tosun, 2002; Um & Crompton, 1990). While tourism creates benefits from one side, there are some costs (Jafari, 2001) from the other side in terms of host society and local communities have formed their own attitudes by taking advantage of these benefits and costs (Wang, 2006). On the other hand, some investigations have emphasized that just these benefits and costs are not influencing in the formation of attitudes of the local people towards tourism (Lankford et al., 1994). Furthermore, some moderating variables were found to be effective on the attitude of the local people towards advancement of tourism (Cavus & Tanrisevdi, 2003). For instance, the personal characteristics of residents such as, demographics, length of residence

(Liang & Hui, 2016), distance from the tourism center (Jurowski & Gursoy, 2003) are important decisive factors in identifying the attitudes towards tourism (Andriotis & Vaughan, 2003). Attitudes are based on reality of beliefs and perceptions (Yu, 2011) but they have a close relationship with values and personality (Pfister & Morais, 2006). According to this understanding of attitudes, researchers were aware of that the results of the interaction between perceptions and factors of the local people can affect their attitudes (Lankford et al., 1994).

On the other side of the subject, the vocations of an individual can affect his/her life experiences in many ways such as, they provide social, spiritual, and physical rests while promoting social and personal development of people (Richards, 1999). However, the regions in the host society influence these experiences. An integral part of the tourism experience is the local residents in the host communities and they have a very important position in the development and assistance of tourism. The local people who support the tourism show more positive attitudes and behavior towards the tourists. Because of this, the tourists are more likely to have positive experiences and perceptions, will probably visit these destinations again and recommend it to other people (Andereck & Jurowski, 2006). Recently, marketing studies conducted by tourism researchers have shown that the community factor plays an important role in the tourism experience, because host communities are in a position to support the tourism industry (Andereck & Jurowski, 2006; Yu, 2011). Although this importance is studied and emphasized in different tourism sector settings, more research studies are needed to comprehend the issue based on its context; for example based on types of tourism.

Among the different types of tourism, educational tourism has gained attention by

various researches because of its popularity and share in the world tourism markets. Educational tourism is a subdivision of tourism, which has succeeded in the recent years for attracting a lot of interest of researchers, private and public sectors, and tourism policy makers. Along with new technologies and methods that are constantly changing in the field of education, the level of education of the target group increases and exchange information is provided (Pittman, 2012). Nowadays, there are a wide variety of contributions to socio-cultural, economic advance, environmental development and educational opportunities, as well as the employment provided to people by educational tourism, which is a crucial area of tourism all over the world (Samah, Ahmadian, Gill & Hendijani, 2013). The value and importance of educational tourism is constantly increasing. Educational tourism is seen as a very important source of income for many countries. Today's educational mobility has a completely new structure, and a large majority of students travel to developed or middle-class countries, for example, Western Europe, Australia, USA etc. (Arva & Gray, 2011). Currently, more than 5 million international students are studying abroad in different countries, which is almost three times larger than the number of international students in the 1990s. It is also expected that this ratio will be 7 million international students by 2022 (Academic Credentials Evaluations Institute (ACEI), 2017).

1.1 Problem Statement

There has been a lot of research on the attitudes of the local people and tourism and quality of life (TQOL) contexts for the last three decades. Studies in the literature have shown that the QOL/TQOL affected the attitudes of local people towards the development of tourism in a tourist area (e.g. Sirakaya, Teye, & Sönmez, 2002; Gursoy, Jurovski, & Uysal, 2002; Woo et al., 2015; Nawijn & Mitas, 2012).

Satisfaction at various levels among the local population causes changes in their attitudes towards development of tourism and those with higher levels of general QOL are more positive attitude (Andereck & Nyaupane, 2011). Negative tourism effects are observed among residents' QOL in negatively, while positive tourism effects have been changed QOL of the society in a positive way (Yu, 2011; Cavus & Tanrısevdi, 2003). In addition, local residents who have the opinion that tourism results will be positive generally tend to support tourism (Yu, Cole & Chancellor, 2014). The important point is to observe the consequences in different specific contexts and the North Cyprus can be an ideal geographical context to study by considering education tourism. Educational tourism has a great contribution to the economy of TRNC. Therefore, higher education constitutes a very important part of North Cyprus government policy. According to statistics published by the State Planning Organization of the Turkish Republic of Northern Cyprus (2017), net tourism revenues for the year 2016 are reported as \$ 697.7 million and it is expected that this figure will be \$ 745.2 million by 2019. In addition, the concept of "Comparable Advantage" indicated that tourism and education sector has been identified as one of the priority sectors in the development of North Cyprus. Furthermore, it is observed that the educational tourism has a stable structure and it has greatly increased the income potential of the island due to its economic vitality. Therefore, education tourism, which constitutes one of the most contributing sectors in the growth of Northern Cyprus, is renewing itself day by day, taking its place in international arena and providing various benefits to the local people as well as the economy of the country.

The perceptions of tourism development and the residents' QOL in a society can be

considerable in two fields. The first, it supports to determine the perception and attitudes of residents towards tourism, and second, it contributes to the investigation of local people's support for the development of tourism (Perdue et al., 1990). However, in ETQOL / QOL dimensions which area has a more effective role in measuring the attitudes of the local people in Northern Cyprus? Furthermore, it is considerable to investigate differences based on the demographics on the attitudes of local people's support for the development of educational tourism. It is important to examine how the residents have a perception of the development of educational tourism. For the sustainable development of education tourism, it is significant to obtain the support and attitudes of the local community's QOL perspective. It is needed to investigate in the contexts of different life domains due to the influence of residents' attitudes towards advancement of educational tourism. In order to obtain more accurate results, the new form of TQOL scale which further improved by Andereck and Nyaupane (2011) and modified by Liang and Hui (2016) is used. In Turkish Republic of North Cyprus (TRNC), there is a need for the researches to explore the fields of residents' attitudes and QOL issues that are important and interconnected issues of tourism and society.

1.2 Purpose of the Study

The main purpose of this study is to investigate the effects of demographic profile, QOL and residential status on attitudes of the residents toward for future education tourism development in North Cyprus. Furthermore, this study was targeted to find out which area of QOL/TQOL may have the strongest predictor of local communities' attitudes in North Cyprus. Because there are two groups of life domains: material dimension, non- material dimension and these dimensions have an important role in determining the QOL of individuals (Cummins, 1996 cited in Liang

& Hui, 2016).

1.3 Research Questions

This research will try to find answers to the following question:

- What are the effects of ETQOL of local community on their support for future education development?
- Are there any differences in the support for future education tourism development based on demographic profile of the respondents?
- What is the effect of residential statuses of the residents on the support for future education development?

1.4 Importance of the Study

This study provides several important contributions for society and projections to establish a new horizon and thus, tourism sector and community will be supported. The first contribution is the extent to identify the impact of local people's attitudes towards the development of educational tourism on the QOL perceptions. Also, determine different groups of attitudes in this tourism society and whether local people in different groups have different attitudes. In addition, this is the first study on the attitudes and residential status of the local people about the development of the educational tourism by using the dimensions of TQOL in the context of thriving Northern Cyprus' educational tourism and changing living spaces. Furthermore, this investigation has a structure that allows comparison and analysis of these two subjects, which are resident's attitudes and QOL issues in the context of educational tourism development. For the sustainable development of tourism, it is significant to obtain the support of the local population and people's QOL can affect their attitudes towards educational tourism development.

1.5 Scope of the Study

The focus of this study is to assess the impact of local people's attitudes towards the development of educational tourism in North Cyprus on the QOL perceptions. Moreover, current study concentrates on whether the dimensions of TQOL and the demographics have any impacts on the attitudes of residents towards the development of education tourism. This study will be limited to the Turkish Republic of Northern Cyprus (including five cities) related with data collection, recommendation, and evaluation contexts.

1.6 Definition of Key Terms

Quality of life: In general, QOL refers to the general well-being of individuals and communities, and contains negative and positive characteristics of life (Kim, Uysal, & Sirgy, 2013).

Education Tourism: The term of education tourism is described by Bodger (1998) “...to any program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location” (p. 28).

Tourism development: “Planning and implementation of strategies with the objective to develop the tourism sector” (Yiu, Saner, & Lee, 2015 p. 254).

North Cyprus: Turkish Republic of Northern Cyprus (TRNC). North Cyprus is the third largest island of the Mediterranean Sea (Alipour & Kılıc, 2003) by covering a total area of 9851 (3572 square miles) km.

Resident Attitudes: Attitudes are described as definition of attitude as “a

psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 2007, p. 1).

Chapter 2

LITERATURE REVIEW

There are many studies that have been researched about the residents' QOL and their attitudes toward the development of tourism, with a small number of researchers surveyed the area of educational tourism. This chapter consists of six parts as quality of life (QOL), tourism and quality of life (TQOL), education tourism, subjective well-being theory (SWB), resident's attitudes toward development of educational tourism, and development of educational tourism in the North Cyprus.

2.1 Quality of Life (QOL)

An examination of the QOL area has historically begun with the investigation of social indicators (Parke & Sheldon, 1974 cited in Kim, 2002). This mobility in social demonstrations has officially started by the end of the '60s. The QOL framework is a structure that is found within the fields of behavioral, social, political, and environmental (Uysal, Sirgy, Woo, & Kim, 2015). Examinations made in the field of QOL can be measured and analyzed by separating them according to various criteria by considering community, country, social, individual or family fields (Kim, 2002).

In general terms, QOL is a term that describes concepts such as an individual's satisfaction with life or dissatisfaction, happiness, or unhappiness (Dalkey & Rouke, 1973 cited in Dolnicar, Lazarevski & Yanamandram, 2011). Furthermore, it expresses the general well-being of individuals and their satisfaction in the living spaces (Kim, Woo & Uysal, 2015). QOL in psychology has defined as a "conscious

cognitive judgment of satisfaction with one's life" that considered as a multidimensional and interactive structures with specific or general life satisfaction areas (Rejeski & Mihalko, 2001, p. 23). Thus, it has been covered the different aspects of individual lives (Andereck & Nyaupane, 2011). Along with the QOL term, the general well-being of the individual, community, and the satisfaction of life need to be evaluated together (Derek, Ron, & Geraldine, 2009).

QOL is a structure that needs to be investigated in a multidimensional manner because an individual has examined issues such as general QOL and satisfaction level in life (Andereck & Vogt, 2000). The QOL assessed in a variety of different sciences by using various terms (e.g. psychology, sociology). Many authors agreed that the concept of happiness is associated with overall life satisfaction in many life domains of individual (e.g., Lee & Sirgy, 1995 cited in Dolnicar, Lazarevski & Yanamandram, 2011). QOL can be measured in terms of, life satisfaction, psychological well-being, happiness (Gilbert & Abdullah, 2004), subjective well-being (SWB) and the absence of disease states (Argyle, 1998 cited in Kim, 2002). Furthermore, Veenhoven (1991) indicated the rise of QOL in relation to the individual linked to the theory of happiness. However, the term of QOL is being tried to be explained using many different definitions, because concepts such as well-being, prosperity and happiness are similar to each other (Puczko & Smith, 2011 cited in Kim, Woo, & Uysal, 2015). Due to the non-permanent nature of happiness, it cannot be said that it is a structure sensitive to the influence on the QOL (Kim, 2002). For instance, individuals may be unhappy in good conditions, and objectively feel happiness in bad conditions (Veenhoven, 1991; Kim, 2002).

Kim, Woo and Uysal, (2015) concluded that the QOL is a general feeling of

pleasure, which occurs through the spread of the QOL effects to the various parts of life. For instance, while some people's perception of high QOL is perceived to be easy to reach areas such as, health or education, concepts entertainment or wealth can be the determinant of high QOL by different groups (Gullion, Avgoustis, Fu, & Lee, 2015).

Researchers conducting in the field of QOL generally use the terms of well-being and QOL in connection with each other and these two terms are examined in two dimensions, objective and subjective indicators (Jennings & Nickerson, 2006). When examined objective indicators, researchers can be generally measured by the QOL or wealth of a community, economic or environmental prosperity (e.g., household income), well-being of health (e.g. average life expectancy) (Uysal, Sirgy, Woo & Kim, 2015). In addition, objective indicators include population volume, poorness, rate of unemployment, crime rates (Kim, Uysal, & Sirgy, 2013), income and education level (Andereck & Nyaupane, 2011). In addition, objective indicators cover social and quantitative domains (Uysal, Sirgy, Woo, & Kim, 2015) and do not include such things as personal perceptions or judgments (Uysal, Sirgy, Woo & Kim, 2015) such as, life standards, physical health, income (Kim, 2002).

On the other hand, the subjective dimensions of QOL are taking into account areas such as subjective well-being (SWB) (Andereck & Nyaupane, 2011; Kahneman, Wakker, & Sarin, 1997), satisfaction of life (Andereck & Nyaupane, 2011), perception of QOL, life standards, values and feelings (Diener & Suh, 1997), positive and negative effects (Andereck & Nayaupane, 2011; Uysal, Sirgy, Woo, & Kim, 2015), and happiness (Nawijn, 2011). In fact, the concept of QOL is based on a subjective experience and depends on the perceptions and feelings of the people,

which are difficult to define (Andereck & Nyaupane, 2011). The studies carried out in the field of tourism are largely resorted and considered within the context of subjective indicators (Andereck & Nayaupane, 2011) in order to assess the QOL of residents and tourists, because they show the satisfaction and experience of individuals in different dimensions of life (Uysal, Sirgy, Woo, & Kim, 2015). In addition, some researchers have indicated that the dimension in which the QOL is assessed from a subjective point of view is generally a value-driven approach (Dissart & Deller, 2000) and includes people's perceptions in the emotional context (Diener & Suh, 1997). Subjective measures such as personal emotions or perceptions constitute an important place in the assessment of the QOL of residents (Dissart & Deller, 2000). An approach where only quantitative perspectives are dominant is not particularly sufficient in terms of policymakers, but it also examines areas with subjective characteristics, such as how the QOL that society possesses is perceived by residents in the community and which factors influence their QOL are required (Morrison Institute, 1997 cited in Jennings & Nickerson, 2006). This can be considered that policy makers need to understand the fact that local people especially from the perspective of the local people, assess the events and that tourism affects the QOL of those people positively or negatively.

In the field of the tourism, the QOL research examined under two main headings: first, the QOL of the tourists and their experiences and attitudes (Dolnicar, Lazarevski & Yanamandram, 2011; McCabe & Johnson, 2013; Kim, Woo, & Uysal, 2015). Second, researchers focused on the development of tourism and impacts on the QOL of residents (Andereck, Valentine, Vogt, & Knopf, 2007; Nawijn & Mitas, 2012; Andereck & Nyaupane, 2011; Buzinde, Kalavar, & Melubo, 2014) and the

main focusing area of the current study is the second direction.

Studies conducted in terms of understanding the various dimensions of the relationship and the link between the development of tourism and the QOL are increasingly attracted by researchers (Ridderstaat, Croes, & Nijkamp, 2016; Ridderstaat, Croes, & Nijkamp, 2014; Meng, Li & Uysal, 2010; Dolnicar, Lazarevski & Yanamandram, 2013). Studies in this area draw great attention to the impact of tourism development on the QOL by examining the effects of tourism on a multi directional basis, such as community culture (Andereck & Vogt, 2000), income ratios of people (Liburd et al., 2012), job opportunities (Kim, Chen, & Jang, 2006; Andereck & Nyaupane, 2011).

In general, the QOL of societies is assessed with the help of some economic measures (Andereck & Jurowski, 2006). However, in the process of using the level of economic welfare in the well-being assessments of the society, some factors affect as the reduced QOL (Dowrick et al., 2003). For example, if the income of tourism is not distributed equally to all segments of the population, the impact on the level of welfare of people in society may be reduced (Andereck & Jurowski, 2006). This shows that economic measures are more focused on assessing productivity in a very specific project than equality (Andereck & Jurowski, 2006). For example, if the issue of gross domestic product (GDP) is taken into account, it is a weak area in terms of economic measures because production does not take into account the degree of influence on the environment and how the distribution of income is taken into account.

Perceptions of the community's development of tourism can also play a supporting

role if the benefits of tourism are perceived positively by local people (Liao, So & Lam, 2015). According to Liao, So and Lam (2015) another factor contributing to the increase in QOL is the participation of individuals in leisure activities and their satisfaction with it. They also noted that these activities have an impact on the level of emotional well-being of the individuals. Furthermore, some investigations have maintained that tourism industry, residents, and tourists are contributing through the infrastructure improvements made by their QOL (Sharpley, 1994 cited in Gullion, Avgoustis, Fu & Lee, 2015). On the other hand, there are approaches that suggested that these improvements are focused on places that are more likely to generate income and are far from costly areas (McKercher, 1993).

