

# **Educational Tourism and its Significance on Social and Cultural Changes within Host Community**

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## **ABSTRACT**

Indubitably, Social, political and cultural characteristics of a destination can be impacted by tourism development. Tourism has the potential to project positive or negative socio-cultural, socio-economic and political outcomes. Such potential is guaranteed based on how tourism cultivates and fosters. Since trend of internationalization is on the rise, heterogeneous institutions have been endeavoring to attract students who their language of spoken is beyond their local borders. In fact, students from all different spectrums have been encouraged to travel overseas, under diverse educational models to fulfill their education ambition. Educational tourism instigates people from diverse backgrounds [social and cultural] into that local destination; a great economic opportunity can arise due to significant potential of students' spending power. Such reality can be a significant boost to evolve the economic situation of locals on the ground. While, it might be a disaster for preservation of local culture and their rustic way of social life. North Cyprus, a small island located in Mediterranean region has enjoyed significant reputation due to growing numbers of its universities; a privilege increasingly recognized by international students. The economic prosperity of the island has heavily depended on its educational tourism; an easy source of income for its inhabitants. This study explores the impact of internationalization of education known as educational tourism on the cultural and social facets of local lives, here in Famagusta, a small city in Turkish Republic of North Cyprus. There is a raft of unanswered questions in regard to impact of educational tourism on the host community, therefore, this study aims to shed a light on the impact of educational tourism on cultural and societal way of locals' lives, engaging locals' perspectives.

Hopefully, this study can shed a light on some issues; create a clear picture on trans-national transformation and how it can be beneficial for locals not just from economic point of view, also from social, cultural and physical point of view as well.

**Keywords:** Educational tourism, internationalizations, locals, foreign students, North Cyprus, trans-national transformation

## ÖZ

Kuşkusuz, bir destinasyonun sosyal, politik ve kültürel özellikleri turizmin gelişmesinden etkilenebilir. Turizm, olumlu veya olumsuz sosyo-kültürel, sosyo-ekonomik ve politik sonuçları yansıtırma potansiyeline sahiptir. Bu potansiyel, turizmin nasıl geliştiğine ve geliştiğine bağlı olarak garanti edilmektedir. Uluslararasılaşma eğilimi yükselişte olduğundan, heterojen kurumlar, konuştukları dili yerel sınırlarının ötesinde olan öğrencileri çekmeye çalışmaktadır. Aslında, tüm farklı spektrumlardan öğrenciler, eğitim hedeflerini yerine getirmek için çeşitli eğitim modelleri altında denizaşırı seyahat etmeye teşvik edildi. Eğitim turizmi, farklı geçmişlerden [sosyal ve kültürel] insanları bu yerel destinasyona teşvik eder; Öğrencilerin önemli harcama gücü potansiyeli nedeniyle büyük bir ekonomik fırsat ortaya çıkabilir. Böyle bir gerçeklik, yerel halkın ekonomik durumunun sahadaki gelişimini önemli ölçüde artırabilir. yerel kültürün ve kırsal sosyal yaşam tarzının korunması için bir felaket olabilir. Akdeniz bölgesinde yer alan küçük bir ada olan Kuzey Kıbrıs, artan üniversite sayısı nedeniyle önemli bir üne kavuşmuştur; uluslararası öğrenciler tarafından giderek daha fazla tanınan bir ayrıcalık. Adanın ekonomik refahı, büyük ölçüde eğitim turizmine bağlıydı; sakinleri için kolay bir gelir kaynağı. Bu çalışma, eğitim turizmi olarak bilinen eğitimin uluslararasılaşmasının, burada, Kuzey Kıbrıs Türk Cumhuriyeti'nin küçük bir şehri olan Gazimağusa'da yerel yaşamların kültürel ve sosyal yönleri üzerindeki etkisini araştırmaktadır. Bu nedenle, bu çalışma, eğitim turizminin yerel halkın kültürel ve toplumsal yaşam biçimleri üzerindeki etkisine ışık tutmayı ve yerel halkın bakış açılarıyla ilgilenmeyi amaçlamaktadır. Umarım bu çalışma bazı konulara ışık tutabilir, ulusötesi dönüşüm hakkında net bir resim

oluřturabilir ve bunun sadece ekonomik aıdan deęil, sosyal, kltrel ve fiziksel aıdan da yerel halk iin nasıl faydalı olabileceęi konusunda fikir verebilir.

**Anahtar kelimeler:** Eęitim turizmi, uluslararasılařmalar, yerli halk, yabancı ęrenciler, Kuzey Kıbrıs, ulustesi dnřm

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# Chapter 1

## INTRODUCTION

### 1.1 Introduction to the topic

Tourism industry has been one of the fast-pacing industries, enjoying a massive expansion in divergent dimensions such as; “gastronomy, hotel and hospitality, business, pleasure, space, education and other composing domains” (Rawal, 2020). Social, political and cultural characteristics of a destination can be impacted by tourism development. Tourism has the potential to project positive socio-cultural, socio-economic and political outcomes. Such potential is guaranteed based on how tourism and its positive pros cultivate and foster (Rawal, 2020; Eluwole, 2020). However, tourism can yield to negative outcomes as well. Since trend of internationalization is on the rise, heterogeneous institutions have been endeavoring to attract students whose language of spoken is beyond their local borders. Infact, students from all different spectrums have been encouraged to travel overseas, under diverse educational models to fulfill their education ambitions (Schroeder et al., 2009).

Given the fact that organizations in which dispatching students overseas, know and revere the local culture and the social values of the destination; a huge difference in contrast to the dispatched students. In addition, the impact an international student can have on the cultural and societal aspect of a destination such as “London” will not be the same as its impact on a rustic remote village in China or Brazil. However, demands for educational tourism to non-conventional destinations are soaring; students more

than ever have displayed a great deal of enthusiasm to be snatched away far from the mainstream path, without any scrutiny into irreversible or detrimental consequences of their arrival on the cultural or social facets of those rustic communities belong to that unfamiliar destination (Ogden, 2007).

