

**How Does Destination Social Responsibility  
Influence Support for Educational Tourism  
Development? The Mediating Roles of Perceived  
Benefits and Quality of Life**

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## ABSTRACT

Although there is a rise in the studies on educational tourism, no investigation has done on the impact of educational tourism destination social responsibility (DSR) on residents. The purpose of this study is to examine the relationships between DSR, perceived benefit (BEN), quality of life (QOL), and support (SUP) for the development of educational tourism. The mediating roles of perceived benefits and QOL of the residents were examined in this study and it was analyzed with a sample of 326 respondents staying in Famagusta, North Cyprus. The outcome of this investigation reveals that DSR has direct positive effects on BEN and QOL as well as BEN and QOL have direct positive effects on support. Besides that, perceived benefit and quality of life played important roles in mediation in the relationship between DSR and support. This thesis provides the implications for decision-makers, planners, and practitioners along with the results obtained based on the theory of social exchange.

**Keywords:** Tourism Development, Destination Social Responsibility, Perceived Benefit, Quality of Life, Residents' Support, Educational Tourism, North Cyprus

## ÖZ

Eđitim turizmi ile ilgili alıřmaların sayısında artış olmasına rađmen, eđitim turizminde destinasyonun sosyal sorumluluđunun (DSS) blge sakinleri zerindeki etkisine dair arařtırmalar bulunmamaktadır. Bu alıřmanın amacı DSS, algılanan fayda (FAY), yařam kalitesi (YK) ve eđitim turizminin geliřimine ynelik desteđin (DES) arasındaki iliřkileri incelemektir. Bu alıřmada, algılanan fayda ve yařam kalitesi aracı deđiřkenler olarak ele alınmıřtır. Arařtırma kapsamında, Gazimađusa, Kuzey Kıbrıs'ta yařayan 326 katılımcıya anket uygulanmıřtır. Arařtırma sonucunda elde edilen bulgulara gre, destinasyonun sosyal sorumluluđunun algılanan faydalar ve yařam kalitesi zerinde pozitif etkileri olduđu saptanmıřtır. Aynı zamanda, algılanan faydalar ile yařam kalitesinin eđitim turizminin geliřimine ynelik destek zerinde olumlu etkileri olduđu bulunmuřtur. Ayrıca, algılanan fayda ve yařam kalitesi, DSS ile eđitim turizminin geliřimine ynelik destek arasındaki iliřkide aracı olarak nemli roller oynamaktadır. Bu tez, sosyal deđiřim kuramı temelinde elde ettiđi sonular ile birlikte karar vericiler, planlamacılar ve uygulayıcılar iin uygulamaya ynelik tavsiyeler sunmaktadır.

**Anahtar Kelimeler:** Turizm Geliřimi, Destinasyonun Sosyal Sorumluluđu, Algılanan Fayda, Yařam Kalitesi, Blge Sakinlerinin Desteđi, Eđitim Turizmi, Kuzey Kıbrıs

# **DEDICATION**

To

My lovely mother

who has always been my source of encouragement,  
to belief in hard work and above all taught me to trust God.

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## **LIST OF ABBREVIATIONS**

BEN	Perceived Benefit
DSR	Destination Social Responsibility
QOL	Quality Of Life
SUP	Residents' Support

# Chapter 1

## INTRODUCTION

Tourism is generally seen as an important tool in global development. As such, residents (temporary and permanent) are regarded to be the principal component of any tourism destination as their well-being and support are very influential for the sustainability of the destination. Temporary residents are the people staying in the destination for short-term (Lee, Chang, Hou, and Lin, 2008), which is at least one month (Salazar and Zang, 2013), with the purposes of leisure, health, business, and education (Glover, 2011). In many destinations, the residents are experiencing benefits in the starting point of tourism development (Harrill, 2004). In further stages, they start to understand that these advantages are followed by some loss (Lankford & Howard, 1994; Ko & Stewart, 2002). From the residents' point of view, the success will depend on them if they believe that the benefits are more than the disadvantages (Andriotis & Vaughan, 2003; Lawson, Williams, Young, & Cossens, 1998; Sharpley, 2014). On the other hand, in return of the benefits, all stakeholders have social responsibilities to the environment and the society.

Sustainable business has proven to be a global issue, and it has led to a boost of interest to organization and stakeholders (Sheldon & Park, 2011), as such, the concept of Corporate Social Responsibility (CSR) keeps imposing. Social responsibility is herein seen as an ethical framework that proposes that entities whether organizations or individuals are obliged to frame their activities in such a

way that they will be impactful on society. Thus, social responsibility application in business is the main strategic point to succeed in every business and to create sustainable growth in the society whereby actions are being taken to promote entrepreneurship and to limit the negative effects on the society. Studies have shown that the implementation of the activities of CSR can be helpful to companies in the sense that they can equalize the short-range financial objectives with the long-range sustainable challenges and this is only possible with the increased in stakeholders' support (Lee, Song, Lee, Lee, & Bernhard, 2013; Kim, Song, & Lee, 2016). As such, social and environmental interests are being integrated by tourism companies in their own business mission, strategies, and operations as well as in their interaction with their stakeholders (Sheldon & Park, 2011). However, the intention of tourism originally used to be either for business or for conquest, but in recent times it is experiencing a move towards leisure. It has a turn to be one of the industries globally that are growing very fast (Holden, 2000). Therefore, understanding the motive of visitors why they accept a destination is very important in the tourism industry to determine its success (Adams et al., 2015; Lu et al., 2015; Salehzadeh et al., 2016; Akroush et al., 2016; Lemmetyinen et al., 2016).

The educational tourism (Edu-tourism) is one amongst the different varieties of tourism in which people travel either in groups or individually with the main aim of having learning experience (Rodger, 1998). Edu-tourism can be successful depending on the good friendship between the inhabitants, visitors, business owners in that community, and the government. Residents' behaviors in regards to development in tourism including an improvement in lifestyle may differ following the nature and evaluation of aspects such as the engagement of communities in tourism, community life satisfaction, personal growth, economic gains, and duration

of visit in tourism destinations (McGehee and Andereck, 2004). Residents are likely to support and engage in tourism exercises when they identify a clear benefit-expense ratio and a better quality of life (Gursoy and Rutherford, 2004).

## **1.1 Problem Statement**

Most researches have been conducted for evaluating development in tourism as a whole and very little research has been done to determine the effect of the development of tourism in the educational sector. Over the years, Northern Cyprus has witnessed the influx of tourists from different parts of the globe for the purpose of education and thereby leading to a consequential boom in the education tourism sector and socio-economic segments.

Nevertheless, despite the fact that Edu-tourism revives the economy of North Cyprus, there are defects that the residents suffer such as an increase in environmental hazards, traffic, theft, a rise in the level of buying- selling, consumption of drugs, multiplication of houses, change in the residence culture, dressing, and eating habits just to name a few (Bauer, 2001). With such negative and positive growth emanating from Edu-tourism, one is tempted to find out and place a finger on the perceived benefits enjoyed by the residents that flow from the social responsibility of Edu-tourism destination, taking into considerations the positive and negative influence endured. Therefore the outcome of this work will serve as a blueprint to tourism-related stakeholders in the comprehension of local residents' perceived benefit emanating from tourism in the educational sector and their contributions towards its growth.

## **1.2 Purpose of the Study**

This study sets out to investigate how the inhabitants of Famagusta, North Cyprus perceive the concept of destination social responsibility (DSR). The author selected Famagusta, North Cyprus as the study site because it is one of the destinations that are most attractive to Edu-tourism in the Mediterranean Region.

Furthermore, the study aims to reveal the effects on the quality of life (QOL) of residents and their support towards the Edu-tourism development at their destination. As such, the magnitude of the impact of educational tourism DSR would be examined throughout the study that would provide meaningful confirmation based on this field of study in respect to the forthcoming role of the inhabitants in the Edu-tourism development.

Based on the goal of this study, a set of research questions constitute the essence of the study:

1. How do Edu-tourism DSR initiatives influence residents' perceived benefits?
2. Can DSR contribute to improving the QOL of the local residents in Famagusta, North Cyprus?
3. Do residents' perceived benefits mediate the relationship between Edu-tourism DSR initiatives and the support of residents for the development of educational tourism?
4. Do residents' QOL mediate the relationship between Edu-tourism DSR initiatives and the support of residents for the development of educational tourism?

The outcome of this study will add to the existing literature relating to the development of educational tourism. We will equally understand how beneficial

DSR has been in improving the lifestyle of residents. Furthermore, the results will also contribute to the tourism sector by giving the strategic understanding for DSR beneficial effects on raising the value of the destination by taking into consideration the most important stakeholder



## **Chapter 2**

### **LITERATURE REVIEW**

The literature review focuses on existing research by discussing the relevant academic literature and the factors that contribute to community development brought about by an educational tourism DSR.

#### **2.1 Destination Social Responsibility (DSR)**

A destination is known as a geographical location that has all the infrastructures and services for the tourists and offers visitor experience (Buhalis, 2000). Therefore, it is a place where all tourism activities take place. The fallouts of a destination make visitors comfortable in the domain of their demands during the visit (Arcana & Wiweka, 2016). Most often, a destination usually faces the dilemma between focusing on mass tourism and sustainable tourism. Concerning educational tourism, international edu-tourists could contribute to the increase of local benefits due to their long-term stay (Ritchie et al. 2003). As such, a destination has to behave in a socially responsible way to maintain its sustainability.

The related literature will be examined in detail under the destination social responsibility concept and the destination social responsibility in the tourism sector.

##### **2.1.1 Destination Social Responsibility Concept**

A destination can be regarded to be responsible socially when the various parties involved in this sector could be responsible socially in their actions within the development process. This kind of responsible behavior in a destination can be seen

by the important stakeholders especially the inhabitants who are members of the destination in question. Hence, looking at the activities of CSR in the view of the inhabitants of the destination as a whole is of importance. As such, DSR can be defined as the collective view and effort of stakeholders of a destination to carry out activities considered to be socially right by the inhabitants (Su et al. 2016, p.3). Worthy to note is the fact that the sustainability of DSR lies in the commitment of all parties involved to work for hand in gloves with the intention of achieving a common goal that would be beneficial to the society in general.