The necessity of research in the field of QOL being compelling is that individual perceptions and experiences and social markers are linked to each other (Costanza et al., 2007). This distinction is an important one that has been much discussed in the area of positive psychology (Moscardo, 2009).

2.2 Tourism and Quality Of Life (TQOL)

A crucial connection between tourism and QOL is noteworthy because, which is in the state of the tourism industry a helpful and facilitating position in reaching a desired level of community life (Andereck, Valentine, Vogt, & Knopf, 2007). The level of perceived QOL of individuals in society, for example, proceeds from tax revenues, increased employment opportunities, diversity in the economy, increased standard of living, can be achieved by improved QOL (Andereck et al., 2007; Haralambopoulos & Pizam, 1996).

Tourism is a structure that guides academic studies and emphasizes that tourism has

a positive structure under certain conditions, according to Moscardo (2009), which argues that the relationship between QOL and tourism is understandable in a limited way. Along with the development of tourism in the community, some factors have various effects (Wall & Mathieson, 2006) on the QOL and, when examined in general, these effects, socio-cultural, environmental and economic areas are investigated under the title of the subject (Christensen, 1994; Sharpley, 2014). Various studies conducted on this area have shown the potential impacts of tourism on the areas of activity (Thomason, Crompton, & Kamp 1979; Brunt & Courtney, 1999; Tosun, 2002). The work done in this area is generally about the effects of tourism and perception level (Liao, So, & Lam, 2016; Tichaawa & Mhlanga, 2015). There is a two-way connection between tourism impacts or attitudes and QOL. The first focuses on perceptions of orientation towards tourism effects that individuals have, while the second focuses on how individual and family life satisfaction is affected by these influences (Andereck & Nyaupane, 2011). Different people can perceive in the similar situations and conditions from a different point of view (Veenhoven, 1991). The term of QOL refers to how individuals feel and appreciate the feelings of satisfaction and pleasure from their life (Taylor & Bogdan, 1990). Therefore, the QOL issue is best considered by the academicians who have been studied from the point of view of the individual (Taylor & Bogdan, 1990).

There is a connection between life satisfaction and characteristics of society. In this sense, studies on impact and attitudes, support given to tourism, and tourism-induced changes in society are taken into consideration (Andereck & Nyaupane, 2011). The tourism industry has the potential to influence the QOL of individuals (Yu, 2011). Tourism products developed in such a way as to attract the attention of residents may

lead to a rise in the level of QOL, and in this sense tourism products such as restaurants, festivals, development of recreational areas, cultural and natural areas are important (Andereck & Nyaupane, 2011). In addition, due to the increase in income from taxation and the increase in opportunities of employment, it is possible to increase in proportion to the living standards of the individual (e.g. Um & Crompton, 1990; Tosun, 2002), and can increase the investment (e.g., Liu et al., 1986 cited in Yu, Chancellor & Cole, 2011) in various business areas which can be noticed through an improved QOL (Tosun, 2002; Haralambopoulos & Pizam, 1996).

Apart from these, tourism can cause the decrease of the QOL of the local people due to the negative effects that it causes. In this context, factors such as increased living costs, rising crime rates, traffic intensity, crowded urbanization, etc., can cause individuals to fall by affecting their life satisfaction (McCool & Martin, 1994; Yu, Chancellor & Cole, 2011). There are various studies that considered destination management and tourism progress as an important part of tourism impacts. The outlines of these effects and how to manage this process are addressed and analyzed by the tourism planners (e.g., Beeton, 2006). Some studies on the impact of tourism are pioneers on this subject (Wall & Mathieson, 2006). If the economic effects of tourism are to be looked at, generally the two main groups are separated as positive and negative factors. In addition to studies examining the impact of tourism on the QOL, there is a number of studies on the other side of the issue that are underestimated in number, and the focal point of these researches is the measurement of perceptions of tourism impacts in particular, and the level of perception that local people have for tourism development (Andereck, Valentine, Vogt, & Knopf, 2007). Several researches have been reported that in the tourism effect causing the

destruction of the culture and traditions that people have and the increase of bad habits such as drugs, trafficking and gambling in society (e.g., Andereck, Valentine, Knopf, & Vogt, 2005).

The general view accepted in the literature is the existence of a unilateral relationship between the development of tourism and QOL (Andereck & Nyaupane, 2011). In recent years, some studies have shown that tourism adds value to society and economics and focuses on these issues. (Uysal, Sirgy, Woo, & Kim, 2015). It has been reported that tourism values are concentrated on non-economic issues such as QOL (Uysal, Perdue, & Sirgy, 2012 cited in Liang & Hui, 2016), life satisfaction, happiness, perception of QOL and those dimensions have an abstract structure. Another important subject that is concentrated in tourism researches is the support for QOL policies and the importance of fighting poverty in society, making the cultures more alive, preserving the natural areas and ensuring sustainability in order to pass on the life is gaining importance (Uysal, Sirgy, Woo, & Kim, 2015). This understanding demonstrates the necessity to address current and future QOL issues in research on QOL (Uysal, Sirgy, Woo, & Kim, 2015). In addition, the number of communities that aim to improve the QOL of local people by improving the tourism industry is increasing day-by-day (Liang & Hui, 2016).

With the purpose understanding the relationship between tourism development and QOL better, Andereck et al. (2007) established the QOL scale. The first part of the scale consisted of two parts that evaluated the level of personal perception and satisfaction and related to the importance of the QOL, which is composed of QOL items, and the second part was about how these items are affected by tourism. The scale of TQOL which has been improved by Andereck and Nyaupane (2011) by

identifying new fields that are related with tourism and QOL such as personal value measurement, characteristic structure of society, participation in tourism, relations with tourists, demographic structure, etc.

Kim, Uysal, and Sirgy (2013) have emphasized that residents' satisfaction with some important living spaces is particularly important in terms of increasing the QOL of residents which included the following areas: safety and health, emotional well-being, community welfare and material well-being. Moreover, they revealed that these four life domains showed a positive effect on overall QOL. In addition, these four dimensions of QOL are generally studied in two major groups: material and non-material. Material domains while addressing consumer welfare, financial and economic dimensions (Sirgy, 2002), non-material area has such as, health/safety, emotion and community (Woo, Kim, & Uysal, 2015). Cummins (1996 cited in Liang & Hui, 2016) emphasized the importance of non-material conditions in his study by using 173 different QOL dimensions, and indicated that these dimensions have an important role in determining the QOL of individuals. Their work emphasized that there was a positive link between satisfaction with QOL and development of tourism. The positive relationship is also reported between tourism and high-level material / non-material living satisfaction (Woo, Kim, & Uysal, 2015). As regards the development of tourism and the assessment of the QOL, the level of satisfaction that this material and the non-material areas of individuals have is of great importance (Woo, Kim, & Uysal, 2015).

Liang and Hui (2016) added and modified some items to Andereck and Nyaupane's (2011) scales and developed a new form for TQOL and added family life, health, medical and educational conditions of community and neighborhood. This new and

improved form of TQOL scale, which modified by Liang and Hui (2016), was selected as the data collection instrument of the thesis.

2.3 Educational Tourism

Revenues from exports and international tourism, which are seen as an important source of foreign exchange today for almost all destinations, play a supporting role especially in eliminating current account deficits (Katircioğlu, 2010). As McKinnon (1964) stated that international tourism brings foreign exchange and leads to economic growth.

Tourism has a wide variety of branches within its ever-evolving and changing structure. In recent years, educational tourism has become increasingly popular in the creation of tourism policies, private and public spaces (Chew & Croy, 2011 cited in Hendijani, 2016).

The educational tourism that is frequently used today was actually beginning with the name of "Grand Tour", which has existed of the 17th century (French et al., 2000; cited in Ritchie & Lewis, 2003). Donaldson and Gatsinzi (2006) have pointed out that the roots of educational tourism, which encompasses a vast area of involvement in the tourism industry, are in fact based on the past, and various languages and tourism are harmonized. In addition, school trip organizations, exchange programs, and many other activities and training programs are included in the structure of the educational tourism. Broomhall et al. (2010) have reported that people's travel experiences in general are regarded as a continuous process of obtaining information, experience and a process that is continuous and life-long. It is observed that people are traveling for a variety of reasons (Hsu & Huang, 2008). For

instance, the desire to get relaxation or escape, the desire to acquire new relationships and experiences, education and learning, and having a new perspective are only a few of them (Hsu & Huang, 2008). Through educational tourism, people are carrying out their trips in order to gain learning experiences in different destinations.

There are some definitions of educational tourism in the literature. Pittman (2012) refers to educational tourism as a lifeguard and indicates that education tourism is a structure that strengthens the individual, education community and world economies. Ritchie, Carr and Cooper (2003) have defined the educational tourism as “tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students’ travel, including language schools, school excursions and exchange programs. Educational tourism can be independently or formally organized and can be undertaken in a variety of natural or human- made settings” (p. 18). Bhuiyan et al., (2010) have pointed out that educational tourism generally depends on some parts such as, geographical and psychographic, socio-economic and demographic, and it can be different for all people. For example, some demographic characteristics such as age, income level, educational status, gender, etc., or socio economic status that has a region may affect educational tourism. Bodger (1998) described the term of education tourism “...to any program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location” (p. 28). Ritchie (2003) has defined educational tourism as a product and process, and is seen as a consequence of the educational tourism learning

experience, for example university and international university students can be considered in this sense.

Higher education, which is characterized as a global phenomenon, can be considered as a student tourism, and that has a variety of benefits, such as contributing to the economy of the local people, creating national income and employment, and being considered as a tourist destination (Katircioğlu, 2010).

Nowadays a huge number of people travelling to different countries for the purpose of studying abroad and this case is especially important in terms of the countries in the developmental stage. For example, in recent years, the development of the education field in many countries has been progressing and the standard of living has advanced in direct proportion (Stevens & Weale, 2003). In addition, Pittman (2012) emphasized that education tourism has a great prospect for the development of social and economic areas, and in particular supports the structure of host communities and student groups in general. In recent years, the progress and development of educational tourism has come to a remarkable rise in popularity (Swarbrooke & Horner, 2004). The growing awareness of education in the world population, the need for more training and the growth in this area and the desire to learn both holiday and new information of tourists can be considered as some of the factors of this development (Hendijani, 2016).

Educational tourism can play an important role in achieving high level of tourism performance (Lam, Ariffin, & Ahmad, 2011). Educational tourism refers to the travels people make in the international arena to get intellectual services. Along with the globalization that takes place in the world, an area where competitive

environment is formed, access to education services and options are high and innovative approaches are evaluated with a more important point of view (Abubakar, Shneikat, & Oday, 2014). Maggi and Padurean (2009) have stated that there is a positive relationship between the level of wealth of societies and educational tourism and these societies have a higher competitive power. In many countries where great investments are made in educational tourism today, the aim is to carry out a wide variety of programs (e.g. English educational programs) in order to respond to the wishes of people in this educational tourism group traveling in order to learn different experiences, cultures, or new information in this differentiated and developing competitive environment (Maggi & Padurean, 2009).

Despite the increasing number of tourists visiting in North Cyprus all the time, especially for educational purposes, it has not yet been researched how this flow perceives residents' QOL perspective. Therefore, it is worthy to examine the extent to which residents are concerned about the development of educational tourism and how their personal living spaces are affected by tourism (Hendijani, 2016). Considering the added value and support for social and economic capital, educational tourism represents an important force in terms of local residents and students in all communities in general (Pittman, 2012).

Education tourism had a more effective structure in some areas and these areas are indicated for example, language learning, development of infrastructure, behavioral advancement, improvement of QOL, economic benefit, expansion of job opportunities etc. (Hendijani, 2016). When social influences of tourism are concerned, the perception of the guest and community, the local people living there, has an important position in this area. In general, there are several studies in the

literature that take into account the perceptions of local people towards the development of tourism (Kuvan & Akan 2005; Özşen, 2012). However, it is noteworthy that there is an existing shortage of this area; with very little research into the effects of educational tourism on the QOL of the local population and the perceptions of the local people in this regard (Hendijani, 2016).

Indeed, subjective indications are often used in studies carried out in the field of tourism, particularly in studies where the QOL of the host community is taken into account, because they have examined the experience and satisfaction of individuals with different dimensions of life (Andereck & Nayaupane, 2011; Uysal et al., 2015). According to Cummins et al., (2003), subjective well-being plays a very active role in determining the levels of satisfaction and quality of life individuals have. Furthermore, considering that the quality of life is also based on subjective experience, SWB theory is of great importance in this study (Andereck & Nyaupane, 2011).

2.4. Subjective Well - Being Theory (SWB)

There are various studies in the literature to better understand the relationship between QOL and well-being (McCabe, Joldersma, & Li, 2010; Buzinde, Kalavar, & Melubo, 2014; Uysal, Sirgy, Woo, & Kim, 2015; Nawijn & Mitas, 2012). Since the relationship between objective conditions (e.g. wealth) and happiness level is weak, interest in the field of subjective well-being is increasing (Layard, 2006 cited in McCabe & Johnson, 2013). Jennings and Nickerson (2006) have indicated that an approach that does not include the subjective viewpoints and criteria that individuals possess, even if the social or environmental factors are included in a broad area of objective measures will be insufficient in exploring the consequences of assessing

the QOL in that society.

Researchers generally have focused on two areas, when examining the SWB: the extent to which individuals are able to achieve life expectancy and how well they feel in general (Nawijn & Mitas, 2012). This points two subcomponents of the SWB, cognitively referred to as life satisfaction (Diener & Seligman 2002) and emotional composition (Veenhoven, 2009).

In Diener's (1984) work, which may perhaps be portrayed as the pioneer of studies from this area, the SWB that includes a general assessment of an individual's life also defines positive aspects of the experience that the individual possesses as focal points and measurable qualities. According to the recent definition, SWB has been described as "an umbrella term for the different valuations people make regarding their lives, the events happening to them, their bodies and minds, and the circumstances in which they live" (Diener, 2006: 400 cited in Camfield & Skevington, 2008). In addition, according to Diener (1984), SWB is trying to understand what makes people happy about life in general.

SWB involves emotional reactions and cognitive judgement and measures all aspect of a person's life with a global assessment (Diener, 1984 cited in Liang & Hui, 2016). Subjective indicators can provide a direct measure (McCabe & Johnson, 2013) and this type is more preferable in tourism research. Indicators of subjective well-being (SWB) can contribute to introduce QOL's measures and they have a complementary structure to the QOL indicators (Sirgy et al., 2006).

The QOL and SWB studies have indicated that individuals give accurate information

about their level of well-being (Diener & Lucas, 2000). Studies have conducted in the field of well-being in order to understand what makes people happy (Lyubomirsky & Lepper, 1999) given great interest to researchers because happiness and well-being are often overlapping concepts and the desire of societies to achieve happiness can be seen as an aim for them (McCabe & Johnson, 2013). In addition, various opinions on this difference in terms of QOL and well-being conceptualized objective and subjective approaches based on economic factors and social inequalities. In this sense, the subjective aspects of life satisfaction and happiness are particularly noteworthy (Camfield & Skevington, 2008). Determining what factors affect well-being is an important issue because when well-being is low and events such as stress, anxiety and depression can be evaluated together, whereas results such as happiness, life satisfaction or job satisfaction can be associated with high level of well-being (Steger, Frazier, Kaler, & Oishi, 2006).

The term of happiness can be used in different meanings in different areas. For example, happiness in the field of philosophy points to different aspects of a good life, while in the field of social science it expresses the meaning of subjective pleasure that life has (Nawijn & Mitas, 2012). In addition, in the field of psychology, happiness is described as subjective well-being (SWB) (Kahneman, Wakker, & Sarin, 1997). Generally, the concept of happiness, defined as a positive effect (Layard, 2006 cited in McCabe & Johnson, 2013) also has various meanings such as a general evaluation of life satisfaction, having a good life, and being in a good mode (Diener, 2006). Bradburn's (1969 cited in McCabe & Johnson, 2013) Affect Balance Scale measures the degree of positive feeling and absence of negative emotion to identify the degree of happiness. Therefore, happiness contributes to emotional

SWB, whereas cognitive SWB is evaluated by life satisfaction (LS) (McCabe & Johnson, 2013). Thus, influence of tourism can be better understood with SWB indicator.