## **1.2 What might be the impacts on local communities?**

Bear in mind that compiling information on this topic is an up-hill battle since there has been growing body of evidence, addressing the impact of locals on international students from different points of views entailing; “integration into local culture “into “mastering local language”, or into “acculturation, free movement and other aspects of life”. Yet, the plausible scholarly research on the impact of educational tourists on the social or cultural facets of local lives is still in demand (Sullivan & Kashubeck-West, 2015; Li et al., 2016). Considering such fact, it is not mind-blowing to admit that researchers have no what ‘so ever idea on the kind of the impact educational tourists might lay on different aspects of local lives, let alone, no concrete literacy on the profound impact of educational tourists on an enclosed rural destination site (Ogden, 2007).

Meanwhile, a great body of scholarly reviews have pinpointed the negative impacts of foreign travelers on the local destination; regarding its cultural, social and economic ramifications (Archer et al., 2005). Although, there is a noticeable discrepancy between properties of study overseas versus travel-tourism, still there are some common -ground homogeneities (Lew, Hall, & Williams, 2004). similar to “travel tourism”, “educational tourism” known as “study overseas” can birth to concerns and ramifications; dilemmas in which cannot be deterred but they can be curbed if in advance, the possibility of their strikes gets correctly detected. Still, bear in mind that

tourism like other industries can act like a toss with two sides; bear the fruit of positivity too (Archer et al., 2005).

Educational tourism instigates people from diverse backgrounds [social and cultural] into that local destination; a great economic opportunity can arise due to significant potential of students' spending power. Such reality can be a significant boost to evolve the economic situation of locals on the ground while, it might be a disaster for preservation of local culture and their rustic way of social life (Archer et al., 2005).

### **1.3 Educational tourism might encourage students' colonization within a host community**

In today's world foreign students who seek education overseas have been referred as **"customers"** since they are in demand of "flawless administrative system", "private space" and "personal belongings". They are in demand of abundant support from academia counselling to free accessibility to utilities and other bonuses (Ogden, 2007). Considering the fact that they are foreigners, they warrant everything to their convenience without no attention or engagement with local culture or their social way of life. Within this trend of study overseas a new phenomenon has loomed up dubbed as **"colonial students"** who are die heart fans of overseas education, prying all benefits out of it, without necessarily get involved with experiencing the cultural and social facets of the host destination (Ogden, 2007). In fact, colonial students, they want to gain experiences but not through localism path, yet through internationalism path, master and explore all aspects of the destination and its job benefits in English. The sole objective of colonial students is to put together a profound resume for future employment without concerning to soak up about cultural or social aspect of local life, nor they intend to cultivate any sense of belonging to the host community (Kingerer,

2010). Given the fact that they are education enthusiasts, they have no disposition to integrate into host community and recognize the privileges which have been groomed for them as a temporary sojourn there.

Mastering the local language, cultivating a productive friendship, bonding a mutual tie with the host community and patronizing their culture and way of social life seem to have been trivialized by these students. Colonial students mostly prefer to stay with their own kinds or alone but far from the reach of locals, either inside universities' dorms or off campus inside compounded buildings. Colonial students are kids of affluent foreigners who their parent's fortune can patronize the luxury way of kind of the life, they intend to run beyond their country's border, within the border of the foreign land (Kinging, 2010). Such colonial behavior within local culture, inside local society seem to be detrimental to either side, as each side shuts down another, due to lack of socialization, interaction and engagement; attributes in which cannot fulfill due to **"language barrier"**. The nuisance of language barrier and falling behind the gap of cultural and Social way of local life, induce these students to creep into their own communal bubble, finding others who convey in the same language "English" and culturally and socially more resonating with their mindsets and doctrines; a rogue tool to ravage the inclusivity and integration opportunity into the host community; detrimental indeed, to get comfortably, acquainted with all divergent facets of host life (Kinging, 2010;Ogden, 2007).

#### **1.4 Study aim and objectives**

A deep look into tourism literature reviews, reveals the fact that educational tourism a novel term for "overseas study program" might have had devastating impact on host community, in the case, orientation and assimilation between these two parties do not

arise on time. There is a raft of unanswered questions in regard to impact of educational tourism on the host community; questions in which cover from rudimental needs of students such as; their needs for food, water, accommodation and its negative impact on locals, to questions addressing; students' needs for waste disposal, their collusion in pollution of local environment also, local displacements, economic benefits or economic disparity of educational tourism and other myriad questions. Since, this study aims to shed a light on the impact of educational tourism on cultural and societal way of locals' lives, thus based on the provided background, following objectives have been taken into account;

- The impact of educational tourism on communal relationship
- The impact of educational tourism on family relationship [spouses, parents, children, other members of the extended family such as; cousins...]
- Local Displacement
- Relationship between sexes [ men versus women]
- Impact on local traditions.

However, as there are more mystifying questions, indeed, more objectives can be raised to target this study or similar- types. Yet, these questions can be constructed more profoundly, in the case, they get conferred by local people; their perspectives will inevitably have a grand impact on the generated questions, pinpointing more distinctively, the major issues from their spectacles.

### **1.5 Choice of methodology**

Given the fact that, this study is about to gauge the temperature of local perspectives over impact of educational tourism on the socio-cultural way of their lives, a self - administered interview method as the optimal tool can be relevant since, interview has

the ability to establish a close tie between interviewer [foreign student] and the interviewees [locals], listen to their divergent points of views, concerns, complaints and satisfactions. Interview is the only method in which can illuminate on unknown, can untie the unsaid and instigate some sort of relief for those who have been battered unfairly by the imposed changes.

In addition, **interview provides the odds of observation**; a kind of eye-to-eye contact and ability to feel, see and judge for yourself as the researcher. Yet, observation must occur in a minute way since people with deep roots and enriched background, most of the time they are ashamed of revelation, they might be observed smiling superficially while, deep inside they are hiding a deep cut. Therefore, that is the job of the interviewer how to ask, what to ask and when to raise the unraised in order to break the ice and allow the subject to unleash the entire enigma.

A meticulously well-designed interview anchors the opportunity of a prying but simultaneously, consoling observation. The secret to the interview is this; as the researcher drops the related question, based on the provided answers, other pertinent questions automatically fill the gap.

## Chapter 2

### LITERATURE REVIEW

#### 2.1 Insight into the educational tourism

For the past decade, different tourism terminologies have been generated, serving diverse purposes. One of these terminologies, is “educational tourism” or “Edu-tourism” in which obliging the objectives of students’ learning and education beyond the frontiers of their countries of origin, to fulfill their academic ambitions (Ritchie et al., 2003; Eluwoleetal., 2020).

