

**Economic Impacts of Educational Tourism on Host
Community. A Comparative Study in Famagusta
and Lefke, North Cyprus**

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ABSTRACT

Educational Tourism plays an important role in the lives of host community. There are three types of impacts which affect their lives. Such as: economic, socio-cultural and environmental. The main purpose of this study is to investigate the hosts' perceptions on Educational Tourism development and to achieve broadened perspective of Educational Tourism on economical concern of the host community of two regions of North Cyprus – Famagusta and Lefke. By comparing these two locations and level of impacts in each of them we will gather in-depth data which will help us to understand the path in which “younger” destination – Lefke will develop in future for educational tourism.

To measure the impacts of Educational Tourism in Famagusta and Lefke, North Cyprus, data was collected from 24 host residents who lives in these regions. So, the sampling of our study was local people from different regions of Famagusta and Lefke, North Cyprus who lived there for more than 20 years, because in our opinion, those people are the ones who noticed the effects of development of educational tourism better than those who lived here smaller period of time. Qualitative data collection was used to collect the information via semi-structured interviews and face-to-face interactions with locals.

The findings of our study revealed that most of the respondents benefit from Educational tourism development, although there are some negative impacts that were mentioned by interviewees. Most of the findings of this study are supported by the results of previous studies which were mentioned in literature part of the research.

Keywords: Educational tourism, Economic impacts, Famagusta, Lefke, Northern Cyprus, Resident attitudes, EMU, EUL

ÖZ

Eđitim turiziminin bölge halkı üstünde önemli bir rolü vardır. Bu önemli roller şunlardır, ekonomik, sosyo kültürel ve çevre sorunudur. Bu çalışmanın temel amacı, ev sahiplerinin eğitim turizmini geliştirme konusundaki düşüncelerini arařtırmaktır.

Kuzey Kıbrıs'taki iki bölgenin Gazimağusa ve Lefke'nin ekonomik kaygısını Bu iki konum ve her birinin içindeki etki düzeylerini karşılaştırarak, "turizm" için gelecekte "genç" sayılan Lefke'nin gelişeceği yolu anlamamıza yardımcı olacak veriler toplamaktır. Eğitim Turizmi'nin Gazimağusa ve Lefke, Kuzey Kıbrıs'taki etkilerini ölçmek için, bu bölgelerde yaşayan 24 ev sahibinden veri toplanmıştır. Bu nedenle, çalışmamız için 20 yıldan fazla bir süredir orada yaşayan Gazimağusa ve Lefke, Kuzey Kıbrıs'taki farklı bölgelerden gelen yerel insanlardır, çünkü bizce eğitim turizminin gelişiminin etkilerini daha iyi fark eden insanlar bu bölgede 20 yılı aşmış yaşayan insanlardır.

Bu bilgiler röportaj şeklinde yerlilerle yüzyüze olacak şekilde yapılmıştır. Çalışmamızın bulguları, katılımcıların çoğunun, anketörlerin bahsettiđi bazı olumsuz etkiler olmasına rağmen, Eğitim turizminin gelişmesinden fayda sağladığını ortaya çıkmıştır. Bu çalışmanın bulgularının çođu, arařtırmanın literatür bölümünde belirtilen önceki çalışmaların sonuçları ile desteklenmektedir.

Anahtar Kelimeler: Eğitim turizmi, Gazimağusa, Lefke, Kuzey Kıbrıs, Ekonomik yararlar, DAÜ, LAÜ

DEDICATION

I would like to dedicate this thesis with love and admiration to my father Hamza Kervanlı, my mother Emine Kervanlı and my fiancée Guliya Kamaletdinova.

Thank you for everything.

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TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
1 INTRODUCTION	1
1.1 General Information about North Cyprus	1
1.2 Famagusta – Eastern Mediterranean University	2
1.3 Lefke – European University of Lefke.....	2
1.4 Importance of the Study	3
1.5 Aim of the Study	4
1.6 Objectives of the Study	4
2 LITERATURE REVIEW.....	6
2.1 Key Term Definitions	6
2.2 Importance of Tourism.....	6
2.3 Educational Tourism	8
2.4 Residents’ Attitude towards Educational Tourism Development.....	9
2.5 Types of Impacts	10
2.6 Economic Impacts	10
2.6.1 Positive Impacts	11
2.6.1.1 Supplementary Income and Job Opportunities	11
2.6.1.2 Improved Infrastructure	12
2.6.2 Negative Impacts.....	13
2.6.2.1 Cost of Living	13

2.6.2.2 Money over Impacts on Society.....	14
2.7 Theoretical Basis for Explaining Residents’ Perception towards Tourism Development	15
2.7.1 Social-Exchange Theory	15
2.7.2 Dogan’s Adjustment Theory	15
2.7.3 Power Theory	15
3 METHODOLOGY	16
3.1 Aim of the Study	16
3.2 Objectives of the Study	17
3.3 Methods and Methodology of the Research.....	17
3.3.1 Theoretical Explanation of the Methodology	17
3.3.2 Research Approach	18
3.4 Semi-Structured Interviews.....	18
3.5 Sampling of the Study	19
3.6 Sample.....	19
3.7 Back-Translation	20
4 DATA ANALYSIS	21
4.1 Economic Effects	22
5 DISCUSSION AND CONCLUSION.....	30
5.1 Discussion and Conclusion	30
5.2 Recommendations	34
5.3 Limitations of the Study.....	35
5.4 Directions for Future Research	35
REFERENCES.....	36

Chapter 1

INTRODUCTION

1.1 General Information about North Cyprus

Cyprus is one of the largest islands in the Mediterranean Sea. To be specific, it is the third largest island in terms of size and population after Sicily and Sardinia (World Atlas, 2018).