Furthermore, DSR intends to account for the recognition of accountability and the things done responsibly by all the stakeholders at the destination (Su et al. 2017). In addition, DSR acknowledges the destination as a single entity (Su and Swanson 2017), and it is made up of economic, environmental, social, and stakeholder responsibility (Su et al. 2017). Nevertheless, with respect to the subject and content of responsibility, ambiguity remains in DSR. In addition, concerning responsible tourism, the concept of DSR has failed to establish stakeholder's responsibilities in relation to tourism development. (Zhang, Chen, & Wang 2017). Therefore, further studies are necessary to uncover the effects of DSR in the development process.

### **2.1.2 Destination Social Responsibility in the Tourism Sector**

Apart from the fact that many studies have shown that the initiatives of social responsibility would lead in improving the economic performance of the organization (Rettab et al., 2009), researchers on their part are still to come out with the strategic values of DSR at the level of a destination. Past research also has shown that the idea from the support of the inhabitants is destructive to the development of sustainability at a destination (Gursoy & Rutherford, 2004; Kwon & Vogt, 2010; Lee, 2013). As such, rewards of social responsibility activities may come to a

destination only when steps are taken in relation to social responsibility. It should be noted that residents at a destination will react positively to the activities of DSR depending on the fact that, the activities of DSR involves tourism that is beneficial to the residents' of the communities; workers; stakeholders; tourists; environment as well as all other representatives of the general public. In addition, the actions of DSR could be beneficial to the local communities in different ways, such as creating economic benefits to the local residents, improving their quality of life as well as their working situations and entry to the industry, including the residents in the agreements that will impact their lives. Hence, the residents of that community would react in a favorable way supporting the development of a destination as suggested in the social exchange theory (Su, Wang, law, Chen & Fong 2017).

Some sectors directly involved in the facilitation of tourism activities for the purpose of DSR such as hotel accommodation, airline and ground transportation usually encounter some difficulties meeting up with their social responsibilities at a destination. As such, industry associations normally come up with self-regulatory guidelines in order to promote the practices of a socially responsible business (Su et al., 2016). Looking at the activities of DSR, they cannot only be seen as a means of bringing in change and competitiveness that may benefit a company on a personal basis but would also add to total sustainability and competitiveness of a destination (Sheldon & Park, 2011). Therefore, there has to be a common understanding and coordination among all the appropriate stakeholders to have a well-developed sustainable destination.

However, involving in social responsibility activities is actually necessary when the work itself is that of a natural and social environment. As such, the destination

management ought to balance the different social responsible considerations like economic, social, and environmental. Environmental dimension refers to the physical surroundings having physical and manmade components (Mihalic, 2000). The obligation of DSR is the engagement of stakeholders to economic development hence upgrading QOL within the local community and the society (Su and Swanson 2017). According to Kasim (2006), tourism has wide-ranging negative effects that have to be reduced not only for natural and social environment benefits but also including the industry's continuity. This, therefore, means that DSR could also be as a way of attaining continuity. However, destination-based institutions have the obligation to take actions for the best concern of their surroundings and society as a whole (Su and Swanson 2017). Tourism-based institutions involved in socially responsible activities could be profitable to the society both directly and indirectly (Kasim, 2006). Even though the motives of taking part in the activities of CRS differ across organizations, it is usually seen as a way of achieving competitive advantage.

According to Su and Swanson (2017), social responsibility could be visualized at the level of a destination, for example, looking at Jiuzhaigou Village (located at the southwestern region of China). According to these researchers, this ecology-based heritage site gives special importance in the recruitment of local residents in order to give them the opportunity to have jobs. These residents have also included in the development of destination strategies and offer to the environment back by dividing the gains. Furthermore, the Jiuzhaigou Village tourism-based institutions have come as one to make acceptable practices in which its goal is for environmental protection. Following the suggestions given by environmental psychologists, behaviors are controlled by the sensitivity or affection of people (Mehrabian & Russell, 1974; Donovan & Rossiter, 1982).

Information concerning socially responsible achievements at a destination could be known during the exercises of pre-visit search, informal exchange from others, reports from the destination, or the experiences during the visit to the destination etc. (Su and Swanson 2017)

## **2.2 Quality of Life (QOL)**

This is the comfort, health benefits and happiness that individuals or groups experience. Quality of life is ambiguous since it is directed both to the experience a person is having on his or her own life as well as the living conditions that the individuals find themselves in. This term is highly subjective because an individual may refer to it in relation to wealth or satisfaction with life while another individual will refer to it in terms of capacities like being able to live a good life in terms of emotional and physical well-being (Woo, Uysal, & Sirgy 2016 pp.262)

### **2.2.1 The Concept of Quality of Life**

In the past recent years, it has posed great difficulty in defining QOL as a concept. It has been said that QOL varies and can be exclusively judged on a case by case grounds (Andereck et al, 2007). Basing on the fact that there are varied definitions of this particular concept, one may conclude that there is no general or agreed definition (Eusébio & Carneiro, 2014); Eusébio, Carneiro, &Caldeira, 2016); (Uysal et al., 2016). Although QOL has no generally agreed definition n, there is however a consensus on the fact that the concept is with more than one dimension and shared constructs having the characteristics of the life of the people and environments (Andereck et al., 2007)and it is measured by objective and subjective indicators (Kim, 2002; Uysal et al., 2016).

QOL is defined as an 'individuals' perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and concerns.' (World Health Organization Group, 1995). This could be a subjective measure of one's personal satisfaction with life reflecting the feelings and experiences (Neal, 2000). Therefore, having knowledge about the perceptions of residents with respect to their quality of life is very important in growing a sustainable economy. As such, considering the thoughts of both the tourists and the people of that community is very important.

From the above, it is seen that quality of life as a concept is complex to define as such lacks a unique definition. That notwithstanding, it is yet a task of situating it within the context of the tourism sector.

### **2.2.2 Quality of Life in the Tourism Sector**

Numerous tests and systems have been applied to assess the consequences of travel for pleasure on local (Uysal et al., 2016). As such, Kim (2002) and Andereck & Nyaupane (2011) developed a scale that is valuable in the area of QOL. According to Kim (2002), there are four domains of QOL, which shows how tourism affect the QOL of individuals in different development points in a tourism destination that includes material, emotional, community well-being, and health & safety. As such, Aref (2011) used the suggested domains of Kim (2002) in ascertaining QOL as impacted by tourism of the residents of Shiraz, Iran. Furthermore, Khizindar (2012) also used the suggested domains of Kim (2002) to investigate the QOL of individuals in Saudi Arabia. However, Andereck et al (2011) measured the QOL of the residents of Arizona by classifying them within eight aspects which include "way of growth," "community comfort," "economic strength," "urban issues," "crime and substance abuse." recreation amenities," and "community pride and awareness,"

The sustainability of a destination, which is evoked by tourism, can have so many impacts on the QOL of individuals. A research was carried out on the residents in Virginia and it was discovered that the perception of residents concerning tourism impact has an important connection with their fulfillment with specific areas of life (Kim, Uysal, & Sirgy, 2013). Furthermore, studies have shown that the impact of recreational activities depended on the four important areas (economic, environmental, social, and culture) have greatly influenced the QOL of the individuals (Ap, 1992; Aspinall, 2006; Kim, 2002; Jurowski & Gursoy, 2004).

According to the observation of Global Sustainable Tourism Criteria (GSTC-D, 2013), a sustainable harbor is usually adopted in relation with the public (Choi & Sirakaya, 2006; Aspinall, 2006; Baros & David, 2007). Thereby revealing a sustainable environment has an important effect on the survival of people (Krippendorf, 1982; Romeril, 1985; Godfrey, 1998; Simpson, 2001; Hall & Vredenburg, 2004; Kennedy, 1992; Mowforth & Munt, 1998). In addition, Constanta (2009) stated that leisure activities increase QOL. In addition, Faulkner and Tideswell (1997) discovered a strong relationship exist between QOL of residents and standard of pleasure, service facilities and shopping. Furthermore, some researchers noted that, if the developments of tourism rely on the expense of the residents' resources, and the disadvantages are greater than the advantages, they might have this feeling of bitterness and annoyance towards visitors. As a result, it reduces community happiness (Doxey, 1975; Faulkner & Tideswell, 1997; Ko & Stewart, 2002). However, Cavus & Tanrisevdi (2003) stated the exclusive domination of the development of tourism is one of the main reasons in residents' adverse behaviors in relation to tourism. From the initiatives of sustainable tourism, it could be concluded that the improvement of information accessibility and market

conveniences as well as public institutions as a sign of an efficient tourism eventually contribute to the destination growth and improve the comfort of people in particular and the public at large (Mathew & Sreejesh 2017).

### **2.3 Perceived Benefits of Tourism Development**

With the recognition of stakeholders having a vital role in the tourism development process, numerous studies have investigated individual stakeholder groups perceptions to understand them better (Poria, Reichel and Biran, 2006; Andereck and Vogt, 2000; Gursoy et al., 2002; Andriotis and Vaughan, 2003; Weaver and Lawton, 2004; Wickens, 2004; Pizam, Uriely, and Reichel, 2000; Cottrell et al., 2004). In addition, researches have explored the perception of local residents and it shows that residents' perceptions vary towards the development of tourism de. Furthermore, studies proved that the local inhabitants who depend mainly on the hospitality industry or identify more economic benefits are likely to be influenced positively by the economic effect of tourism than the other inhabitants (Sirakaya, Teye and Sönmez, 2002; Lankford and Howard, 1994; Jurowski et al., 1997). Although the most essential element seen by the inhabitants of the host community is the economic gain from the development of tourism (Akis et al., 1996; Ritchie, 1988; Husband, 1989), there are other gains like the socio-cultural and environmental gains. However, the social effect has a greater recognition for its support for the development of tourism with a host community, which is an important requirement for tourism sustainability (Andriotis and Vaughan, 2003; Ap and Crompton, 1998; Gursoy et al., 2002; Teye et al., 2002; Jurowski and Gursoy, 2004; Zhang et al., 2006; McGehee and Andereck, 2004; Nyaupane and Thapa, 2006). Hence, tourism development is the planning and implementation of strategies with the main purpose to develop the tourism sector in a given community. It is therefore said that the



longstanding achievements of the development of tourism is often accomplished when the local residents' point of view are examined and taken into account when formulating development strategy and process (Nunkoo and Ramkissoon, 2011). Thus, the Social Exchange Theory in relation to tourism development proposes that residents' calculation of the result of the development of tourism in their area changes their sense of wellbeing and support towards its development (Andereck, Valentine, Knopf and Vogt, 2005).