There are different perspectives on educational tourism, as based on Campos & Jimenez perception, educational tourism is that type of tourism in which originally born education lovers, decide to leave their country of origin, seeking education overseas in order to amplify scope of their learning experiences. There is also, a comprehensive definition of international students by UNESCO as by definition “an individual who practically crosses borders between countries, reach the destination country where it is heterogeneous from his country of departure, to fulfill educational purposes, called an internationally mobile student (refer to UNISCO glossary).

Meanwhile, Huang, R. (2008) cited that foreign students will not be classified as tourists, since most academic tourism theories believe that a tourist is a person with a shorter sojourn of less than a year in that host destination. Yet, he pinpointed that a foreign student is not just a student since he carries the whole experience package such



as interaction, smelling, hearing, touching, tasting, within host setting rather than just academic experience.

Practically, educational tourism has been decomposed into several different taxonomies as each fulfilling a particular purpose, incorporating; educational school tourism, educational academic tourism, exchange program tourism, academic seminars tourism and at last, educational adult touring program known as life-long learning (Corigliano, 2011; Glover, 2011; Eluwole et al., 2020).

The popularity of educational tourism is corresponded to its substantial contribution to the socio-economic and cultural aspects of both host and guest countries. Furthermore, internationalization of higher education accelerated due to significant change in the numbers and economic well-being of middle-class families to the extent that myriad students from both developing and emerging economies, migrating to developed part of the world to accomplish their academia purposes (Oladipo et al., 2018). However, establishment of international universities has been the precursor for educational tourism since, multitude of countries, entertain Edu-tourism as multibillion-dollar industry in which can foster their economies and pose the name of their respected countries at international scale (Cheung et al., 2011).

Accordingly, (OECCD) the numbers of overseas education seekers have mounted from 0.8 million in the late 1970s to 4.6 million 45 years later (OECD, 2017, p 296). The organization for economic co-operation and development, have defined foreign students differently as either “non-citizens of a country who have not been registered officially” or “international students who are non-permanent or not ordinary residents of that education-oriented country” (OECD, 2017, p.296).

## **2.2 Educational tourism impact on a host community, a sword with double edge**

There has been a significant trend in participation of students in international learning program with the objective of enriching their knowledge and skills in order to contribute to local and international community (Host, 2015; Larsen, 2015). Although, there has been a great deal of research on international learning program, also, on the beneficial migration of foreign students over their country of residents, still there is an enigma surrounding the impact of such mobile education on host communities, host universities whose accommodate foreign students, particularly in an Island setting. Even with the best intention in heart, the ramification of mobility experience can be absolutely brutal on host community, particularly in regard to cultural shocks. For example; what do locals procure, if there is anything at all, from accommodating foreign students for a certain period of time? What kind of pros and cons (impacts) these foreign students could have on the accommodating host? So, all these questions have remained inconclusive, therefore a great deal of researchers have solicited for further deep digging in this domain (Tonkin, 2011; Crabtree, 2008; Stoecker, 2009).

### **2.2.1 Benefits of educational tourism on a host community**

It has been cited that in recent years, the trend of studying overseas has been prevalently welcome by students worldwide (Tomasi et al.,2020). Such massive welcome cannot be shy of economic, socio-cultural benefits for hosts since, host community can solicit out its cultural merits and social activities under the cover of entertainment programs, recreational leisure activities, cuisines, culinary arts and beverages. Such approach does not just provoke socio-cultural recognition furthermore, such act cannot remain without locally oriented-economic dividends. For example; foreign students spend capital on lodgings, transportation, tele-

communication, utilities and other services as well as, different types of shopping and entertainment packages to get acquainted with socio-cultural aspects of local life as a quick token of integration while, unintentionally boosting the wheel of local economy (Tani, 2020; Tomasi et al., 2020).

Meanwhile, foreign students pry benefits out of educational tourism via establishing relationship with locals, a kind of practical experience in which can hone their perspectives over other's way of life (Tomas et al., 2020). Indubitably, tourism is an experience and educational tourism is one part of experiential learning. hence it makes sense to call international students as tourists who are not just intrigued by overseas education, also, they have inclination to patronize locally- designated tourist's attraction spots (Huang, 2008).

Foreign students have a critical role on boosting the economy of host by spending money on certain expenses such as; accommodation, transport, tele-communication, recreational activities, foods in restaurants (Radzi et al., 2016).

### **2.2.2 Universities relation with educational tourism and the impact on a local community**

Universities, also in such environment they have civic responsibilities as a way to contribute to and hone the life style of local community while nursing the education of foreign recruiters. Infact, universities can brace foreign students into educational activity side by side locals, while making foreign students become audacious enough to act like a vibrant citizen, to procure knowledge and to sharpen their chance of employability among hosts (Goddard, & Kempton, 2016). Indubitably in such environment, talented skilled international students decide to prolong their sojourn and serve the local community while exceling their own capabilities. Foreign students they

put their mastered skills in practice, something which can bridge to cultivation of a proper production system and innovation process, something in which can fabricate very much skilled workers out of foreign students to benefit the local community in the future (Tani, 2020). Study overseas can concern foreign students with the development of host community. There have been few reviewees on the social behavioral exchange between tourists and hosts due to exposure to educational tourism (Cohen,2016;Wright et al., 2007).For example one particular study Hénard and his colleagues (2012) has cited that mobility of international students can be the trigger behind internationally oriented scientific tasks, a kind of collaboration between host community, host university and educational tourists, it can bridge the gap between genders especially between local hosts, empower local women and youth, while embracing foreign tourists to have a say in such locally globally oriented scientific network. Another study by Moscardo, (2008) manifested that host communities must be taught on two components of value of knowledge-sharing and building capacity to be able to exchange information with the tourist. Furthermore, cultural swap will pan out when students locally present themselves, speak their academic minds to bring sustainable protection to cultural heritage and social uniqueness of locals. Such attempt by foreign students will touch the mindset of local community in regard to socio-cultural aspect of their lives. All these elements will build a bridge into sustainable local development (Samah et al., 2012).