North Cyprus located in the northern part of the island. Even though the official language in North Cyprus is Turkish, majority of population also speak English (Reddick, 2010). According to last statistics the population of North Cyprus is 294,396. The urban population of North Cyprus is distributed as follows: Nicosia, 97,293; Kyrenia, 73,577; Famagusta, 69,838; Guzelyurt, 30,590; Iskele, 23,098. (TRNC Population and Dwelling, 2011).

For the last 40 years number of universities were established in North Cyprus, nowadays there are around 25 universities that operates in the TRNC and provide higher education to students. The most populated and well-known are Eastern-Mediterranean University (1979), Girne American University (1985), Near East University (1988), Lefke European University (1989) and Cyprus International University (1997). Among recent ones there are Cyprus Health and Social Sciences University (2016), University of City Island (2016), Cyprus West University (2017), Arkin University of Creative Arts and Design (2017) and many more.

One of the main reasons behind establishing the high number of universities is that a small island, such as Cyprus, has an opportunity to build long-run economic growth in the region by improving tourism industry (Ongan S., Demiroz D. M., 2005). Due to students represent educational tourists, therefore we can consider development in educational niche as a development in tourism sector.

1.2 Famagusta – Eastern Mediterranean University

Famagusta is an important commercial hub of Northern Cyprus with population over 69,838 (2011) and 18,000 students of EMU only, without taking into consideration the fact that at least three more universities are operating in the city. Main activities in Famagusta region, that affect economy of the country are: mass tourism during high season (from May to October), construction business, which is developing with growing number of students, and one of the most influential is provision of education or in other words educational tourism (Zaman Yazarlari, 2013).

Eastern Mediterranean University was established in 1979. For almost 40 years the university represents itself as an important employer by providing hundreds of jobs to local people, supplies significant income which affects the local economy (Katircioglu S., Ali Bicak H., 1996). The university also raises a qualified workforce that stimulates the city's industry and makes communications industry viable.

1.3 Lefke – European University of Lefke

Lefke is a small city in North Cyprus located on the north-western part of the island. The population of the town is around 11,357 people (TRNC Population and Dwelling, 2011). Due to rapid growth of the town, in 2016 Lefke was proclaimed as a separate district (Kibris Postasi, 2016). Lefke is also known for its rich agriculture, especially citrus, lemon, olive, grape, flowers, herbs and vegetables (Cetinkaya G., Sunalp C.,

2018). That's why for a long period of time inhabitants of the town and near regions have been earning money through selling their products.

The European University of Lefke (EUL) was established in 1989, and nowadays position itself as a leading brand of education in the west of the TRNC. So, we can only assume the economic impacts that university has on the host community, due to no researches were done on this topic previously in Lefke region.

1.4 Importance of the Study

The reason behind choosing this topic is that as a local resident of Lefke region and a student of Eastern Mediterranean University in Famagusta, both regions are important to me and I am able to observe that in the TRNC "educational tourism" represents one of the most important source of income for economic base of the country by providing job opportunities for local people and students; increase the income of the country by tax issues and by receiving money into the local economy that international students spend during their stay on the island.

However, for me as local resident, there are some negative impacts as well that educational tourism brings to North Cyprus. There are some concerns, such as increase in cost of living (high house rent, high prices for food, etc), changes in the hosts' way of life, high competition for a workplace, etc.

Over the past years none of the studies were focused toward economic effects of Educational Tourism on host communities in two different regions of North Cyprus (Famagusta and Lefke) and no comparison was done in order to assume the future development and possible effects on the community from locals' point of view. So, from different perspectives of host community we are going to compare and contrast

the development of two universities and their effect on local residents in terms of economic impacts.

1.5 Aim of the Study

The main concern of the study is to investigate how the local community responds to the growth of Edu-tourism in two regions of North Cyprus – Famagusta and Lefke.

Therefore, three main aims were formed:

1. To determine economic impacts of educational tourism on host community of Famagusta and Lefke regions, due to development of EMU and EUL.
2. To determine hosts' perception and reaction on economic impacts – both positive and negative impacts, in Famagusta and Lefke.
3. To compare the perceptions of residents of two regions in North Cyprus in order to understand if both universities have similar impacts, what may help to develop the niche in proper way.

The research questions that are provided bellow were formed as a result of research aims determination:

1. What are the possible economic impacts that Educational tourism brings to host community of Famagusta and Lefke? What are the positive economic effects? What are the negative economic effects?
2. How does residents react to those impacts and why? Does it affect their family members or them directly or indirectly?
3. Will the further development affect residents? If yes, how?

1.6 Objectives of the Study

To achieve the aims, which were stated above, the following objectives were determined:

1. To acquire necessary knowledge about economic impacts and their effect of host community by collecting and analyzing appropriate academic literature.
2. To develop set of questions and interview local people, in order to collect in-depth information related to their perception on development of educational tourism and its' impacts on community. The data collection will take place in Famagusta first and then Lefke.
3. To compare actual result gained from the interviews with literature review.

Chapter 2

LITERATURE REVIEW

2.1 Key Term Definitions

Tourism or voyage originally means “movement with the intention of trade and conquest. In the modern day this phenomenon has experienced a drift toward pleasure which serves as a symbol of social status. Influenced by hypermedia like social networks, web-based promotions, and greater leisure awareness, tourism has become one of the fastest growing industries in the world” (Holden, 2000).

Educational tourism was described by Bodger (1998) as “... 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”.

Tourists are “individuals or groups who travel to and stay in places outside their usual environment for more than 24 hours and not more than one year” for purposes including study, business, leisure and other activities (World Tourism Organization, 2012).

2.2 Importance of Tourism

Interest in tourism activities is increasing rapidly day by day and one of the reasons behind it is that tourism has high contribution on economy of the country or specific region (Kim, Uysal, & Sirgy, 2013). Similar to other islands, economy of the TRNC is mainly based on service sector. Therefore, mass tourism and educational tourism

were used as primary sectors for economic growth and further development in North Cyprus (Katircioglu S., et al., 1996). If we will consider tourism as an export industry, then according to world ranking it is 4th industry after export of fuel, chemicals and automotive products (Zima, 2011).

