An Empirical Analysis of Edu-Tourism as a Potential Sustainable Option- A View from Residents: The Case of North Cyprus

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ABSTRACT

The review of the related studies in respect the tourism indicated that more attention has devoted to the perceptions and attitudes of people from different communities toward tourism. Many of these studies have concentrated generally on tourism and particularly alternative tourism. The current study aimed to investigate the perceptions of the resident in respect to socio-cultural, economic, and environmental sustainability of Edu-tourism. This study in somehow contribute the literature of Edu-tourism and it examines the perceptions of the residents in respect to the tourism in Northern of Cyprus. The participants of this study were 300 residents that were surveyed in the city of Famagusta in Northern Cyprus to find out their attitudes and perceptions in respect to the sustainability of Edu-tourism. For analyzing the perceptions of the residents of the social, economic and environmental effects of edu-tourism, ANOVA and Cramer's V tests were employed. Moreover, the effect of the socio-demographic characteristics of the residents on their perceptions and attitudes was also investigated. The results of this study showed that the residents have different attitudes in respect to the sustainability of edu-tourism and they mostly have a positive view about edu-tourisms.

Keywords: residents' perception, edu-tourism, community impacts, sustainability, edu-tourism destination.

ÖZ

İlgili ve benzer çalışmalar turizm açısından incelendiğinde, farklı toplumdan insanlarının turizm hakkındaki algılarına ve tutumlarına daha fazla önem verildiği görülmüştür. Bu çalışmaların çoğu genel olarak turizm ve özellikle alternatif turizm üzerine yoğunlaşmıştır. Bu çalışmanın amacı, bölge sakinlerinin eğitim turizmi hakkındaki algılarını sosyo-kültürel, ekonomik, ve çevresel sürdürülebilirlik açısından incelemektir. Bu çalışma, bir bakıma eğitim turizm literatürüne katkıda bulunup, bölge sakinlerinin Kuzey Kıbrıs turizmine ilişkin algılarını incelemektedir. Bu çalışmanın katılımcıları, Kuzey Kıbrıs'ın Gazimağusa şehrinde eğitim turizminin sürdürülebilirliğine ilişkin tutum ve algılarını öğrenmek için ankete katılan 300 sakinidir. Sakinlerin eğitim turizminin sosyal, ekonomik ve çevresel etkilerine ilişkin algılarını analiz etmek için ANOVA ve Cramer's V testleri kullanılmıştır. Ayrıca, sakinlerin sosyo-demografik özelliklerinin onların algı ve tutumları üzerindeki etkisi de araştırılmıştır. Bu çalışmanın sonuçları, eğitim turizminin sürdürülebilirliği konusunda sakinlerin farklı turumlara sahip olduklarını ve eğitim turizmine çoğunlukla olumlu baktıklarını göstermiştir.

Anahtar kelimeler: sakinlerin algısı, eğitim turizmi, toplum etkileri, sürdürülebilirlik, eğitim turizmi hedefi.

Dedicated to my lovely parents

And dear supervisor

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Chapter 1

INTRODUCTION

During recent decades, many students and undergraduates preferred to study at the college and universities in many foreign countries. The enhanced rate of education in international level generally provides many advantages for those who are working in educational system. In addition, those who are studying and international colleges and universities, naturally have better opportunities to find a suitable job (Deardorff, 2011). Based on institutional point of view, an international education system based on its incomes is more successful (Fantini, 2000). In addition, the viewpoint toward international education is better in comparison to the national education. Deardorff (2006) noted that international education has a wide notion in all areas of globe, economic and politics.

Tourism is seen as one of the fields that is taught at both level of national and international. Todays, this field is being taught at higher level. At beginning, tourism education has been educated and taught in terms of vocation school (Airey & Tribe, 2005). Then, along with development, it is considered as the separate field in the university. In other words, tourism education has been developed as an independent field that many learners tend to keep on their education in this field. Moreover, the industry of tourism needs more comprehensive and detailed analysis rather than providing some simple knowledge especially for those who like to work in tourism business. In the same vein, Lewis (2005) noted that if there is need to develop

professional undergraduates, it is very critical to have a comprehensive plan and curriculum. Knowing professional knowledge help the students grow better and be success in real professional contexts. If only focus on the vocational impoverishes learners and they are less able to reply to the related stakeholders in developing tourism society.

Since there are many people who are working in tourism section, they face with some problems such as lack of human resources and in this respect this industry is looking for graduates with more academic perspectives to solve this problem in the society. Thus, the need for expanding education in the field of tourism along with academic views has grown. However, the education in the field of tourism has been expended, yet the need more academic knowledge is touchable. Therefore, the education in the field of tourism mostly deals with the participation of the learners along with their job and work plan. In this respect, Busby (2003) noted that the profession along with academic knowledge is needed for the fields such as management marketing and they can reinforce students' competence.

There is a general consensus that tourism is recognized as a significant sector of the economy because of the diverse roles it plays in the life of a community and its ability to have a positive impact on residents' quality of life (Andereck & Nyaupane, 2011).

The outcomes and impacts of mass tourism have been studied from the residents' perspective with respect to its social, cultural, economic and environmental impacts, both negative and positive (Wang & Pfister, 2008).

The negative impacts of tourism, in general, on residents' environmental, economic, and cultural well-being, as well as their overall livelihood, have spurred a great deal of research on residents' perceptions of tourism (Brown, 2015)

"Residents have gained importance in the tourism equation, as their perceptions indicate tourism's outlook regarding sustainability" (Gonzalez, et. al., 2018). While the positive impacts of tourism are welcomed, the negative impacts are what have mainly attracted researchers to focus on this topic, so as to provide pathways to policymakers to reduce and minimize the negative outcomes of tourism (Stylidis, 2018).

However, tourism is a multidimensional and multifaceted industry that encompasses a variety of sectors, sub-sectors, stakeholders, and agencies (Gunn & Var, 2002). There are, moreover, numerous types of tourism, each with its own unique structure and definition depending on the types of tourists, services, resources, patterns of travel, markets, and expectations (Smith, 1988).

Generally, when students are in real context of tourism industry, they can use take many benefits of it. In his study, Tribe (2001) showed that internships can also increase the students' ability in the industry of tourism. In addition, the real-world situation can provide a comprehensive curriculum for the industry of tourism and educational settings. Since, the field of tourism is regarded as a separate field the students who select this field should become familiar with the notion of sustainable development. Business Enterprises for Sustainable Travel (BEST) was seen as an institution for tourism education that developed a set of curriculums to teach the principles of sustainable tourism to the students as well as the techniques of the management. The

students should know how to use their knowledge in real world context. In the same vein, Jurowski (2002) stated that the modules consisted of the plan that its objective is to distinguish how the issues about sustainability may have effect on learner's operation.

If one wants to expand curriculum for sustainable tourism, there is need to experience in real context. Students should touch the problems that they may face in their path. Therefore, one of the methods of learning to satisfy this need is experience in the real context such as field trip or field study. This type of activities that are shaped in sub-section of tourism is education tourism (Edu-tourism) that it is assumed that students can get the better knowledge in such context. In a real context, the edu-tourism was not only critical for scholars, but also many people require it to make better their experience and knowledge during different activities of the tourism. Indeed, this notion refers to competency in educational tourism particularly in setting different activities of education tourism. Thus, there is an intervention between developing the education for the purpose of tourism and developing for tourism education. This study aimed to study Edu-tourism as a potential sustainable option in viewpoints of Cyprus residents.

In respect to edu-tourism, Rodger (1998) noted that education tourism is seen as any plan through which learners have to experience trip to a place in a form of group and their common objective is to experience learning. Generally, education tourism has only seen as an independent section that is worth to be seen as a separate field. The notion of education tourism has appeared from several centuries. In comparison to other nations, people in Cyprus enjoy higher level of education tourism. Developing the Edu-tourism part not only is at the service of the components of economy, but also it develops as a small-scale business to a big one. The incomes that foreign students

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make are very important for the economy of Cyprus because they are no considered as the consumers of services and products.

A plan for studying in a foreign country provide the chance for the people with various backgrounds come together and share their experiences and the objective of all of them is to study. In fact, studying in a foreign country provides the chances for learners to become familiar with the life of local people experience and learn in a foreign location (Bodger, 1998).