## **2.4 Edu-Tourism**

The concept of educational tourism is considered to be new as seen by tourism scholars thereby making it difficult to provide a succinct meaning (Ojo and Yusofu, 2013). Until date, little attention is paid on studies in Edu-tourism by the tourism and hospitality industry and this can be echoed in the inadequate information and study in this section (Smith and Jenner, 1997) as (cited in Rahman et. al., 2017, p.3).

Educational-tourism falls either within a program whereby people relocate to a particular destination personally or as a group with the intention of having a learning skill (Rodger, 1998). Therefore, all those who travel for educational purposes are known as educational tourists. Edu-tourism seeks to describe the experiences of international travelers especially those who do so for acquiring knowledge in other destinations.

Educational tourism has been into place for an extended period of time now. Students traveling from one country to another for studies purpose have brought about a positive or negative feeling to those in countries hosting them. Educational tourism is fast growing due to the fact that there has been an increasing growth in

terms of classrooms development, people seek knowledge and desires to acquire them comfortably in order to better exercise it in the future in the work environment. Abubakar, Shneikat, & Oday, (2014) support this definition by adding that Educational Tourism describes the movement of individuals from one place to another in order to enhance their intellectual knowledge. Foreign student's presence in a country brings about an impact in their economy, environment, and culture (Labi et al, 2008).

In the contemporary era due to globalization, many countries have tended to concentrate huge budget on the educational sector with the hope of attracting more tourist into their countries. This is so because there is a great search for new ideas, new ways of doing things as well as new socio-cultural norms. Nevertheless, Brown and Lehto (2005) found out that one main reason why humankind often changes location or destination is the desire to relinquish back, harmony or affinity, family and cultural immersion. Three other reasons added by Rehberg (2005) were "quest for new", "quest for oneself" and "achieving something positive".

Tourism as a whole is composed of many sectors and educational tourism section finds itself among the unpopular domains in the tourism industry. Over the past years, less emphasis has been put into this sector and is due to the inadequate understanding of the various concepts of educational tourism. Due to the unpopular nature of edu-tourism in the tourism industry, (Gibson.1998) there is a great need to step up research in this area so as to bridge the gap through the provision of concrete baselines. Despite the fact that in industry, Edu-tourism is not a new topic and the number of studies related to this background is still very much inadequate (Jolliffe, 2004). As such Abubakar, Shneikat, and Oday (2014) suggested that the

improvement of the tourism industry could be achieved through the participation of education. This, therefore, means that the function of educational institutions in the development of tourism is very important.

In another dimension, Wang and Li (2013) made a discovery, which they stated that educational tour destinations are regularly fixed in reputed universities, institutes, some historical sites and some residence of popular scholars. As such every participant is expected to achieve knowledge or skill as a result of the educational tour. Besides, it is assumed that people's knowledge could be enriched from the education tour as well as upgrading the tourists' products for the industry. According to Dong (2004), using as an exemplary demonstration, the first choice for Japanese edu-tourists is China. The educational tour activities experienced by the tourists are technology tour, alley tour, and environment protection tour. However, these tourists prefer to accommodate themselves with the local people in order to enrich their learning experience.

In a more widely conceived perspective, Ritchie (2009) defined educational tourism as visitor exercises attempted by the individuals who embrace an overnight vacation and the individuals who embrace an outing for whom training and learning is an essential or auxiliary piece of their trip. Ritchie's pronouncement gives a clue to the fact that edu-tourism is not just a traveling venture meant for scholars solely but also an open activity for the society. He further elucidated that; individuals who love to travel by cultural instigation usually look for learning an element, education, and novelty. Thus stating that, this could be achieved through education, other forms of socialization, and growth. Hence, the growing increase in educational tourism

activities would boost its competency level; consequently, the competency level of the educational tourism business sector would be on the rise.

However, over the last few decades, Edu-tourism has expanded into a multi-billion sector but almost completely a pursuit of international education (Harazneh et al. 2018). Rhoades (2016) stated that many countries have marketed themselves to draw attention to a great number of internationally mobile student markets and this tendency is mostly found among the Anglo-American countries. In addition, national marketing strategies in countries like UK, Australia, and New Zealand have been centralized to attract diploma or full degree and short-term foreign students and a similar function is carried out in the USA. Furthermore, Australia, New Zealand and Finland have all specifically marketed themselves to captivate international students (Harazneh et al. 2018). According to Harazneh et al. (2018), although the giving of honor to foreign students is clearly not the affair of tourism, the industry could come up with harmonious goods and services for the students. Also, the capacity to develop international leisure activities in non-university-based among unique and different environments seems mostly unexplored. Therefore, theoreticians and professionals of edu-tourism may gain advantage from the examination of writings coming forth from international education (Harazneh et al. 2018, pp. 9).

#### **2.4.1 Impacts of Educational Tourism at a Destination**

Educational tourism is a commercial movement that is charming to numerous nations like Singapore, Japan, Malaysia, China, Australia, and Hong Kong (Lam et al., 2011; Ojo & Yusofu, 2013; Böhmet al., 2004). The fact that a country is eager to change towards an education environment has greatly dominated the internationalization of higher studies worldwide, which has given the education visitors a place for the transmission of knowledge across different nations (Mohamed et al., 1999).

However, the increasing movement of the passion of learning in the global economy encourages the institutions, giving the education; meanwhile, educational tourism here is performing an act of the transfer of knowledge and circulation (Ojo & Yusofu, 2013).

Educational tourism in simple terms would involve a movement of people to an area to learn as a group, a study that is particularly related to that location (Samah, Almadian & Gill, 2012). The main aim of Edu-tourism is to better the practice of study and to enrich practices of knowledge by giving scholarships abroad and tourist packages like an excursion, camps, language classes etc. (Demeter & Bratucu, 2014).

Students are influenced by several factors when choosing institutions abroad (Harazneh, Al-Tall, Al-Zyoud, & Abubakar, 2018). For instance, educational programs in English give an institution a wider audience, and also give them the opportunity to have a high competitive advantage (Rico & Loredana, 2009), since students mostly are searching for new experiences, norms and future prospects (Harazneh et al. 2018). Moreover, prospective educational tourists are eager to leave their homes and are willing to travel and experience a new culture that is different from theirs (Blight, 1995; Mansfield, 2013). As such, universities and tertiary institutions are embracing international strategies to help them attract and recruit international students as well as increasing their market share (Cubillo, Cerviño & Sánchez, 2006).

However, research has proven that countries and universities reputation in relation to quality, the efforts of marketing, programs, academic staffs, technology, and academic collaborators influence the decisions of students when they are selecting a

destination or an institution (Mazarrol, Kemp & Savery, 1997), as cited in (Harazneh et al. 2018). Furthermore, common language, science and technology based programs availability, colonial, and historical ties as well as geographical closeness are main factors that influenced students (Jason et al., 2011). political interest and ties can have a great impact (Lee and Tan, 1984), which is more easily through financial assistance, scholarships through merit-based, tuition waiver and any other form of help (Jason et al.,2011).

Looking at the impact of educational tourism, it is stated that the attractions of educational travel can not only have an effect on the environment at a destination, but it can also give individual achievements to visitors personally, and the society of that destination (Ritchie et al., 2003). Valeiro et al (2013), Kayat. (2002), Jaafar et al; (2015) and Andereck et al (2005) have carried out a study in regards to these effects, as perceived by the host communities. Andereck et al. (2005) have grouped these impacts into three categories that are environmental, economic and socio-cultural. The economic effects could be classified as either positive as in terms of employment increase, expansion in infrastructures, or negative in terms of inflation in property values, escalation in the financial value of goods and services (Upchurch & Teivane, 2000); (Mostafa, 2016).

The quick advancement of the tourism business may bring positive and adverse effects on the growth of neighborhood inhabitants (McCool & Martin 1994, Weaver and Lawton 2014). Thus, there is a need not only to focus on what are these impacts but also, to analyze residents' level of happiness towards them. Nawjin & Mitas (2012) have analyzed both the residents' sense of contentment and comfort, coupled with the related impacts.

Educational Tourism could be affected economically on infrastructure, employment and on price and the effect on costs might be direct, indirect or induced. The first interest of tourism to any local community or country, in general, is economic since it helps in reducing unemployment and brings about income to the society and to the country. This implies that tourism can be profitable both at the community stage and national state since tourism bring money into rural and urban areas (Cooper et al.1993).

Also, educational tourism can include both international and domestic students which include the improvement and awareness of foreign languages and secondly the betterment of international closeness (Valentine & Cheney, 2001). Notwithstanding all the achievements and the coming into the light of the different new ways of learning, Edu-tourism is still seen as one of the means of giving a place for tourists and destination community to exchange, learn and widen knowledge (Pittman, 2012). Many countries see educational tourism as a source of earning (Bhuiyana, Islam, Siwar, & Ismail, 2010).

While many reviews in the past years have underlined the economic beneficial effects of tourism on the host community, others indicated the unfavorable outcomes (Andereck et al, 2005). A portion of the unbeneficial parts of tourism may incorporate increments in costs of items that visitors can bring about (Ardahaey, 2011). As indicated by Hall and Page et al. (2006) Tourism can likewise bring about an increment in average cost for basic items Lumsdon & Dickinson, (2010). Different analysts argued that tourism could bring about an expansion "in a rise and increments in selling prices in shops during the vacationer period and cause hilly rising area values" (Burns and Holden, 1995). Standeven & Knop (1999) also clarify

how "tourism" use rare assets, especially land; increments in property costs which burden neighborhood occupants".