Tourism niche was studied by scholars from different prospective of economic impacts on local population, for instance, there are studies of impacts related to tax generation and economic diversification (Kim, Uysal, & Sirgy, 2013; Hanafiah et al., 2016), another study was conducted on job opportunities and employment of host community (Hanafiah et al., 2016). Many countries still rely on tourism sector development due to it represents source of income for the country and helps to further economic growth (Uysal, Sirgy, Woo, & Kim, 2015).

Traditionally, impacts of tourism development can be divided into three main categories: economic impacts (Dwyera, Forsythb, & Spurrc, 2003; Tosun, 2002), socio-cultural impacts (Besculides, Lee, and McCormick, 2002; Inoue, Lee, 2011) and environmental (Uysal, Sirgy, Woo, & Kim, 2015, Fresnoza, 2008; Andereck, Valentine, Knopf and Vogt, 2005). Each type of impacts that were mentioned above, can be divided into two more categories such as positive and negative, what describes how the local community responds to each effect (Nejati, Mohamed, & Shida, 2014; Dogan, 1989). For that reason, we can assume that all type of changes in tourism sector affect attitudes of local community toward those in positive or negative way.

Some of the researchers propose that attitudes of host community toward tourism development has a significant role due to it may affect the tourists' experience during their stay in the country. For instance, hosts who encouraged in tourism development

have more positive attitudes towards tourists, therefore tourists have better travel experience and more likely to revisit destination again and have a positive feedback about it, what helps to attract more tourists further (Andereck & Jurowski, 2006).

2.3 Educational Tourism

Nowadays, the importance of educational tourism increased due to its contribution to tourism policy setting and its assisting in creation of public and private area for local community (Chew & Croy, 2011 cited in Hendijani, 2016). Acquiring a higher education is considered as an educational tourism, which has some advantages, such as contribution to the local economy, provision of jobs and increase of national income, also the destination in future can be considered as a tourism destination (Katircioğlu, 2010).

Some scholars suggest that educational tourism consist of different formats, and all the formats may include several numbers of items, such as school trips, study abroad experiences, seminar vacations, training, internships, conferences, international exchange-student programs, language courses, and many more (Tarlow, 2008, Sayre & King, 2010).

For the last 3 decades the number of student (i.e. educational tourists) grew constantly and Educational tourism became one of the most popular reasons of travelling abroad (Hashemipour & Manesh et al., 2011). According to statistics, top 3 countries which provide students include China, India and Republic of Korea. The most attractive and favorable destinations for educational tourism are mainly USA, some Europe countries, Oceania region and Japan. In total, abovementioned countries accommodate around 60% of students worldwide (UNESCO Institute for Statistics, 2009 cited in

Hashemipour & Smadi, 2010). That resulted in some difficulties for other countries to promote and advertise their destinations for educational tourism (Cubillo, Cerviño, and Sánchez, 2006). Governments of many countries start using an intense strategy to promote their schools as educational tourism destinations, in order to attract more students (Blight, 1995).

Moreover, according to some researchers it was stated that countries which are offering educational tourism tend to be wealthy and had competitive advantage in the tourism niche; therefore, it was assumed that educational tourism has a direct relation with prosperity and richness of the host destination (Rico & Loredana, 2009).

2.4 Residents' Attitude towards Educational Tourism Development

In order to understand what residents' attitudes toward tourism are, there is a need to find out whether locals support development or they act against those developments (Yu, 2011).

In some destinations, due to dependence on tourism sector (job opportunity, income growth, improvement of infrastructure), local community has more positive attitudes and behavior towards developments of educational tourism (Hendijani, 2016). Furthermore, it was suggested that hosts perceive mainly positive impacts, even if both – positive and negative were revealed (Andereck & Vogt, 2000; Hendijani, 2016). Most of the time this dependence presented in terms of economic impacts (Ardahaey, 2011), and residents who has higher income dependence on tourism tend to have more positive attitudes rather than those who has nothing to do with developments of tourism (Yu, Chancellor, & Cole, 2011).

2.5 Types of Impacts

It is a well-known fact that nowadays tourism sector affects many other industries in different countries. As it was mentioned previously, in the literature the impacts of development of tourism are always divided into three main categories. First category - economic impacts such as tax revenue, increased job opportunity, inflation and local government debt. Second - socio-cultural impacts which includes elements such as resurgence of cultural traditions and ceremonies, increased intercultural communication and understanding, increased crime rates and probability of changes in host community's culture. Third - environmental impact containing elements such as protection of natural heritages, parks, wildlife, increased crowding, air, water and noise pollution, wildlife destruction, vandalism and litter Andreck's word in Kathleen L. Andreck, Karin M. Valentine, Richard C. Knopf, Christine A. Vogt's article (2005).

Particularly in this study I am concentrated on the economic impacts that Educational tourism brings to the society of two regions of North Cyprus – Famagusta and Lefke.

2.6 Economic Impacts

According to the definitions that were provided by previous studies, tourism economic impacts define any kind of economic changes (positive or negative) which occur due to growth of tourism industry. (Gursoy, D., Chi, C.G. and Dyer, P., 2010; Lin, 1999; Long and Kayat, 2011). Economic impacts in tourism include all type of expenditures which goes for needs related to employment in tourism sector direct or indirect (direct employment - hotel workers, airline workers, travel agencies and other jobs related to travel niche, indirect employment – workers who improves infrastructure of the

destination in order to attract more visitors) (Blanke and Chiesa words in N.Hammad, S. Zamberi Ahmad and A.Papastathopoulos article, 2017).

2.6.1 Positive Impacts

2.6.1.1 Supplementary Income and Job Opportunities

It was felt that tourism is now providing a supplementary income to local communities (Malviya, 2005; Padure & Turtureanu, 2005) as well as new employment opportunities (Mason, 2008). These impacts result in improved tax revenue and personal income, increased standard of living, and an improved attitude towards work. (Haralambopoulos and Pizam as cited in Andereck K.L et al., 2005).