In the same vein, Hoti (2005) noted that different features can be seen in small islands such as economic chances, political systems and industry of tourism. The industry of tourism has a colorful role in the economics of the islands because it is believed that they are seen as the good destinations for travelers. When the industry of tourism grows more and more, the rate of the employment will be enhanced. Many people prefer to participate in the tourism industry at global level and they think that this section is very critical and important (Faulkner, 1993).

Since the focus of this study is on Cyprus, the researcher provides some information about this island. Cyprus is seen as a small island that is located in the Mediterranean Sea and it is one of the prominent characteristics of this island. At first, the priority was on the services sector and it caused some other sectors such as politic be in isolation. Moreover, the statistical results indicated that the rate of demand for higher education was significantly enhanced in 1990s and at this time many Turkish learners come to this island.

Since 1982, many foreign students come to Cyprus in order to keep on their education in higher level. Then, suddenly the rate of the foreign students who came to this island to continue their education increased significantly. The rate of international universities was more than 68 countries in the world. The universities and colleges with reliable diplomas in Cyprus help the shiny role of Cyprus in international level and many different conferences and seminars were performed in international universities of Cyprus. In fact, the sector of higher education is viewed as the most important section in Cyprus that has an important role in foreign exchange and it was at the service of economy of this small island (Katircioğlu, 2014). The wave of sustainability of foreign learners that come from different countries together with many opportunities in Cyprus has reinforced many ethnic, religious and cultural aspects among people in this small island (Seggie & Sanford, 2010).

1.1 Aim of the Study and Research Objectives

This study aimed to examine the Cyprus residents' perception toward Edu-tourism as a sustainable option. For clarifying the objectives of this study, its purposes are addressed separately below:

a. Signifying the effects of educational tourism on the rate of cultural exchange;

b. Signifying the possible effects of external factors such as economic, social and cultural factors on educational tourism;

c. Signifying the types of the effect in respect to the positive or negative one;

d. Signifying how much local people are being influenced by educational tourism dimensions.

1.2 Organization of the Thesis

This thesis includes five chapters. The researcher provides background information in the first chapter in order to give an insight to the readers of this thesis. The second

chapter of this thesis is devoted to the review of the related literature in respect to tourism at international level and the response of local people to tourism. The researcher tries to provide enough information in this respect in detail. Moreover, chapter two presents information about sustainable tourism, Edu-tourism and sustainability and the perceptions of the residents in respect to sustainable tourism. Chapter three is devoted to the methodology of this study. In fact, the researcher provides some information about the methods that are employed for this study. This study was seen as a qualitative inductive study. In chapter four, the especial case of north Cyprus/Famagusta will be elaborated. The last chapter of this thesis is devoted to conclusion section that it presents the conclusions of the study along with more suggestion for further studies.

Chapter 2

LITERATURE REVIEW

2.1 Overview

This chapter at first describes the major sections in respect to the tourism, travel and the industries of hospitality. In fact, it reviews the previous definitions and explanations in respect to the variables of this study. The nature of the tourism along with its history is provided first. Then, the researcher provides some information about Edu-tourism that is seen as the main variable of this thesis. Finally, the Edu-tourism in an island such as Cyprus has been elaborated. In the separate section of this study, the researcher provides some related studies that in somehow are conducted in this field.

2.2 Tourism Development in General

Up to now, many different definitions and explanations are provided in respect to the tourism. In this way, Ritchie (2003) noted that tourism is viewed as the set of related connections between tourists and different sections that including local communities and government. The other definition of tourism is proposed by WTO (1999) and based on this definition tourism is seen as combination of various activities that are conducted by people that they see other environments for a short time and it is mostly shorter than a year.

In the same vein, based on a report by Canadian Cultural Observatory (2005), tourism is viewed as different kinds of activities that are done by people. In fact, tourism is seen as an opportunity through which people want to experience new things and

environments or they want to spend their vacation in a new place and to become familiar with other people from other countries culture and many other things. There is no doubt that in this process there would be many exchanges that have different effects on people's life from cultural to economic effects are touchable.

In fact, the tourists are the people who want to leave their normal environment that they live there and they want to see another environment. These people mostly take part in different activities and it is not important how the intended environment is close or far to them. In fact, the distance of the destination is not important for them (Holloway & Taylor, 2006; Jafari, 2003). Therefore, tourists are seen as the visitors that they want to visit the other places. If we back to 1963, the United Nations Conference on International Travel and Tourism made an agreement in respect to employ and use the term 'visitors' for describing the people that they want to see other country. This definition is mainly covered two groups of the visitors. First, it refers to the tourists were seen as the temporary visitors who want to stay for one day in their destination. If they want to travel for the purpose of creating again, sport, health, religious or study, in this situation their visit can be classified as leisure. Moreover, excursionists including cruise visitors that many be viewed as the temporary tourists when they want to stay in destination for less than 24 hours. This definition cannot cover the domestic tourism. In 1976, the Institute of Tourism suggested that tourism is seen as the temporary movement for a short time that people tend to go the places that are outside from their home and their work environment. Therefore, the tourism includes the movement of the people with different objectives for covering short period of time (Cooper, 2008; Holloway & Taylor, 2006).

Generally, this wide definition was reshaped at the International Conference on Leisure Recreation Tourism that was set by the Worldwide Network of Tourism Experts (AIEST) and the Tourism Society in Cardiff, in 1981 and it was stated that tourism can be seen as the sets of specific activities that people choose to them in an environment except their home and work atmosphere. Tourism may or may not be consist of staying out one night from home. In 1991, the United Nations World Tourism Organization noted that tourism can be viewed as different activities of people who are travelling and staying in locations except the environment of their life and work and they do it for different goals. At this phase, the distinction between international and domestic tourism is totally shiny. International tourism in fact refers to those people who travel outside their country and they want to visit other countries while domestic tourisms refers to those who travel inside of their country and they want to see different places in their home land. In fact, domestic tourism is mostly at the service of the economy of one country (the country of the visitor) (Mathieson & Wall, 1982).

Tourism is viewed as an activity that human being has going into for a very long time. Indeed, tourism has been signified as a critical social and economic phenomenon lately. Tourism is viewed as a complex phenomenon that has led to many disciplines expanding an interest in it. It is multi-sectoral and multifaceted businesses as it encompasses various industrial sectors. Integrative approaches to the study of tourism can lead to concrete finding out about the tourism. In this new millennium, tourism has been sub-divided into agro tourism, health tourism and many more.

Generally, tourism has become an independent field that every year many educators attend to it. It is taught in higher education. Early, it was taught in the form of vocation

school (Tribe, 2005) and after a while it evolved as an academic field. It means that tourism education has been expanded to balance the tourism development demand for completing the broader view of handling tourism. The tourism industry requires more comprehensive analysis than just presenting the skilled students to be able to work in the tourism business. This notion is similar to Lewis (2005)'s notion that noted that making balance the vocational and liberal dimensions of tourism education is essential to make a well-rounded graduate. Indeed, this balance expands learners who are educated broadly and responsible in, tourism expansion as well as functional occupationally in tourism (as cited in Malihah & Diyah Setiyorini, 2014).

Since there are some stakeholders in tourism management, this industry called for graduates with more academic attitudes to solve the problems related to tourism management in the community. Therefore, the need for expanding tourism education with academic attitudes has been enhanced. Although, the tourism education has been expanded in stressing on the learning concept in academic viewpoint, yet there was still the need of finding out for the occupational knowledge. Therefore, the tourism education was dealt with internship or on-the job training plan for learners. In this respect, Busby (2003) noted that apprenticeships and internships in this industry as well as subjects in academic context are closely related to particular needs in the field like management and human resources (as cited in Malihah & Diyah Setiyorini, 2014).

The finding out of industry condition in real context can lead to a strong advantage for learners' competency. In his study, Tribe (2001) indicated that internships also enhance the learners' ability to critically reflect on the tourism business. Besides, the real world context has also at the service of tourism education institutes or curriculum expansion. In addition, to remove the needs of tourism industry, the undergraduates

has been taught in respect the notion of sustainable expansion. Furthermore, there was a tourism education institution that is called Business Enterprises for Sustainable Travel (BEST) has expanded a set of curriculum modules to teach learners the relevance among sustainable tourism principles and particular techniques of management and how to employ such knowledge (Jurowski, 2002, as cited in Malihah & Diyah Setiyorini, 2014).