Environmentally, educational tourism, for instance, could make provision for money for the conservation and preservation of historical heritage. It can lead to the renovation of transportation techniques and infrastructures which is favorable to both the residents and the tourists (Godfrey & Clarke, 2000). However, there are some negative impacts such as pollution, destruction of heritage, erosion, and improper disposal of waste.

With regards to the socio-cultural impact of educational tourism, Dyer, Aberdeen & Schuler, (2003), stated that tourism, in general, has destroyed the local culture of the residents. This is because when tourists enter into any community, the host communities have the tendency of being respectful and being civilized and as such, their cultural identity is given away (Dogan, 1989). This is as a result of the fact that, traditional cultures are seen as a non-authentic form so that tourists can be satisfied (Beculides, Lee & McCormick, 2002). In addition, with the coming of the educational tourists, there might be an increased in crowding, problems of packing, traffic (Green, 2005; Lee & Back 2003), an increase in gambling (Andereek et al., 2005)

Notwithstanding the negative socio-cultural impact of educational tourism above, it has some positive impacts as it could lead to the development and ethnic consciousness (Blomstorm et.al 1978). In addition, it could also lead to the growth of international peace and recognition (Burkart&medlik1974, Haulot 1974).



#### **2.4.2 Educational Tourism Industry in Famagusta; North Cyprus**

North Cyprus, recognized as the Turkish Republic of Northern Cyprus (TRNC), is an island located around the Mediterranean Sea. It's mostly known for its beautiful beaches, and for its international atmosphere as it accommodates many students from around the world. The national language of the TRNC is "Turkish", and its currency is the 'Turkish Lira'. North Cyprus comprises 6 districts that are, Lefkoşa, Gazimağusa, Girne, Lefke, Güzelyurt, and İskele. Famagusta remains the main location for our research.

Found on the eastern coast of the Island, Famagusta is the second biggest city in terms of size in Northern Cyprus; it is known as a historical town with a harbor. According to the World Population Review 2018, Famagusta has a population of about 42,526 (<http://worldpopulationreview.com/countries/cyprus-population/cities/>). This city has greatly protected ports on the shore of the Mediterranean and lies the fabulous ruins of salamis at the north of Famagusta. The later was believed to have been established in the 11<sup>th</sup> century BC and after many nations were conquered, Famagusta was abandoned in 648 AD as a result of calamities of earthquakes and attacks by Arab pirates. The inhabitants of salamis then relocated to Famagusta. The population of Famagusta was 39,000 before 1974 and in this number, the Greek Cypriots were 26,500, Turkish Cypriots were 8,500 and 4,000 was from other ethnic groups. Because this city was neglected for the past 30 years despite all its historical and cultural importance, the World Monuments Fund's 2008 Watch List of the 100 Most Endangered Sites in the world listed Famagusta. However, tourism development took a different direction after the coming in of the Turkish in the Northern part of Cyprus in 1974 (World Tourism Organization, 2004).

The two main source of foreign exchange in North Cyprus is from international travel and the sector of higher education. Famagusta is the host of one of the largest and oldest university in North Cyprus: Eastern Mediterranean University (EMU) founded in 1979. EMU is considered the oldest and largest 'state trust' University. With its language of instruction being English, a good percentage of its population being made up of international students from over 67 different countries in the world.

In North Cyprus, Katircioglu (2010) executed a study related to the rise of educational tourism in North Cyprus and concluded that financial advancement in North Cyprus was greatly influenced by the presence of international students on the island. Sinclair & Stabler (1991) pointed out that "The tourism business has turned out to be one of the quickest developing economic segments in both developing and developed countries. Tourism, which positions simply behind health service, has turned into the second biggest employer, representing one out of ten employment" as cited in Lee, (1999).

The presence of several universities (as listed below) in North Cyprus is strictly for economic gains (Arslan & Güven 2007:4). As such, this Island had to tend to educational tourism to exalt its tourism sector which has been rendered dwindling by the fact that the Island had no international recognition but for Turkey. They had to revamp the educational sector more so as their economy greatly depended on it (Arslan & Güven 2007:4)

Moreover, the tourism sector in North Cyprus is confronted with great challenges in attracting international visitors with issues like lack of direct flights and high transportation cost. Many hindrances have appeared on the way as a result of

improving the economic advancement of the tourism sector in North Cyprus. According to Alipour and Kilic, (2005), these hindrances include political instability and restrictions given to the airports of North Cyprus by the International Air Transport Association preventing steady international flights to North Cyprus (cited in Farmaki, Altinay, Botterill & Hilke2015). The fact that the tourism sector in north Cyprus depends mostly on tourists from Turkey, which is about 80% of the tourism market in this area, is a problem Farmaki et al., (2015).

Table 1: The List of Universities in North Cyprus

No.	Universities	Location	Year of establishment	Type of ownership
1	Eastern Mediterranean University	Famagusta	1979	State
2	Girne American University	Girne/kyrenia	1985	Private
3	Near East University	Nicosia/Lefkoşa	1988	Private
4	European University of Lefke	Lefke	1990	State
5	Cyprus International University	Nicosia/Lefkoşa	1997	Private
6	University of Mediterranean Karpasia	Nicosia/Lefkoşa	2012	Private
7	University of Kyrenia	Girne/Kyrenia	2013	Private
8	Cyprus Science University	Girne/Kyrenia	2013	Private
9	American University of Cyprus	Nicosia/Lefkoşa	2014	Private
10	Cyprus Social Sciences University	Nicosia/Lefkoşa	2015	Private
11	Final International University	Girne/Kyrenia	2015	Private
12	University of City Island	Famagusta	2016	Private
13	Cyprus Health and Social Sciences University	Morphou	2016	Private

14	Arkin University of Creative Arts and Design	Girne/kyrenia	2017	Private
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Source: ([http://cypnet.com/north\\_cyprus\\_education\\_universities.php](http://cypnet.com/north_cyprus_education_universities.php))

However, the educational tourism industry predicted to attract more students by 2017 (Ortiz, Chang & Fang, 2015), estimating the paying out on educational goods and services globally to rise from \$4.4trillion in 2012 to \$6.2 trillion in 2017 (Ortiz, Chang and Fang, 2015). This is similar to the educational sector in North Cyprus as it generated \$400 million in 2011 (Zaman Yazarları, 2014), and it is forecasted to rise in the next coming years. Today in North Cyprus, the per capita income is about \$13.5000 producing close to 4 billion USD in the yearly GDP (Ekici & Besim 2018).

Table 2: Population of Students in the Universities of North Cyprus

	Year and percentages					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Turkish Cypriot	11,385 (29.7%)	10,983 (21.9%)	10,995 (21.0%)	12,658 (20.2%)	12,026 (16.2%)	13,706 (16.2%)
Turkish	22,674 (59.2%)	30,173 (60.1%)	31,152 (59.6%)	34,828 (55.6%)	41,928 (56.6%)	46,937 (55.5%)
Overseas	4,248 (11.1%)	9,089 (18.1%)	10,160 (19.4%)	15,210 (24.3%)	20,138 (27.2%)	23,918 (28.3%)
Total	38,307	50,245	52,307	62,696	74,092	84,561

Source: SPO (2016)

In 2016, international students were over 4.8 million in the world as compared to 2million in the year 2000 and more than half of this population take part in educational programs in nations such asThe United States of America (USA), the United Kingdom (UK),France, Australia, Germany and the Russian Federation

(UNESCO 2018). This implies that as years are passing by, population keeps increasing. Below is the chart from 2011 to 2016.

It should be noted that EMU is the largest university in term of size has a population of about 20.000 students from different countries around the globe (Gürsoy.S & Kunt .N2018).

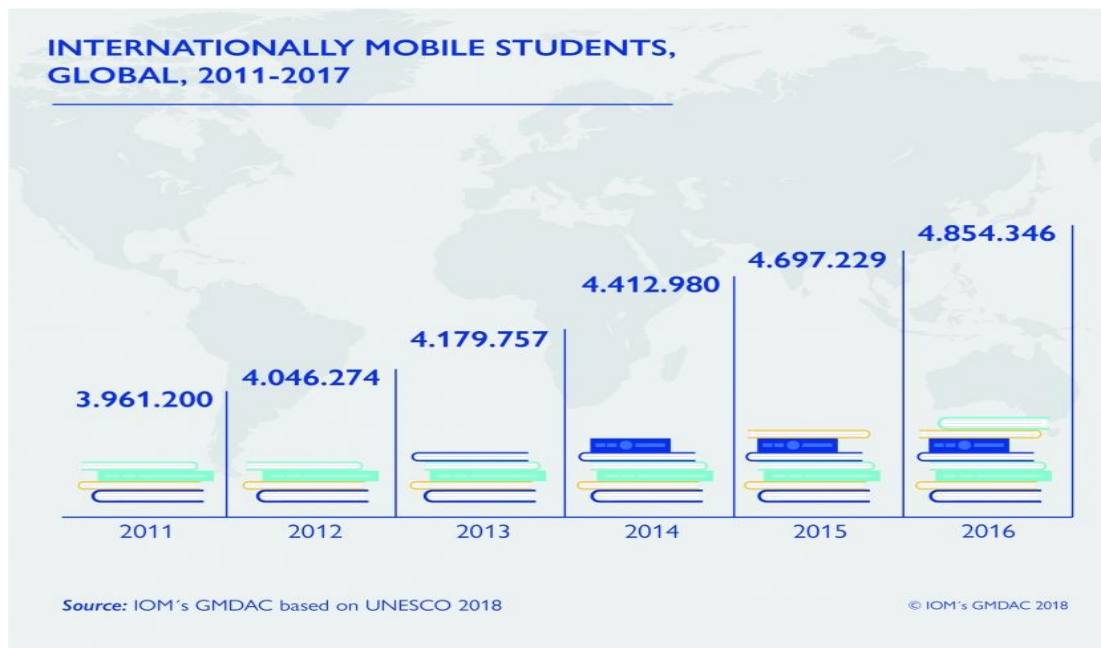


Figure 1: International Mobile student

## 2.5 Theoretical Context

Theories are brought about to predict, explain, as well as shows a greater understanding of facts. They also bring about critical and objective analysis of existing knowledge as well as props researchers into philosophical assumptions. They further the development of knowledge. To understand the notion of educational tourism is by means of theoretical review in a proper analytical mode. However, the stakeholder and the social exchange theory are used to help in the understanding of

the effects of Edu-tourism DSR on both temporary and permanent residents through the introduction of its development.