One of the most significant positive economic impact of tourism development includes job opportunities (Mason, 2008). Job opportunity can be created directly and indirectly (Roche, 1992 cited in Weaver & Lawton, 2002:250). By direct creation it is meant that employees needed in restaurants, cafes, hotels, airports, i.e. in the places which are directly related to tourism industry. By indirect creation of employment, we mean job opportunities where employees needed in order to support tourism sector, e.g. infrastructure development – building of roads, airports, etc. (Marvell & Hayward et al., 2005)

There is strong perception among residents of increased employment, investments, and profitable local businesses (Lui and Var as cited in L. Andereck, et al., 2005). It was found strong support for the economic benefits of tourism. Local crafts and arts, such as lace-making, have also been revitalized, again providing extra income for villagers, whilst several respondents also commented that, generally, they believed that there is a growing awareness amongst the villagers of the importance of the island's cultural heritage. (Sharpley, 2002)

Another positive economic impact is the income for the government from tax generation. During trip, tourists pay different kind of taxes (air ticket sales tax, tax on import of goods, hotel occupancy tax, etc) (Croes, 2000) directly to the government or indirectly, what makes government benefit from taxes (Goeldner & Ritchie, 2009).

As stated by Sarjit S., Ahmadian M., Abu Samah A. 2012, in fact, the residents acknowledged the economic impact of international students on the Malaysian economy and the creation of more opportunities for local residents. International students in the nearby college / university are main source of income; they made more opportunities for local entrepreneurs and for foreign entrepreneurs. International students have given economic benefits to local people and small business. International students created employment opportunities for local residents. The presence of international students has increased the standard of living (Sarjit S., Ahmadian M., Abu Samah A., 2012)

Also, in many studies that were conducted previously it was mentioned that economic impacts which has positive effect on locals embrace economy of the country to grow by provision of job-opportunities and opportunities to increase income of local people (Long and Kayat, 2011; Mensah, 2012; Rahman, 2010). That's why many countries choose tourism industry as a main tool to develop their economy (Rahman, 2010).

2.6.1.2 Improved Infrastructure

Moreover, tourism helps to develop infrastructure of the country, by building new roads, or repair the old ones, improve the quality of the roads and public facilities. Not only tourists are using new or developed facilities but residents as well. (K. L. Andereck, K. M. Valentine, R. C. Knopf, C. A. Vogt, 2005)

2.6.2 Negative Impacts

2.6.2.1 Cost of Living

Economic impacts which are considered as negative, mainly are: increase in cost of living, rapid growth of prices for products, fluctuation in prices of flats for rent or sale (Gursoy et al., 2010; Lin, 1999; Yu, 2011). Musinguzi (2012) stated that another negative economic impact is that there is high competition for a workplace, due to most of the workplaces are already occupied by non-residents, and no jobs for hosts left. Eraqi (2007) mentioned that in tourism sector the wages are very low, because locals are not interested in service-type of jobs like hotel worker, housekeeping or security.

As a result of the high prices, most respondents indicated that they were losing potential domestic business whilst overseas visitors try to negotiate lower prices. (Sharpley, 2002)

The high rents and the expensive prices cause the local people not to attend the facilities and to have negative feelings towards tourists and their activities. Little attention is paid to the inspirations and expectations of the local people because of the tourism development processes. (Gunce E., 2003)

We know more and more communities are trying to develop Tourism just to enhance the quality of life of their residents. But not all of them succeed while trying to improve they can bring negative impacts. Conversely, the studies found residents perceived an increase in the prices of goods and services. Other resident attitude studies have generally reported positive attitudes, such as improved economic quality of life McCool, Martin, Perdue, Long and Allen's word in Andereck K.L et al., article.

Alternatively, there have been reports of no perceived benefits on some of the items in several studies, especially those items related to more jobs or related quality (Brunt and Courtney as cited in Andereck K.L et al., article, 2005).

In addition, as study conducted by Akis S., Peristianis N., Warner J., (1996) tourism is one of the major issues, research showed that the biggest complaint of residents is that tourism is a cause of increased prices for goods and services. For example, tourism can also increase the standard of living Lui and Var' words in Andereck K.L, et al., article.

The prices of goods and services have been increased due to the presence of international students. The presence of international students has increased the value of real estate (housing) (Sarjit S. et al.,2012).

Another study also supports the idea of negative economic impacts that tourism brings to the society. The study revealed that locals' perceptions impacts which affects them negatively in terms of prices and any other costs, affect their attitude toward tourism development in Abu Dhabi. Similar results also supported the idea of changing attitudes and behavior of hosts with increasing level of environmental impacts (N.Hammad, S. Zamberi Ahmad and A.Papastathopoulos, 2017).

2.6.2.2 Money over Impacts on Society

Al-Masroori (2006) suggested that when locals benefit from tourism growth their attitudes and behavior change proportionally. For example, the more advantages resident has from tourism development, the less he/she will pay attention to another side of a medal, which means that negative impacts of development will be ignored.

2.7 Theoretical Basis for Explaining Residents' Perception towards Tourism Development

2.7.1 Social-Exchange Theory

Theory explains residents' behavior and attitudes toward the travel industry as an exchange between the advantages and costs that residents get from the travel industry development. Locals are bound to support those developments if they see higher positive effects (benefits) than negative effects (costs) from the travel industry. As long as host community trust that benefits surpass costs, it legitimizes their positive attitudes and behavior towards the travel industry development.

2.7.2 Dogan's Adjustment Theory

This theory recommends that travel industry brings both positive and negative impacts, yet their particular dimensions change contingent upon the socio-social structure of the nation and the dimension of improvement. As indicated by the theory the local's reaction differs as indicated by the received costs and benefits. There are five fundamental social stages for managing the impacts of the travel industry: resistance, retreatism, boundary maintenance, revitalization and adoption.