One of the issues in expanding curriculum for sustainable tourism expansion is by experiencing the real condition of tourism expansion. The aimed was for educating the learners to distinguish and find out problems exist in sustainable tourism expansion. Therefore, one method of learning expanded to satisfy the requirement for experience a real situation through field trip or field study. These activities has been made in one specific form of tourism that is called education tourism or edu-tourism that is proposed to get better knowledge and finding out for the learners (as cited in Malihah & Diyah Setiyorini, 2014).

In fact, edu-tourism is not only at the service of scholars, but also it is useful for all people who need to make better their knowledge and experience in their travel or within tourism activities. Therefore, it is also called for a competency in tourism education, particularly in setting the activities in tourism education. Thus, there would be an intersection for expanding the education for tourism and for expanding tourism education.

Generally, the concept of sustainability employed to expansion is rather a recent issue. Ecotourism is often viewed as a kind of tourism that carries a particular objective. In the broader context, it refers to a kind of tourism that is environmentally friendly, and

finding out this concept can be totally various and it relays on the country. However, there was no universal definition of ecotourism in 1991, the International Ecotourism Society tried to define the term as the essence of responsible trip is to take care of the atmosphere and the desire to balance the life of the local society.

The other definition for ecotourism was proposed by the World Conservation Union (WCU) and noted that when visiting in a rarely visited places, attempt to interfere as little as probable on the atmosphere, and make attempt to contribute to make better the economic and social conditions in respect to a local population. However, it is so difficult to define the concept of ecotourism, but its essence is signified by some few fixed indicators that consisted of it very often consist of the science elements, it concerns about the environment, it supports local economy and biodiversity is viewed as the major attraction of ecotourism.

Generally, the concept of edu-tourism is confused with the concept of "sustainable tourism". Eco-tourism is viewed as a usual kind of tourism and the concept of sustainable tourism should consist of all forms of tourism employed todays. If the pillars of sustainable expansion are employed in all of these forms of tourism, then you can speak about sustainable tourism.

2.3 The Nature of Tourism

At this phase, it is very important and significant to find put that there are two kinds of visitors or travelers: One group may travel for the purpose of business and the other group may travel for other purposes such as visiting friends, education, sports, health and many other things. Thig group hardly decide where to go and in fact this decision is beyond their control. Those people who travel for business aims they mostly know

about their destination and time of their travel. Generally, the objective of their trip is to enjoy the destination's facilities along with its attraction. Mostly, business travel is set for short-term and sometimes its duration is shorter one day (Malihah & Diyah Setiyorini, 2014).

and they are grouped as a substantial journey of time. For such reasons, the business travelers need more regular tools and facilities as well as reliable service and high quality accommodation with high standards (Jafari, 2003).

Often, business travelers are less concern related to the cost of travel, as well as the payment that they can pay for their travel. Higher price is not act as the obstacle from travelling, and it is not lower the prices to attract more travelers. Thus, there are more demands for such business travelers (Gillen, Morrison & Stewart, 2003). On the other word, those travelers that their aim is leisure are for those travelers who pay a lot of money. In vacation, when the price is not high, the number of the travelers will enhance. Frugal tourists are seen as the shopping holiday. Thus, they may become prepared to travel lately or by delay or they can book their travel destinations from long time in order to reduce the cost of their travels. As you can see there are various forms of tourism that one of them is Ed-tourism. Based on WTO (1993), tourism consists of different activities that a person who is in travel can do in outside and in an environment except his home and work with different objectives.

2.3.1 Types of Tourism

Tourism has two major kinds based on the objective of the visit and various forms of tourism. Tourism can be grouped into two main sections of domestic and international. The below explains each of them separately.

a. International Tourism: When people want to visit a country except their mother country, they are seen as international tourism. When you want to travel to a foreign country, there is need to have a valid passport, the current money of that country and many other things.

b. Inbound Tourism: This type of tourism refers to the travelers from outside of a specific country. When people travel to a place outside of their mother country, it is called inbound tourism for the target country. For instance, When an Iranian tourist travel to Cyprus, it is seen as the inbound tourism for Cyprus since he is regarded as the foreign tourist for Cyprus.

c. Outbound Tourism: In fact, it refers to those travelers who are traveling from their mother country to another country. When a tourist travels to a foreign country, they are considered as the outbound tourism for their mother country because they went outside of their mother country. For instance, when a tourist from Iran travels to Cyprus, he is regarded as an outbound tourism for Iran and inbound tourism for Cyprus.

d. Domestic Tourism: Generally, it refers to the activities of people in their native country that is known as a domestic tourism. Travelling throughout the same country is very easy in comparison to traveling outside the country since it does not need any documents for traveling outside the country such as valid passport and the current money of the target country. In domestic tourism, a traveler does not face with problems such as knowing a foreign language and having a healthy card.

2.3.2 Classification of Tourism

Generally, tourism can be grouped into six different categories based on the goals for travelling. These categories are as follow:

1) **Recreational**: It is also known as a leisure tourism in which a person travels for enjoyment and the purpose of travelling is only to enjoy. Mostly, in this type, people spend their time in places such as seas, lakes, hills, forests and etc.

2) **Cultural**: This type of tourists mostly looking for cultural aspects of one city or country except their own native. They prefer to visit ancient places such as historical buildings, monuments and religious places.

3) **Sports/Adventure**: These groups of people prefer to travel for sports and adventure goals. For example, they like skiing or hiking.

4) **Health**: In this group, people prefer to travel for medicine purposes such as going to warm water and doing yoga and use mineral water.

5) **Convention Tourism**: It becomes as a critical section of traveling. In this type, people travel in their native country or a foreign country to be present in conventions that are related to their business and interest.

6) **Incentive Tourism:** Most of the time, the people' trip for vacation by big companies to get high targets in the rate of sales. In fact, it is seen as a new thing in tourism industry, and it helps financially to the industry of tourism in all around the world.

2.4 Sustainable Tourism

The United Nation World Tourism Organization (1996) at first presented a definition for sustainable tourism and noted that tourism that leads to managing of all areas in such way that the social, economic and environmental requirements are being satisfied with the cultural combination, biodiversity, ecological process and supporting the expansion of societies. Moreover, given the concept of sustainable expansion, UNWTO noted that sustainable tourism was viewed as the process that focus on the needs of the current tourists and travelers requirements of future generation as well (Fennel, 2003).


Figure 1. The sustainable tourism framework

As it was mentioned previously, the sustainable tourism framework consisted of the practices and some guidelines that should be regarded not only in respect to tourist activity, but also in respect to the framework for making all kinds of tourism consisting of mass tourism and its kinds. The concept of the sustainable based on environmental,

economic and social grounds that are also basis for sustainable tourism. Activities related to sustainable tourism should be signified by the following items;

➢ Optimal employment of natural resources, proper managing the environment and keeping biodiversity;

➢ Respecting to socio-cultural perspectives and attitudes of the local community and taking account on intercultural finding out;

➢ The success of tourism in long term rely heavily on if the tourism section is able to handle economic and environmental dimension;

➢ Ensuring in respect to lasting of economic and income and earning chances;

➢ Investigating the principles of sustainable expansion concept that in long time may have positive effect on the economical dimensions (Buckley 2009).

Therefore, it can be said that sustainable tourism is highly relay on the ability to enhance the financial advantages, gained by all participants engaged in the tourism section, consisting of the ability to keep social, environmental and cultural aspects. It means that the form of tourism should be expanded with considering different dimensions.

The rate of interest in sustainable tourism is manifested by not only participants working in the tourism section, but also the government of each country. In Europe, this interest shows itself in a number of documents issued by the European Commission. Furthermore, The Renewed EU Tourism Policy (2006) stressed on the role of tourism in making jobs, contributing to activities and economic growth that their objective was at getting the objectives set in the Lisbon Strategy. The Commission noted that tourism plays a critical role in most regions of Europe. In Europe, 4 percent of people are employed in the tourism section, they take account for

11 percent of GDP and, in addition, the infrastructure made for tourism goal is also employed by locals.