The presence of research indicating that there are some constraints on the increase of objective conditions in happiness (Layard, 2006 cited in McCabe & Johnson, 2013) and the fact that some people feel themselves unhappy even when they have various advantages and that people with various problems such as personal disasters on the other side feel happy themselves can be shown as a similar situation (McCabe & Johnson, 2013).

Pearce, Filep, and Ross (2010) have highlighted that in their work, which focused on local people and dimensions of life satisfaction also, people who are associated with the tourism sector may have a more positive attitude. Given the positive perceptions of tourism, having a more positive perception of the attitudes towards tourism by people who are dependent on tourism or employed in the tourism sector can be used as a consistent demographic determinant (Sirakaya, Teye, & Sönmez, 2002; Haralambopoulos & Pizam, 1996; Brunt & Courtney, 1999; Jurowski, Uysal, & Williams, 1997). According to Veenhoven (1984), the component composition of SWB is closely related to this sense of satisfaction. Nawijn and Mitas (2012) have pointed out that the subjective well-being of local people is evaluated on tourism-perceived effects and they continued as “tourism affects the cognitive component of SWB, life satisfaction” (p.583).

SWB has some features that can be regarded as beneficial to the tourism industry. For example, some researchers have suggested that tourism activities offer

opportunities for individuals to personal development and self-improvement (Richards, 1999; Li, 2000) and also, incorporate a variety of conveniences that enable better understanding of the relationship between wealth and tourism experience (McCabe & Johnson, 2013).

Subjective measurements are advanced by researchers in various directions. Subjective well-being often plays an active role in examining issues such as the assessment of the level of life quality and satisfaction of individuals or the dimensions of life (Cummins, Eckersley, Pallant, Vugt, & Misajon, 2003). It is important to understand which life domains have contributed to life satisfaction, because individuals can evaluate different dimensions of life as being more important. The SWB approach has seven commonly used dimensions (Cummins, 1996, cited in Liang & Hui, 2016) and that are acknowledged in QOL studies including; security, emotional well-being, material welfare, productivity, health, friendliness and society (e.g. Kim et al., 2013). Also tourism and quality of life (TQOL) calculation which improved by Cummins (1996 cited by Liang & Hui, 2016) suggests to focus on SWB theory, in order to identify residents' life domains and therefore, SWB is the theory that used to develop for this study.

2.5 Resident's Attitudes toward Development of Educational Tourism

In general, the subject of local community support for tourism development focuses on learning what residents' behavioral intentions are, whether they are supporters or counter-actors, examining the development of specific tourism programs and making additional contributions to the development of tourism (Yu, 2011).

The studies on the perceptions of tourism and QOL can generally be examined in three important dimensions. First, studies conducted in this area attempt to determine the perceptions and attitudes of community residents on the impact of tourism on QOL field. Secondly, these studies help the researcher to develop some areas, such as the creating of development policies and the examination of support for the development of tourism by local people (Perdue, Long, & Allen, 1990). Finally, it helps to determine the impact of the QOL, which is the most visible aspect from tourism to the QOL community residents (Andereck & Nyaupane, 2011). Researches have suggested that the perceptions of residents can affect their support for the development of tourism; in this sense the level of perception of environmental, socio-cultural and economic consequences plays an important role (Ko & Stewart, 2002; Gursoy & Rutherford, 2004; Andereck & Vogt, 2000; Dyer, et al., 2007; Jurowski, et al., 1997; McGehee & Andereck, 2004). There is a link between dimensions and tourism support of residents and especially on nonmaterial improvements of TQOL (Liang and Hui, 2016). King et al. (1993) observed that the development of tourism in the survey did not cause any decrease in the behavior of the community to develop tourism, considering the negative effects of the residents, as well as the economic benefit of tourism.

Hendijani (2016) noted that local people are dependent on tourism in some areas (e.g. infrastructure development, opportunities of employment) and this dependence leads to a positive attitude towards the development of educational tourism by local people. Moreover, it is reported that positive effects are perceived more dominantly by the local people, even though both the positive and negative effects of the education tourism on the local population are found (Andereck & Vogt, 2000;

Hendijani, 2016).

According to Andereck and Jurowski (2006) one of the most effective way of assessing the effects of tourism in a society in the context of QOL is to detect the perceptions of the individuals in that society and the level of tourism affecting their lives by themselves. Various researches in the area of QOL have pointed out that there is a connection between the QOL of the residents and the effects of tourism (Ko, & Stewart, 2002; Sanchez, Mejia, & Bueno, 2009).

According to McCool and Martin (1994), many societies have been considered tourism development is viewed as an extension of the QOL for the local population. One of the important factors behind this is the economic benefits (Ardahaey, 2011) which provided by tourism and the collective benefit of business opportunities, tax revenues (Yu, Chancellor, & Cole, 2011), increased employment opportunities, and added surplus value for local residents; add to the support of host communities for tourism development. However, as the costs increase, people's living costs rise and this can cause the residents to fall in their QOL (Liu & Var, 1986 cited in Yu, Chancellor, & Cole, 2011). In addition, the QOL and economic benefits of local people are different from each other; for example, with the decline in the QOL of local people, it is likely to be due to distortions that economic benefits have brought about in physical or social areas (Jurowski & Gursoy, 2003; Roehl, 1999). Declines can be observed in the QOL of residents living in a community for various reasons, for example, trying to change their rituals, such as some value judgments, habits, beliefs.

Tourism structure has a great possible to effect on the lives of residents in society

(Andereck & Nyaupane, 2011). Some studies have shown that there is a link between the QOL that local people have and the development of tourism (Carmichael, 2006). Various researches have carried out in recent years about the attitudes of the residents towards the tourism, and some factors (e.g. increase of living cost, increase of crowd, rise in traffic and crime rates, environmental pollution) and the pressures of the tourism on the society (Gursoy, Jurowski, & Uysal, 2002; Andereck & Vogt, 2000; Andereck et al., 2005; Dyer et al., 2007; Jurowski, Uysal, & Williams, 1997; Yu, Chancellor, & Cole, 2011). In tourism societies, if the development of tourism is negatively affected on the QOL of the local people, the residents may have a tendency to fall in their attitudes towards tourism development (Woo, Kim, & Uysal, 2015).

According to Carmichael (2006), local attitudes toward tourism development are considered in three dimensions: cognitive (perceptions, knowledge and beliefs), affective (dislikes, likes), and behavioral (intentions, actions). For this reason, when examining local attitudes, behavioral intentions (supporting tourism development or having a counterpoint) and perceptions (perceptions of the QOL / tourism effects / tourism development) need to be examined. A variety of researches are being carried out by taking into consideration, such areas as residents' satisfaction (Gursoy, Jurowski, & Uysal, 2002), residents' attitudes (Bagri & Kala, 2016), and QOL for tourism development (Iroegbu & Chen, 2001; Choi & Sirakaya, 2005; McGehee & Andereck, 2004; Dyer, et al., 2007). In general, the population tends to support the majority of residents to develop tourism. However, societies, in their attitudes toward tourism, may exhibit different attitudes and characteristics, making it more appropriate to conduct community-specific research and analysis (Andereck & Vogt,

2000).

In terms of tourism development, the level of satisfaction and QOL of the local people is an important factor in terms of stakeholders and investors. Dissatisfied attitudes of local people are reflected negatively in tourists that increases the risk of having a negative experience (Gursoy, Jurowski, & Uysal, 2002). The positive attitudes of the residents supporting the development of tourism cause their visitors to have a positive perception and experience in visiting these regions and also cause them to refer to other people and visit these regions again (Yu, Chancellor, & Cole, 2011). Furthermore, it is stated that the local residents who evaluate the tourism with a positive point of view support the development of more tourism compared to those who evaluate the tourism negatively (Látková & Vogt, 2012).

Other factors, which are considered to have an impact on the attitudes of the local people to tourism, are personal benefits from tourism (McGehee & Andereck, 2004; Andereck, et al., 2005), age (McGehee & Andereck, 2004; Cavus & Tanrisevdi, 2003; Pappas, 2008), economic role of tourism (Andereck, et al., 2005), gender (Mason & Cheyne, 2000), knowledge about tourism (Lankford & Howard, 1994; Andereck, et al., 2005), income (Snaith & Haley, 1994; Pappas, 2008), education (Iroegbu & Chen, 2001), residential status (Snaith & Haley, 1999).

In general, demographic characteristics of individuals are in a structure that affects their attitudes or needs, so these traits can also affect individual perceptions and attitudes (Bagri & Kala, 2016). Blešić, Pivac, Besermenji, Džigurski and Košić (2014) argued that the attitudes of local people towards the development of tourism may vary according to different types of tourism (e.g. ecotourism, education

tourism). In addition, they maintained that elderly individuals showed a negative attitude towards the development of tourism and the individuals, who did not communicate with tourists and who had low educational level, showed the same negative attitude.

Some variables such as the length of residence of the local population (Liang & Hui, 2016), or their participation in the tourism decision-making process can lead to changes in the perception of tourism impacts of the local population (Chancellor, Yu, & Cole, 2011). McCool and Martin (1994) acknowledged that those who live in a region for a long time have a lower perception of the development of tourism compared to the people who are new to that region. In addition, participation of the residents in the tourism decision-making process can lead to changes in the perception of tourism impacts of the local population (Chancellor, Yu, & Cole, 2011; Kayat, 2002).

There is a diversity of researches that emphasizes the strengthening of security by the development of tourism in order to ensure that local people live in a more positive environment and in a good family environment that can lead to an increase in the satisfaction rate of individuals in society (Andereck & Vogt, 2000; Lawson, Williams, Young, & Cossens, 1998). In order to increase support for the development of tourism, by upgrading local residents' QOL thereby increasing the likelihood that local people will be able to behave more positively and gaily towards tourists and that tourists will visit these destinations more often (Yu, 2011). It has been revealed by recent studies that, in general people, who have a positive view on their attitudes towards tourism and who have a positive perception, are more interrelated with tourism and this is reflected in their favorable behaviors towards the

development of tourism (Andereck et al., 2005).

In addition, a variety of research is being conducted on the relationship of tourism with attitudes of local people and their views on the benefits of tourism to people (McGehee & Andereck, 2004; Jurowski, Uysal, & Williams, 1997). Moreover, according to the results of these researches people who have the opinion that the benefits of tourism are not beneficial for themselves are less supportive than the people who have the opinion that tourism has many benefits for them individually.

There are various studies which conducted to determine the attitudes of residents and try to explain attitudes under the some groups in studies.

Madrigal (1995) has defined three groups of attitude group and the characteristics of this group as follows: "haters" adopts the negative aspects of development of tourism and does not accept its positive aspects. In general, they think that tourism has a wide variety of negative effects (e.g. traffic congestion) and a good job does not create by tourism. The "lovers" group believes that business development will increase with the development of tourism. They define the "lover" group as follows this group represents the positive effects of tourism development and the group that opposes negative effects. The "realists" group constitutes the group that affirms both positive and negative results with the development of tourism. For example, the people who make this group think that the return of the job opportunities to the economy and the local people is a positive tourism effect, while they also think that it is the tourism effect in the environmental pollution and therefore they are generally realistic.

While, Williams and Lawson (2001) have determined attitudes as four different groups; lovers, cynics, taxpayers, and innocents, Davis, Allen and Cosenza (1988 cited in Madrigal, 1995) have distinguished five different groups of attitude in their work. When these groups are separated, they have clustered the tourism rankings as the most negative and most positive, and the following groups have been identified: "haters", "cautious romantics", "in-betweeners"; "love 'em for a reason", and "lovers". According to the results of study "lovers" is the set with the highest score while the "haters" cluster has the lowest score.

In addition, Liang and Hui (2016) investigated local attitudes into four different areas: boosters, objectors, neutrals and realists. According to them, the "neutral" group has a neutral perception of tourism development and encourages future development. The "boosters" cluster is generally has a positive perception of the development of tourism, and they think that hope to attract more people and support for the tourism development. Participants in the "realists" group are generally undecided, and while they argue that tourism is important in terms of society, they are unstable in attracting tourists. The "objectors" that make up the final set are totally negative perception towards the development of tourism and refuse all items for the tourism development.

Weaver and Lawton (2001) have discovered four attitudes as, supporters, opponents and neutrals. However, it is important to reveal that if there is diversity in the attitudes of local residents in a particular community and to determining the groups of attitudes in this society is also substantial.

In many previous research, human perceptions have been measured using different scales (Ko & Stewart, 2002; Bagri & Kala, 2016), with attitudes towards future tourism development being determined. In order to measure the level of support for tourism development, Woo et al. (2015) were asked three questions to the participant in their research.

The statement expressing a basic consensus in the attitudes towards tourism development is "tourism is important for community (see Huh & Vogt, 2008) and by not accepting this attitude; the idea might be that the participant does not support the development of both current and future tourism (Liang & Hui 2016)."I encourage tourism development in my community" (Wang & Pfister, 2008) represents another attitude, and if the participants declare that they can support tourism development at a high level satisfied with the current tourism situation. The most expressive expression for tourism development can be explained as follows: "I hope to attract more visitors to my community" (see McGehee & Andereck, 2004). With a huge number of visitors in a tourism destination, the most affected side is the local residents in the host society. These three attitudes are included in this study in order to understand the support of residents for the development of future educational tourism.

In studies conducted in the literature, tourism has been influenced by the development of tourism, focusing on separate points of interest. One of these areas is the relationship between the QOL and attitudes of the tourists (e.g. Sirgy, Kruger, Lee, & Yu, 2011), and the second is the research on the development of tourism and QOL and attitudes of local people (Andereck, Valentine, Vogt, & Knopf, 2007; Nawijn & Mitas, 2012; Andereck & Nyaupane, 2011). The main investigating area

of this study is to examine and focus on the second direction. The focal point of studies on this area focuses on the impact of tourism on the welfare of the residents in general. However, what is the situation in terms of education tourism and what is the relationship between education tourism development and QOL, as well as the attitudes and perceptions of residents.

2.6 Development of Education Tourism in North Cyprus

Covering a total area of 9851 (3572 square miles) km, Cyprus is the third largest island of the Mediterranean Sea (Alipour & Kılıc, 2003). According to the latest censuses, the general population of North Cyprus is 286,257 (TRNC State Planning Organization, 2011). The distribution of population in Northern Cyprus according to cities; Nicosia, 94,824; Famagusta, 69,74; Kyrenia, 69,163; Morphou, 30,037; Iskele, 22,492 (TRNC State Planning Organization, 2011).



Figure 1: Location and Map of Cyprus (Kardulias, 2007).

After the war that broke out in 1974, the island divided into two parts as, Northern Cyprus (Turkish) and Southern Cyprus (Greek) (Latina & Bowen 2006 cited in Alipour & Vughaingmeh 2010). Hashemipour and Smadi (2011) acknowledged that “While the South is officially recognized by the international community as the legitimate government of Cyprus, the North is only recognized by Turkey and is suffering under UN-imposed embargoes” (p. 414).

There are many isolated small islands in the world that have a narrow economic structure, are dependent on imports, and have a small footprint. Katircioğlu (2010) have reported that international tourism which is seen as an important source of foreign exchange, is largely dependent on the tourism sector because of small and large countries and especially the limited and small structure of economic diversity and they are focused on only a few sectors of the sector.

Abubakar, Shneikat and Oday (2014) contended in their study which investigated the factors that motivated the students in the Northern Cyprus who traveled for the purpose of education and it was stated that the QOL of the host community is a motivating factor for students. Besides, the other motive factors are as follows: natural beauties, safety, quality of education, job opportunities etc.

In North Cyprus, which is an unrecognized country and where political isolation is being implemented and the priority given to the service sector has increased due to the applied embargo (Katircioğlu, 2010). It is shown as the 1980s as a transition from the manufacturing industry to the higher education and tourism sector. With the passing of the activity of the casinos on the island, it was aimed to attract foreign tourists from abroad. In North Cyprus the development of education tourism has

continued to grow since the early 1990s with the increasing number of students starting to come from various countries of the world. There are many universities in North Cyprus that represent the image of the country in the world.