2.7.3 Power Theory

According to this theory individual power (in light of property, money, skills, knowledge and competence) influences one's capacity to exploit exchanges. The theory proposes that "no-power" hosts are more favorable towards the travel industry development than those with "power-even" the fact that both may monetarily rely upon the travel industry.

Chapter 3

METHODOLOGY

3.1 Aim of the Study

This research was conducted in order to understand residents' perception towards development related to educational tourism in two different regions: Famagusta – which is considered to be developed destination for educational tourism and Lefke – which is considered to be developing destination.

This study mainly focuses on economic impacts of Educational tourism and tries to investigate how these impacts affect locals' lives and what are the changes that were brought to the community by these impacts.

Thus, the thesis has three main aims:

1. To determine economic impacts of educational tourism on host community of Famagusta and Lefke regions, due to development of EMU and EUL.
2. To determine hosts' perception and reaction on economic impacts – both positive and negative impacts, in Famagusta and Lefke.
3. To compare the perceptions of residents of two regions in North Cyprus in order to understand if both universities have similar impacts, what may help to develop the niche in proper way.

3.2 Objectives of the Study

To achieve the aims, which were stated above, the following objectives were determined:

1. To acquire necessary knowledge about economic impacts and their effect of host community by collecting and analyzing appropriate academic literature.

2. To develop set of questions and interview local people, in order to collect in-depth information related to their perception on development of educational tourism and its' impacts on community. The data collection will take place in Famagusta first and then Lefke.

3. To compare actual result gained from the interviews with literature review.

3.3 Methods and Methodology of the Research

3.3.1 Theoretical Explanation of the Methodology

In academic world commonly used two approaches for research conduction: deductive approach and inductive approach. The main difference between these approaches is that deductive approach develops with theory formulating process (hypotheses), then moves to data collection process, in other words this approach works from generalizing to more specific (Babbie, Halley, & Zaino, 2003). Also, known as "top-down" approach (Lancaster, 2005). Deductive approach is commonly associated with quantitative data.

Whereas, inductive approach is totally opposite. The research develops from something specific and then, after data collection is done, theory can be generalized (Repping & Romanenkova et al. 2006). Also, known as "bottom up" approach (Trochim, 2006). The theory construction approach (inductive) is more commonly associated with qualitative data.

According to the aims and objectives, an inductive approach was utilized due to research has started with observing the empirical world (literature review) and then reflect what is taking place (data collection). In other words, as it was explained above, the research was conducted by collecting the information from literature review, data collection and then theories were developed.

3.3.2 Research Approach

The qualitative data is considered to be subjective and helps to collect real, deep, rich and detailed information. The data which is collected by applying qualitative data collection can't be generalized (single case study). In this case results can't be quantified (expressed numerically) and deals with non-probability.

As we were not interested in collecting the data which is expressed numerically but focused on “people’s lives, their stories and behavior” (Dei & Johal, 2005) from respondents’ point of view, the qualitative data fits aim and objectives of our study. Moreover, the concept of educational tourism itself is a new for the academic world, therefore more information needed to be gathered, also, no researches were done by using comparative method between two regions in North Cyprus, a qualitative approach seemed to be the most suitable approach.

3.4 Semi-Structured Interviews

Semi-structured interviews took place during the research. Which refers to prepared set of questions in advance, however, was free to modify and correct their order based upon respondents’ perception of what seems most appropriate in the context, can change the way they are worded, give explanations, and leave out particular questions which seem inappropriate with a particular interview or include additional ones. Moreover, we tend to learn about the perspectives of individuals, getting people to talk

about their personal feelings, opinions and experiences which are the results of Edu-tourism. The semi-structured interviews were used to collect the data and measure the effects, to get richer and detailed data and to understand behavior from locals' own point of view.

Interviews considered to be the most common and effective way of collecting data in qualitative research due to while conducting an interview, history of each person can be heard, different live experience, detailed and in-depth information which is changing from one respondent to another (Ritchie & Lewis, 2003).

3.5 Sampling of the Study

Purposive sampling technique was utilized to select the respondents for the data collection process. Purposive sampling enables the researchers select people according to their own judgements, what will help to get answer to their research questions and to meet objectives of the research. In particular, purposive sampling refers to “selecting participants who serve a specific purpose consistent with a study’s main objective” (Collingridge & Gantt, 2008). In other words, local people with different occupation, economic status, age, gender were selected in order to avoid bias in the study, which were chosen purposely.

3.6 Sample

To measure the impacts of Educational Tourism in Famagusta and Lefke regions, North Cyprus, data was collected from host residents of that regions. So, the sampling of our study is local people from two regions of North Cyprus (Famagusta and Lefke) who lived there for more than 20 years, because in my opinion, those people are the ones who noticed the effects of development of educational tourism better than those who lived here smaller period of time. Semi-structured interviews were conducted

between October 2018 and December 2018. The purpose of interviews was to discuss changes related to development of both universities in Famagusta and Lefke with local people. Prepared set of questions helped to learn more about impacts that affect community and get a broadened perspective of those. As it was mentioned previously, interviews were drawn from residents with different occupations, in order to get different points of view. Among respondents there were academic workers from both universities, policemen, fisherman, architecture, municipality staff, etc.

The length of the interview varied from one respondent to another, on account of details provided, how fast the person started opening the topic, how talkative the person was, etc. Interviews were conducted mainly at the homes or working place of the interviewees, which were dealt in advance. During interviews, responds of the locals were tape recorded with the permission of respondents. Before starting an interview, the respondent was informed that information that is provided by him/her will be seen only by researcher (me) and my supervisor, and in case of publication respondent will stay anonymous.

3.7 Back-Translation

The interviews were designed in English, later on for the interview conduction were translated into Turkish because it was more convenient to interview locals in the language, they can express their ideas better. After interview conduction, all the interviews were back translated from Turkish to English by me.