The objective of Renewed EU Tourism Policy is to make better the competitiveness of the European tourism section, making novel jobs in line with the purpose of sustainable tourism in specific region and in all around the world. To get this purpose, all forces should be directed to get the best employment of available resources and the benefits of all possible synergies (Weaver, 2012).

The major area through which the Renewed EU Tourism Policy is concentrated, are as follows (Middleton, Hawkins, 2008):

❖ Reinforcing of measure influencing the tourism section, by better legal regulation and better efficiency in the employment of available funds in Europe;

❖ Reinforcing sustainable tourism and promoting it;

❖ A better finding out of European tourists by the publication of statistical reports and the promotion of European tourist attractions.

In this context, the European Commission's role is to arrange the different participants of the tourism section to make better knowledge sharing, collaboration in order to serve economic support and communication.

The Agency for Sustainable and Competitive European Tourism noted that having a balance between the autonomous expansion of the region and the protection of the atmosphere and the desire to get a competitive benefit can be viewed as a difficult and challenging task, but in the long-term competitiveness of the region's tourism relays

on their level of sustainability. For getting this balance, the Agency invites all participants of the tourism section to;

- The adoption of current goal activities. It means that all of the modifications should be taken account at the time of planning and expansion. Moreover, tourism should be combined will all kinds of activities that may influence the community and the environment;

- Having long-term planning; sustainable expansion relates to the care of the requirements for future generations in the same way as taking care of the requirements of the present generation, long-term planning needs a balance among all activities in a given time;

- Achievement given the pace of expansion, the level, shape of expansion and pace should show the resources, character, and requirements of the local population in the tourist area;

- All participants should involve in this process. In fact, a sustainable approach needs a wide range of engagement of all participants in the process of decision making and the practical execution of the adopted measures;

- Employing the best knowledge that is available. It means that all information relating trends in tourism, its effect, skills and experience should reach out to all stakeholders in Europe;

- Minimizing the risk management. If it is not probable to signify the effects, a detail analysis should be conducted, should be taken to stop such destruction or degradation of the natural environment and society;

- Showing he effects of the cost. In fact, the price should indicate the real costs borne by society due to tourism, it is not related only to costs related to air pollution, but also the costs for employing facilities;

- Setting limits. It refers to the opportunities of tourist regions in terms of the number of tourists to service should be recognized, and then limits should be measured to signify the number of people that visited that area at the same time (Sala, 2009).

2.5 The Major Framework for Sustainable Tourism

Ferencova (2012) provided the general theoretical framework of sustainable tourism as follow:
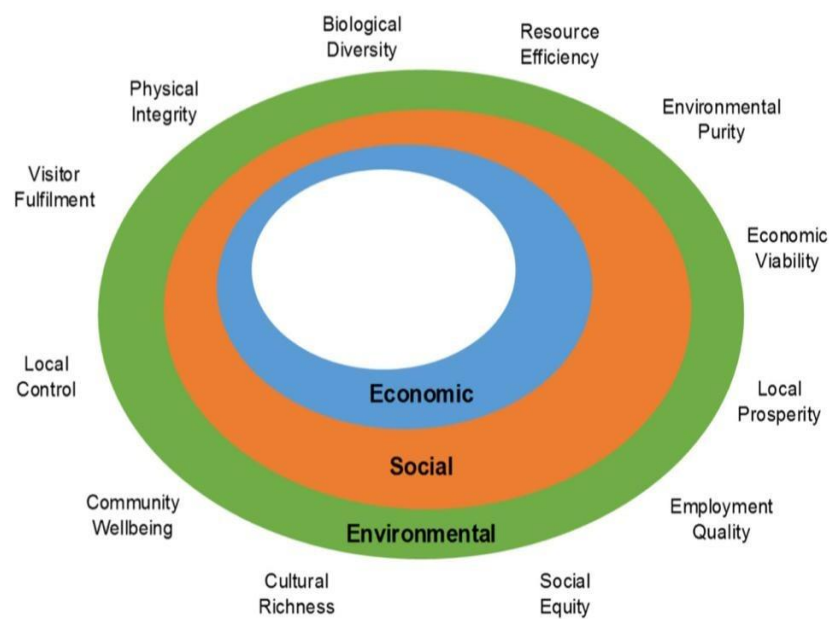
Figure 2. General theoretical framework of sustainable tourism

1. Economical capacity that refers to ensuring the competitiveness of the tourism and economic efficiency of enterprises in a given region and therefore, they are able to keep on their activities and expansion and the advantages of getting success in long term;

2. Local prosperity that is as a result of maximizing the benefits from tourism, with the number of tourists visiting a specific area;

3. The level of quality of employment for enhancing the number of jobs to support the industry of tourism as well. It focuses on salary, quality of service and the ability to work without paying attention to age, race, and physical condition;

4. Social balance to ensure equitable distribution of profits from tourism, that can be employed to enhance job chances and better provision of services for the poor citizens;

5. Satisfying the visitors, influencing the level of satisfaction of tourists without paying attention to race, age and the fact of their disability;

6. Having local control, introduced for enhancing the involvement of local community in the planning and the process of decision making and expansion of tourism section;

7. Level of satisfaction of the local community to increase the quality of community life consisting of social structure, access to resources, amenities in life support systems, while preventing all kinds of degradation or exclusion;

8. Cultural wealth that taking account on the traditional, historical, culture distinctive local public data from another;

9. Physical combination to increase the physical attractiveness of the region either urban or rural areas;

10. Biodiversity for supporting efforts aimed at preserving the natural resources and the landscape when minimizing the damaging action;

11. Resource efficiency that minimizes the employment of non-renewable resources;

12. Clean environment that minimizes missions of pollutants to air, water, soil, and minimize the amount of waste caused by tourists.

In sum, sustainable tourism does not only mean an atmosphere protection, but also it consists of conditions of the closest environment together with the economic and social

aspects of tourist area. Today, more and more countries and cities are being tourist attractions, introduce programs or execute projects that lead to the current balance of the tourism industry. It can be designed programs for hotels and present some guidance on how hotels can decrease the consumption of energy, water or the amount of waste generated. But are also welcome, solutions like limiting the number of tourists in a particular place. Yet the other idea is to sell only the products and goods made by the locals that not only leads to the engagement of the local population, but also assist to enhance the level of income got by them and therefore: enhance the quality of their lives. In some countries, attractive for tourists, strategic programs are accepted and then executed and its major objective is to get sustainable tourism in the entire country. As it can be seen, the issue of sustainable tourism is achieving the importance nowadays, is the object of research and reflection also among the high spheres of power. It can be regarded that in a few or even couple years, the sustainable tourism will become a conventional tourism.

2.6 Edu-tourism

During 50 years ago, the number of the students who attend in colleges and universities of the foreign countries have been increased. In this respect, Farrugia, Chow and Bhandari (2011) in their recent report noted that the number of the international learners in U.S has been significantly enhanced and it reaches to 764,495 that this number indicates that throughout last decade about 31%, the rate of foreign students is enhanced. There are many factors that may influence on this process. At first, American academic institutions tried to attract more learners; second, it become popular among students to keep on their education at higher level in international level. And, at the end, a rise of the demands among middle-class learners is enhanced and

such groups are seen as the main sources that prefer their children studying in foreign countries (Fisher, 2009).

Nowadays, many countries in all around the world participate in trade economy and many countries set their budgets based on their income from other countries and in this path, attracting intelligent students is very important and for two main causes, it becomes an important strategy during two last decades. At first, academic and cultural helps and contributions to colleges and universities are done by international students and they try to employ talented students. Second, international students play very important role in the rate of economy and also, they are at the services of the culture in the host countries (The State Project, 2014).

Edu-tourism can be defined as an internationally effective business with various activities and components like transportations, recreation, food, and other related services as well. Generally, the concept and importance of edu-tourism as a subtype of tourism has achieved considerable attention and popularity recently among scholars, tourism policy makers and also public and private organizations. Edu-tourism can happen when an individual wants to travel to somewhere and during his travel, either intentionally or unintentionally engages in the learning process (Rezapouraghdam, Shahgerdi & Kahrizi, 2015).