The list of universities in North Cyprus and their locations is as follows: Eastern Mediterranean University (Famagusta, 1979), University of City Island (Famagusta, 2016), University Of Mediterranean Karpasia (Nicosia, 2011), Girne American University (Kyrenia, 1985), University of the West of Scotland in Cyprus (Nicosia, 2016), University of Kyrenia (Kyrenia, 2013), American University of Cyprus (Nicosia, 2014), Cyprus Science University (Kyrenia, 2013), British University of Nicosia (Kyrenia, 2014), Cyprus Social Sciences University (Nicosia, 2016), European University of Lefke (Lefke, 1990), Final International University (Kyrenia, 2015), Cyprus International University (Nicosia, 1997), Near East University (Nicosia, 1988), Cyprus Health And Social Sciences University (Morphou, 2016), Anadolu University Nicosia Campus (Nicosia, 1982), Istanbul Technical University (Famagusta, 2011), Middle East Technical University, Northern Cyprus Campus (Morphou, 2003), Çukurova University (Trikomo, 2012). (TRNC Ministry of National Education and Culture, 2016)

According to the figures given by the Directorate of Higher Education and Foreign Affairs of the TRNC Ministry of National Education and Culture, 93,292 students are trained and educated in the TRNC Universities in the 2016-2017 school years (TRNC Ministry of National Education and Culture, 2016). 52,135 of those students are Turkish citizens, 27,538 are foreign nationals coming from outside the Republic of Turkey, and 13,619 students are citizens of the Northern Cyprus. In the previous year the number of student was 84.663 and increased by approximately 10% as of

2017. It is noteworthy that the number of students with Turkish nationality which was 46,938 previous year increased to 52,135 in 2017, and the number of third country students increased from 23,917 to 27,538 (TRNC Ministry of National Education and Culture, 2016).

Arslan & Güven (2007, p. 4) maintained that “the state and private individuals realized earlier on that, the increase in student numbers in North Cyprus entailed substantial economic benefits to a state whose international non-recognition had effectively crippled the tourism sector on which it relied”.

North Cyprus education tourism has been renewed, enlarged every year, and it has been able to make a promise in the international arena thanks to its infrastructure and rich facilities. In addition, the creation of job opportunities (Mason, 2008) and the enhancement of employment (Tosun, 2002), are all benefits thanks to educational tourism. Thus, it can be said that the education sector with high exchange rate foreign exchange is one of the sectors that contributed most to the growth of the North Cyprus.

Some studies conducted in the field the effects of educational tourism in North Cyprus on the local people have revealed that there are various negative and positive effects from various social, cultural, environmental and economic aspects (Özşen, 2012; Aliyeva, 2015; Shahgerdi, 2014). However, with these effects and the lack of a study on the QOL of the local people and education tourism, which has a large share in the North Cyprus tourism industry, and the QOL of the host population is worthy to examine if the considering the huge number of tourists are coming to the Island for the purpose of training. There are few studies in the context of North Cyprus that

examine the impacts of the education tourism on the local population, and there is almost no research that examines the effects of educational tourism on the residents' QOL and their attitudes towards the development of educational tourism.

Chapter 3

METHODOLOGY

This chapter consists of five parts as research method, population, instrument, data collection procedure, and data analysis.

3.1 Research Method

The selected way for gathering data from a large number of local residents is the survey method. The survey was conducted through quantitative descriptive research. A given situation can be defined as carefully and exactly by descriptive research (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012). The sample is selected by using quota sampling method, because it allows the residence area to be surveyed according to its population size. In terms of providing better and more precise results, only the regions in which the universities are located in Northern Cyprus have been identified. By this way, the perceptions in the regions where the educational tourism activities takes place can be identified and defined better by the residents who reside near these zones. According to this, the five regions (Famagusta, Nicosia, Kyrenia, Lefke, and Morphou) were identified and the number of participants to participate in the study was determined from each region by taking into consideration the population distribution. In addition, a face-to-face household survey was administered because the items in the questionnaire can be confusing and the number of questions is high.

3.2 Population

The study group consisted residents of the Turkish Republic of Northern Cyprus (TRNC). According to TRNC State Planning Organization (2011), the population of North Cyprus is 286,257. The areas where the universities of North Cyprus are located was identified as the five main regions therefore, the survey was concentrated on the following five regions; Famagusta, Nicosia, Kyrenia, Lefke, and Morphou.

Participants in each settlement area were randomly selected according to population distribution. In order to implement this research at least (Anderson & Gerbing, 1988) 553 samples were needed from the Northern Cyprus community. As a result, 566 questionnaires were collected during the period of April to June in 2017, but some of them were not included in the survey because they contained incomplete and unreasonable answers, therefore 523 questionnaires have been utilizable and the data analysis was done by considering this rate. The demographic profile of the respondents is demonstrated in Table 1.

3.3 Data Collection Instrument

The questionnaire consisted of three parts. The first part measured attitudes of residents about the development of education tourism on a 5-point (1= strongly disagree and 5= strongly agree) rating scale. Three attitudes were used in the questionnaire to reflect the support at different levels for the development of education tourism. The second part contained 49 items which measure the importance (1= “not at all important”, 5= “extremely important”), satisfaction (1= “not at all satisfied”, 5= “extremely satisfied”), and perceived effects of education tourism on QOL (1= “education tourism greatly decreases QOL”, 3= “education tourism greatly increases QOL”). The last part included demographics (age, gender,

education, marital status, number of children, and rate of income) and resident characteristics (status of the resident, length of residence in TRNC) of the participants. In order to calculate the mean of ETQOL dimensions the average is related to questions in the questionnaire. For this reason the new variable for each one is created in the SPSS by using compute variable command and then the descriptive statistic is done for achieving the mean and standard deviation of each dimension of TQOL.

As noted in the literature, some predictors play a key role in determining the supportive attitudes of the local people that are demographic structure, ETQOL domains, and residential status. The first one is the demographic profile of the residents. Bagri and Kala (2016) have reported that the demographic characteristics of individuals are a structure that can affect important variables such as their needs, attitudes, life satisfaction or perceptions. Blešić, Pivac, Besermenji, Džigurski and Košić (2014) have stated in their work that those who are not communicating with tourists, those with low educational level and older participants had a negative attitude towards the development of tourism. In addition, they noted that the attitudes of local people towards tourism development of tourism might vary according to different types of tourism. In addition, Pappas (2008) has noted that there is a relationship between high annual income and people's attitudes to tourism development, and that a high rate of income would lead to a positive perception of people's attitudes about development of tourism. Furthermore, it is recorded in some studies that men have a more positive attitude than women (Mason & Cheyne, 2000). It is also reported that those who were married/divorced had a more positive perception of their supportive attitudes than the singles (Iroegbu & Chen, 2001).

Consequently, the following hypothesis is proposed:

Hypothesis 1: The attitude of support for future education tourism development among the residents at the North Cyprus is varied based on the demographic profile of the respondents.

Residential status is another important factor in the evaluation of future attitudes towards the development of educational tourism. In the field of residential statuses, different results are obtained in the work done. While Snaith and Haley (1999) pointed out that tenants had a more negative perception than homeowners, Liang and Hui (2016) noted that homeowners had a more negative attitude hold than tenants and dormitory residents about the development of for future education tourism. In addition, some of the studies on length of residency suggest that those who live for a long time in a tourism zone have a lower degree of attitude than new arrivals about the development of tourism (Cavus & Tanrisevdi, 2003). Therefore, the following hypothesis is generated:

Hypothesis 2: The attitude of support for future education tourism development among the residents is varied based on the residential statuses of the respondents.

The other important area that is thought to be influential in the supportive attitudes of the residents for the future is the quality of life. According to Kuvan and Akan (2005), there is a very comprehensive and multifaceted relationship between tourism and economic, social, and environmental fields and this connection also points to the link between the QOL of the host community and the development of tourism. Kim, Woo and Uysal (2015) describe quality of life as a general feeling of satisfaction that

one has. It is difficult to define the quality of life because it relies on a subjective experience, life satisfaction, and it has a structure that depends on people's emotions and experiences. It has been observed that QOL/TQOL has a variety of influences on the attitudes of residents in the studies conducted (Woo et al., 2015; Gursoy, Jurowski, & Uysal, 2002). People have life satisfaction at different levels, and their satisfaction with these variable ratios suggests that they have different attitudes towards tourism development. There is a relationship between people's attitudes and the level of quality of life they have and researches indicate that those who are satisfied with the general life level have a more positive perception of their attitudes towards tourism development of tourism than others (Andereck & Nyaupane, 2011; Woo et al., 2015). As stated in the literature (Liang & Hui, 2016; Sirgy, 2002; Woo, Kim, & Uysal, 2015), there are various sub-dimensions (material and non-material areas) of the quality of life. For instance, community wellbeing, urban issues, way of life etc. and life satisfaction that people have is influencing the level of well-being they receive from these areas. As a result, the following hypothesis is presented:

Hypothesis 3: Education tourism and Quality of Life (ETQOL) domains positively influence the attitude of support for future education tourism development among the residents.

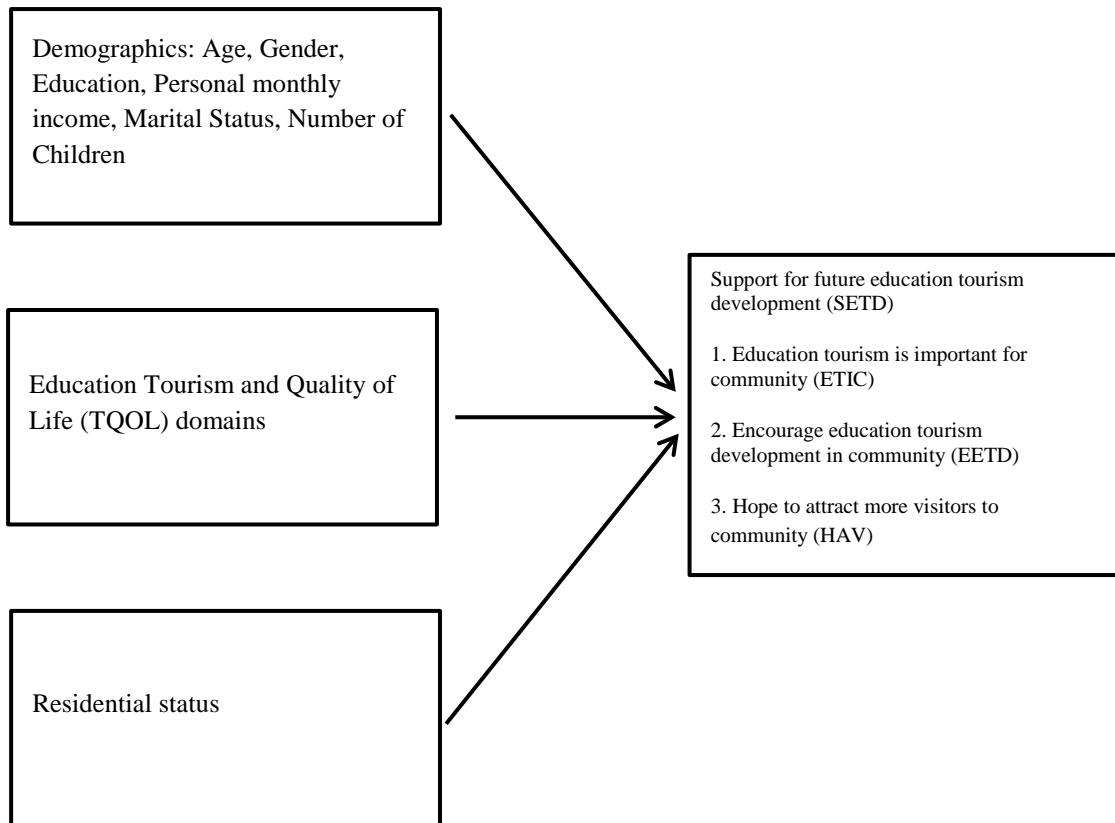


Figure 2: General conceptual model of the study.

3.4 Data Collection and Procedure

As the study side, the regions where universities are located in Northern Cyprus were chosen to examine residents' attitudes towards the development of educational tourism in the North Cyprus connected with their QOL perceptions. Therefore, the survey is concentrated on the following five regions; Famagusta, Nicosia, Kyrenia, Lefke, and Morphou. Participants in each settlement area were randomly selected according to population distribution. According to the regions where the universities are located, the distribution of the data collected from the five regions is as follows: With 31.9%, the highest number of the questionnaire was collected from the Nicosia region, 28.7% from Kyrenia, Famagusta was recorded 27.3%, with 7.5% from Güzelyurt and Lefke which has the lowest rate, recorded a rate of 4.6%. At the beginning of the questionnaire, necessary information was given to the respondents

about the survey of the study. In order to translate the questionnaire into Turkish language, the back-translation method (Brislin, 1970) was used and back translation was done by two different English teachers. A pilot study consisting of 20 participants and covering each region was carried out to clarify that the unexpected problems related to the field of study and the items to be measured are understandable by residents. The pilot study successfully completed by the participants and confusing expressions were corrected again and presented to participants.

3.5 Data Analysis

For the quantitative and descriptive analysis, the data was analyzed with SPSS 21.0 statistical software. One-way ANOVA and t-test were used in order to investigate whether different levels of ETQOL (Education tourism and quality of life) domains and demographics has significantly different attitudes of support about the development of education tourism.

In order to develop ETQOL domains, a factor analysis was implemented. For the purpose of demonstrating the each score of ETQOL, domain the descriptive statistics were used. A series of multiple linear regression analyzes have been used to test the effects of demographic structures, residential status, and ETQOL on the attitudes of residents towards the development of future educational tourism. Finally, in order to determine the attitudes of the various groups, a cluster analysis was used.

Chapter 4

RESULTS

This chapter consist the results related with “demographic characteristics of the respondents”, “ETQOL domains in the context of North Cyprus”, “supportive attitudes of the residents towards the development of education tourism”.

4.1 Demographic characteristics of the respondents

Table 1: Respondents' (N = 523) demographic and residential characteristics

| Variables | N | % | Variables | N | % |
|--|-----|-------|---------------------------|-----|-------|
| Age | | | Gender | | |
| <=18 | 21 | 4.0% | Male | 252 | 48.2% |
| 19-25 | 155 | 29.6% | Female | 271 | 51.8% |
| 26-35 | 151 | 28.9% | Education | | |
| 36-45 | 128 | 24.5% | Junior high school level | 71 | 13.6% |
| 46-55 | 55 | 10.5% | Senior high school level | 195 | 37.3% |
| >=56 | 13 | 2.5% | Graduate level | 191 | 36.5% |
| Personal Monthly Income(TL) | | | Post-graduate level | 66 | 12.6% |
| <=1500 | 75 | 14.3% | Residential Status | | |
| 1501-3000 | 274 | 52.4% | Rental | 169 | 32.3% |
| 3001-5000 | 110 | 21.0% | Own | 262 | 50.1% |
| 5001-7500 | 51 | 9.8% | Other | 92 | 17.6% |
| 7501-9000 | 6 | 1.1% | City | | |

| | | | | | |
|-----------------------|-----|-------|---|-----|-------|
| >=9001 | 7 | 1.3% | Famagusta | 143 | 27.3% |
| Children | | | Nicosia | 167 | 31.9% |
| 0 | 258 | 49.3% | Kyrenia | 150 | 28.7% |
| 1 | 91 | 17.4% | Güzelyurt | 39 | 7.5% |
| 2 | 111 | 21.2% | Lefke | 24 | 4.6% |
| 3 | 46 | 8.8% | Length of Residence (year) in TRNC | | |
| 4 | 15 | 2.9% | <1 | 35 | 6.7% |
| >=5 | 2 | 0.4% | 1-3 | 84 | 16.1% |
| Marital Status | | | 4-6 | 61 | 11.7% |
| Marry | 273 | 52.2% | 7-9 | 47 | 9.0% |
| Single | 230 | 44.0% | 10-12 | 67 | 12.8% |
| Other | 20 | 3.8% | >13 | 229 | 43.8% |

Table 1 presents a summary of the demographic characteristics of the residents. Approximately 58.5% of the participants were between the ages of 19-35, while 35% were between the ages of 36-55, and 4% were over 18 years old and 2.5% were over than 55 years of age. 51.8% of the participants were male while 48.2% of them were female.

In terms of the monthly income of the participants, the participants with a monthly income between 1501-3000 TL (Turkish Lira) constituted the largest group with a ratio of approximately 54.4% which can be considered as the middle class. Participants with personal income between the 3001-5.000 TL constituted 21%. Respondents with a monthly personal income of 7500 TL, which is considered as a

high income group, have a rate of only 2.4%, while those with a low income level (with 1,500 TL or less) has a share of 14.3%.

Approximately half of the participants have their own homes with a rate of 50.1%, 32.3% of the participants have rented their houses, and the rest 17.6% was consisted as other (dormitories and lodgings).

When the length of residence in TRNC was examined, it was seen that about 43.8 % of the participants were residing in TRNC over 13 years, 16.1% of them were between the years of 1-3, 12.8% of them between the years of 10-12, 11.7% of them between 4-6 years, 9% between the years of 7-9 and those who are living in TRNC for less than one year have the lowest rate of 6.7%.