### **2.2.3 Drawbacks of educational tourism on a host community**

For the past decade a growing body of literatures has been produced by researchers, mostly belong to USA academia, in which agitates that the integrity of host communities in all aspects of livelihood has been compromised due to explicit exposure to educational tourism, with profound impact from short- term educational

programs (Ziguras, & Lucas, 2020). How educational tourism can afflict host communities, have been addressed in couple of reviews (Ziguras, & Lucas, 2020; Schroeder et al, 2009). Educational tourism without any proper planning or charted setting, especially in relation to short term programs such as “exchange or joint” can trigger influx of foreign students into that host environment, despite host is not prepared to help the speedy integration of foreign students or process of gradual acculturation. Such lack of orientation due to embracement of short- term educational tourism can prompt more negative impact on the host community than those long - term degree programs. Negative consequences such as cultural shock, displacement of locals, disorientation of upholding values among local residents, family dispute due to forced exposure to strangers and plenty of other concerns (Schroeder et al, 2009, p.147).

Furthermore, countries like USA since early 20ths followed by Australia and Japan recently, they have been experiencing a massive flow of foreign students, who are browsing for short-term program learning. Such surge in short term migration due to short-term educational objectives will lead to sharp changes in the attitude of the foreign student, a bridge into colonial attitude as the foreign student intends to pry ultimate benefits out of the notion behind studying overseas, while he is indifferent to get exposed to less attractive side of the foreign environment such as complexity in cultural or social life aspects of host community. Such negligence can ignite significant consequences in communal family relationship of locals (Ogden, 2007). In fact, the foreign student is less enthusiastic to explore beyond his educational vision. Such devoid of enthusiasm can instigate harm to the foreign environment, known as the host community (Woolf, 2006).

Deployment of overseas colonial learning system in which advocates for short or long-term educational tourism, can be marked as menace to the integrity of the host community, since such system upholds prioritization of foreign students over locals (Ogden, 2007, p.40).

Educational tourism can arrest the attention of education enthusiasts to “non-traditional destinations” with particular accentuation on emerging destinations among under-developed countries where the disparity in wealth can drive a wedge among hosts and visiting students (woolf, 2006; Wood et al., 2012). The dogma behind opening the gate of under-developed countries to educational tourism stemmed after world war 2 as, the under-developed economies warranted to have an economic boost side by side emerging ones; such construct behind steady flow of educational tourists to low-income nations, supposedly imposed a risk on the host community due to significant inequality in earnings, life style and socio- cultural values between hosts and visiting students (Wood et al., 2012 p.10).

Scholars such as woods and his colleagues, (2011) as well as dear &howard (2016) in their issued papers, deeply discoursed the unintentional appalling impacts of educational tourism on the host community from two different spectacles, “economic-material one” and “socio-cultural one”. Furthermore, the jeopardy and communal threats which educational tourism can enforce on the host community have been addressed by a great deal of authors including; (Schroeder et al, 2009). In regard to “economic-material impact”, Schroeder and his colleagues, as well as others underscored that educational tourists can compromise the integrity and abundance of naturally-oriented local resources, while menacing the sustainability of local’s environment, exposing it to exploitation. Such naturally beneficial economic resources

could have been utilized for the sake of locals as guest accommodators. Foreign students due to privilege of international language communication and wealthier budget, can be tricked to communicate with some certain part of host community, favoring them while alienating under-privileged ones. Such innocent discrimination will easily lead to exacerbation of gap between privileged and under-privileged members of host community (Schroeder et al, 2009). Influx of educational tourists under the name of international students will definitely create a toxic dependency of local budget on educational tourist's pocket which can jeopardize the sustainability of an independence local economy and generation of local entrepreneurs (dear & howard 2016).

In respect to socio-cultural impact, woods and his colleagues (2012) as well as other aforementioned scholars pinpointed that there would be also, a detrimental socio-cultural impact. these scholars cited that each local community would have its own unique way of life in which cultural values and social norms have been embedded into, therefore, the behavior of foreign student as an educational visitor, their uniquely different dress-code, drug and alcohol consumption, could all be a fragmenting menace to the values of the hosting locals, instigating unintentional dispute, conflict of interest, mutual resentment, feeling of alienation, unwanted or degraded from either side. In fact, woods (2012) in his paper highlighted the significant impact of socio-cultural differences between host and international students, in relation to the self-esteem of either side. In addition, other reviewees manifested that presumed opportunity of prosperity for international students in under-developed nations, will trigger the presence of some educational facilities to fulfill the needs of internationals while leaving local students behind, a rogue bridge into reinforcement of colonial student's establishment (Beste, 2020; Ziguris, & Lucas, 2020). Contemporary educational

tourism can embody compelled displacement as well. Due to innumerable economic pros, relocation of existing locals cannot be out of question in favor of prosperity of majority (Wang, & Wall,2007).

### **2.3 Impact of educational tourism on inhabitants of Famagusta**

Educational tourism implicitly has impacted the social fabric of Famagusta society as before its penetration, rustic men of the city mostly were engaged in farming, merchandising, hairdressing or assigned to governmental positions, while women of the city, mostly were housekeepers grounded to home in order to raise kids and take care of chores. Yet, there was a confined population of women who were involved in medical sector, education or textile industry. However, thanks to development in educational tourism, lifestyle of locals began experiencing transition. Small family run businesses have been substituted by big enterprises, owned by locals and foreign student's family members (Mohul,2009).

For decades a great body of case- based or descriptive studies have been concentrating on resident's perception over tourism development among their community. Recently, there has been predilection for employment of knowledge- based theories to illustrate the impact of tourism on the local residents. One of these profound theoretical approaches is **social exchange theory**; it is infact the most applicable theory in the social sciences, in which can elaborate host spectacle and their reaction towards the impact of tourism. this theory argues that social behavior originates from an exchange process with the aim of maximizing its benefits and mitigating its costs. According to George Homans the initiator of the theory, people weigh the potential pros and cos (risks) of social interaction. Hence, locals appraise educational tourism in regard to social exchange; what are the procured benefits and what are the imposing costs in



return for the services they anchor, hence if the benefits surpass the costs, it will be justified to be upheld (Vounatsou et al., 1994; AP, 1992). As a matter of fact, Zhang, (2008) in his study cited that locals will endorse tourism development more in the case they conceive more constructive impacts (benefits) rather than deconstructive ones (costs).

This particular paper aims to assimilate the impact of educational tourism on socio-cultural changes within host community. The paper infact, aims to concentrate on components of a healthy society, such as; community relationship, family relationship with specific accentuation on spouse, parents and offspring. In addition, this paper pinpoints the position of local men and women in the new environment in regard to imposed changes by educational tourism such as decay of family inherited businesses and orientation of internationally -oriented enterprises or empowerment of rustic women as they do not refer to themselves as housekeepers anymore.