In fact, the engagement of an individual in the process of learning with a touristic context like experiencing an unfamiliar culture is more useful than ordinary studying within a pedagogical setting. When an individual travels, he become familiar with other people's cultures, languages, new population, and traditions that happen, every touristic travel epitomizes an act of getting knowledge that implies the meaning of

educational tourism. In fact, edu-tourism can be defined as recreation-based in-situation learning process. It blends education with tourism in a way that reinforces lifelong learning.

Furthermore, it promises an enjoyable learning experience when making novel knowledge, new skills, and the sense of developing horizons in learners. In this respect, Setiawan, Hussain, Hussin and Yann (2007) noted that the attention of learners rapport are regarded as the critical elements in the success of the plan and need to be stressed in the instructional design of edu-tourism plans. Generally, edu-tourism is useful in many ways. There is no doubt that edu-tourism is viewed as an instrument for presenting expansion from the grass roots of any region, state and country.

It is viewed as a medium through which the tourist destinations will be able to get an identity on the global level. Indeed, education tourism is a niche to investigate the hidden treasures of a place (Sharma, 2015). Edu-tourism is an integration of the two power of super-industry that has the potential to positively enrich the lives of all that are involved in it. Edu-tourism shows 20% of the global tourism and is expected to double its growth by 2020 (Ubbelohde, 2017).

Indeed, Edu-tourism goes more beyond simple curiosity, attraction or interest for a specific subject. It consists of a travel experience in which there is arranged learning, either formal or experiential learning. The educational journey can serve many objectives, such as the satisfaction of curiosity for other people, their language and culture. In addition, it serves to stimulate interest in music, art, architecture, or tradition, to be sensitized for the natural environment, landscapes, flora and fauna and

to enhance the interest in cultural heritage and historical sites (Ritchie, Carr & Cooper, 2003).

Generally, edu-tourism can be defined as any plan through which learners can travel to a particular location in group and their main purposes is to engage in learning experience that is directly related to the location. There are various forms for edu-tourism that are ecotourism, rural/farm tourism, heritage tourism and learners exchange between educational organizations. Such activities were combined to method of learning and curriculum for practitioners. The aim of such activities was combined with the subject of learners at pedagogical settings. Therefore, in controlling the edu-tourism destination, the management required to find out the scientific contribution for the practitioners who visited the locations (as cited in Malihah & Diyah Setiyorini, 2014).

In fact, this finding out stressed that tourists of the edu-tourism are those who are at the academic organizations. It could be learners, teachers, scholars or academic staffs. Furthermore, Gu (2000) noted that edu-tourism can be defined as a type of particular short-term tourism that its aim is to learn and getting knowledge and its main participants are learners and teachers have minor roles. Thus, Yuan (2003) noted that there are various activities for education tours, and they are setting from getting to know a school, culture or custom to attending a research or academic project.

Besides, Wang and Li (2013) found that the destinations for education tour are always arranged in famous schools, or pedagogical settings or some historical sites. It is expected that each learner can achieve knowledge or skills in tours of education. It is noted that education tour can enrich the knowledge of one person and update tourists'

products for the local industry of tourism (as cited in Malihah & Diyah Setiyorini, 2014).

In the broader context, Ritchie (2009) defined edu-tourism as different tourist activities that undertaken by those who are undertaking a day vacation and those whose am from travel is education and learning as the primary of secondary purpose. This definition can open a wider finding out that edu-tourism is not just travel set made for scholars; it is also effective for ordinary people in society. He also added that people who prefer to travel for cultural motivations, usually looking for the elements of learning and novelty. Long time before, Bourdieu (1984) stated that to find out and appreciate cultural products, people need to have a competency that permits them to distinguish and interpret these outcomes. Therefore, the growing number of activities has proposed to enhance the occupational competency of tourism. It can be said that this competency can be integrated in tourism education system (as cited in Malihah & Diyah Setiyorini, 2014).

2.6.1 History and Definition of Educational Tourism

Table 1. Action factors and their impact on environment (author)

Action factors	Impact on environment
Increased tourist flow	- environmental disturbances - changes in animal behaviour - loss of environmental quality
Excessive development	- congestion, overcrowding - heavy, urban type arrangement
Recreational activities	- disturbance of wildlife (hibernation, breeding patterns) - disturbance of flora, due to excessive exploitation of trails and roads
Noise pollution	- disturbance of wildlife
Inadequate waste disposal	- degradation of natural landscape - health risks (water, humans, wildlife)
Feeding animals	- changes in animal behaviour
Vehicles	- soil and vegetation degradation - greenhouse houses gas emissions
Collection of natural resources as memories	- gradual destruction of natural environment - disruption of natural processes
Introduction of exotic plants and animals	- disruption of natural food chains - public confusion

Generally, travelling for education is not a new issue. During the 1840s, the systematic education began for different peoples with different ranges of the age. In this respect, Machin (2008) noted that this method was mostly based on travelling from small places such as villages and cities to the large places such as capital cities in order to make their situation better. In fact, educational travel is famous for the concept of modern education (Weiler & Hall, 1992).

Canberra Australian Capital Tourism (2012) in one report noted that those visitors that come for educational objective is in fact considered as a travel at the age of 15 a little below or above that their key reason for travelling to a foreign country is only keep on their education and mostly the duration of their travel lasts more less than 12 months. Generally, education tourism is mostly based on educational institutions. In this respect, Bodger (1998) noted that the best instance is university extra-mural

departments that presented a type of field trip for the winter months in order that the learners distinguish the purposes of their study. Therefore, education tourism is refer to any plan through which participants or applicants prefer to travel from their native city to a host as a group and their major objective was to have a common experience of learning that is directly related to the location of host (Rodger, 1998 cited in Ankomah and Larson, 2000).

Educational tourism also consists of several sub-sections like farm tourism, ecotourism, heritage tourism and the exchanges of students between educational settings and universities (Bardgett, 2000). In this respect, Hayes and McCann (2008) stated that the educational tourism is defined as doing different types of the activities consisting of programs for students' exchange, staff exchanges, educational tours and training program, workshops at school, the tours for both work and study, seminars and conferences, the meetings for academic objectives, the programs for adult education, schools in summer and winter and tours for historical and cultural aspects.

Thus, Tarlow (2008) noted that tourism for educational purposes is seen as wide term that it covers many different formats consisting of different exercises at school, studying abroad and learning in a foreign context, seminar vacations, to know the sophisticated people, vacations for various skills and enlightening trips. On the other hand, people also talk mostly about educational travel. In the same vein, Bodger (1998) noted that the term educational travel is seen as the scaler of travel chances for education, it was stated that the children can go to have break and learn something.

Todays, educational tourists and educational travelers expect that there is a need to a comprehensive plan to suggest an accommodation with high quality along with

services and facilities in respect to education as well as reliable sets for educational trip (Bodger, 1998). Thus, educational tourism covers the organizations of education, accommodations and hosting section, the transportation sections, the industries of food and drink and section of the restaurants along with their services and facilities (Tarlow, 2008).