### **2.5.1 Stakeholder Theory**

In a limited sense of view, actors of organizations are seen to be stakeholders (Pfeffer & Salancik, 1978; Zammuto, 1984); but from a deep point of view, stakeholders are individual persons or group of persons who are able to impact or are affected through the achievements of the purpose of an organization (Freeman, 1984). According to the definition of Freeman (1984), authors like Donaldson & Preston (1995) noted the fact that the interest of individual stakeholder or group in the organization must be legitimate. However, according to the stakeholder theory, various independent and multiple stakeholders can support and influence a corporation as well as supported and affected by it differently (Freeman 1984).

The idea of stakeholder is important to a destination since the latter is a connection between individual and group stakeholders (Waligo et al., 2013). Previous research stipulated that proactive efforts of tackling the interest of all the stakeholders led to a significant throwback to the destination in general (Formica & Kothari, 2008). In addition, Yuksel et al., (1999) saw that absorbing the views and taking care of the interest of the stakeholders can help greatly in minimizing conflicts that may occur at the end. Furthermore, Sautter & Leisen (1999) found that stakeholders who having an interest are likely to support more in the process of tourism development. However, residents, visitors, government officials, and entrepreneurs are the main stakeholder groups in the situation of a destination (Byrd et al., 2009; Goeldner & Richie, 2003). In addition, the various types of stakeholders could have different perceptions and ideas following the attitudes of the stakeholders' in relation to the cost and benefits (Woo et al., 2018, pp 265). As such, many studies treated the

inhabitants as the most important stakeholder group (Andereck & Vogt, 2000; Goeldner & Richie, 2003; Gursoy, et al., 2002; Byrd et al, 2009; Su et al., 2016). The thoughts that residents have towards the development and management of a destination could affect their behavior and attitude (Gursoy et al., 2002; Nunkoo, et al., 2010; Nunkoo & Ramkissoon, 2011a; Su et al., 2016).

### **2.5.2 Social Exchange Theory**

Social exchange theory examines the relationship between two parties related to the cost and benefits from the outcome of the exchange process. In addition, it suggested that the relationship would presumably to continue if the parties think their gains are more than the loss in the exchange process. Social exchange theory according to Ap (1992) is a general sociological theory that deals with the understanding of exchange of goods and services among people whether individually or a group in the situation of interaction. This theory is mostly adopted by writers who try to carry out study on the residents' perceptions at a destination (Byrd et al., 2009; Gursoy, Chi, & Dyer, 2010; Lee, Kang, Long, & Reisinger, 2010; Nunkoo et al., 2010; Nunkoo & Ramkissoon, 2011a). Furthermore, in the tourism literature, those who applied the social exchange theory accepted the fact that, the behaviors of residents are focused on evaluating the cost and benefits emanating from the development of tourism (Long, Perdue, & Allen, 1990; Andereck, Valentine, Knopf, & Vogt, 2005; Nunkoo et al., 2010; Nunkoo & Ramkissoon, 2011a). When individuals have evaluated their benefits and it is more than their cost, they will be willing to carry out exchange with the organization (Nunkoo et al., 2010, Nunkoo & Ramkissoon, 2011a). Thus, relying upon the cost and profit of the social exchange in relation to tourism, the sense of comfort of residents at a destination may be positive or negative meaning that, if the

residents' think of positive impact, their living might be affected positively and vice versa (Woo et al., 2018. pp. 265).

Writers have noticed that peoples' perceptions relating to the development of tourism are not focused only on what they understood concerning its effects, but their own characteristics and values are affected as well. With that, the Social Exchange Theory as an analytical support is used to assist in the understanding of the perceptions of the people towards the development of tourism (Ap, 1992; Uysal, & Williams, 1997; Sirakaya, Teye, & Sonmez, 2002; Andereck et al., 2005; Wang & Pfister, 2008; Jurowski, Latkova & Vogt, 2012). The process of exchange of resources among people explained by this theory centers on the agreement wanted between the tourists and the residents so as to expand the benefits for both of them (Sharpley, 2014). Before any agreement, both parties (residents and tourists) participating in the exchange exercise must assume that it points to a result that is beneficial to them. If the case would be contrary, then the exchange will not take place (Ap, 1992; Sharpley, 2014). Furthermore, in the background of tourism, for instance, people who think that the benefits of tourism are favorable than what they spent will have a positive mind in relation to the development of tourism (Ap, 1992; Latkova & Vogt, 2012). In addition, the Social Exchange Theory acknowledges that there are positive and negative effects of tourism at a destination (Andriotis & Vaughan, 2003; Prayag et al., 2013; Styliadis et al., 2014). Due to the development of tourism, there might be an increase in the opportunity of jobs and living conditions meanwhile, on the other hand, living expenses might rise (Upchurch & Teivane, 2000; Ko & Stewart, 2002; Styliadis et al., 2014). Moreover, the growth of tourism might promote the exchange of culture and at the same time could lead to the rate of high crime (Ap & Crompton, 1998; Dyer, Gursoy, Sharma, & Carter, 2007; Styliadis



et al., 2014). Furthermore, the development of tourism could contribute to an increase in the preservation and conservation of the beauty of a destination (Ko & Stewart, 2002; Vargas-Sanchez et al., 2009; Styliadis et al., 2014), same as it could lead to traffic problems and degradation of the environment (Latkova & Vogt, 2012; Styliadis et al., 2014).

## **2.6 Research Hypotheses**

Companies would be able to advance in the development of a place if they are responsible, effective and financially viable making it possible for the activities of CSR to be beneficial to the community (Holme, 2000; Moir, 2001). As compared to the elements of CSR established by Dahlsrud (2008), DSR comprises of environmental, social, economic, and stakeholder duties. This DSR stands for the responsibility of the entire important stakeholders in a destination to reduce unfavorable (economic, social, and environmental) effects, to create economic benefits, and to intensify the wellbeing of the local people. The collective involvement of all the stakeholders in the destination in socially responsible activities of educational tourism development can minimize its negative effects and intensify positive effects from its development. Thus, the following hypothesis is suggested: H1. DSR positively influences residents' perceived benefits from educational tourism development.

The sustainability of a destination brought about by responsible tourism could have a great influence on the QOL of the local residents. This is in relation to a study carried by Kim, Uysal, & Joseph Sir, (2013), with the people living in Virginia revealing that, residents' thoughts concerning the effect of tourism has a great connection with their happiness following the different areas of life. However, tourism development

was seen as a great possibility to influence the lives of those living in that community. Some researchers such as (Perdue et al., 1999; Jurowski & Brown, 2001; Andereck & Nyaupane, 2011; Aref, 2011; Khizindar, 2012) have explored the effect of tourism on QOL. Spradley (1976) noted that QOL is the overall state of matters in a certain environment where individuals judge positively. After investigating the connection between QOL and community features, Perdue et al. (1999) found that the main features that influence the residents QOL are security, involving the community and social environment. As such, these characteristics show that a destination would find it very difficult to attain its goals without the collaboration of all the stakeholders in the community. Furthermore, Su et al. (2016, p.15) carried out a research to examine the impact of DSR on residents' QOL and the outcomes demonstrated that DSR could better residents' QOL. In addition, the findings of the analysis carried out by these researchers showed that the activities of DSR could not only lead to economic results but also social achievements to the inhabitants by bettering their quality of life. From the discussion above, the author of the thesis proposed the following hypothesis: H2. DSR positively influences residents' quality of life. Su et al., (2017) stated that the activities of DSR could raise the satisfaction and benefits of the local residents' in a destination. According to these authors, by performing equity and fairness towards the residents, the practices of DSR can boost the perceived benefits and utility of the destination which as a result strengthen the total satisfaction of the residents with the destination. In addition, explorations have been carried out to investigate the determinants of support for tourism that was mostly based on tourism connected community transformation and the support level the residents have for the development of tourism (Andereck & Nyaupane, 2011). Following this trend of examination, the aims of the study were based on individual

business rather than the destination body in general. In the context of a destination, it is the industry's commitment to the achievements of the society overall status in general that decides the support level of development of tourism by residents. Seen from above, it is suggested that DSR could be beneficial to people in the destination. Following the social exchange theory, when those living in a community evaluate a destination development in a favorable manner, their intention to support its development may be positive. As such, the formulation of the following hypothesis:

H3. Residents' perceived benefits from educational tourism development positively influence their support for Edu-tourism development.

The QOL of residents is an evaluative factor of political support thereby influencing a victorious Edu-tourism development as stipulated by Perdue et al. (1999). However, this research accepts the fact that the relationship between residents' QOL and SUP could be made clearer theoretically by making use of the social exchange theory. Moreover, Woo et al., (2015) argued that, in accordance with the social exchange theory, evaluating the expenses and gains of people living in a community from the development of tourism would influence their happiness and support. They, therefore, found out that the total QOL of residents impacts them positively to give their support for further development of tourism. Furthermore, according to the studies carried out by Liang & Hui (2016), there are five different areas for QOL, including community well-being, family and individual well-being, lifestyle, urban issues, and community mindfulness and facilities were developed. The relationships between these areas of QOL were being tested in China and they found out that all the areas, excluding community mindfulness and facilities, were all positively related to the encouragement of the development of tourism by the community. Furthermore, according to Su et al (2018), resident's satisfaction at a destination can be positively

related when the activities of DSR increases the perceived benefits and values of the destination thereby enhancing the community comfort and support for the development of tourism as a whole. From previous research, this study suggested the following hypothesis: H4. Residents' satisfaction with QOL due to the development of Edu-tourism influences their support positively for educational tourism development.