Indubitably, this paper intends to cover the consequences of educational tourism invasion on socio-cultural changes in city of Famagusta for either greater or bitter, while intends to point out at the issue of accommodation challenges to shelter foreign students a threat to displacement or relocation of local citizens.

## **Chapter3**

### **METHODOLOGY**

#### **3.1 Introduction to approach, methodology and method**

This study is qualitative with inductive approach as the researcher intends to deduce the impact of educational tourism on social and cultural aspects of host community. In fact, for this study the ideal technique is qualitative methodology since through such technique, the researcher can ascertain the under- research community, group or organization from the insider's perspectives (Almeida Garcia, et al., 2016).

The used method is self-administered interview, as interview method creates a minute appreciation of the phenomenon from the point of views of the targeted population which in this study seems to be local residents of Famagusta those who inhabited on the island, since the year, 1974. Given the fact that local residents are the target of the research, in this context, collected data will be expansive and reliable. In this study, qualitative methodology will be encouraged as a vein to explore sweeping knowledge over the topic while grasping the rationales behind some certain factors in which locals show certain attitude towards educational tourism (sharply, 2014).

In regard to qualitative methodology, one must know that interpretation of the collected data is imperative, since through the interpretation, the researcher can assimilate the meaning of the said words in the interview format. Indubitably, interview style will provide the platform of observation, hearing, feeling and total

interpretation of what was said and what was felt by the target subject (Neuman, 2014). Interview is the best way to get to the bottom of people's feelings and emotions, especially when impact or influence of the phenomenon should be taken into deep equation. Nothing like interview can betray to the body language of the interviewee, can reveal the hidden secrets, unsaid words, and raw emotions; a tool to gauge the degree of the impact. In addition, in interview, there is a profound eye contact, something which you cannot access in other types of research methods (Myers, 2008).

For the purpose of this study, self-administered interview was designed to assimilate the transpiring phenomenon of cultural and social changes from the spectacle of local residents of Famagusta. It has been attested to the fact by different scholars such as Neuman, (2014) that interviewing sampling population for an indefinite period of time, allows researcher to investigate the subject in all related aspects in order to get to the bottom of the research purpose. Qualitative interview helps the researcher get better comprehension over interviewee's perceptions, sentiments, attitudes through raising questions. Interview, also provides opportunity of reboot and revision, asking the exact questions which concerning the subject and addressing the root cause of the impact, influence or problem.

However, in this particular study there are some personal reasons behind choosing inductive approach as well. The researcher believes that due to her extroverted personality, interview can help her research as, through establishing some cozy relationship between herself and the target population [locals] can get to the bottom of questions. In interview method, trust is essential and cannot be generated if the interviewer suffers openness and extroversion in personality. In addition, as the research is about to target locals, having a small cozy conversation in which leads to

in-depth analysis of the subject of the research seems more scientifically profound in contrast to compelling or enticing locals to fill out a questionnaire. Bear in mind that locals are not well- educated or by majority they are rustic people which will find the whole idea of fill-out questionnaire pestering or perplexing as compared with casual conversation interview-like.

### **3.2 The sample**

The sampling population in this particular study is the local residents of Famagusta who have been dwelling here, since 1974. The rationale behind this choice, has been two reasons. First, it seems some locals are pestered by the way the fabric of their old city has begun changing; embracing internationalism, cosmopolitanism and modernity. Also, it seems, they cherish their rustic life- style and do not want to have it distorted. Second, it seems, in regard to cultural exchange, rather integration of educational tourists as foreign students into societal and cultural aspect of local life, there are some certain barriers; such as language barrier or lack of education on the cultural aspects of local lives. Also, there are other concerns such as; lack of preparation by locals, displacement of locals, family dispute and other imposing stressors on the fabric of the local life. Since, the researcher, herself is a foreign student, she has come across some locals, who were bashing impact of educational tourism on the virgin fabric of Famagusta city, while they have been others who have been impressed and applauding the modernization and westernization. Such observation has prompted the researcher to choose such topic and dig deep into different local's spectacles in order to establish a clear picture of their thoughts on the impact of educational tourism on cultural and social aspect of their local life. Hence, through purposive sampling technique at least, 18 residents who their mother tongue is Turkish language will be taken into this study. Meanwhile, the number of respondents will get determined by the level of saturation.

It means, based on Neuman, (2014)'s remarks the researcher will resume interviewing until, no extra or novel information can be extracted.

Since Famagusta is composed of 36 districts, it has been decided to concentrate on the most familiarly residential districts among international students and how their residency and their commute has impacted these areas from the perspective of the local residents. Thus, areas encompassing: Gulseren, Maras, Sakarya, Salamis, Kaliland have been taken into contemplation and parity between genders have been respected.

### **3.3 Ethic of the research**

Throughout the research, the researcher fulfilled the research protocols as well as earning the approval of research committee inside university to be able to undertake such research. The researcher designed a "consent form" which clearly elaborated the research title, the research aims and objectives, the contribution of the research to the target community (locals), and how much their voluntarily participation can shed a light on actual issues, hopefully a bridge to generation of resolutions. In addition, as one part of consent form agreement, participants (locals) confessed that their participation has been voluntarily and they agreed to have their voices recorded. In addition, the researcher agreed that the recorded voice of participants, is just due to fulfillment of research purposes, and the confidentiality will not be breached. At the onset of each interview, the purpose of the research was elucidated to perfection and the consent form was illustrated in Turkish.

### **3.4 Producers**

As it was a forementioned, a consent form was designed to clarify the research topic and voluntarily participation of the subject. The consented form was in Turkish, then got translated into English. The interview took between 30-60 minutes and all the

generated questions on the interview prompt were solicited to address the research objectives. The interview was audio-recorded as the locals were Turkish spoken people, then interpreted in to English and transcribed. Indubitably, presence of illustrations can make the impact of uttered words by interviewees more profound. Thus, it can lead to a well- designed planning in which will build up on positivity or it will mitigate the impact of negativity.

The interview questions were determined, based on in-depth scrutiny of Literature review and retrospective observations by the researcher herself. In fact, the researcher had been noticed beforehand that how much locals seemed to be superficially polarized in regard to impact of educational tourism on the fabric of their rustic life.