Therefore, as Tarlow (2008) stated all kinds of shapes of educational tourism have a list of the related items that are in common and generally it refers to the travel to a new place that its primary objective is to engage in studying and having a common experience of learning in educational settings. However, the important point is that an educational tourist also looking for social and cultural aspects of the new destination and they have to participate in different activities that are provided by the target based on the needs and they interrelates with the public of host throughout their visit (Lanegran, 2005).Therefore, this interaction between the educational tourists and the local could lead in cross-cultural communications Delamere and Hinch, (1994) cited in Besculides, Lee, and Mccormick, (2002). For understand more about the conceptual model of this study, you can see Figure 1.
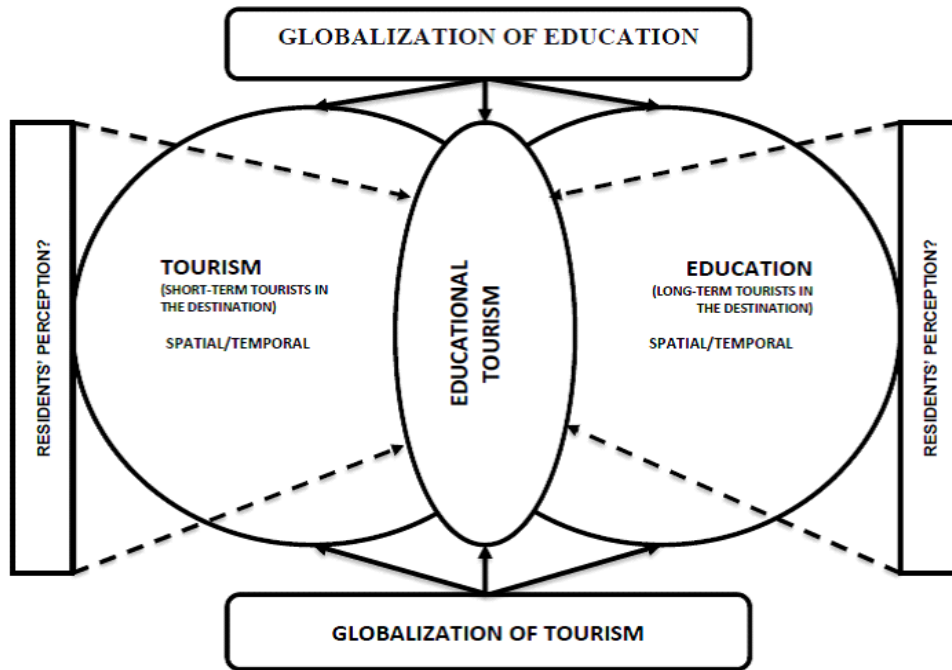
Figure 3. Conceptual model. Source: Adopted from Ritchie [17: p. 13]

2.6.2 Impacts of Educational Tourism

Nowadays, there are more than a million of the students who are studying in foreign countries and many countries have different plans to attract students from different countries and they provide different plans for learners' future. For instance, Malaysia made plan to attract more than 200000 international learners by the year 2020. When the number of the international learners enhances in one community, the presence of these learners become more in that community. Thus, this question may be imposed here that how these foreign learners may influence on the locals?

Generally, pupil travelers can be regarded as the explorers who have the capacity in light of this fact that they are in from different nations that take part in international classes to have a common experience of learning. In the destination, they can live both with their family and alone. In other section of this association that is dealing with various pupils, relatives, teachers and as the new section of community study in a

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foreign country provide opportunities for making big connections in respect to the culture and norms in foreign context and teaching their manner to residents.

At first, international learners have the potential to change the procedure and the content of education. It is noted that they can bring an international point to the pedagogical settings and class debates that motivate teachers to employ new methods and approaches along with the experience of learning. Therefore, these cultural differences usually cause a modification in the path of teaching and treating the learners (Education Count 2014). However, these international students can bring different viewpoints in the pedagogical settings there is need to some more instances to indicate how they can get it. A few studies have been done to examine this aspect (Education Count 2014). Therefore, it is clear that this aspect needs to be investigated more and there is need to more studies.

Many students are looking for new methods and ways of acquiring and dealing with the environment and they want to challenge the previous beliefs and expectations. Sometimes, students travel to have better understanding of themselves and having specific perspectives in respect to different factors such as religious, culture and even race-based identity (IAEC 2014). On the other hand, students back with an international mind. In general, the most obvious effects among students' travel on hosting learners is get their language proficiency better, they earn better knowledge in respect to different cultures along with politics and society (IAEC 2014).

In the same vein, Stephenson (1998) noted that exchanging students in the host society cause the local learners have more communication and interactions with their counterparts. Stephenson (1998) also reviewed some previous effects of host learners

on international learners and noted that it was difficult for both learners to deal with different cultures and values and this because they have bad experience especially at beginning. Moreover, based on his findings, the strongest impact on local families was the repetition on stating their own feelings and having profound energy to express their own culture (Stepenson, 1998). In addition, Peterson (1997) noted that social and cultural dimension should be at the focus of attention and learners can take the advantage of knowing more about international cultures and foreign languages. They may truly confront with a novel atmosphere that before they never experience it.

As a notion, the international contact refers to communicate with international people such as foreign learners, staff, teachers and students. Some studies noted that international learners can be familiar with different conditions of culture and social rather than host country and it is seen as the main source of diversity. Generally, they make a rich source for international education in different pedagogical settings and it has effects on both local and international pupils (Mamiseishvili, 2012; Choudaha& Chang, 2012). It is obvious, domestic learners are at the expose of different cultures when they deal with foreign learners. The interaction of domestic and international learners would influence on both learners' culture and it enhances the rate of exchange information among learners (Grayson, 2008; Andrade, 2009).

In the last decade, the benefits of peer-pairing plans are totally significant and many scholars have examined such aspects. For instance, Geelhoed et al. (2003) indicated that American learners get new viewpoint in respect to culture and they can develop their skills when they have intercultural connections. Moreover, the US learners' family and friends' attitudes in respect to foreign learners were positively affect the rate of progress of American learners. Besides, in her study, Cheney (2001) signified

the effects of intercultural business communication and she bolded two main benefits; (a) it makes better and improve knowing English and the foreign language usage, (b) it improves the friendship among international learners. All of these things may serve as rich resources for knowledge of politic, culture and economy specially, when American learners enter the workshop. Moreover, the rate of globalization is high, thus, domestic learners can use the advantage and benefits of being in such atmosphere and become familiar with people with different backgrounds and they will become familiar with different cultures and skills of people in all around the world (Montgomery, 2009).

Furthermore, domestic learners can reinforce their cognitive skills when they communicate with international learners. Pascarella et al. (2001) investigated the effects of having various experiences and demonstrated that critical debates and interactions with international learners influenced positively the thinking of Caucasian female learners. In their study, Hu and Kuh (2003) noted that communication with international learners is more among male learners rather than female learners. In addition, they discovered that some variables such as the general education, technology and science, intellectual development and many other similar things are affected by common experience of learning in an international setting.

However, there are some interactions between foreign and local learners, but the studies showed that the rate of occurrence of intercultural interactions is low and the expectation of the international learners is something more than this (Education Count 2014). Many studies indicated that while domestic learners have fairly positive attitude toward international learners, but they are not eager to have more communications with these learners and in somehow, they are not happy in such contexts and in this

way, there is need to more accurate plans to satisfy both groups' needs (Education Count, 2014).

2.6.3 Expanding Tourism Education

Tourism studies or science has been taught mostly at higher level of education since it can be contribute to satisfaction of customers and the competitiveness of tourism business (Bashraf & Al Saleh, 2013). The numbers of universities that are concentrating on hospitality and Tourism plans are increasing (Kim et. al, 2008). Tourism education was expanded for preparing the human resources at tourism industries. Therefore, many pedagogical settings tried to connect and match the modules and curriculums with industrial requirements.

Hjalger (2003) has investigated the motivations of learners in learning tourism and hospitality management. The outcome indicated that there were three motivations that are those who go to school to get the work experience, to enhance value programs in tourism industries and preference to work people. The learners also needed to be more professional in the tourism work atmosphere and given Johnson et al, (2006) professionalism can be recognized through education as well.

In this respect, Hjalger (2003) has stated that close connection between stakeholders and educational organizations is viewed as a step towards the professionalization of the total section and to improve the knowledge base and innovative and economic capabilities. This notion was reinforced by Zagonari's (2009) that noted that policies on tourism education and training should present a balance between professional skills, thematic specialization and basic knowledge; learners should get professional skills for meeting the current qualitative requirement of firms (as cited in Malihah & Diyah Setiyorini, 2014).