In terms of educational attainment of participants, senior high school level was ranked first with 37.3%, secondly graduate level was 36.5%. In addition, junior high school graduates have a rate of 13.6% and those with a post-graduate degree have a rate of 12.6%.

In terms of marital status, married participants constituted 52.2%, while 44.0% were single and 3.8% were in the other group.

When the residents' number of children was investigated, 49.3% of them do have any children, about 21.2% have two children, 17.4% have one, 8.8% have three, 2.9% have four and 0.4% of those who have five or over the five children.

4.2 For the development of education tourism the estimated power on supportive attitudes

In order to define the fundamental ETQOL domains, the exploratory factor analysis has been administered by using analysis of principal component with 49 ETQOL items.

Table 2: The Kaiser Meyer Olkin and Bartlett's Test

| | | |
|--|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | 0.960 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 11868.542 |
| | Df | 990 |
| | Sig. | 0.000 |
| | | |

The items "Proper zoning / land use", "Fixed political environment", "The number of retail shops and restaurants", and "Public participation in local government" were not accepted because of the low loadings or factors overlap. According to Hair, Anderson, Tatham and Black (1998, p. 111 cited in Peterson, R. A., 2000), "factor loadings greater than 0.30 are considered to meet the minimal level; loadings of 0.40 considered practically significant." Therefore, for the further data analysis 45 indexes have been used. According to Kaiser (1974), the general measure of the adequacy of the sample is the magnificent value of 0.960. For the factor analysis, the data matrix is thought to have a sufficient correlation, with a sphericity chisquare value was 11891.989 of Bartlett's test and overall the correlation matrix significance was 0.000.

The results of the factor analysis are demonstrated in Table 3. The communalities are ranged from 0.433 to 0.701 and are considered to be explained by common factors at a good level of variance of the original values (see Table 4). The factor analysis results, which are under the six domains, are demonstrated in Table 3.

Table 3: The results of factor analysis

| Factor | Factor loadings | EV | Variance explained (Cumulative variance explained) | Communalities |
|---|-----------------|--------------|--|---------------|
| Community economic strength (ETQOLECON) | | 5.118 | 11.374% (11.374%) | |
| Strong and diverse economy | 0.624 | | | 0.701 |
| Enough job for the public | 0.543 | | | 0.684 |
| Affordable prices for products and services | 0.567 | | | 0.640 |
| Controlled sound pollution | 0.538 | | | 0.621 |
| Reasonable prices for leisure time, leisure and tourism | 0.514 | | | 0.607 |
| The local people have shops and restaurants | 0.581 | | | 0.596 |
| My house or my land value | 0.510 | | | 0.592 |
| High community wage | 0.537 | | | 0.591 |
| Controlled urban sprawl and population growth | 0.573 | | | 0.586 |
| Tax revenue (sales tax, bed tax) | 0.533 | | | 0.574 |
| Urban issues (ETQOLURBAN) | | 4.847 | 10.77% (22.144%) | |
| Quality of roads, bridges and public services | 0.633 | | | 0.684 |
| Waste control | 0.623 | | | 0.654 |
| Good public transport | 0.626 | | | 0.652 |
| Numerous parks and open spaces | 0.469 | | | 0.643 |
| City services such as police and fire brigade | 0.470 | | | 0.637 |
| Controlled traffic | 0.534 | | | 0.625 |
| Prevention of drug and alcohol use | 0.435 | | | 0.540 |
| Crowded intensity prevention | 0.347 | | | 0.433 |
| Community well-being (ETQOLCOMM) | | 4.601 | 10.224% (32.367%) | |
| Image of the community against others | 0.533 | | | 0.646 |
| Natural and cultural heritage awareness | 0.459 | | | 0.645 |
| Community pride | 0.495 | | | 0.641 |
| Opportunities to join in local culture | 0.509 | | | 0.636 |
| Understanding different cultures | 0.594 | | | 0.634 |
| Communication opportunities with tourists | 0.603 | | | 0.631 |
| Harmonious neighborhood | 0.447 | | | 0.584 |
| Quality entertainment opportunities | 0.490 | | | 0.553 |
| New friendship opportunities | 0.564 | | | 0.549 |
| Community awareness and facilities (ETQOLAWAR) | | 3.623 | 8.05% (40.418%) | |
| Community beauty | 0.547 | | | 0.647 |
| Protection of cultural and historical sites | 0.560 | | | 0.633 |
| Fresh air and water | 0.617 | | | 0.622 |
| Prevention of crime and barbarism | 0.512 | | | 0.620 |
| Conservation of wildlife areas and natural areas | 0.587 | | | 0.618 |
| Peace and tranquility protection | 0.623 | | | 0.603 |
| The quality of the soil | 0.480 | | | 0.581 |
| Feeling safe | 0.469 | | | 0.564 |
| Way of life (ETQOLLIFE) | | 3.153 | 7.006% (47.424%) | |
| Feeling of belonging to my community | 0.585 | | | 0.660 |
| My personal life quality | 0.548 | | | 0.655 |
| Lifestyle protection | 0.633 | | | 0.608 |
| Having a tourist who respects my lifestyle | 0.512 | | | 0.599 |
| Family and personal well-being (ETQOLFAMI) | | 3.088 | 6.862% (54.286%) | |
| Community medical conditions | 0.708 | | | 0.580 |
| Family income | 0.602 | | | 0.578 |
| Education conditions and development | 0.524 | | | 0.573 |
| Health | 0.612 | | | 0.571 |
| Family activities | 0.467 | | | 0.547 |
| Family relationships | 0.494 | | | 0.522 |

The first domain is issues of urban "ETQOLURBAN", that considered air and water quality, zoning structure, rich open space and park, congestion, traffic, control of litter, protection of quiet and peace, prevention of drug and alcohol consumption, beauty of community, and vandalism and crime prevention. Second domain is the community economic strength "ETQLECON", which concerned to economic improvement of society, and social and economic outcomes of economic development such as, tax revenues, population growth and urban expansion, the diversity and power of the economy, adequate job opportunities for the individuals in the community. Third domain is family and personal well-being domain "ETQOLFAMI", which covers areas related to personal health and family life, such as family relationships and activities, family income, community medical conditions, conditions of education. The fourth domain is community well-being "ETQOLCOMM", which considers such as, the safety of residents, understanding of different cultures, preservation of natural heritage, communicating with tourists. The fifth domain is the way of life "ETQOLLIFE" and includes items such as QOL of individual, protection of the way of life and the existence of tourists who respect it in society, and the protection of life style. The final domain is community awareness and facilities "ETQOLAWAR" and takes into account such issues as community infrastructure and image, for example the quality of public services, public transport facilities, community image and local cultural participation.

Table 4: Results for Reliability

| Domains | Cronbach's α | Reliability |
|--|---------------------|-------------|
| Urban issues (ETQOLURBAN) | 0.854 | High |
| Community economic strength (ETQOLECON) | 0.889 | High |
| Family and personal well-being (ETQOLFAMI) | 0.815 | High |
| Community well-being (ETQOLCOMM) | 0.867 | High |
| Way of life (ETQOLLIFE) | 0.800 | High |
| Community awareness and facilities (ETQOLAWAR) | 0.857 | High |

1) For whole questionnaire: The questionnaire's reliability is high (Cronbach's $\alpha = 0.957$).

2) For each dimension of ETQOL: The all dimension of ETQOL had high reliabilities.

Table 5: The ETQOL domains scores

| Domains | Mean | Standard deviation |
|--|--------|--------------------|
| Urban issues (ETQOLURBAN) | 25.708 | 16.892 |
| Community economic strength (ETQOLECON) | 24.562 | 17.588 |
| Family and personal well-being (ETQOLFAMI) | 29.072 | 17.289 |
| Community well-being (ETQOLCOMM) | 28.805 | 17.450 |
| Way of life (ETQOLLIFE) | 28.819 | 16.822 |
| Community awareness and facilities (ETQOLAWAR) | 27.583 | 16.752 |

According to descriptive statistics, the dimension of ETQOLFAMI (29.07) is recorded as the highest. The order of the other domains is as followed; ETQOLLIFE (28.81), ETQOLCOMM (28.80), ETQOLAWAR (27.58) and ETQOLURBAN (25.70). However, ETQOLECON (24.56) recorded the lowest rates. This can be explained as despite the fact that the sector of education tourism of Northern Cyprus employs a significant rate of local people; the benefits of educational tourism were less perceived particularly in community economic strength domains.

Table 6: Means for ETQOL indicators (N = 532)

| Items | Importance ^a | Satisfaction ^b | QOL ^c | Educational Tourism effects ^d | ETQOL ^e |
|---|-------------------------|---------------------------|------------------|--|--------------------|
| Health | 4.38 | 3.12 | 10.89 | 2.38 | 26.92 |
| Community medical conditions | 4.29 | 3.11 | 10.75 | 2.30 | 25.45 |
| Education conditions and development | 4.26 | 3.33 | 11.71 | 2.46 | 29.50 |
| Family income | 4.15 | 3.28 | 11.47 | 2.31 | 27.39 |
| Family relationships | 4.15 | 3.48 | 12.47 | 2.26 | 28.93 |
| Family activities | 4.00 | 3.35 | 11.82 | 2.24 | 27.30 |
| Resident participation in local government | 3.95 | 3.27 | 11.51 | 2.30 | 27.19 |
| Quality recreation opportunities | 4.18 | 3.39 | 12.07 | 2.45 | 30.53 |
| The harmonious neighborhood | 4.02 | 3.29 | 11.61 | 2.27 | 27.28 |
| Opportunities to contact with tourists | 4.05 | 3.43 | 12.16 | 2.39 | 30.12 |
| Opportunities to make new friends | 4.10 | 3.51 | 12.59 | 2.42 | 31.64 |
| Feeling safe | 4.29 | 3.72 | 13.58 | 2.41 | 34.01 |
| A stable political environment | 3.62 | 3.06 | 10.72 | 2.05 | 22.93 |
| Preservation of wildlife habitats and natural areas | 4.03 | 3.08 | 10.62 | 2.17 | 23.96 |
| Preservation of cultural/historical sites | 4.28 | 3.25 | 11.34 | 2.28 | 26.94 |
| Clean air and water | 4.32 | 3.40 | 12.07 | 2.31 | 29.34 |
| Quality of soil | 4.04 | 3.36 | 11.78 | 2.24 | 27.73 |
| Preserving peace and quiet | 4.22 | 3.50 | 12.57 | 2.30 | 29.81 |
| The beauty of my community | 4.13 | 3.47 | 12.39 | 2.33 | 29.93 |
| Plenty of park and open space | 4.00 | 3.09 | 10.64 | 2.23 | 24.49 |
| Litter control | 4.10 | 2.95 | 10.13 | 2.23 | 23.42 |
| Controlled traffic | 4.11 | 3.27 | 11.41 | 2.28 | 26.84 |
| The prevention of crowding and congestion | 3.87 | 3.14 | 10.91 | 2.24 | 25.37 |
| The prevention of drug and alcohol abuse | 3.81 | 3.15 | 10.99 | 2.14 | 24.42 |
| The prevention of crime and vandalism | 4.25 | 3.36 | 11.95 | 2.31 | 28.71 |
| Proper zoning/land use | 3.98 | 3.04 | 10.55 | 2.15 | 23.61 |
| A feeling of belonging to my community | 3.96 | 3.32 | 11.74 | 2.24 | 27.51 |
| The preservation of my way of life | 4.13 | 3.48 | 12.37 | 2.24 | 28.77 |
| Having tourists who respect my way of life | 4.04 | 3.51 | 12.46 | 2.35 | 30.16 |
| My personal life quality | 4.20 | 3.45 | 12.19 | 2.29 | 28.83 |
| Community pride | 4.01 | 3.43 | 12.19 | 2.25 | 28.38 |
| Opportunities to participate in local culture | 3.97 | 3.36 | 11.85 | 2.24 | 27.74 |
| An understanding of different cultures | 3.97 | 3.38 | 11.96 | 2.33 | 29.21 |
| The image of my community to others | 4.03 | 3.36 | 11.88 | 2.33 | 28.65 |
| Awareness of natural and cultural heritage | 4.04 | 3.36 | 11.71 | 2.33 | 28.08 |
| City services like police and fire protection | 4.15 | 3.29 | 11.59 | 2.23 | 27.19 |
| Good public transportation | 4.08 | 2.75 | 9.40 | 2.26 | 22.07 |
| Quality of roads, bridges, and utility services | 3.97 | 2.84 | 9.70 | 2.26 | 22.70 |
| Strong and diverse economy | 4.01 | 2.99 | 10.32 | 2.26 | 24.06 |
| Enough good jobs for residents | 4.22 | 3.05 | 10.54 | 2.27 | 24.90 |
| High community wage | 4.04 | 3.12 | 10.90 | 2.19 | 24.52 |
| Stores and restaurants owned by local residents | 4.10 | 3.27 | 11.46 | 2.24 | 26.60 |

| | | | | | |
|--|------|------|-------|------|-------|
| Plenty of retail shops and restaurants | 3.97 | 3.22 | 13.15 | 2.29 | 28.54 |
| The value of my house and/or land | 4.04 | 3.42 | 12.13 | 2.25 | 28.41 |
| Tax revenue (sales tax/bed tax) | 3.73 | 3.11 | 10.95 | 2.23 | 25.53 |
| Controlled noise pollution | 4.09 | 3.21 | 11.31 | 2.25 | 26.47 |
| Fair prices for goods and services | 4.11 | 3.01 | 10.27 | 2.26 | 24.32 |
| Controlled urban sprawl and population growth | 3.96 | 3.20 | 11.06 | 2.25 | 25.97 |
| Fair prices for leisure, entertainment and tourism | 4.11 | 3.15 | 10.97 | 2.29 | 26.29 |

Note: ETQOL = Educational Tourism and Quality of Life measure.

^A Scale: 1 = not at all important to 5 = extremely important.

^B Scale: 1 = not at all satisfied to 5 = extremely satisfied.

^C Range: 1 to 20.

^D Scale: all for positive items, 1 = tourism greatly decreases to 3 = tourism greatly increases.

^E ETQOL score = QOL * Educational Tourism Effects; range: 0 to 60.

As is shown in the Table 6, both importance and satisfaction scores were presented to participants on a five-point scale, and the overall average of importance was 3.62 and above, while the highest average value of satisfaction was 3.72. While “health” was chosen as the most important item, “good public transportation” and the item of “Quality of roads, bridges, and utility services” had the lowest satisfaction level by the participants.

The multi-linear regression analyses were conducted in order to comprehend how demographic structure, residential status and ETQOL domains impressed the attitudes of residents on the development of future educational tourism. For this purpose, five models were developed and tested. Model 1 was developed to determine the influence of the demographic profile of the residents on SETD. Model 2 was investigated the influence of residential statuses on the attitude of SETD. Model 3 has been developed to clarify the extent to which the attitude of SETD is influenced by various ETQOL domains. Model 4 was established in order to determine the role of residential statuses and demographic profile on attitudes of SETD. Lastly the Model 5 was investigated the effect of various domains of ETQOL on the attitudes of SETD by taking the residential statuses and demographic characteristics as controlled variables.