Some researchers proposed conditions that are required to determine a role of mediation stating that the connection between the independent variable and the mediator and from the mediator to the dependent variable has to be significant (Kenny, Kashy, & Bolger, 1998). The author of this study proposed that there are prospects of the direct effect of DSR that is the independent variable on BEN and QOL, which are the mediators that are also having a direct effect on residents' SUP for educational tourism development known as the dependent variable. However, there is a need to test the role of mediation of BEN and QOL between Edu-tourism DSR and support toward educational tourism development with the local residents. Although the stakeholder theory can give an explanation why DSR initiatives earn stronger support from residents (Su et al., 2018), no study that has tested this suggestion in the situation of educational tourism especially with the group of inhabitants as stakeholders. Therefore, if the direct effect with Edu-tourism DSR on inhabitants support is significant, it is going to also show that the mediation effects on BEN and QOL will be partial (Su et al., 2016). As such, in the following hypotheses, these indirect effects would be very important to be measured as H5. Residents' perceived benefits from the development of educational tourism mediate the relationship between DSR and their support for Edu-tourism development.H6.

Residents' satisfaction with QOL due to the development of Edu-tourism mediates the relationship between DSR and their support for educational tourism development.

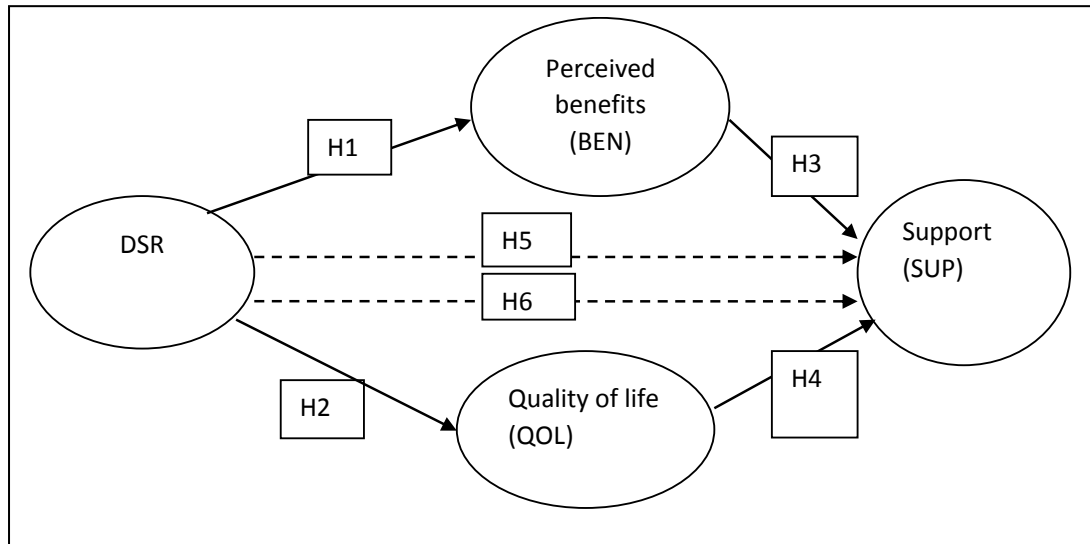


Figure 2: The proposed research model  
 Note: The dotted lines show indirect effects.

Looking at the hypotheses, theories, and the structural model above, the following could be examined: Stakeholders are individual persons or people in groups who are able to impact or affected through the achievements of the purpose of an organization. According to the stakeholder theory, various independent and multiple stakeholders can support and influence a corporation as well as can alternatively be supported and impacted by its development (Freeman 1984). This could be seen from our structural model where the theory applies to the local residents at a destination. When these residents are involved in decision-making, they can support the development.

From the model it could be seen that when the residents at a destination are satisfied with the decisions taken and they think they are benefiting (H1) and their quality of

life (H2) has changed due the coming of such a type of tourism, they turn to support (H3, H4) its development.

Furthermore, the Social Exchange Theory, on the other hand, describes the connection between the perceived benefits of residents' from educational tourism and their encouragement towards its development. From the model, it could be seen that, when the benefits are high, the cost is low, and community satisfaction is high, the local residents turn to support its development (H5, H6) and vice versa.

## **Chapter 3**

### **METHODOLOGY**

Research methodology refers to the process through which a researcher uses to collect data or acquire knowledge about the world or a particular destination that might give answers to his/her research questions (Edward & Skinner, 2009). The method may aid the researcher to get data through different sources such as interviews, questionnaires etc.

The overall intent of this exploration is to investigate the local residents' perceptions in Famagusta, North Cyprus concerning educational tourism DSR. Furthermore, the study aims to analyze the impact on the QOL of the residents' and their encouragement towards its development. In chapter one of this study, specific research questions were formulated. These are restated:

1. How do Edu-tourism DSR initiatives influence residents' perceived benefits?
2. Can DSR contribute to improving the QOL of the local residents in Famagusta, North Cyprus?
3. Do residents' perceived benefits mediate the connection between Edu-tourism DSR initiatives and residents' support for the development of educational tourism?
4. Do residents' quality of life mediate the relationship between Edu-tourism DSR initiatives and the support of residents for educational tourism development?

This chapter, therefore, presents the study site, research design, data collection, sampling procedure, and method of data analysis that were seen to be most suitable in tackling the formulated research questions.

### **3.1 Study Site**

Turkish Republic of Northern Cyprus (TRNC) is found on the Northern part of the island with 3,355km square area and a Mediterranean climate with a population of about 260,000 inhabitants (Elkiran et al 2019) which has attracted many international tourists in recent years. This island was partitioned in 1974 into Greek and Turkish territories. The Greek territory is known as the Republic of Cyprus and the Turkish territory is known as the Turkish Republic of Northern Cyprus divided by UN-buffer zone.

### **3.2 Research Design**

This study chooses a quantitative method of research to examine the relationship between DSR, BEN, QOL, and SUP for educational tourism. Since quantitative research general aim is to analyze, predict, examine relationships, illustrate recent conditions to examine the possible effects and outcomes, this study, therefore, adopted this approach by using cross-sectional research. 350 respondents were selected with a convenience sampling method in Famagusta, North Cyprus with ages ranging from 18 to 51 years and above. Thus, with the informal cultural setup in this community, all the participants were informed on how to fill the questionnaires and stating that their responses were completely anonymous and confidential.

The questionnaires were divided into five (5) major sections with a total of twenty-seven (27) questions. The first section is related to the benefits perceived by the local residents as a whole or individuals such as an increase in jobs and income. The



second section is about the quality of life with the aim of finding out if their well being has increased as well as having a boost in the economy. The third section consists of support whereby the future of the community will be brighter due to the destination's educational tourism through their support for its development. The fourth section is related to Destination Social Responsibility by aiming to know if the educational tourism destination is socially responsible, contributes to improving the local community as well as treating the various stakeholders well. The reasons for these questions were to determine how educational tourism at a destination is seen by the local community following their encouragement for its development.

Lastly, the fifth part gathers the information of the demographics of the participants whereby they were requested to give details such as gender, marital status, age, personal monthly income, residential status, level of education, length of residence at the destination(in years) etc. This data gathered exhibited the diversity of the participants and also identified the target population segment.

### **3.3 Data Collection**

According to Burns& Grove (2001), the means used to gather the data rely upon the study design. This study uses both primary (questionnaires) and secondary (books, articles etc) data whereby, the questionnaires were constructed following the questions of the research in order to answer the research hypotheses. Also, the questions were constructed as both open-ended and close ended such that both types of questions will constitute quantitative research.

The measurement items of this study were adopted from past research studies relating to DSR, (BEN), (QOL), and support (SUP). DSR was calculated with four

items adopted from Lichtenstein, et al., (2004) Walsh and Beatty (2007), Walsh and Bartikowski (2013), and Lee et al. (2012). 5 items were used to measure BEN which was generated from Lee and Back (2003, 2006), and Lee et al. (2010). In addition, from the studies of Long (1996), Perdue et al. (1999), and Lee and Back (2003), 5 items were generated to assess QOL. Lastly, 4 items were adopted from Lee et al. (2010) to measure SUP. All the above items were calculated on a 5-point likert-type scale ranging from (1) strongly disagree to (5) strongly agree.

### **3.4 Sampling Procedure**

This study made use of a convenience sampling method by using readily available respondents (Polit & Beck 2006 and Burns & Grove 2001). From the different sampling techniques, convenience sampling falls under non-probability sampling and the elements of the samples are preferred by the researcher on the justification that, the respondent happens to be at the right place and time. This sampling technique is advantageous in the sense that, it is not costly and less time-consuming. Another advantage is that the units are easily accessed and are easy to measure. The questionnaire was given in person to the respondents who accept to participate in the survey and this was done by going to the houses of participants, on the streets when they are less busy at restaurants and parks.

As such, 350 questionnaires were distributed to the participants (residents) through a convenience sampling method and thus, the participants answered the questions based on how edu-tourism at the destination has impacted their lives. The number of questionnaires retained was 326 and were selected as a valid questionnaire for this study.

### **3.5 Methods of Data Analysis**

This research uses Statistical Package for the Social Sciences (SPSS) for conducting descriptive statistics to check the standard deviation, mean difference, and frequency distribution. A reliability test to assess the scale items used to measure the variables. Finally, mediation regression analysis conducted at the end to test the research hypotheses.

## Chapter 4

### DATA ANALYSIS

This section accounts for the rate of the response, which includes the demographic description of the respondents and the results of regression and mediation analysis.

The intention of this research is to explore the connections between DSR, BEN, QOL, and SUP for educational tourism development by the residents in Famagusta North Cyprus.