### **3.5 Stages of interview**

In this interview, five different segments generated. The first segment was composed of questions addressing; positive points of views of locals on cultural and societal changes of Famagusta (their birth place) through educational tourists.

In the second segment of interview; questions addressing the negative impacts of educational tourism from local points of views over social and cultural fabric of Famagusta city were addressed. In the third segment of interview, local's suggestions in regard to how educational tourism can be more productive, were brought to surface. In the Fourth segment of interview, the reasons behind negative impacts of educational tourists and possible solutions to that were scrutinized. And the last part of interview confined to demographic factors of participants.

**Social exchange theory** is the harnessed theory in this research, therefore, concentrating on the benefits of changes on the social and cultural fabric of local

community from local perspectives and how much these changes turned out to be beneficial or costly will be important. Such concentration can address the generated research objectives and can contribute to local life significantly.

## Chapter 4

### DATA ANALYSIS

Educational tourism a crucial sector in tourism industry which can promote its sustainability. North Cyprus, a small island located in Mediterranean region has enjoyed significant reputation due to growing numbers of its universities; a privilege increasingly recognized by international students. The economic prosperity of the island has heavily depended on its educational tourism; an easy source of income for its inhabitants. This study explores the impact of internationalization of education known as educational tourism on the cultural and social facets of local lives, here in Famagusta, a small city in Turkish Republic of North Cyprus.

Through the provided literature review, a range of socio-cultural impacts due to exposure of the local areas to foreign tourists has been confirmed. Similarly, to that, has been the case, in this particular study, respondents pinpointed **five components** of “*the quality of family’s life, communal relationship, gender, local tradition and communal displacement*” which had been influenced due to prone to foreign students. The research method was self- administered interview in Turkish language as it was the mother tongue language of respondents, then for the sake of this research was interpreted into English.

One of the rationales behind this study was that, the retrospective reviews attested to the fact that tourism development in the context of educational tourism could create



some pros and cons for locals at the communal level, indeed impacting how people live and interact within their local community. Of this note, such educational tourism can instigate changes within the local community, therefore, discovering its impacts through local's perspectives and their attitudes towards applied changes, seemed to be a subject to investigate, particularly in a rustic place like city of Famagusta which had been coerced into diversification.

#### **4.1 Community relationship**

The development of tourism can lead to a great deal of changes, positive or negative within the fabric of local communities, located in destination areas (Crandall, 1987; Gjerard, 2005).

Local respondents in this study perceived educational tourism **had destroyed a set of conventional values**; *feeling of cooperation, solidarity and team spirit*. They believed all those values were gone and rotated by westernization, globalization and internationalization. Here, how one of the locals depicts it:

R5: *“it used to be solidarity.... but now time is passing by, busy collecting money..... it seems we are in competition with each other, .....no cooperation”*.

There was also, another concern, **alteration in the fabric of local culture**; indeed, destruction of local culture, as the interviewer felt, some locals intended to relinquish their cultural values, mimicking the culture of the foreign student, something in which could resonate with the expectations of the foreign tourists. Here is, how one respondent hails it:

R2: “*The life has become modern..... all about ready stuff, fast food.....it used to cook and eat indoors..... now spending money outdoors..... health problems, like obesity*”

Also, residents believed that **the quality of their social life** had been impacted badly by tourists. Infact, they felt more unsafe, under siege by tourists and unpalatable changes in their daily routines. In general, residents bemoaned that educational tourism had brutalized “**their social bonds**”, maybe that was the reason behind animosity of some indigenous locals towards educational tourists. Here is, how one of the residents feels:

R4“*The demographic of neighborhood in city has got changed..... neighbors always changing..... not knowing them.....residents start not feeling safe and not visit each other or stay outdoors for a long time.....however, still is the case in villages.....same neighborhoods ..... people usually stay long in cafes*”.

## **4.2 Local tradition**

A growing body of literature has argued that exposure to foreign tourists will be productive since such privilege can unleash the locals’ cultural identity McGeHee et al (2002) while, rejuvenating and conserving the conventional arts, crafts and heritage of that particular area (Besculides, Lee, & McCormick,2002; Kim, 2002).

Similarly, in this study, there was a huge portion of respondents (81%), believed that foreign students **had contributed significantly to the perspective of locals** in regard to experience of others’ cultures, to master about others’ civilizations, to procure novel skills and literacy which would make the locals more equipped with projecting on their own cultural circumstances.

Here, there is the comment of one respondent: R1: *“tourists are beneficial to our community as they have opened the eyes of the locals, now more locals try to learn English or can handle it better than before”*.

In this study, the interviewer noticed that there was a **feeling of pride and enhancement of social status** due to exposure to foreign students, as indeed, such exposure had introduced the traditional language of locals [ Turkish] to foreigners, even encouraging few of them to master the language. Here, how one respondent felt: R3: *“friendship between us as locals and foreigners have made a great contribution in the terms of language exchange”*.

### **4.3 Family life/quality life**

Most respondents, had the proposition that family life and its structure had been influenced badly, by educational tourism. Indeed, foreign students had a degree of influence on **familial intimacy and personal matters**, which had targeted the **family integrity and the time** they were supposed to spend all together. One respondent highlighted that:

R10: *“due to the presence of foreign students, economic wheel had been swirling more productively, more locally-oriented business had been launched which had led to more job’s creation and occupation. Yet, the negative side of that had targeted family bonds and times of getting together”*.

Another respondent echoed the same concern:

R8: *“a deterioration is felt..... in the past family relationship was stronger due to often meeting..... but according to my observations, families nowadays just meet during religious holidays .....and of course another reason, women working too”*.

As UN women argued; involvement and simultaneously, **empowerment of women** in tourism industry can lead to substantial mitigation of poverty status in developing

nations. Indeed, such empowerment especially among rustic women will diminish rural poverty, will steer up the economic prosperity, hence, can **sharpen rural women's financial status and mend the quality of family's life** (Ghodsee, 2003; Boley, & McGehee,2014; Afifi, & Al-Sherif,2014). Indeed, empowerment of women in any occupation, in this case, tourism is a sense of reward as one respondent asserted:

R12: *“in regard to helping women find a job..... women's empowerment .....this educational tourism has been effective..... yet it has created its negative tolls on the family life, as people highly value their family life and traditional status.”*

Another respondent also, weighed in, by pinpointing the fact **that foreign students had impacted family structure in Famagusta more negatively than positively**. He cited that **family bonds had dissipated** in contrast to the retrospective time. Here, it comes his remark: R6: *“students had been the trigger behind enticing or rather coercing locals to cope with loner working hours”*.