Table 7: Results of multiple linear regression analysis

| | M. 1 | M.2 | M.3 | M. 4 | M. 5 | VIF |
|-------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------|
| Gender | 0.241 (0.928) | | | 0.256 (0.955) | 0.268 (1.029) | 1.120 |
| Age | -0.319 (-2.087) | | | -0.264 (-1.696) | -0.290 (-1.933) | 1.961 |
| Education | 0.209 (1.237) | | | 0.238 (1.388) | 0.250 (1.514) | 1.391 |
| Personal monthly income | 0.399 (2.532)* | | | 0.35 (2.218) * | 0.244 (1.588) | 1.459 |
| Marital | 0.122 (0.443) | | | -0.025 (-0.09) | -0.044 (-0.161) | 1.598 |
| Children | 0.291 (1.784) | | | 0.254 (1.557) | 0.301 (1.905) | 2.265 |
| Length of Residence | | -0.084 (-1.139) | | -0.118 (-1.494) | -0.061 (-0.776) | 1.246 |
| Residential status | | 0.531 (2.837) ** | | 0.46 (2.423) * | 0.443 (2.411) * | 1.072 |
| City | | -0.101 (-0.846) | | -0.091 (-0.739) | -0.127 (-1.072) | 1.098 |
| TQOLECON | | | -0.023 (-1.355) | | -0.023 (-1.363) | 2.795 |
| TQOLURBAN | | | -0.036 (-2.124) * | | -0.042 (-2.451) * | 2.908 |
| TQOLCOMM | | | 0.074 (4.119) ** | | 0.071 (3.867) ** | 3.197 |
| TQOLAWAR | | | 0.004 (0.227) | | 0.006 (0.383) | 2.825 |
| TQOLLIFE | | | 0.023 (1.590) | | 0.025 (1.76) | 2.411 |
| TQOLFAMI | | | 0.016 (1.055) | | 0.015 (0.998) | 2.134 |
| Constant | 11.187(11.709) ** | 12.386(23.475) ** | 10.890(30.444) ** | 11.207(11.242) ** | 9.530(9.417) ** | |
| F-statistic | 2.684 * | 3.174 * | 8.467 ** | 2.726 ** | 4.963 ** | |
| R square | 0.030 | 0.018 | 0.090 | 0.214 | 0.128 | |
| Adj. R square | 0.019 | 0.012 | 0.079 | 0.029 | 0.102 | |
| VIF | 1.017-2.207 | 1.006-1.011 | 2.071-3.039 | 1.054-2.228 | 1.072-3.197 | |
| N | 523 | 523 | 523 | 523 | 523 | |

Note: **p < 0.01, *p < 0.05. STD = TIC + ETD + HAV.

According to the results of the regression analysis, gender, age, education, marital and children have unstable or insignificant influence on the attitude of SETD (M. 1, M. 4 and M. 5). However, the attitude of SETD was significantly positively influenced by personal monthly income (M. 1 and M. 4). The results show that the middle and high income groups have more positive attitudes than low and very high income groups towards education tourism development. Income is one of the important demographic profile that have the potential to improve people's quality of life and individuals who are satisfied with their overall quality of life tend to show a generally positive attitude and accordingly, attitudes towards the development of future educational tourism vary according to the demographic profile. So, the hypothesis 1 is partially accepted which suggested that “The attitude of support for future education tourism development among the residents at the North Cyprus is varied based on the demographic profile of the respondents.”

As seen in Model 2, Model 4 and Model 5, it has been determined that the residential status had a significant effect on the support of residents for the development of future educational tourism. The results of this study have indicated that own /rental groups have more positive attitude than the other group for SETD. Some research revealed that the quality of life and life satisfaction that residents have can affect their attitudes positively or negatively (Yu, Chancellor & Cole, 2011). The living conditions or the dormitory conditions may be negatively influenced residents' attitudes. Also, dormitory residents' support at a lower rate can be explained as follows: people with temporary and short-term staying in dormitories or in company housing in North Cyprus have not been able to benefit much from the educational tourism and that people in this group may have a lower perception. Thus, hypothesis 2 is accepted which suggested that the attitudes of SETD is varied based on the residential statuses of the respondents.

The attitude of SETD was influenced significantly and positively by ETQOLCOMM (Models 3 and 5) but influenced significantly and negatively by ETQOLURBAN (Model 3 and 5). In addition, the attitude of SETD had no significant correlation with ETQOLAWAR, ETQOLLIFE, ETQOLFAMI and ETQOLECON domains (Model 3 and 5). The results of this study have demonstrated that the role of the attitude for SETD in the local community was positively associated with the community well-being (ETQOLCOMM) domain of TQOL. Factors that include the welfare of a community such as, the awareness of natural and cultural areas, the acquisition of new friendships, understanding of different cultures, the presence of quality entertainment places, the image of society. This result can be explained as the residents in Cyprus are paying great attention to community welfare in general. This

area of quality of life generally includes items related to educational tourism. For example, in the image of the society item many universities in Northern Cyprus represent the image of the country abroad can be an effect. In terms of understanding different cultures and acquiring new friendships, there is a great contribution of people who are coming to North Cyprus from all over the world for the education purposes.

The other domain ETQOLLIFE, which includes personal life style related items, is about individual feeling of belonging such as, "My personal life quality". The ETQOLFAMI dimension concerns family relationships, health conditions or family activities. The ETQOLECON domain includes the consequences of social and economic development, such as economic progress in the society, urban growth, and population growth. While it is expected to see a positive correlation, no correlation was found. The educational tourism should provide a wide variety of benefits. On the other hand, the results are not significant as expected. Probably, the local people do not take the advantage from these benefits at first or foremost. Moreover, this result may be possible because the income obtained from educational tourism is not distributed equally to all segments of society (Andereck & Jurowski, 2006). In addition, this can be a factor if economic measures are considered to be more effective in assessing efficiency in a given project (Andereck & Jurowski, 2006). The domain of ETQOLURBAN has urban issues in its structure. A negative correlation observed between ETQOLURBAN and attitudes. This negative result can be explained as the researches on the effects of education tourism, which had previously been conducted in Cyprus (Özşen, 2012), revealed that with the development of educational tourism, many sociocultural, environmental and some economic negative

effects have been observed among residents. For instance, waste, traffic congestion, increases in alcohol and drug use.

According to the results of the regression analysis, only the "personal monthly income" was used with analyzes in the demographic profile, since no other characteristics were significant.

According to the results of the research, while the ETQOLCOMM domain positively influenced the attitudes of the residents, ETQOLURBAN negatively influenced. In addition, ETQOLECON, ETQOLFAMI, ETQOLLIFE and ETQOLAWAR have no any effects. Although, the ETQOLURBAN dimension had not the lowest mean it had a negative effect on the attitudes of the residents. Furthermore, the ETQOLFAMI dimension had the highest mean value; it did not have any effect on the attitudes. This shows that total ETQOL does not always contribute to positive attitudes. What is important here is how local people have perceived and evaluated on those domains in the context of education tourism and it depends on their evaluation in a particular field. Therefore, hypothesis 3 is partially accepted.

The residents were divided into four groups of attitudes for the development of future educational tourism by adapting K - mean cluster analysis (Table 8). These four groups are as follows realists, objectors, neutrals and boosters (Liang & Hui, 2016).

Table 8: Results of k-mean cluster analysis (K = 4)

| SETD | Neutrals (N = 288) | Boosters (N = 121) | Realists (N = 69) | Objectors (N = 45) 12.5% |
|--|-----------------------|-----------------------|----------------------|--------------------------------|
| Education Tourism is important for community | 5 | 5 | 1 | 1 |
| Encourage education tourism development in Community | 5 | 1 | 5 | 1 |
| Hope to attract more visitors to Community | 1 | 4 | 4 | 1 |
| Cluster1:Neutrals | | 1.507 | 2.14 | 5.233 |
| Cluster2:Boosters | | | 1.504 | 4.021 |
| Cluster3:Realists | | | | 3.415 |

The largest cluster was consisted with 288 of the participants form the “neutral”. While they strongly agree that "education tourism is important for community" and "encourage education tourism development in community", there has been a very low level of disagreement that hope to attract more visitors. The second cluster consist the "boosters" with 121 residents. While participants in this group strongly agree that educational tourism is important to society and attracts more visitors to the community, there was a very high level of disagreement in encouraging the development of tourism in the society. The “realists” cluster was ranked third with 69 residents. They demonstrated a higher level of disagreement on importance of education tourism for the society however, they strongly agreed with the

encouragement of education tourism development in the community and think that the number of visitors in the society can increase. Finally with just 45 residents "objectors" cluster were emerged. They have a disagreement over all matters.

As a result, four different resident attitudes have been identified in North Cyprus community. While "neutral" cluster recorded the highest score, "objectors" recorded lowest rate. The "neutral" group refers to the group with a neutral attitude towards the development of tourism and generally promotes the development of tourism. Neutral group generally stated that the education tourism is a great importance for the society and they encouraged the development of education tourism, however they voted very poorly for attracting more visitors' option.

Objectors gave the lowest value for all attitudes items towards the development of educational tourism and tend not support the development of tourism for future.

Table 9: The explanatory and predictive powers of each TQOL domains

| ETQOL | variance explained to ETQOL | mean | Power estimated to SETD |
|---|-----------------------------|--------|-------------------------|
| Issues of Urban(ETQOLURBAN) | 10.77% | 25.708 | -0.042 (-2.451) * |
| Community economic strength (ETQOLECON) | 11.374% | 24.562 | -0.023 (-1.363) |
| Family and personal well-being (ETQOLFAMI) | 6.862% | 29.072 | 0.015 (0.998) |
| Community well-being (ETQOLCOMM) | 10.224% | 28.805 | 0.071 (3.867) ** |
| Way of life (ETQOLLIFE) | 7.006% | 28.819 | 0.025 (1.76) |
| Community awareness and facilities ETQOLAWAR) | 8.05% | 27.583 | 0.006 (0.383) |

Table 9 has shown that the explanatory power of ETQOLCOMM was at the high level on the ETQOL (10.224%) and had a high level of estimated power on attitudes of the participants (b. = 0.071, t = 3.867). The results have revealed that among all

the domains of ETQOL, ETQOLCOMM has the highest predictive power on residents' attitudes towards education tourism development.

Table 10: Post Hoc Tests (Tukey HSD, Scheffe and LSD)

| Dependent Variable | Factor Variable | Groups | Mean | Levene Sig. | ANOVA Sig. |
|--------------------|------------------------------|--------------|---------------|-------------|------------|
| SETD | Personal Monthly Income (TL) | <=1500 | 12.613 | 0.000** | 0.000** |
| | | 1501-3000 | 12.285 | | |
| | | 3001-5000 | 13.782 | | |
| | | 5001-7500 | 13.353 | | |
| | | 7501-9000 | 13.333 | | |
| | | >=9001 | 12.714 | | |
| | | Total | 12.769 | | |

According to table 10 the Post Hoc Tests (Tukey HSD, Scheffe and LSD), there is significant difference between six groups of personal monthly income (TL) for SETD (<=1500 and 1501-3000/1501-3000 and 3001-5000/1501-3000 and 5001-7500) and which reported that the mean of <=1500 (12.613) is higher than the mean of 1501-3000 (12.285). Also, the mean of 3001-5000 (13.782) is higher than 1501-3000 (12.285), and the mean of 5001-7500 (13.353) is higher than the 1501-3000 (12.285). Table 10 has shown that the mean's of among the income groups, the three groups with the highest average rates are as follows 3001-5000 (13.782), 5001-7500 (13.353) and 7501-9000 (13.333) which can be categorize under the middle and higher income groups. While, the highest (12.714) and lowest (12.613) level of income groups were not contribute as a significant correlation for SETD, medium and high income groups show a more significant correlation. As a result, local people in middle and higher income groups have a more positive attitude than those with highest and lowest income groups for SETD. In general, there is a relationship between income levels and attitudes of people. High income also means that the level of quality of life is high. The satisfaction of people's life also shows that they will

have a positive perception about the development of tourism. Furthermore, for lower income level residents it can be said that, poor living conditions of the residents can leads to decrease their life satisfaction and so that their attitudes can be influence in negatively. Lastly, it should be taken into consideration that only 1.3% of the participants in the study are in highest income groups.

Table 11: Result of Multiple Variance Analysis

| Factor Variable | Dependent Variable | Levene Sig. | ANOVA Sig. | Between Groups | Tukey HSD Sig. | Scheffe Sig. | LSD Sig. |
|--------------------|--|-------------|------------|---------------------|----------------|--------------|----------|
| Residential Status | Education tourism is important for the society | 0.005** | 0.034* | Rental-Own 0.033* | 0.044* | 0.012* | 0.012* |
| | | | | Own-Other 0.990 | 0.991 | 0.890 | |
| | | | | Other-Rental 0.176 | 0.205 | 0.075 | |
| | I support education tourism development in our society | 0.003** | 0.006** | Rental-Own 0.012* | 0.018* | 0.004** | 0.004** |
| | | | | Own-Other 0.851 | 0.864 | 0.588 | |
| | | | | Other-Rental 0.021* | 0.028* | 0.008** | 0.008** |
| | I hope to attract more visitors to my society | 0.073 | 0.010* | Rental-Own 0.012* | 0.017* | 0.004** | 0.004** |
| | | | | Own-Other 1.000 | 1.000 | 0.999 | |
| | | | | Other-Rental 0.074 | 0.092 | 0.029* | 0.029* |

Note: **p < 0.01, *p < 0.05

| | Groups | N | Mean | Std. Deviation |
|---|--------------|------------|--------------|----------------|
| Educational tourism is important for the community | Rental | 169 | 4.030 | 1.403 |
| | Own | 262 | 4.336 | 1.142 |
| | Other | 92 | 4.315 | 1.167 |
| | Total | 523 | 4.233 | 1.242 |
| I encourage educational tourism development in my community | Rental | 169 | 4.059 | 1.189 |
| | Own | 262 | 4.355 | 1.013 |
| | Other | 92 | 4.424 | 0.867 |
| | Total | 523 | 4.272 | 1.059 |
| I hope to attract more visitors to my community | Rental | 169 | 4.065 | 1.140 |
| | Own | 262 | 4.359 | 1.002 |
| | Other | 92 | 4.359 | 0.921 |
| | Total | 523 | 4.264 | 1.043 |

According to the test of homogeneity of variance (Levene) between all groups of Residential Status the variances are same for two dependent variables (“Education tourism is important for the society”, “I support education tourism development in our society”), but it’s not same for “I hope to attract more visitors to my society” variable. In addition, the ANOVA test is reported that the average of all three dependent variables between all groups of residential status is significant.

According to the Post Hoc Tests (Tukey HSD, Scheffe and LSD), there is significant difference between two groups of residential status (Rental and Own) in “Education tourism is important for the society” variable and which indicated that home owners (4.336) have a more positive perception than rental (4.030) group about the importance of education tourism for society. There is significance difference between all groups of residential status (Rental, Own and other) in “I support education tourism development in our society” variable and which reported that the mean of other group (4.424) is higher than the mean of rental (4.059) and own (4.355) groups. Also, the significance difference exists between all groups of residential status (Rental, Own and other) in think that more tourists will attract to community and emphasize that the home owners (4.359) and dormitory residents (4.359) have a positive perception than rental (4.065) for more tourists will attract to community. According to the test of homogeneity of variance (Levene) between all groups of residential status the variances are significant for two dependent variables (“Education tourism is important for the society”, “I support education tourism development in our society”), but it is not significance to think that more tourists will attract to community.

Table 12: Post Hoc Tests (Tukey HSD, Scheffe and LSD) for between groups of SETD

| Dependent Variable | Factor Variable | Groups | Mean | Levene Sig. | ANOVA Sig. |
|--------------------|--------------------|--------------|---------------|-------------|------------|
| SETD | Residential Status | Rental | 12.154 | 0.004** | 0.005** |
| | | Own | 13.050 | | |
| | | Other | 13.098 | | |
| | | Total | 12.769 | | |

Table 13: Post Hoc Tests (Tukey HSD, Scheffe and LSD) for between groups of residential status

| Factor Variable | Dependent Variable | Levene Sig. | ANOVA Sig. | Between Groups | Tukey HSD Sig. | Scheffe Sig. | LSD Sig. |
|--------------------|--------------------|-------------|------------|----------------|----------------|--------------|----------|
| Residential Status | SETD | 0.004** | 0.005** | Rental-Own | 0.006** | 0.009** | 0.002** |
| | | | | Own-Other | 0.990 | 0.991 | 0.893 |
| | | | | Other-Rental | 0.037* | 0.048* | 0.014* |

Note: **p < 0.01, *p < 0.05.

According to table 13 the test of homogeneity of variance (Levene) between all groups of residential status the variances are significant for SETD. Also, the ANOVA test has shown that the average of SETD dependent variable between all groups of residential status is significant. According to the Post Hoc Tests (Tukey HSD, Scheffe and LSD), there is significant difference between two groups of residential status (Rental and Own) in SETD variable. When the group mean's are to be examined it can be said that home owners (13.050) more positive attitude than rentals (12.154) about SETD. Also there is a significant difference between two groups of residential status (Other-Rental) in SETD and other (13.98) group has a more positive attitude than rental (12.154) about SETD. Table 13 has shown that rental and home owners are making the significance in SETD. In other words, the home owners and rentals are more positive attitudes than the ones staying in the dormitory or company housing, about the attitudes of residents towards the educational tourism development. These results were somewhat different from previous studies. Liang and Hui (2016) have reported that residents in the dormitories have shown a more positive attitude towards the development of tourism. These two different outcomes can be explained that the poor living conditions of the residents who are living in dormitory or company housing in North Cyprus can cause

their quality of life and life satisfaction to decrease (Yu, Chancellor & Cole, 2011) which can play an active role in their supportive attitudes. Another explanation may be that those who reside in company dormitories and similar locations in North Cyprus for a short time may not benefit as much from education tourism.