This argument was similar with Airey (2008) that describe the evolution of tourism education into four stages within forty years of its existence. The concept of evolution is viewed as the follow:

Table 2. The concept of evolution

The Industrial Stage (1960s-1970s)	The Fragmented Stage (1980s-1990s)
• highly based in economics and business studies • highly vocational in aim and content (degree program) • a focus on practice and operation of the industry • the courses were designed to leave the students "surprise free" about what they would find in employment	- Uncertainty about the curriculum - Teachers were attracted into tourism from a range of other subject areas, bringing with them a wealth of different disciplinary and methodological approaches and associated knowledge. - In other words, there was a fragmentation between the business and non-business oriented tourism programmes and within the non-business programmes a diversity of approaches reflecting the burgeoning knowledge base and the inevitable contests over the curriculum.
The Benchmark Stage (2000s-2010s)	**The Mature Stage (2010s-...)**
- It was one of a series of such statements, which were the outcomes of attempts by the *"academic community to describe the nature and characteristics of programmes in a specific subject"* (QAA, 2000: 1). - Tourism in 2000 went well beyond the study of the industry and included the role of tourism in communities and environments, the nature and characteristics of tourists themselves as well as tourism as an area of study - Current programme provision that includes for example *"Ethical issues in tourism," "Sustainable tourism," "Tourism and the Third World," "Tourism, culture and society," Cultural anthropology and tourism,"* and *"Photography, travel and visual culture.".*	- To the extent that these have been characterized by uncertainties—about the size of the provision, about the balance between practice and theory, and, above all, about the curriculum - New areas of enquiry, by engagement with *wider debates and self-criticism, and by a more mature consideration* of the role of tourism education. - develops students' capacity to think for themselves," "stimulates intellectual curiosity," "reviews and modifies knowledge," suggest a deeper level of understanding of the purpose of higher education in tourism (D.Stergious, 2004) - Annette Pritchard, Nigel Morgan, and Irene Ateljevic (2007). The result for C. Aitchison (2006: 417) is that "tourism studies, with its social and cultural underpinning, has emerged as a distinct field from tourism management, with its primarily economic underpinning."

There is a general consensus that tourism is recognized as a significant sector of the economy because of the diverse roles it plays in the life of a community and its ability to have a positive impact on residents' quality of life (Xu, et. al., 2016).

The outcomes and impacts of mass tourism have been studied from the residents' perspective with respect to its social, cultural, economic, and environmental impacts, both negative and positive.

The negative impacts of tourism, in general, on residents' environmental, economic, and cultural wellbeing, as well as their overall livelihood, have spurred a great deal of research on residents' perceptions of tourism (Brown, 2015).

"Residents have gained importance in the tourism equation, as their perceptions indicate tourism's outlook regarding sustainability" (Gonzalez, et. al., 2018, p. 277). While the positive impacts of tourism are welcomed, the negative impacts are what have mainly attracted researchers to focus on this topic, so as to provide pathways to policymakers to reduce and minimize the negative outcomes of tourism (Xu, 2016).

However, tourism is a multidimensional and multifaceted industry that encompasses a variety of sectors, sub-sectors, stakeholders, and agencies (Gunn & Var, 2002).

There are, moreover, numerous types of tourism, each with its own unique structure and definition depending on the types of tourists, services, resources, patterns of travel, markets, and expectations (Ritchie, et. al., 2003).

The main focus of this study is educational tourism or international educational tourism (hereafter, edu-tourism), as it has become a major tourism niche, especially in island states [19, 20]. As edu-tourismi s embedded in the very communities that residents share with edu-tourists on a long-term basis, residents' perception of the sustainability of this form of tourism (i.e., based on a triple-bottom-line approach,

taking into account the economic, socio-cultural, and environmental impacts) is imperative for their support and acceptance.

Edu-tourism is a type of tourism (i.e., a separate niche) (McGladdery and Lubbe, 2017) that encompasses a particular tourism activity, which education, learning, and knowledge gaining is the main purpose of travel (Ritchie, 2003). The patrons of this so-called niche tourism are international students (i.e., edu-tourists) who travel away from home country to overseas (i.e., destination) for the purpose of education (Stoner et al., 2014). According to OECD (2018, p. 38–39), what constitutes edu-tourism 'are individuals [edu-tourists] who have physically crossed an international border between two countries with the objective of participating in educational activities in the country of destination, where the country of destination is different from their country of origin'. Furthermore, edu-tourists are enrolled as regular students in any semester/term of a program taught in the country of destination with the aim of graduating from it in the country of destination and are expected toattend all the courses taught.

Edu-tourism also emanates from globalization, which "brings greater mobility, not only of people but also of all manner of life forms, resulting in a transforming, bio-socially world" (Hèrbert & Abdi, 2013, p. 2).Only a limited number of studies of edu-tourism have been carried out, and the literature on residents' perception of this form of tourism is almost non-existent. This is perhaps because of the expanse of tourism-related subjects and the dispersed nature of edu-tourism spatially. However, it is evident that "the academic study of educational tourism had not kept pace with industry growth" (McGladdery & Lubbe, 2017) and that 'there is limited understanding of educational tourism constructs as well as an absence of research into the diverse intellectual tourism market segments' (Abubakar & Shneikat, 2014 p. 58).

Edu-tourism is also considered an alternative form of tourism due to its product, process, and function; it has a low market volume, is locally controlled, and functions within the environmental, social, and economic carrying capacities of the destination (Sánchez-Fernández & Álvarez-Bassi, 2017).

Edu-tourism has also been classified as an alternative type of tourism characterized by its manageable size and purpose-specific nature. However, it has remained an understudied branch of alternative tourism (McGladdery & Lubbes, 2017).

Almost all of the globalization of international education/educational tourism theorists who inform our study are influenced by the theory of experiential learning, which 'explains the manner in which learning occurs during the international education tourism [as well as] global learning theory that describes the generic, as opposed to subject-specific, desired outcomes of international educational tourism' (McGladdery & Lubbes, 2017, pp. 6–7). Based on these theories, Knight (2004) defines international education as 'the process of integrating an international, intercultural, or global dimension into the purpose, function or delivery of post-secondary education' (p. 11).

Furthermore, the internationalization of education (edu-tourism) has been analyzed in the context of mobility theory and spatial theory. Larson (2016) notes that 'gone are the days when we could associate particular programs with a university grounded in a particular place, and students who only attended the university in the place they considered home' (p. 123).

Edu-tourism, which is a manifestation of the internationalization of education, has been conceptualized in the context of "mobilities" in the epistemology of tourism

(Larson, 2016). In the context of edu-tourism, mobilities are described as "encompassing both the large-scale movements of people, objects, capital and information across the world, as well as the more local processes of daily transportation, movement through public space and the travel of material things within everyday life"(as cited in Hannam, et.al. 2014, p. 82). It is in this context that we argue that residents are taking center stage, as they are in constant contact in time (temporally) and space (spatially) with the edu-tourists.

Notwithstanding the ubiquity of the SET in the literature on residents' perceptions of the impact of tourism analysis (Gursoy et al., 2019), it is still 'centered on every interaction as exchange and founded on the scheme on the giving and returning equivalence' (Zafirovski, 2005, p. 16).Thus, the social interaction/exchange is reduced to economic transaction. However, our study adds to our knowledge and understanding of residents' perception that transcends the economic transaction, which is the central proposition of SET. Moreover, by bringing the 'sustainability' concept into the process of analysis, it is realized that the SET overlooks the societal and environmental framework of exchanges. It also offers a mechanistic approach to human action.

With the rise of the knowledge economy and prominence of information technology, coupled with mobility and globalization, some island states have restructured their economies towards developing transnational education (Mok, 2008). Nowadays, governments in Hong Kong, Singapore, Taiwan, Mauritius, and the Caribbean islands have strategized their competitiveness and are very keen to develop the island states as a regional hub of higher education (Mehtap-Smadi and Hashemipour, 2011; Mok, 2008; Sutton, 2008). Ward (2001) asserts that international students (edu-tourists) will

likely affect the host community and their institutions; therefore, this study is responding to Ward's call for further research in this topic.

According to Bodger (1998), edu-tourism refers to any 'program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location' (p. 28). Several scholars have defined edu-tourism as 'it involves travel away from one's home with either the primary or secondary purpose being to learn in a unique environment" (as cited McGladdery & Lubbe, 2017, p. 320). Matoga (2014) noted that 'commercial trips functioning in accordance with the traditional model of tourism of '3S' (sun, sea, and sand) are being replaced by the model of tourism of '3E' (entertainment, excitement, and education), where tourists are more focused on fulfilling their cognitive needs rather than relaxing passively in seaside resorts' (p. 564).