Indeed, here the respondent felt that such change neither had been familiar nor flattered by locals as they preferred family spare time more than business time.

According to another respondent, the relationship between family members, especially young ones with eldest such as; fathers -sons, was dissolving. In the respondent's comment was underscored that exposure to tourism had boosted job opportunities, thus, sons had a business of their owns or in general, working and earning some money without handing the money to their family; ***a feeling of autonomy, globalization and westernization which would have ignited some spat between family members.***

R2: *boys nowadays have a job..... collect money but spending the earned money on their own personal pleasures in this case, 'cigarettes, kava, shisha, girlfriends and kebab”*.

#### **4.4 Gender**

Truly, it has been said that, exposure to foreign tourists can evolve the fabric of local culture, can insert novel dogmas into that culture for better or worst. Speaking of better, Movono&Dahles, (2017) pointed at the role of tourism in bridging the bias gap between genders, honing gender-relations and elevating the status of women; in this regard “rustic women” within the confines of their local community. Couple of respondents brought up the theme of tourism and its impact on women, known as women’s empowerment. Here, one respondent replied R13 “*during our mother’s time, there was not such a thing.....seeing women work outside..... but they started to get employed by coming of educational tourism.*”

Another respondent revealed the fact that how much estate agencies in Famagusta had flourished due to influx of foreign students. His remarks have been mentioned below: R7: “*90 % of women are working, in different sectors, especially estate agencies thanks to foreign students*”

In general, residents of Famagusta as participants in this study, felt a robust economic growth, an economic development in which had led to change *in quality and social status*, specifically targeting women as they were no more solely, defined as housewives, responsible to nurture kids or take care of chores, but a greater perspective, **economic prosperity and women’s freedom as its result.**

#### **4.5 Displacement of locals**

A growing body of literature has agreed on the fact that, tourism has evicted so many locals from their lands (Gant, 2016; Etxezarreta-Etxarri et al., 2020). It has been indeed, the trigger behind conflict between hosts and guests. The process is dubbed as

“tourism gentrification”. When indeed the local neighborhood converts into features in which can resonate with the disposition of affluent customers, visitors or travelers alike (Gant, 2015). In general, Famagusta locals as participatory respondents in this study, they perceived that the influx of foreign students “*had triggered the construction of myriad high-rise buildings, something which was violating the rustic nature of their neighborhoods*”. They felt that overwhelming physical presence of foreign educators, congestion, Traffic on Salamis road, loud noise of some certain foreign communities, production of too much garbage, all had pushed the locals back into villages located at suburbs of Famagusta. Here, it comes the remark of one respondent:

R14: “*there are so many buildings, under construction or the old ones under renovation.....to fulfill the demands of foreign students.....so much noise, hustling.....Cypriots like silence, live in quiet places, that is why they move back to villages*”.

Also, another respondent had the same view, as he commented: R18: “*I live in the village .....has not changed anything ..... rustic life and silence*”.

**To sum up the interpretation of results**, the interviewer noticed that there was a general consensus among locals of Famagusta that educational tourism and the physical appearance of foreign students overall, had yielded to more negative outcomes than positive ones. Nevertheless, some positive outcomes were detected. For instance; locals conceded to the fact that presence of foreign students had led to **generation of greater source of income**, due to creation of more job opportunities for residents. They testified that more of their dependents, in this case their sons as well as their women [ **empowerment**] were hired by enterprises-oriented tourism sector.

Furthermore, locals agreed that **their perceptions had become more open-minded** as, they were more comfortable to experience other cultures, to practice English while, recognizing the merit of their own culture and heritage; a **kind of awareness on their own cultural circumstance, sense of pride and self-esteem**. Indeed, among all under-study factors in this study; “*local tradition and gender*” enjoyed positive impact versus “*communal relationship, quality of family’s life and displacement of locals*” suffered the most negative impact.

## Chapter 5

### DISCUSSION & CONCLUSION

Currently, tourism is the most robust contributor to North Cyprus GDP (Eluwoleetal., 2020). It is changing into a pivotal industry, generating communal development in North Cyprus (Katircioğlu, 2010). However, it requires a sustainable approach in order to fix the demands and worries of locals. Educational tourism is one of the thriving divisions in tourism sector as it generates job opportunities side by side, other beneficiaries entailing; educational growth, socio-cultural, socio-economic and environmental sustainability. Factors in which collectively will steer to **communal development**. Considering the fact that educational tourism is the product of self-consciousness dealing indeed, with some certain attributes of that particular destination. Attributes incorporating: “age, origin, gender, income level, employment, religious status, educational level and socio-economic condition of that area”; factors which unanimously can touch the execution of educational tourism in that particular destination (Bhuiyan et al., 2010). Few studies have investigated the socio-cultural impact of educational tourism, from host’s spectacle on the Mediterranean region, let alone on a small island like North Cyprus. To have a thorough investigation on socio-cultural impact of educational tourism on local community of Famagusta, a small city in North Cyprus; a case study was deployed to compile the much-needed information. A self-administered interview composed, targeted 15 local residents of Famagusta. In accordance with the aim of this study, **three out of five of investigating factors** of communal relationship, quality of family life, and local tradition were embedded into



one particular category of “**socio-cultural**” while, the factor of “gender” and the factor of “local displacement” chronologically fell into category of “**socio-economic**” and “**physical impact**”. The impact in which **any of these components had on the society, economy and culture** of Famagusta residents have been depicted in following information.