#### 4.1 Descriptive Statistics

Table 3: Frequency of Distribution

		Frequency	Percent	Cumulative Percent
Marital status	Single	217	66.6	66.6
	Married	84	25.8	92.3
	Divorce	20	6.1	98.5
	Widowed	4	1.2	99.7
	Others	1	0.3	100.0
	Total	326	100.0	
Number of children	0	209	64.1	64.1
	1	67	20.6	84.7
	2	27	8.3	92.9
	3	18	5.5	98.5
	4	3	0.9	99.4
	5 an above	2	0.6	100.0
	Total	326	100.0	
Nationality	Turkish	69	21.2	21.2
	Turkish Cypriot	58	17.8	39.0
	Iranian	44	13.5	52.5
	Nigerian	52	16.0	68.4

	Cameroonian	44	13.5	81.9
	Other	59	18.1	100.0
	Total	326	100.0	
Gender	Male	152	46.6	46.6
	Female	174	53.4	100.0
	Total	326	100.0	
Level of education	high school	45	13.8	13.8
	undergraduate	113	34.7	48.5
	Masters	120	36.8	85.3
	PhD	48	14.7	100.0
	Total	326	100.0	
Residential status	Rental	253	77.6	77.6
	Own	70	21.5	99.1
	Other	3	0.9	100.0
	Total	326	100.0	
Length of residence	<1	55	16.9	16.9
	1-3	123	37.7	54.6
	4-6	71	21.8	76.4
	7-8	25	7.7	84.0
	10-12	16	4.9	89.0
	>12	36	11.0	100.0
	Total	326	100.0	
Personal monthly income	\$301-\$800	207	63.5	63.5
	\$801-\$1300	67	20.6	84.0
	\$1301-\$1800	23	7.1	91.1
	\$1801-\$2300	9	2.8	93.9
	\$2301-\$2800	7	2.1	96.0
	\$2801 and above	13	4.0	100.0
	Total	326	100.0	
Age	18-28	194	59.5	59.5
	29-39	110	33.7	93.3
	40-50	19	5.8	99.1
	51 and above	3	0.9	100.0
	Total	326	100.0	

The frequency distribution of the demographic variable is shown in table 3. The result indicates the majority of respondents were of age (18-28) which is (59.5%). Most of the respondents had a monthly salary of (\$301-\$800) which is (63.5%). It

also indicates that most of the respondents had been in Cyprus for 1 to 3 years. Also, 253 (77.6%) of the respondents were living in rental apartments. Most of the respondents were undergraduates (34.7%) and masters (36.8%). The researcher sampled 152 male (46.6%) and 174 female (53.4%). The result also shows that most of the respondents were Turkish (21.2%) and most of them did not have children (64.1%) since they were not married (66.6%)

Table 4: Reliability Statistics

Item-Total Statistics	Cronbach's Alpha if Item Deleted
DETD benefited me	0.77
DETD benefited all	0.77
DETD increased employment	0.76
DETD increased individual income	0.76
DETD increased investment	0.77
the quality of my life have been enhanced due to DETD	0.76
the community is a desirable place to live due to DETD	0.75
leisure activities has increased due to DETD	0.76
the economy has been given a boost due to DETD	0.76
ETD makes this community a better place to live	0.75
I am proud to live in an ETD	0.75
ETD is the right choice for this community	0.76
The future of this community looks bright due to ETD	0.76
I have supported ETD in this community	0.76
The destination tries to be environmentally responsible	0.76
The destination tries to contribute towards improving the community	0.76
The destination has been successful in its profitability	0.76
The destination treats its stakeholders well	0.76

The reliability of the measured items used in measuring the variables in this study is presented in table 4. The Lowe Cronbach's Alpha is (.75 %) showing that there is internal consistency within the three variables. Since the reliability coefficient is above the (70%) rule of thumb. This means that the result of this research can be applied reliably in improving educational tourism.

Table 5: Average and Standard Deviation of the Items

	Mean	Std. Deviation
Perceived benefit (BEN)		
DETD benefited me	1.84	.986
DETD benefited all	2.08	.908
DETD increased employment	1.94	.936
DETD increased individual income	2.21	1.063
DETD increased investment	2.07	1.059
Quality of Life (QOL)		
the quality of my life have been enhanced due to DETD	2.25	1.164
the community is a desirable place to live due to DETD	2.24	1.025
leisure activities has increased due to DETD	2.07	.942
the economy has been given a boost due to DETD	2.17	1.063
ETD makes this community a better place to live	2.01	1.064
I am proud to live in an ETD	2.40	1.090
Support (SUP)		
ETD is the right choice for this community	2.09	.935
The future of this community looks bright due to ETD	2.19	.989
I have supported ETD in this community	2.42	1.160
Destination social responsibility (DSR)		
The destination tries to be environmentally responsible	2.09	1.011

The destination tries to contribute towards improving the community	2.11	.897
The destination has been successful in its profitability	2.10	.996
The destination treats its stakeholders well	2.39	1.199

The averages of the 18 scale items retained for the study and the standard deviations of the 326 participants are presented in Table 5. The mean of each of the scale item is approximately 2. An observation of the standard deviations shows that the data is evenly distributed around the mean so there are no outliers. Therefore, there are no extreme values to be eliminated.

Table 6: Descriptive Statistic of the Scales

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
BEN	326	1.00	4.40	661.40	2.03	.61	.37
DSR	326	1.00	5.00	708.00	2.17	.69	.48
QOL	326	1.00	4.75	711.75	2.18	.69	.47
SUP	326	1.00	4.60	724.40	2.22	.66	.44
Valid N (listwise)	326						

The averages of the variables of the study and the standard deviations of the 326 participants are presented in Table 6. Their means are approximately 2, for BEN (2.03), DSR (2.17), QOL (2.18) and SUP (2.22). An observation of the standard deviations shows that the data is evenly distributed around the mean so there are no outliers. Therefore, there are no extreme values to be eliminated.



## 4.2 Regression and Mediation Analysis

Table 7: Relationships between DSR, QOL, BEN and SUP

<b>Variables</b>	<b>B (USTD)</b>	<b>B(STD)</b>	<b>Se</b>	<b>T test</b>	<b>P values</b>
QOL ← DSR	.224	.186	.066	3.407	.001
SUP ← QOL	.252	.308	.040	6.309	.000
SUP ← DSR via QOL	.343	.347	.048	7.104	.000
BEN ← DSR	.203	.182	.061	3.323	.001
SUP ← BEN	.153	.173	.045	3.409	.001
SUP ← DSR via BEN	.368	.373	.050	7.337	.000

Unstandardized coefficient B (USTD) and B(STD) standardized coefficient

The results in table 7 are presented according to the relationship between the variables included in the model. From the matrix table the coefficient values beta, standard error, t-value, and p-value were taken respectively based on their paths. Following Preacher and Hayes(2008), the variables were regressed using process macro 3.2 version at 95% confidence interval with 5000 bootstraps. More often than not, the bootstrap functions well with sample size  $n = 300$  (Ichikawa and Konishi, 1995).

Accordingly, to the results, the relationship between DSR and BEN is positively significant from the development of educational tourism and their quality of life (QOL) (standardized coefficient 0.182 and 0.186,  $t(324) 3.4073.323$ ;  $p < 0.001$  respectively), supporting H1 and H2. Moreover, the third (H3) and fourth (H4) hypotheses were supported following the fact that the relationship between BEN and

QOL was positively significant on residents' support (SUP) for the development of educational tourism (0.173 and 0.308, respectively,  $p < 0.05$ ).

In addition, DSR had a statistically significant positive relationship on SUP through both BEN and QOL (0.373 and .347,  $p < 0.05$ ). Given that the regression between DSR and SUP in the presence of both mediators is significant, there is evidence of a partial mediating effect in the model.

Table 8: Total, Direct and Indirect Effects

Mediator	Path	Effect size	Se	P value	Lower CI	Upper CI
QOL	Direct Effect of DSR on SUP	.343	.048	0.000	.248	.437
	Indirect Effect of DSR on SUP	.057	.020	0.000	.021	.099
	Total Effect of DSR to SUP	.399	.050	0.000	.300	.498
BEN	Direct Effect of DSR on SUP	.368	.050	0.000	.269	.467
	Indirect Effect of DSR on SUP	.031	.015	0.000	.007	.067
	Total Effect of DSR to SUP	.399	.0501	0.000	.300	.498

The Table 8 represents the total, direct and indirect effects. The direct and indirect effects of DSR On SUP in QOL mediated regression are positive and statistically significant ( $b=.343$  and  $.057$ ,  $t(324)=7.146$  and  $2.850$ , and  $P<.001$  respectively). The Total effect of DSR on SUP in QOL and BEN mediated analysis is also positive and statistically significant ( $b=.399$ ,  $t(324) =7.96$ ,  $lowerCI=.300$  and  $UpperCI=.498$ ).  $p<.001$ ). The outcome indicated that in the relationship between DRS and SUP mediated by QOL, the mediator accounts for  $.057$  of the effect caused by DRS on SUP. Similarly, in the relationship between DSR and SUP mediated by BEN, the direct and indirect effects of DSR on SUP are also positive and statistically

significant ( $b=.368$  and  $.031$ ,  $t(324) =7.36$  and  $2.067$ ,  $p<0.001$  and  $lowerCI=.007$  and  $upperCI=.067$ ). The confidence interval (CI) boundaries are positively greater than zero implying the effects are significant. The result showed that in the relationship between DRS and SUP mediated by BEN, the mediator accounts for  $.031$  of the effect caused by DRS on SUP.

Table 9: Bootstrap Results for Regression Model

	Variables	B	Bootmeans	Bootse	BootLower CI	BootUpperCI
QOL as Mediator	DSR	.343	.341	.058	.235	.461
	QOL	.252	.252	.049	.156	.348
BEN as Mediator	BEN	.153	.154	.051	.056	.257
	DSR	.368	.369	.055	.260	.475

The combination of the analyses from Tables 7 and 8, shows that both QOL and BEN partially mediate the relationship between DSR and SUP. To test the presence of these mediations, the results of bootstrapping were taken into consideration. The indirect effect of DSR on SUP in QOL and BEN mediation revealed that  $b = .343$  and  $.368$ , Standard error  $=.058$  and  $.055$ , confidence interval values of lower bound and upper bound is  $.235$ ,  $.260$ , and  $.461$ ,  $.475$ , respectively which is distinct from zero and the indirect effects are significant table 9. As such, it shows the confirmation of mediation and the indirect effect of DSR on SUP is statistically significant. To verify significance using bootstrapping, consider the boundaries of the CI, if they are positively greater than zero then it is significant. However, in order to know the type of mediation the present, the direct effects were taken into consideration. This study shows that the direct effect of DSR on SUP is significant,

and this affirms the presence of a partial mediation. Hence, the connection between DSR and SUP is partially mediated by BEN and QOL