Table 14: Post Hoc Tests (Tukey HSD, Scheffe and LSD) for between groups of personal monthly income

| Factor Variable | Dependent Variable | Levene Sig. | ANOVA Sig. | Between Groups Sig. | Tukey HSD Sig. | Scheffe Sig. | LSD Sig. |
|------------------------------|---|-------------|------------|---------------------|----------------|--------------|----------|
| Personal Monthly Income (TL) | Urban issues (TQOLURBAN) | 0.000** | 0.041* | | | | |
| | Community economic strength (TQOLECON) | 0.000** | 0.021* | | | | |
| | Family and personal well-being (TQOLFAMI) | 0.022* | 0.062 | | | | |
| | Community well-being (TQOLCOMM) | 0.000** | 0.010* | | | | |
| | Way of life (TQOLLIFE) | 0.001** | 0.032* | | | | |
| | Community awareness and facilities (TQOLAWAR) | 0.021* | 0.038* | | | | |

Table 15: Post Hoc Tests (Tukey HSD, Scheffe and LSD) for between groups of ETQOL domains

| Dependent Variable | Factor Variable | Groups | Mean | Levene Sig. | ANOVA Sig. |
|--------------------|------------------------------|--------------|---------------|-------------|------------|
| ETQOLECON | Personal Monthly Income (TL) | <=1500 | 25.811 | 0.000** | 0.041* |
| | | 1501-3000 | 24.576 | | |
| | | 3001-5000 | 26.804 | | |
| | | 5001-7500 | 27.214 | | |
| | | 7501-9000 | 29.567 | | |
| | | >=9001 | 37.429 | | |
| | | Total | 25.708 | | |
| ETQOLURBAN | Personal Monthly Income (TL) | <=1500 | 24.485 | 0.000** | 0.021* |
| | | 1501-3000 | 23.669 | | |

| | | | | | | | |
|-----------|------------------------------|--|--------------|---------------|---------------|--------|--|
| | | | | 3001-5000 | 24.851 | | |
| | | | | 5001-7500 | 26.301 | | |
| | | | | 7501-9000 | 28.979 | | |
| | | | | >=9001 | 39.357 | | |
| | | | | Total | 24.562 | | |
| <hr/> | | | | | | | |
| ETQOLCOMM | Personal Monthly Income (TL) | | <=1500 | 28.169 | 0.022* | 0.062 | |
| | | | 1501-3000 | 28.012 | | | |
| | | | 3001-5000 | 31.173 | | | |
| | | | 5001-7500 | 30.002 | | | |
| | | | 7501-9000 | 31.667 | | | |
| | | | >=9001 | 38.206 | | | |
| | | | Total | 29.072 | | | |
| <hr/> | | | | | | | |
| ETQOLAWAR | Personal Monthly Income (TL) | | <=1500 | 28.210 | 0.000** | 0.010* | |
| | | | 1501-3000 | 27.398 | | | |
| | | | 3001-5000 | 30.697 | | | |
| | | | 5001-7500 | 31.282 | | | |
| | | | 7501-9000 | 30.896 | | | |
| | | | >=9001 | 40.714 | | | |
| | | | Total | 28.805 | | | |
| <hr/> | | | | | | | |
| ETQOLLIFE | Personal Monthly Income (TL) | | <=1500 | 27.370 | 0.001** | 0.032* | |
| | | | 1501-3000 | 27.829 | | | |
| | | | 3001-5000 | 30.116 | | | |

| | | | | | |
|----------|------------------------------|--------------|---------------|--------|--------|
| | | 5001-7500 | 31.211 | | |
| | | 7501-9000 | 33.125 | | |
| | | >=9001 | 41.607 | | |
| | | Total | 28.819 | | |
| <hr/> | | | | | |
| TQOLFAMI | Personal Monthly Income (TL) | <=1500 | 28.247 | 0.021* | 0.038* |
| | | 1501-3000 | 26.352 | | |
| | | 3001-5000 | 28.130 | | |
| | | 5001-7500 | 29.859 | | |
| | | 7501-9000 | 35.056 | | |
| | | >=9001 | 37.095 | | |
| | | Total | 27.583 | | |
| <hr/> | | | | | |

According to the Post Hoc Tests (Tukey HSD, Scheffe and LSD), there is significant difference between eight groups of Personal Monthly Income (TL) (<=1500 and >=9001, 1501-3000 and >=9001, 3001-5000 and >=9001, 5001-7500 and >=9001) for “ETQOLECON and ETQOLURBAN” variables. Also, there is significant difference between eight groups of personal monthly income (TL) (<=1500 and >=9001, 1501-3000 and >=9001, 3001-5000 and >=9001, 1501-3000 and 3001-5000) for “ETQOLCOMM”. There is significant difference between ten groups of personal monthly income (TL) (<=1500 and >=9001, 1501-3000 and >=9001, 3001-5000 and >=9001, 1501-3000 and 3001-5000, 1501-3000 and 5001-7500) for “ETQOLAWAR”. In addition, there is significant difference between six groups of personal monthly income (TL) (<=1500 and >=9001, 1501-3000 and >=9001, 3001-

5000 and ≥ 9001) for “ETQOLLIFE”. According to the Post Hoc Tests (Tukey HSD, Scheffe and LSD), there is significant difference between two groups of Personal Monthly Income (TL) (≤ 1500 and ≥ 9001) for “ETQOLFAMI”.

In general, according to the results given in Table 14, in the test of homogeneity of variance (Levene) between all groups of personal monthly income (TL), the variances are significant for all dependent variables “ETQOLURBAN, ETQOLECON, ETQOLCOMM, ETQOLLIFE, ETQOLAWAR and ETQOLFAMI”. The ANOVA test has reported that the averages of five dependent variables between all groups of personal monthly income (TL) are significant, however it is not significant for “ETQOLFAMI” domain and it has shown that the mean's of very high level of income group (≥ 9001) is higher than the low/middle and high income groups in ETQOLECON (37.429), ETQOLURBAN (39.357), ETQOLAWAR (40.714), ETQOLLIFE (41.607), and ETQOLCOMM (38.206). There is a relationship between high income level and positive attitudes as stated in Pappas's (2008) study and it is reported that those with high incomes have a more positive attitude. Thus, it can be said that higher income group is making the significance in ETQOLECON, ETQOLURBAN, ETQOLAWAR, ETQOLLIFE and ETQOLCOMM. Studies have revealed that (Gursoy, Jurowski, & Uysal, 2002) individuals with a high level of QOL in general can have a high level of life satisfaction and who have a higher level of satisfaction are tended to show a positive attitude which support the current study as well. As a result, it shows that the satisfaction level of the QOL of individuals with high income groups positively influence their attitudes and they evaluate almost in all dimensions more positively, especially in the following domains ETQOLECON, ETQOLURBAN,

ETQOLAWAR, ETQOLLIFE and ETQOLCOMM.

Table 16: The ANOVA results for demographic and ETQOL

| Factor Variable | Dependent Variable | Levene Sig. | ANOVA Sig. |
|-----------------|--|-------------|------------|
| Age | Urban issues (ETQOLURBAN) | 0.374 | 0.869 |
| | Community economic strength (ETQOLECON) | 0.069 | 0.925 |
| | Family and personal well-being (ETQOLFAMI) | 0.155 | 0.096 |
| | Community well-being (ETQOLCOMM) | 0.253 | 0.843 |
| | Way of life (ETQOLLIFE) | 0.524 | 0.509 |
| | Community awareness and facilities (ETQOLAWAR) | 0.279 | 0.538 |
| Education | Urban issues (ETQOLURBAN) | 0.042 | 0.844 |
| | Community economic strength (ETQOLECON) | 0.000** | 0.888 |
| | Family and personal well-being (ETQOLFAMI) | 0.106 | 0.736 |
| | Community well-being (ETQOLCOMM) | 0.001** | 0.835 |
| | Way of life (ETQOLLIFE) | 0.001** | 0.636 |
| | Community awareness and facilities (ETQOLAWAR) | 0.385 | 0.396 |
| Marital Status | Urban issues (ETQOLURBAN) | 0.740 | 0.892 |
| | Community economic strength (ETQOLECON) | 0.671 | 0.604 |
| | Family and personal well-being (ETQOLFAMI) | 0.510 | 0.621 |
| | Community well-being (ETQOLCOMM) | 0.608 | 0.990 |
| | Way of life (ETQOLLIFE) | 0.535 | 0.938 |
| | Community awareness and facilities (ETQOLAWAR) | 0.970 | 0.095 |
| Children | Urban issues (ETQOLURBAN) | 0.044* | 0.195 |
| | Community economic strength (ETQOLECON) | 0.235 | 0.069 |
| | Family and personal well-being (ETQOLFAMI) | 0.097 | 0.698 |
| | Community well-being (ETQOLCOMM) | 0.002** | 0.036* |
| | Way of life (ETQOLLIFE) | 0.306 | 0.021* |
| | Community awareness and facilities (ETQOLAWAR) | 0.007** | 0.020* |

Table 17: The mean's of ANOVA results for demographic and ETQOL

| | | ETQOL ECON | ETQOL URBAN | ETQOL COMM | ETQOL AWAR | ETQOL LIFE | ETQOL FAMI |
|------------------------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|
| Age | <=18 | 24.967 | 25.720 | 28.661 | 29.226 | 28.940 | 29.143 |
| | 19-25 | 25.758 | 24.246 | 28.418 | 27.748 | 27.448 | 27.418 |
| | 26-35 | 26.472 | 24.767 | 31.302 | 29.669 | 30.026 | 27.657 |
| | 36-45 | 24.638 | 23.862 | 27.766 | 29.139 | 28.531 | 26.990 |
| | 46-55 | 25.985 | 25.798 | 27.230 | 28.675 | 28.982 | 27.182 |
| | >=56 | 26.815 | 25.740 | 32.265 | 27.971 | 33.096 | 33.718 |
| | Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 |
| Education | Junior school | 24.670 | 25.481 | 28.216 | 27.555 | 29.486 | 28.885 |
| | Senior school | 25.993 | 24.678 | 28.946 | 29.105 | 27.855 | 26.640 |
| | Graduate | 25.961 | 24.309 | 29.774 | 28.916 | 29.236 | 28.324 |
| | Post-graduate | 25.250 | 23.966 | 28.330 | 28.945 | 29.746 | 26.826 |
| | Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 |
| Personal Monthly Income (TL) | <=1500 | 25.811 | 24.485 | 28.169 | 28.210 | 27.370 | 28.247 |
| | 1501-3000 | 24.576 | 23.669 | 28.012 | 27.398 | 27.829 | 26.352 |
| | 3001-5000 | 26.804 | 24.851 | 31.173 | 30.697 | 30.116 | 28.130 |
| | 5001-7500 | 27.214 | 26.301 | 30.002 | 31.282 | 31.211 | 29.859 |
| | 7501-9000 | 29.567 | 28.979 | 31.667 | 30.896 | 33.125 | 35.056 |
| | >=9001 | 37.429 | 39.357 | 38.206 | 40.714 | 41.607 | 37.095 |
| | Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 |

| | | | | | | | |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Marital Status | Marry | 25.522 | 24.201 | 28.611 | 28.748 | 28.995 | 26.494 |
| | Single | 25.979 | 25.124 | 29.654 | 28.847 | 28.586 | 28.707 |
| | Other | 25.140 | 23.031 | 28.667 | 29.106 | 29.113 | 29.525 |
| | Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 |
| Children | 0 | 25.434 | 24.255 | 29.417 | 28.926 | 28.685 | 28.151 |
| | 1 | 24.513 | 22.505 | 28.107 | 26.264 | 26.148 | 24.189 |
| | 2 | 26.643 | 25.003 | 28.973 | 29.778 | 30.126 | 27.761 |
| | 3 | 28.822 | 29.274 | 30.203 | 32.598 | 33.060 | 31.529 |
| | 4 | 22.600 | 25.558 | 27.681 | 23.300 | 23.317 | 25.589 |
| | >=5 | 15.250 | 17.438 | 18.222 | 28.938 | 38.875 | 23.167 |
| | Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 |
| Length of Residence (year) in TRNC | <1 | 26.394 | 24.732 | 31.635 | 29.232 | 26.743 | 28.762 |
| | 1-3 | 26.881 | 26.347 | 32.483 | 30.887 | 31.423 | 29.087 |
| | 4-6 | 28.484 | 26.012 | 30.785 | 29.059 | 28.709 | 28.607 |
| | 7-9 | 28.247 | 26.822 | 30.288 | 30.484 | 28.309 | 27.064 |
| | 10-12 | 24.721 | 24.427 | 27.355 | 27.547 | 26.851 | 26.679 |
| | >13 | 24.202 | 23.071 | 27.225 | 27.932 | 28.892 | 26.950 |
| Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 | |
| Residential Status | Rental | 26.522 | 24.800 | 30.126 | 29.339 | 29.788 | 26.881 |
| | Own | 25.233 | 24.297 | 27.671 | 28.408 | 28.334 | 27.613 |
| | Other | 25.565 | 24.880 | 31.123 | 28.955 | 28.421 | 28.788 |
| | Total | 25.708 | 24.562 | 29.072 | 28.805 | 28.819 | 27.583 |

According to the test of homogeneity of variance (Levene) between all groups of gender, age, and marital status the variances are not significant for all dependent variables (ETQOLURBAN, ETQOLECON, ETQOLCOMM, ETQOLLIFE, ETQOLAWAR and ETQOLFAMI). Also, between all groups of education the variances are significant for three dependent variables ETQOLECON, ETQOLCOMM, ETQOLLIFE. The mean of ETQOLECON of senior high school (25.993) is higher than junior high school (24.670), graduate (25.961) and post-graduate (25.250) level. The mean of ETQOLCOMM of graduate (29.774) is higher than the post-graduate (28.330), senior high school (28.946) and junior high school (28.216) level. The mean of ETQOLLIFE of post-graduate (29.746) is higher than graduate (29.236), senior high school (27.855) and junior high school level (29.486). The results have shown that participants with secondary and high educational levels are more aware of the importance of educational tourism than who have lower education level. According to this result, individuals with low educational level may not be fully aware of the collective benefits of educational tourism. In this area, community projectors and government officials may not have fully recognized the significance of educational tourism among people who have a lower level of education, which may have given them a negative perception. In addition, the community may not be fully aware of the meaning of this segment of education tourism and may not be aware that the indirect benefits of educational tourism for themselves.

In addition, between all groups of children the variances are significant for three dependent variables “ETQOLURBAN, ETQOLCOMM, and ETQOLAWAR”. The means of ETQOLURBAN (29.274), ETQOLCOMM (30.203) and ETQOLAWAR

(32.598) of the proportion of those who have 3 children is higher than those who have 0, 1, 2, 4, and ≥ 5 children. In addition, the ANOVA test has indicated that the mean of TQOLLIFE (38.875) of the proportion of those who have ≥ 5 children is higher than those who have 0, 1, 2, 3 and 4 children.

In general, participants with an average number of children (3) have a more positive perception than the other groups, especially in the following three dimensions: ETQOLURBAN, ETQOLCOMM, and ETQOLAWAR. In particular, under these domains there are some sub-items are seen as the most important priorities by the parents in terms of their children, if the sub-items of these dimensions are examined, for example, numerous parks and open spaces, prevention of drug and alcohol use, quality entertainment opportunities, fresh air and water. According to the results, it can be said that the local people living in North Cyprus and having the average number of children generally evaluated the level of satisfaction among ETQOLURBAN, ETQOLCOMM, and ETQOLAWAR domains as being very high.