The factor of gender which was categorized under socio-economic category, defined the role of women and young boys within family and society. Accommodation of foreign students inside society of Famagusta, led to creation of more job opportunities in all sectors especially, hospitality, gastronomy and estate agency. A progressive phenomenon which hired a great deal of local women and rural boys; contributed to projection of greater revenue, both per capita and domestically. It was a positive socio-economic contributor which had an adverse impact on **communal relationship and locals’ quality of life**. In regard to communal relationship, respondents ranted that despite generation of money and creation of job for locals, the economic positivity of educational tourism had been overshadowed by jeopardy in some certain locally-oriented socio-cultural values such as; *local collaboration, integrity, solidarity and collectivism rather than individualism*. Infact, locals felt that their socially accepted cultural values such as; *solidarity, assistance of one another, cooperation rather than competition* had been sold out at the cost of economic gain; something which internationalization advocates for. Many respondents also resented that **their family’s ties and the quality of the time** which used to Cypriot families spent together, had faded away. They indeed, blamed educational tourism and the revolution behind that, as the major culprit. For example; *prolonged working hours or economic independence of young local boys due to earn-wages* from tourism enterprise

business were among factors which fed the deterioration of social bonds and family bonds among locals. On the contrary, they were other locals who celebrated the educational tourism and its enforced socio-cultural or socio-economic changes. For example; *more economically independence, local women's empowerment and more awareness of locals on their cultural values and heritage* were among the positively appreciated factors in their comments.

There was also, another concern due to exposure to overwhelming flow of foreign students. The locals highlighted the case of *their own kind displacement* due to crowded spaces, Traffic, noise and pollution. In their interview-comments, locals felt disappointed that economic benefit of educational tourism had under-minded their citizen rights; rights including choice of where to live in their own homeland. In their interview remarks, by majority they saddened that due to history of exposure to quietness and peace of mind, exposing to overwhelming new faces and loud noises had become unbearable. Indeed, the phenomenon of educational tourism had been withdrawing them from Famagusta to far distant suburbs where the local fabric had remained virgin, village alike. Clearly, such *graphic physical impact of educational tourism struck the locals' quality of their family lives at the cost of socio-economic benefits.*

The compiled data in this study, indicated that educational tourism impacted the life quality of Famagusta locals, in both positive and negative veins, targeting indeed, three different aspects of that; socio-economic, socio-cultural and physical aspect.

Indubitably, tourism has the potential to give birth to some certain impacts, in which can touch the quality of one's life. Tourism introduces a new perspective, a divergent

civilization, instigates novel cultures, different values, life-style, languages, spectacles, in which all define the characteristic traits of that or those travelers who have decided for any reason to patronize the local destination(Gjerald,2005).Tourism has a double-sword effect, as it generates social pride, self-cultural awareness and communal-esteem, it can also, rise delinquency, crime, alcohol abuse, it can influence people's attitudes, values, mindset for better or worst(Gjerald,2005). Tourism indeed, can provoke social injustice due to creation of unsustainable transnational environment for locals (Jover, & Díaz-Parra, 2020) or it can lead to an adverse trans-national gentrification for residents due to generation of a different socio-economic outcomes. The rationale to investigate the socio-cultural impact of educational tourism on Famagusta locals, is the fact that foreign students inevitably can have more concrete impact on rustic locals as compared with travel tourists. The significance of the impact can be assured through length of their sojourn; indeed, foreign students will stay longer than a travel tourist due to different objectives. This research outcomes imply that locals of Famagusta are conscious of educational tourism impacts, both positive and negative, on the different aspects of their lives; socio-economic, socio-cultural and even physical aspect. A look through previous reviewees authenticates this fact that those residents who have stronger relation with the area, either due to prolonged sojourn, economic benefits or emotional attachment since birth time, will own a different insight in regard to tourism impact as compared with those residents who have had milder tie to that area (Orgaz-Agüera et al., 2020; Liang, Luo, & Bao, 2021; Gonzalez et al., 2018). The results of this study support this fact that longer residency will lead to a stronger emotional attachment in which will interpret different perspective over tourism impact on that local place versus shorter residency. In this study, those who had inseparable economic reliance on foreign students, they viewed

its socio-economic impact, positive. Yet, still resenting its socio-cultural influences accompanied with its overwhelming physical impact such as; too many of them here, too much noise, Traffic, garbage and others. Their resentment was reinforced with those locals who just concerned with educational tourism socio-cultural transformation and its physical consequences, despite its economic benefits. The latter one indeed, had no full economic attachment on foreign students.

Both residents those economically dependent on foreign students versus those who had no full economic attachment consented to the fact that socio-cultural transformation of the city, combined with unpalatable physical impact of educational tourists had outweighed its positive socio-economic benefits due to ***loss of solidarity, lack of communal cooperation, instead, invasion of communal competition.***

No distinctive discrepancy in regard to negative impact of educational tourism on locals' socio-cultural life, was observed between participants with different socio-demographic factors such as: different ***marital status or educational level.*** indeed, respondents regardless of their demographic affiliations unanimously, they agreed on the negative socio-cultural impact of educational tourists in regard to "***communal relationship***" and "***quality of family life***". However, in regard to factors of ***gender and income dependency on tourism,*** both genders and those with higher dependency on educational tourism income applauded its positive socio-economic changes. Indeed, the only overwhelmingly positive response was corresponded to the time that locals unanimously, praised the presence of foreign students due to creation of more jobs, employment of more locals, generation of greater income, so instigation of self-economic independence for young sons and women. Locals, regardless of their social

status, cherished enforced changes in perspectives of families in regard to women's empowerment.

However, such united front was partially defused by this reality that economic independence of young sons and women had distorted the traditional structure of the family; transforming it into westernized nuclear one. Previous literatures such as the one by Sharpley, R. (1994) simply reinforces the results of this study that whatever the relational gap between hosts and tourists is less narrowed down, they feel less equated with each other in different aspects of life incorporating; economic, social, cultural, thus it will lead to more appalling socio-cultural impact on the host community. In addition, results of this study in accordance with study by Gjerald, O. (2005) highlights the fact that tourism has more substantial socio-cultural impact on the developing countries versus the developed ones.

This current research anchors opportunity for other destinations alike North Cyprus, have been chosen by foreign students due to some distinguishing features for educational purposes. However, North Cyprus, due to its rapid physical changes, such as; infrastructure configurations both for academic and residential purposes, has collected a unique context for itself, therefore, the results of this study should not generalize for other education tourism -like destinations. In continuation with this study, future research should focus more broadly on socio-cultural impact of foreign students on locals, aggregating both qualitative and quantitative approaches to generate more robust data; hopefully paving a path for a sustainable approach in order to create a clear picture on trans-national transformation and how it can be beneficial for locals not just from economic point of view, also from social, cultural and physical point of view as well.

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## **APPENDIX**

UNESCO glossary

<http://uis.unesco.org/en/glossary-term/international-or-internationally-mobile-students>).