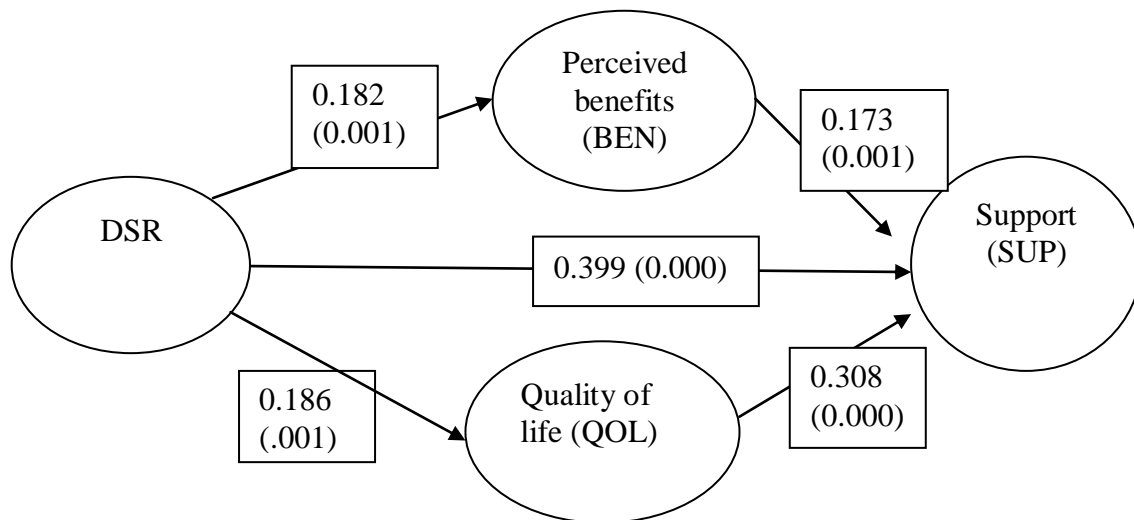


Figure 3: Results of testing the research model

Notes:

DSR had a significant indirect effect on SUP mediated by BEN ( $\beta= 0.368$   $p< 0.01$ )

DSR had a significant indirect effect on SUP mediated by QOL ( $\beta= 0.343$   $p<0.01$ )

The figures in the bracket ( ) shows statistical significance at  $p<0.05$ .

### 4.3 Hypothesis Tests

The answers to the hypotheses are can be verified from the regression and mediation analysis using the beta- values or the standardized betas, the t test values and p values.

**Hypothesis 1:** DSR influences residents’ perceived benefits positively from educational tourism development. From table 6, the standardized coefficient of DSR is .182, which implies an increase of 1 percent in DSR will increase BEN by 18.2%. This relationship is statistically significant with  $p<.001$ . Hence H1 is accepted. Therefore; DSR has a significant connection with residents’ BEN from the development of educational tourism.

Hypothesis 2: DSR positively influences the QOL of residents. From table 6 the standardized coefficient of DSR is .186, which implies an increase of 1 percent in DSR will increase QOL by 18.6%. This relationship is statistically significant with  $p < .001$ . Hence H2 is accepted. Therefore, DSR influences residents' QOL positively.

**Hypothesis 3:** Residents' BEN from educational tourism development positively contributes to their support for the development of Edu-tourism. From table 6 the standardized coefficient BEN is .173, which implies an increase of 1 percent in BEN will increase SUP by 17.3%. This relationship is statistically significant with  $p < .001$ . Hence H3 is accepted. Therefore, residents' BEN from the development of educational tourism positively influences their support for Edu-tourism development.

**Hypothesis 4:** Residents' satisfaction with QOL due to the development of Edu-tourism contributes to their support positively for educational tourism development. From table 6 the standardized coefficient of QOL is .308, which implies an increase of 1 percent in QOL will increase SUP by 30.8%. This relationship is statistically significant with  $p < .001$ . Hence H4 is accepted. Therefore, Residents' comfort with QOL due to Edu-tourism development influences their support for educational tourism development positively.

**Hypothesis 5:** Residents' perceived benefits from educational tourism development mediate the connection between DSR and their support for the development of Edu-tourism. From Table 7 the direct effect of DSR on SUP is .368 and is significant  $p < .001$ . The indirect effect, that is using BEN as a mediator is .031 and the upper and lower boundaries are positively greater than zero implying it is significant. Because of the fact that the direct result of DSR on SUP is also positively related, this implies

that we have a partial mediation by BEN. Hence H5 IS accepted. Therefore, Residents' BEN from educational tourism development mediates the connection between DSR and SUP.

**Hypothesis 6:** Residents' satisfaction with QOL due to the development of Edu-tourism development mediates the relationship between DSR and their support for educational tourism development. From Table 7, the direct effect of DSR on SUP is .343 and is significant  $p < .001$ . The indirect result, that is using QOL as a mediator is .057 and the upper and lower boundaries are positively greater than zero implying it is significant. Because of the fact that the direct result of DSR on SUP was also significant, this implies that we have a partial mediation by QOL. Hence H6 IS accepted. Therefore, Residents' comfort with QOL due to Edu-tourism development mediates the connection between DSR and their support for educational tourism development.

## **Chapter 5**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter aims to outline the thesis important findings in the instance of Famagusta, North Cyprus. Also, conclusions of the thesis are drawn and the theoretical, as well as managerial implications are summarized. We highlight the pitfalls of the study, and propose recommendations for future researchers in this area.

This research was initiated to examine the residents of Famagusta, North Cyprus on relevant factors that influence the development of educational tourism. The factors were DSR, perceived benefits, QOL, and support for educational tourism development. The findings showed that the examined variables are positively influencing the encouragement for educational tourism development. The more benefits the residents derive from the fallouts of Edu-tourism DSR, the more their quality of life is improved upon; as such they will eventually support its development.

#### **5.1 Theoretical Implications**

This research has contributed to bringing out a research model to measure DSR on residents' BEN, QOL, and their encouragement for the development of educational tourism following the social exchange theory. This theory gives a framework explaining why the perceived benefits of residents and QOL from educational tourism DSR activities influences support from residents at a destination.

Following the understanding of the author of this research, no study has been carried out theoretically to bring out a plan and test the effect of Edu-tourism DSR on inhabitants' perceived benefits, QOL, and support for the development of educational tourism. However, this study combined BEN and QOL as the mediators between DSR and residents' support following the social exchange theory (Hormans, 1958). Although the mediating roles of QOL and perceived benefit in describing the relationship between DSR and support of educational tourism has not been examined by any study, this research, therefore, fills in the gap in the literature by using these mediators in establishing and testing a theoretical model.

In particular, the consequences of this investigation uncovered that Edu-tourism DSR exercises can effectively affect occupants' perceived benefits and QOL, supporting past investigations (Bohdanowicz and Zientara, 2009; Holme, 2000; Moir, 2001; Perdue et al., 1999; Sprinkle and Maines, 2010). The discoveries recommend that Edu-tourism DSR exercises are essential predecessors of anticipating inhabitants' QOL and their perceived benefits in the community. This examination additionally discovered that the occupants' perceived benefits significantly impacted their support toward educational tourism improvement, showing that their apparent advantages assume an important role in foreseeing their support in the development of educational tourism, which is consistent with past investigations (Lee and Back, 2006; Lee et al., 2010; Gursoy & Rutherford, 2004; Nunkoo & Ramkissoon, 2010; Lee et al 2018)). Specifically, following the social exchange theory, past examinations have contended that getting support from the inhabitants was a condition for the long-term maintainability of educational tourism, and occupants' perceived benefits were basic components to anticipate inhabitants' support (Kang et al., 2008; Lee and Back, 2003)



Looking at the results of the hypotheses, H1 (.182), H2 (.186), H3 (.173), H4 (.308), were significant with  $P < 0,001$ . In addition, this examination found that DSR had a both direct and indirect huge impact on support, giving proof for partial mediating roles of BEN and QOL H5 (.368), H6 (.343) with  $P < 0,001$ . The findings provided support from the social exchange theory following the assertion that when the residents at a destination feel that their benefits are more than the cost they turn to support the development of educational tourism. It is evident in this study in the sense that the residents who perceived more benefits with high QOL were greater than those with less benefit and low QOL. Since this relationship has not been exactly tried in past DSR researches, the discoveries make new experiences into our theoretical comprehension of the reason for inhabitants' support. Consequently, this investigation adds to the hospitality literature by recognizing another predecessor of occupants' support toward the development of educational tourism.

## **5.2 Managerial Implications**

Educational tourism has been a vital economic and social sector for some decades now in Famagusta, North Cyprus. The discoveries of this study is very valuable for destination management organizations.

Tourism administrators should implement destination social responsibilities that improve residents' quality of life. This research confirmed that DSR, BEN, and QOL are important factors of the support of the inhabitants for educational tourism. As such, socially responsible destination administrators should take action in encouraging and formulating destination policies at a destination. Besides, marketing plans should be formulated by destination planners and administrators, by looking at the achievements of the development of educational tourism to the occupants of that

locality. This could be achieved by strengthening the economic position and providing opportunities for people in their community.

Administrators should formulate policies that promote the activities of social responsibility in the development of a destination like projects planning should not only be evaluated for economic significance but should also include CSR initiatives. As such, improving the QOL of the occupants' could be the main goal for a socially responsible approach for the development of a destination.

Furthermore, the findings of this study show that DSR is a determinant of BEN, QOL, and support for educational tourism showing its worth in sustaining the development of a destination and the QOL of the occupants.

### **5.3 Limitations, Future Research**

This research has some pitfalls that can help to direct further research. All the respondents were recruited from Famagusta using the convenience-sampling method; thus, the research does not have external validity. Furthermore, the results may not be generalized; further research can try to carry out a survey with inhabitants in different cities following the research model. This is because the level of influence of educational tourism DSR on BEN and support may vary as per the type of stakeholders like employees, business owners, administrators, investors, tourists, etc.

In addition, DSR was measured as a one-dimensional construct. Therefore, DSR could be conceptualized and operationalized for future research as a multidimensional construct and carry out more refined experiments on structural relations.

Furthermore, this research modeled DSR, BEN, and QOL as key factors of residents support for educational tourism. However, past research showed that constructs like community involvement, attachment, and satisfaction could predict support for tourism development. Therefore, further research could include these constructs in an integrated model with DSR.

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