Chapter 4

DATA ANALYSIS

24 interviews were conducted with residents of Famagusta and Lefke regions. There were 14 males and 10 females, where 6 males and 6 females were interviewed in Famagusta region and 8 males and 4 females in Lefke region. In order to avoid bias in the study, respondents were purposively selected with different occupation and different economic status, such occupations were included: café worker, gym manager, owner of construction company, professor, fisherman, architecture, restaurant owner, police officer, farmer, nurse, teacher, cashier, teacher, hairdresser, hodja in mosque, retired and housewife. The age of the respondents varied from 33 to 75 years old. All the interviewees were Cypriots who lived in Famagusta or Lefke for more than 20 years. The reason behind choosing this sample is that this category of local people can compare the life before and after development of Universities (both EMU and EUL). In the interview participated respondents with different marital status, out of 24 respondents 7 people were divorced, 3 single, 13 married and 1 widow. Each of them had answered 7 questions, which were prepared in advance but were freely modified during interviews in order to get in-depth information. We have heard different opinions about an educational tourism and how it affects the economy of Famagusta and Lefke.

4.1 Economic Effects

Our respondents couldn't point out only one economic impact. However, all agreed that the developing of educational tourism in North Cyprus, in both regions Famagusta and Lefke, brought a lot of changes to local peoples' life.

The first impact that was mentioned by many respondents is job opportunities. 19 out of 24 respondents stated that more job opportunities were provided, and unemployment rate went down. This impact had more influence In Lefke region, due to 11 out of 19 were residents of Lefke.

R2: "...the most important impact is a job opportunity for women. After the divorce, I was worrying that it will be very difficult to find a job for uneducated women with 3 kids, but because of the university, I found a job in the campus as an assistant of cook".

R21: "...it brings more job opportunities to other members of our community. Not everyone becomes an academician in University, it also needs other staff like cleaning workers, cooks in restaurants and bars, bus drivers, etc."

R24: "My daughter graduated from business department in EUL, and now working as a teacher in here. My son opened rent a car company because in Lefke now there is very big demand for it. My husband has been working as a security for very long time in EUL".

As, we can see from citation above and by analyzing other responds, development of educational tourism in both regions affected the locals' lives by providing more job opportunities to the respondents and their family members.

Another factor that came out was cost of living. Many residents of Famagusta mentioned that prices for goods and services have been changed a lot since the development of educational tourism. Most of them talking about food and rent prices.

In total 7 respondents stated the negative impact about increase in price, where 5 of them were from Famagusta, which means that in Famagusta region locals has higher perceptions about the negative impact of cost of living. R4: “Houses in different regions of Famagusta became very expensive. Before they were cheaper”. R9: “Since development of EMU our cost of lives has increased steadily and day by day some of the residents’ experiences difficulties to finance them”. R1: “...for 35 years there is a noticeable change in the value of the money. If before we could afford a lot of things for the salary I had, now everything became very expensive.”

However, very few respondents – 2 out 12, mentioned cost of living as a negative impact in Lefke region. R19: “...everything became very expensive. If before 50 tl were enough for 5-day food ingredients, now it’s not even enough for 1-day”. R24: “...but the only bad thing is that prices became too high. With my little pension I cannot afford many things”.

For some residents, the city development during these years was noted as important impact. As a fact, tourism industry brings a lot of money to the county in direct or indirect way. Later on, the money is used by the government in order to improve infrastructure of the city. 9 out of 24 respondents mentioned this impact, where 3 were from Famagusta and 6 were from Lefke. Consequently, Lefke has noticeable change in the infrastructure of the city, that half of the Lefke interviewees stated it.

R5: Because of Edu-development our government and investors improving facilities and city appearance as they are building more residential houses, malls, supermarkets and opening public parks. I think if EMU would not develop, Famagusta won't grow as a city.

R8: “Due to university I saw the process of Famagusta development in different aspects such as: public facilities, transportation within the city, malls, markets, cafes and restaurants.” The interesting point was mentioned by Respondent 7.

R7: We also experienced social advantages for our community such as the number of facilities (supermarkets, malls, restaurants, shops and entertainment facilities) is rising. It is clear to understand that these social developments were made because there was a demand from students, although locals got a great favor to use these places.

In Lefke also, many respondents mentioned about infrastructure development and how it has changed since development of the university. R13: “As I noticed, more shops opened, more dormitories and other buildings were constructed. This way, I guess that our small city can become as popular as Girne now”.

R22: Noticeably, infrastructure of the town improved. If before, to buy different products we had to go to Guzelyurt, now more supermarkets are opening, what makes our life easier, or chain of coffee shops like Roberts, Gloria Jeans opened recently as well.

All of them saying that because of student flow the government has started to work on city’s infrastructure in both regions of North Cyprus.

To the question “Does, the development of Educational tourism affects you or your family?” most of the respondents answered in one voice ‘YES’. Frankly speaking, all of them got affected by the development of EMU or EUL directly or indirectly. It’s not a secret that a lot of local people are working for or with the universities.

R10: It affects me and my family. Because recently I am working close to EMU in a small market and benefitting from it. In addition, my father has a local business (restaurant) in Salamis road, and the business operates due to number of students-customers.

R12: “All of us were involved in the process. For someone it’s a work in EMU, others opened new companies, house rent, car rents, and shops. The edu-tourism development has affected everyone directly or indirectly.”

In Lefke also many respondents were affected by development of EUL indirectly. R18: “I think every business in Lefke was affected by developing of University. More clients, more money, more opportunity to extend the business”. R21: “It affected me positively by providing opportunity to develop my construction business.”

And directly, by providing job opportunities. R20: “It affected me a lot. I have studied here in EUL all degrees that have, including bachelor, masters and PhD. So, now I am working as a full-time teacher.”

Analyzing and comparing the answers of respondents of two regions we can say that most of the residents of Famagusta were affected directly (providing job opportunities to residents or their family members) from EMU development, however, in Lefke region the impact on host community is mainly indirect (affecting local business).