Table 18: The T test for Gender

| Independent Variable | T | Sig. (2-tailed) | Groups | Mean |
|---|--------|-----------------|--------|--------|
| Education tourism is important for the community | -1.112 | 0.267 | Male | 4.171 |
| | | | Female | 4.292 |
| I encourage education tourism development in my community | -0.448 | 0.655 | Male | 4.250 |
| | | | Female | 4.292 |
| I hope to attract more visitors to my community | -1.217 | 0.224 | Male | 4.206 |
| | | | Female | 4.317 |
| SETD | -1.051 | 0.294 | Male | 12.627 |
| | | | Female | 12.900 |
| ETQOLECON | -0.326 | 0.744 | Male | 25.531 |
| | | | Female | 25.873 |
| ETQOLURBAN | 0.766 | 0.444 | Male | 24.993 |
| | | | Female | 24.161 |
| ETQOLCOMM | 0.405 | 0.686 | Male | 29.293 |
| | | | Female | 28.866 |
| ETQOLAWAR | 2.109 | 0.035* | Male | 29.983 |
| | | | Female | 27.710 |
| ETQOLLIFE | 1.498 | 0.135 | Male | 29.722 |
| | | | Female | 27.980 |
| ETQOLFAMI | 0.840 | 0.401 | Male | 28.044 |

T-test results have shown that there is a significant difference between female and male respondents for ETQOLAWAR. The mean of the male respondents (29.983) is higher than the females (27.710). However, other variables did not receive any significant perceptions. According to the results of this study the males have more positive attitudes than female in the domain of ETQOLAWAR. Mason and Cheyne (2000) have indicated that men have a more positive attitude than women about the development of tourism. Actually, this domain is related with such as, feeling safe, community beauty, image, infrastructure, and awareness of heritage and in fact, this dimension of QOL in general attracts more interest by women, but the result shows that they have a more negative view. The fact that the improvements in these areas are not fully perceived by the women, their expectations are not met in this area, or the facilities are inadequate, may have caused this dimension to have a lower value among the women. For example, the feeling of self-esteem is generally one of the most important items by women, but if the women in the community do not feel themselves in a safer environment, this can lead to a decrease in their satisfaction rate. Furthermore, women may have a more negative perception if they argue that the crime rate is increasing day by day in the society and cannot be prevented.

Chapter 5

CONCLUSION

This chapter has served to demonstrate conclusion, managerial implications of the study, limitation of the study and future research.

5.1. Conclusion

This study was aimed to investigate the effects of QOL dimensions, demographic profile and residential status on the supportive attitudes of local people in Northern Cyprus by considering educational tourism development.

With the results of this study, a comprehensive work was carried out in the context of the development of education tourism in Northern Cyprus by understanding the attitude of the local population and the QOL issues. This study examined the TQOL scale in the context of educational tourism that recently attract attention and constituted an important branch of tourism in Northern Cyprus. The results of the current study have shown that the attitudes of residents about education tourism development are affected by the residential status, dimension of ETQL and the profile of the demographic. The residential status which was identified as an important determinant for the attitudes of the local people also played an important role in this study. Home owners and rentals have a more positive attitude than ones staying in the dormitory. The other important predictor was the demographic profile, and the results revealed that the middle and high income groups support the development educational more than lower and highest income groups. Besides, in the

domains of ETQOL, ETQOLCOMM dimension has been determined as the area with high predictive power by local people. On the other hand, ETQOLURBAN domain contribution was found in negatively. These results are composed the main contribution of the study.

Moreover, despite the fact that the QOL of the residents and their attitudes towards the development of tourism have been examined together in a number of previous studies, however a study in which the context of education tourism, quality of life and residents attitudes have recently not been examined together in the literature. Therefore, this is the first study done in this field by considering QOL/ETQOL domains, residential status and education tourism. In addition, various groups of attitudes have been identified in this small tourism community and some differences between them have been identified.

Based on the responses of the participants, it is observed that the general averages of importance have a higher value than the general average of the satisfaction level. While health was chosen as the most important item, good public transportation had the lowest satisfaction level by the participants. Indicating that the participants do not have a high level of satisfaction with the items they considered important. To be expressed more clearly, the dimensions that are very important for the residents are generally unsatisfied and the satisfaction level is clearly lower. When the effects of educational tourism are taken into consideration, it is shown that the highest effect was chosen as "education conditions and development" by the participants. Furthermore, four different groups of attitudes have been identified and it is noted that different groups have different attitudes towards the development of educational tourism.

In general, measurements can be made taking into account such areas as subjective well-being, life satisfaction or psychological well-being. SWB theory is suggested by researchers to determine the life areas of local people (eg, Andereck and Jurowski, 2006). The QOL refers to a concept that is difficult to define because it depends on people's perceptions, emotions, and experiences. Subjective well-being is also used extensively in tourism-related studies, as individuals also demonstrate their experience and satisfaction levels in different life domains. In this study, the educational tourism and quality of life scales indicate subjective structures in general, and the participants have contributed to this study by giving their own experiences, satisfaction levels, their degree of relevance, and their varied life satisfaction and subjective well-being. In this sense, education tourism plays the most important role in the QOL dimension of family and personality wellness (ETQOLFAMI), that is to say the area of satisfaction which depends only on one's own and on his/her own experiences. Furthermore, subjective indicators can provide a direct measure, and they are also a decisive measure of the level of satisfaction that individuals have, and in the ETQOLLIFE, ETQOLCOMM, and ETQOLAWAR dimensions, education tourism is perceived as important in these areas and that the satisfaction level of local people is higher in these areas. On the other hand, the ETQOLURBAN and ETQOLECON areas are at a lower level than the other areas, indicating that the level of satisfaction that participants have, in these areas is not very high. Thus, in such a study where it is difficult to describe the QOL, the explanatory power of SWB theory plays a very effective role in determining these dimensions.

The third contribution of this study is to revealed that among all the domains of ETQOL, ETQOLCOMM was found as one of the most important predictor to attitude of SETD which can be considered as an important non material domain of ETQOL, and it has a positive effect on residents' attitudes towards the development of future educational tourism. Although the average value of ETQOLCOMM was not the highest level, participants still have a moderate satisfaction rate with this non-material of ETQOL domain.

The ETQOLURBAN, which considered as a material improvement, negatively influence residents' attitudes of SETD. The improvements of ETQOLURBAN might has a significantly and positively influence on total ETQOL, however its contribution was in the negative direction. Education tourism has both negative and positive effects. The most important of these negative effects felt in urban issues such as, traffic problems, congestion, waste control, drugs and alcohol use (Kim, Uysal, & Sirgy, 2013; McCool & Martin, 1994; Yu, Chancellor & Cole, 2011) and these have a negative impact on the local people' attitudes. Thus, it can be said that by considering the results of this study, the non-material improvement of EQOL was more positive and significant than material improvements.

On the other hand, ETQOLFAMI, ETQOLECON, ETQOLLIFE and ETQOLAWAR dimensions, which were easily supplemented with education tourism development and had the highest rates, did not correlate significantly with any of the attitude items and these domains were little or no influence on the attitudes of the local people towards the development of for future education tourism.

The residential status was found as a factor that influences the attitudes about future educational tourism development (Snaith & Haley, 1999). The vast majority of participants was homeowners and in this study a significant impact of residential status was found on the attitudes of the residents in their supporting attitudes for the development of future educational tourism and it is revealed that residents, such as company dormitories and lodgings, have a lower level of supportive attitudes than home owners and rentals. The fact that residential conditions may not at the level of the required quality of life and it can decrease the life satisfaction of an individual.

The monthly income was found as another important predictor for the attitudes of SETD. Local people in very high and lower level groups have lower level of perceptions of SETD than those in the middle and high income groups. In general, a considerable proportion of residents in Northern Cyprus are people who work or benefit from the education tourism sector either directly, indirectly, formal or informal (for example, income from housing leased to students, residents who are the owners of restaurants, cafes or markets etc.). Those residents may have positive attitudes towards the development of educational tourism and there is a direct relation between the improvement of their benefits and education tourism development. In addition, the participants in this group are generally in a position where their financial situation can be evaluated as good and their level of quality of life is at a good level, which can influence their positive perceptions.

5.2. Managerial implications

In the development of a tourism zone, planning for that region is a complex task because of the effects of many parties involved in this process and one of them is local residents. In this sense, the support of local residents is crucial because, the

success of the tourism in a region is closely related to having a supportive and hospitable local population (Jurowski & Gursoy, 2003). Therefore, it is important to understand the factors that influence local people's support for the development of education tourism, and to ensure that tourism initiatives and projects are managed successfully.

The results of this research are important in terms of tourism developers in the host society. The development of education tourism provides various benefits and the tourism planners should not only evaluate the conditions and manage in terms of a short-term perspective. The factors should be examined with long-term perspective of the sustainability of education tourism and the QOL of local people.

The results of this study have revealed that the positive attitudes towards the development of for future educational tourism did not receive significant influence from all dimensions of ETQOL. In particular, among the all dimensions of EQOL the domain of ETQOLCOMM that expressed as non-material improvements significantly contributes more positively to the attitudes of residents. This result is in the direction with the Kim, Uysal & Sirgy's (2013) study. While there is a significant and positive correlation in ETQOLCOMM domain only, there is little or no correlation in ETQOLFAMI, ETQOLECON, ETQOLLIFE and ETQOLAWAR domains.

This study can be useful for entrepreneurs, decision makers and community authorities in the following way; it is possible to increase the support rate for the development of educational tourism by improving the most important predictive ETQOL domains. Also, taking these areas into account, making various

improvements and taking more consideration might be crucial. Based on the results of this study, the ETQOLCOMM domain is found as the most important predictor and by further improving the items that it has, such as understanding different cultures, image of the community, communication possibilities with tourists etc., the level of support can be upgraded.

The selected ETQOL domains play an important role on residents' positive supporting attitudes and those attitudes are depended on these selected ETQOL domains, especially for ETQOLCOMM improvements as a result of this study.

The results of this study, which is beneficial to the knowledge of the TRNC educational tourism development, also adds to the literature a reference about the residents' QOL and their attitudes in the context of educational tourism development. This study is also expected to be beneficial for universities as well. Universities in the host society can develop policies and take more steps accordingly by taking into account the positive and negative effects on the local residents' life and perceptions. The local and foreign students in the guest societies for education purposes have various influences on the living areas of local people' QOL such as, economic, community wellbeing, urban issues, etc.

When this study is evaluated at the government level, with the evaluation of the existing policies of TRNC' education tourism, local people may have a better understanding of the educational tourism and a positive and supportive attitude towards the development of future educational tourism.

According to Andereck and Nyaupane (2011), if a resident thought that education tourism contributes to the understanding of different cultures, and if he/she believes that understanding different cultures is very important for himself or herself, this positive thoughts that can affect an individual's QOL perceptions as positively. The results of the study have indicated that among six domains the attitude of SETD was significantly and positively influenced by ETQOLCOMM and significantly and negatively influenced by the domain of ETQOLURBAN. Furthermore, in the improvement of ETQOLECON, the role of the education tourism is found as relatively low. It is stated that the economic benefits of educational tourism are less perceived or less appreciated by the people of North Cyprus. Since ETQOLCOMM is expressed as a non-material domain, it can be said that healing of non-material dimensions of ETQOL can give a great importance for a positive perception among residents which consistent with previous studies (Ridderstaat, Croes, & Nijkamp, 2016).

In addition, this study has identified four different groups of attitude and it was observed that different groups exhibited different attitudes towards the development of educational tourism. The group of "objectors", against and hate the development of tourism. It has been determined that the different groups of attitudes in the society have behaving differently in the development of tourism. A variety of supportive actions may be implemented to ensure that the segment involved in the "objectors" group, which is determined to be completely negative in this way, may have a positive perception. It can be suggested to use different public policy strategies to promote the awareness of "objectors" cluster, for example, by describing the positive aspects of the development of tourism for individuals involved.

The economic and social benefits obtained from educational tourism should be explained by informing and supporting of local people. Furthermore, raising awareness can be achieved by organizing diversity support programs for local people, who are in the neutral group and constitute the largest attitude group, and those who provide economic benefits secondary from the education tourism. In order to reduce negative feelings of residents attitudes towards the development of educational tourism, who concerned and suspicious especially the urban issues, preservation and conservation programs can be organized. This can play a vital role in promoting successful progress both in the support of local people for educational tourism and in the sustainability of educational tourism in Northern Cyprus.

5.3. Limitation of the study

There are some limitations of this study. The first limitation is the majority of the population of the North Cyprus is Turkish and the application of the survey study was conducted in Turkish. However, foreign residents residing in Northern Cyprus for a long time could be included in the study and different results could be obtained. Second limitation is that, educational tourism is a type of tourism that has recently attracted more intense interest in North Cyprus and is still in development stage, and there may be a variety of changes over the time in the perception that the local people have. In addition, this study was done at a certain time and in this sense, monitoring the perceptions of local residents in the long run for future studies may give different results. The third limitation is related with the length of the questionnaire. A long period is required due to separate evaluation of each of the education tourism effect, importance and satisfaction sections. Finally, due to the time limitations, the sample of this study has been gathered randomly from the residents only in the identified areas, without subdivision. However, the perceptions

of the local people can be varied between in the sub regions within the regions.

5.4. Future research

For future research citizens of foreign citizens living in Northern Cyprus for a long time may also be included in this study and bilingual studies may be effective in determining the perceptions of these intercultural differences. In addition, qualitative research may also be appropriate for future research, among local residents, in order to examine in depth understanding the perceptions, QOL related to educational tourism and to understand the depth of its nature and so that it may possible to bring different dimensions to the work carried out in this area, especially by deepening the perception of local people in this direction. Furthermore, future researches can be observed by examining only tourism under a general heading or a different type of tourism (e.g. gambling tourism, health tourism), to find out that the correlations between different types of tourism, QOL, and resident's attitudes. In addition, the perceptions of employees in the education tourism sector may be different. Because employees who work in tourism sector generally have a positive and supportive attitude towards tourism development. The determination of the variances between the regions where education tourism takes place can also be examined as another important variable in this sense.

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APPENDICES

Appendix A: Questionnaire

Questionnaire on local people's quality of life and attitudes towards education tourism development

Dear participant,

This research is a thesis study at Eastern Mediterranean University Faculty of Tourism. We have developed this survey to better understand the impact of local people's attitudes towards the development of educational tourism in North Cyprus on the QOL perceptions and welcome your answers. We assure you that your answers will remain confidential.

Thank you for your interest and support.

PART 1: Attitudes towards future education tourism development (1= strongly disagree and 5= strongly agree)

| | Strongly Disagree | | Strongly Agree | | |
|---|-------------------|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Education tourism is important for the society. | 1 | 2 | 3 | 4 | 5 |
| I support education tourism development in our society. | 1 | 2 | 3 | 4 | 5 |
| I hope to attract more visitors to my society. | 1 | 2 | 3 | 4 | 5 |

PART 2: The scale of education tourism and quality of life (importance (1= not at all important and 5= extremely important), satisfaction(1= not at all satisfied and 5= extremely satisfied), and perceived effects of education tourism on quality of life(1= education tourism greatly decreases quality of life and 3= education tourism greatly increases quality of life)

| ITEMS | Importance | Satisfaction | Educatio n tourism effects |
|--|------------|--------------|----------------------------------|
| Health | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Community medical conditions | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Education conditions and development | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Family income | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Family relationships | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Family activities | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Public participation in local government | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Quality entertainment opportunities | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Harmonious neighborhood | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Communication opportunities with tourists | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| New friendship opportunities | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Feeling safe | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Fixed political environment | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Conservation of wildlife areas and natural areas | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Protection of cultural and historical sites | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Fresh air and water | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| The quality of the soil | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Peace and tranquility protection | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Community beauty | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Numerous parks and open spaces | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Waste control | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Controlled traffic | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Crowded intensity prevention | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Prevention of drug and alcohol use | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Prevention of crime and barbarism | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Proper zoning / land use | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Feeling of belonging to my community | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Lifestyle protection | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Having a tourist who respects my lifestyle | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| My personal life quality | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |

| | | | |
|--|-----------|-----------|-------|
| Community pride | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Opportunities to join in local culture | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Understanding different cultures | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Image of the community against others | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Natural and cultural heritage awareness | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| City services such as police and fire brigade | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Good public transport | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Quality of roads, bridges and public services | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Strong and diverse economy | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Enough job for the public | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| High community wage | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| The local people have shops and restaurants | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| The number of retail shops and restaurants | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| My house or my land value | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Tax revenue (sales tax, bed tax) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Controlled sound pollution | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Affordable prices for products and services | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Controlled urban sprawl and population growth | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |
| Reasonable prices for leisure time, leisure and tourism | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 |

Part 3: Demographic Profile Questions

1. **Gender:** male female

2. **Age:** ≤ 18 19-25 26-35
 36-45 46-55 ≥ 56

3. **Education:** secondary school high school graduate level post graduate level

4. **Personal monthly income(TL):** ≤ 150 1,501-3000 3,001-5000
 5,001-7,500 7,501-9,000 ≥ 9,001

5. **Marital Status:** Married Single Other

6. **Number of Children:** 0 1 2 3 4 ≥ 5

7. **Years of Residence at the North Cyprus:** ≤ 1 1-3 4-6
 7-9 10-12 ≥ 13

8. **Residential Status:** Rental Own Other

9. **Cities:** Famagusta Nicosia Kyrenia Güzelyurt Lefke