Development of educational tourism in both regions is a way for locals to manage their business and have supplementary source of income. 9 out of 24 respondents were mentioning this impact in their interviews. R6: “Obviously, it has economic benefit for the country and local people. There is no point to conceal the fact that the students are the main income for the economy”. R10: “...my father has a local business (restaurant) in Salamis road, and the business operates due to number of students-customers”. R17: “...more clients, more money, more opportunity to extend the business”. R15: “I own a farm in my village, and if before 90% of agriproduct we were

selling to retailers in Lefkosa and Girne, now more than half we sell in Lefke, because of growth of number of students”.

In both regions, developments of educational tourism affected local businesses and consequently, income of the residents. Most of the respondents are seeing more positive economic impacts than negative. The most common answer was “job opportunity” as a main factor. The host community are dealing with high pricing for rent, goods and services.

In Famagusta some of the respondents believed that developments of educational tourism bring both negative and positive effects.

R1: In my opinion, both are equally affected our community. In terms of positive – it brings a lot of job opportunities, especially for those who had houses close to EMU or had financial resources to build new apartments for rent. They are bringing their money back and even more by renting those houses or selling territories for constructions.

R1: “In terms of negative impacts, everything became very expensive”. R9: “It brings equal positive and negative impacts to Famagusta residents because people live differently, for some it brings more impacts then to others”.

Other ones believed that positive effects are greater. R2: “I believe that just positive impacts are more important. For example, a lot of job opportunities for locals, good education for our kids. If there was no university”. R3: “For me personally, the positive impacts are greater. If there was no student, who knows how our lives would be. Who knows if I had another opportunity to educate my kids and spend my retirement with no problems?”

And third category stated that negative impacts are greater. R4: “In my opinion, negative economic impacts are greater because houses are very expensive”

Most of the respondents in Lefke region stated that they perceive greater positive economic impacts rather than negative. R15: “For me as a farmer, it has more positive effects than negative. Yes, the prices are higher, but we earn more as well”. R13: “I think that positive side of the development is that the government and local people has more opportunity to earn money and more money are circulating in the economy”. R17: “From my point of view, of course it has greater positive effects”.

However, some of the respondents mentioned that they perceive both impacts.

R13: Both. Mainly negative impacts are related to increase in crime rate, car accidents, fights between students, loud music and other social impacts. However, I think that positive side of the development is that the government and local people has more opportunity to earn money and more money are circulating in the economy.

Surprisingly, in Lefke it was not mentioned that negative impacts are greater than positive.

Most of the people who took a part in interviews in Famagusta believe that educational tourism can be changed from negative to positive sides. At least half of respondents supported the idea of competent control and regulations that could change impacts more beneficial for locals. R1: “I think it depends on how the government is going to take care of these impacts.” R5: “I don’t see any negative economic impacts on the community, only environmental. But it’s related not only to students but locals as well” R7: “As I already said positive impacts are always greater therefore, we can change

negative to positive. And I know that EMU already tries their best to overcome negative effects on local communities”

In case of Lefke, due to most of the respondents did not consider negative impacts as influential effects on their lives, therefore just some of them who mentioned increase in price stated:

R15: I believe that it can be changed if our government will learn how to control money in the country. Because prices are settled by government. Therefore, if government will control it, we will not have that many fluctuations in the prices.

However, by some interviewees it was mentioned that negative impacts are related to other types of impacts such as social, cultural or environmental. R14: “Most of the negative impacts are related to social live not the economic. That’s why I believe that even if they can’t be changed, we have great positive impacts on our community”. R13: “I think it will not change to positive side, because by getting benefits from development we sacrifice by giving something else. In our case it is our quite lifestyle.”

In terms of future development in both regions it was mentioned about job opportunity, growth of the universities and increase in number of students. R2: “I believe that with the development much more students will come to the island and it will help our kids to find good jobs and continue their life relaxed”. R7: “I will definitely say that EMU will prosper in terms of quality of education, create suitable atmosphere for students and locals and improve standards of our life”. R8: “Hopefully, EMU will grow in the future and will be prolonged, which means local community won't suffer from unemployment and shortage of finance”. R17: “According to what is going on right now in the town, I can guess that more shops are going to open, more dormitories or

flats for rent, what will provide more job opportunities to our local residents”. R19: “I think it will bring more job opportunities and sources of income to local community.”

Therefore, both regions developed in the same direction, what will bring more opportunities for local community to increase income, provide more jobs and will assist in opening new businesses.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Discussion and Conclusion

According to the literature, tourism has a huge impact on local community and country in general (Kim, Uysal, & Sirgy, 2013) and Educational tourism became one of the most popular reasons of travelling abroad (Hashemipour & Manesh et al., 2011). So, the study was conducted in order to understand locals' perceptions towards developments of educational tourism in North Cyprus. Two locations of research were chosen: Famagusta region and Lefke region. Famagusta considered as developed destination for educational tourism due to reputation of EMU, and Lefke is a developing destination due to compare to EMU, EUL recently started developing as an educational tourism destination.

The findings of our study revealed that most of the respondents benefit from Educational tourism development, although there are some negative impacts that were mentioned by interviewees. Most of the findings of this research are supported by the results of previous studies which were mentioned in literature part of the paper.

First, locals have significant economic advantages. Hefty 80% of the respondents said that with the development of Edu-tourism unemployment rate was decreased and most locals got job opportunities. Some residents were affected directly by getting a job inside the university as a teacher, security or café worker, some of them were affected

indirectly like owner of construction company had more projects, and last group of locals were not influenced, however their family members were. By comparing results from two regions, the more influential region is Lefke due to all the respondents mentioned job opportunity as a benefit from the developments. This finding was equally same with the finding of Lui and Var as cited in L. Andereck, et al., 2005; Mensah, 2012; Mason, 2008; Long and Kayat, 2011; Rahman, 2010.

Moreover, income of local community and economy of the country noticeable went up. In both regions supplementary income was mentioned equally important. As it was stated in the article of Sarjit S., Ahmadian M., Abu Samah A. 2012, the same results were revealed in Malaysia, Klang Valley. Also, similar findings were mentioned in the researches of Malviya, 2005; Padure & Turtureanu, 2005.

Despite economic impacts there are some impacts which are related to improvement of the infrastructure. For example, because of Educational-tourism the numbers of facilities within the city are increasing day by day. New parks, residential houses, malls, supermarkets and playgrounds are opening. That shows that Famagusta could not grow as a city without help of EMU development. The same results were revealed in the study of Andereck K.L, et al. in Arizona, 2005. From these findings we can clearly identify that the development of Educational tourism really helps for prosperity of the city in terms of facilities and infrastructure. By comparing Famagusta and Lefke, more respondents from Lefke mentioned about improvement of infrastructure. I can only assume, that Famagusta already passed that period when locals were surprised with every new opened shop, supermarket or cafes, however residents from Lefke has higher perceptions toward these improvements.

Even though we have revealed positive effects there is one negative impact which is important for locals. With the development of Educational-tourism, the cost of life rapidly went up in Famagusta and Lefke, what is leading to difficulties for families to finance their life. According to responds, Famagusta community members are more focused on this negative impact, whereas in Lefke only 2 people mentioned it. Therefore, maybe in Lefke prices are still affordable for the local community compare to prices in Famagusta. These confirm the previous study's finding which was conducted by Lui and Var' in article of Andereck K.L, et al.; Gursoy et al., 2010; Lin, 1999; Yu, 2011.

Local people are very happy with the development of Edu-tourism in Famagusta as in most local families there is at least one person who works within EMU or EUL. Due to, they benefit from students, many people get job opportunities and private businesses with the demand from students' side. There are several private companies who run their business outside the University, but get the certain level of benefit, and these people claim that Edu-tourism have more positive effects in all aspects. However, we should not forget the statement that the development of Edu-tourism has also brought some negative impacts which affected families. For example, there is one family, who needed to move to Famagusta in early 80s but as on that times EMU was just started operating, this affected their family very much, as the cost of life in Famagusta went up suddenly and they faced financial difficulties. There are many local residents who work for EMU more than 30 years, which definitely guarantees them safety in workplace and good constant financial support in terms of salary to finance their families. In case of Lefke, also many respondents were affected by

development of EUL by having an opportunity to start working, to be promoted as a teacher, or just having more projects for dormitories construction.

Of course, for such small cities with limited opportunities the benefits of any sphere would be a positive development. In our case, most of the interviewees claimed that Edu-tourism, specifically EMU and EUL has greater positive effects on their life and on the city itself, because as it was mentioned before there are lot of factors which proves it. As for North Cyprus one of the general economic income comes from Educational tourism, it shows that may be community would be in a bad and undeveloped situation? Who knows? Even though, we had some respondents whose answers claimed that the effects of Edu-tourism are equally same, so they could not separate them. Obviously, Edu-tourism is good opportunity for Famagusta and Lefke to prosper and develop in terms of the city. Although it brings negative effects as well as positive ones, on how you evaluate these two effects mostly depends from which side you are looking from. If you are interested on just making income and money, it is great chance to have foreign students and the university in this city. Because, you might have so much ideas to run businesses which are demanded. Local community is supporting developments of Edu-tourism, because their city is growing day by day. They are all sure that positive effects will always soar, and Famagusta and Lefke will be much more developed and grow as a city. As tourism student I agree with these statements, because when there is one specific sphere in the city which is growing, it will enrich whole population with positive effects where it is located. Therefore, residents of Famagusta and Lefke are sure that positive effects will be lasted as long as Edu-tourism will last.

On the other side, it is impossible to share just positive effects; there are significant negative effects of Edu-tourism, which are mostly related to cost of leaving and increase prices. The negative effects of Edu-tourism might be easily changed to positive and destroy this fear of host-community if students would be little carefully with their behavior and show some level of respect to them.

Furthermore, despite to the concerns and fear of host community, they truly believe and wish that Edu-tourism will always develop in the future. Clearly, they are sure that with the continuous development, it will constantly bring more positive results and effects as it always does. We all know that if the reputation of North Cyprus as a destination with high concentration of Educational tourism will always prosper, there are much more guarantee for locals to get benefits from it. Since the development of Edu-tourism in both regions of North Cyprus the standards of life of host community mildly improving in terms of different aspects, which are in need for modern life.

5.2 Recommendations

According to results that were revealed during this study, some recommendations were produced:

1. Due to one of the main negative impact was the increase in cost of living, then in order to decrease the level of negative effect, I would recommend to government take under control the pricing system in markets, shops and other public facilities.
2. Another recommendation for the same impact would be addressed to landlords, I recommend the government establish pricing policies for the renting flats.

3. In order to increase standards of living in Famagusta and Lefke, I would recommend to government support local businesses by funding them fully or partially. The money for support can be taken from the income that comes from students.

5.3 Limitations of the Study

One of the main limitations of the research was the interview conduction, due to not everyone fits the settled criteria, in our case it is local resident, who lived in Famagusta or Lefke for more than 20 years, with different socio-economic status and occupation. Therefore, in order to find respondents who are under these criteria I had to put effort. Moreover, it was difficult to make people talk openly about their live experience, due to not everyone is ready to share personal information and waste their time by talking. Furthermore, I had limited time in order to conduct more interviews in both regions, which was also hard to do.

5.4 Directions for Future Research

The research can be used as a base for future researches in other regions of North Cyprus, where the educational tourism develops. As example of such cities can be Guzelyurt, Girne, Lefkosa regions. Also, the study can be used as a base for further study by applying quantitative approach, where the researcher can express findings and support theories numerically. Furthermore, researchers can choose different age groups and determine what are the differences in their perceptions related to educational tourism developments.

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