Edu-tourism has become an export industry around the world and has grown into a multi-billion-dollar sub-sector of global tourism, in which the pursuit of education is the main motivation (Richards & Duif, 2019). As Katircioglu (2009) notes, 'higher education is an important global phenomenon. Each year millions of people pursue their higher education at overseas institutions. Thus, higher education can be considered as a type of student tourism [edu-tourists] that contributes to national income, employment, and the wealth of local citizens" (pp. 1956, 57).

The concept of sustainable tourism has been the subject of research and discussion for the last four decades when it was realized that mass tourism is not a neutral phenomenon; on the contrary, it affects the whole socio-ecological system in both negative and positive ways (Guslev, 2015). The changing perception and realization

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of the negative impacts of tourism was initiated by De Kadt (1979) and by the establishment of The Journal of Sustainable Tourism in 1993, which focused on research to explore pathways toward mitigating the negative impacts of mass tourism. This has also aimed to provide a unique insight into the complex and rapidly evolving world of sustainable tourism (Dolincar & Matus, 2007).

For the purpose of this study, sustainable tourism is defined as "tourism which is developed and maintained in an area (community, environment) in such a manner and at such a scale that it remains viable over an infinite period and does not degrade or alter the environment (human and physical) in which it exists to such a degree that it prohibits the successful development and well -being of other activities and processes" (Dolincar & Matus, 2007, p. 12).

The urgency of sustainable tourism in small island states is a compelling issue due to their vulnerability, small landmass, lack of resources, and dependency on tourism (Nunkoo & Ramkissoon, 2010). The vulnerability of small island states to mass tourism and the dependent nature of these socio-ecological systems on tourism poses a formidable challenge in terms of how to manage tourism in a sustainable manner. There is ample evidence of damage due to the negative impacts of mass tourism in various island states (Knight, 2004).

Thus, edu-tourism has become an alternative to mass tourism and an innovative approach to sustainable tourism development in various island states, including Northern Cyprus (De Kadt, 1979). 'The creation of study-abroad schemes, such as ERASMUS (the European Community Action Scheme for the Mobility of University

Students), by the European Union" (Smith, 1988, p. 203) has also paved the way for small islands such as Cyprus to capitalize on edu-tourism as a sustainable option.

Furthermore, with the recognized negative impacts of mass tourism, a move toward "soft" (Warner, 1999) and alternative forms of tourism gained ground in destinations in general and small islands in particular. Nevertheless, edu-tourism, along with rural tourism, ecotourism, adventure tourism, and cultural heritage tourism (to name just a few), has developed into a niche tourism market with a sustainable agenda (Smith, 1988).

However, to explore whether or not edu-tourism is a sustainable option, our study focuses on the main stakeholder: The residents of edu-tourism destinations. This approach is justified as the residents are sharing the same space (spatial) and the time (temporal) with edu-tourists. The affinity that is built between residents and edu-tourists is based on the long-term presence of the host and constant interaction in shared spaces between the hosts and guests. The residents' perception of the triple-bottom-line framework of sustainability (social, economic, and environment) is thus a legitimate source of investigation for the purpose of this research (Stylidis, 2018). Moreover, to the best of the author's knowledge, no previous study has investigated the residents' perception of edu-tourism and its sustainability.

Nevertheless, studies on factors influencing residents' perception of tourism impacts, as wellas its sustainability, remain highly heterogeneous as evidenced from various studies (Hatertabar, 2020). This also concurs with the fact that communities are not homogeneous entities (Blackstock, 2005). In addition, most of the studies on this topic vary in terms of scope, geographic areas, destinations, population size, theories, and

methodologies, not to mention different variables (Sharpley,2014). Nevertheless, residents are one of the most important and valuable stakeholders for a tourist destination; therefore, their perceptions of tourism and its sustainability are paramount for the destination development strategies and sustaining competitiveness (Hateftabar & Chapuis, 2020; Ritchie & Crouch, 2003). The role of residents in supporting and accommodating edu-tourists is crucial as this type of tourist is embedded in the community for a long time. Hateftabar and Chapuis (2020) stated that "a lack of community dedication to tourism development or hostile resident behavior toward tourists often leads to the tourists traveling somewhere else" (p. 157). There is also ample evidence in the literature that hospitality of the residents and their support is a crucial factor for the sustainable development of tourism (Gonzalez et al., 2018; Rasoolimanesh et al., 2015; Zamani-Farahani & Musa, 2012; Kitnuntaviwat & Tang, 2008). Based on the social exchange theory (SET), which is used to explain residents' perceptions extensively (Hateftabar & Chapuis, 2020), people always support and follow whatever that is valuable for them. However, the impact of excessive tourism development alarmed not only the experts, but also the residents, to be concerned about sustainability of tourism (Nunkoo &Ramkissoon, 2010). In addition, the impact of the excessive development of tourism has also provoked considerable discussions about sustainability of tourism (Hardy et al., 2002; Jackson & Morpeth, 1999).

This study specifically analyzes the value of residents' perceptions of edu-tourism and its sustainability, knowing that understanding their perceptions is a necessary part of assessing the sustainability of any tourism development (Chaperon & Bramwell, 2013).

However, edu-tourism, notwithstanding its categorization as an alternative form of tourism, has unique characteristics and a distinct nature in terms of its nesting within the community and with respect to the interaction of the tourists with the residents. The uniqueness of edu-tourism is manifest in its structure, as edu-tourists are embedded in the university town in a manner that has spatial (i.e., sharing the same space with the residents throughout the duration of their study) as well as temporal implication (i.e., the long-term nature of the interaction between the residents and edu-tourists).

The relevance and novelty of this research is twofold; first, edu-tourism has become a formidable form of alternative/niche tourism not only in developed economies, but also in developing and small island states, and specifically in north Cyprus (Katercio ̆glu, 2010). Nowadays, edu-tourism illustrates a mobility 'in which people travel across international borders to acquire intellectual services' (Abubakar et al., 2014, p. 59). The demand structure of edu-tourism is reinforced by the fact that in todays' globalized world, 'people travel across international borders to acquire intellectual services and countries are channeling more fund in education for the purpose of tourism' (Abubakar et al., 2014.p. 59). Educational institutions have also adopted English language as the medium of teaching that gives them a competitive edge. The flow of edu-tourists from developing countries has also affected by level of economic growth and global political/social involvement of the home country, and availability of educational opportunities in the supply side (destination) (McMahon, 1992). Presence of a measurable number of African students in north Cyprus universities is a testament to the demand and supply structure (Katircio ̆glu, 2010). The assumption is that the residents' perception of edu-tourism differs from other forms of tourism because of two essential attributes of edu-tourists (guests).First, a spatial

attribute meaning that sharing the same space in a highly interactive way with the residents; secondly, a temporal attribute (i.e., that is the length of the staying in the host community). There is no any other form of tourism with such attributes. Edu-tourism has become the economic backbone of the studied communities and the spatial as well as temporal attributes render a condition (i.e., in average each edu-tourist spends five years in the destination) that profoundly affects the social, cultural, and environmental structure of the host community (Paul, 2010).

Edu-tourism is the main economic base in the case of north Cyprus and the main contributor to employment and income. Therefore, its sustainability is vital for the future wellbeing of these communities. Small islands are also limited in resources and highly dependent on mass tourism (UN, 2019). However, as Hampton and Jeyacheya (2020, p. 9) noted: 'the business model currently adopted by many small island developing states (SIDS) is mass tourism, of which transnational corporations (TNCs) are the primary beneficiaries. Success is presently largely measured in terms of the value and volume of international visitor arrivals, yet local communities and the environment often suffer'. Edu-tourism is an alternative to mass tourism as it benefits the communities. However, for edu-tourism to become a sustainable option, understanding the residents' attitude is fundamental for sustainable tourism planning and management (Alrwajfah et al., 2019).

Thus, our pioneering study sheds light on the sustainability of edu-tourism, especially in island states with limited resources that have tourism-dependent economies (Scheyvens & Momsen, 2008). Therefore, this study focuses on the residents' perception because they are at the forefront of this form of tourism and they need to bear the brunt of its impact (Nunkoo & Gursoy, 2017). We hypothesize that the

influence of edu-tourism on the residents' perception of its sustainability differs from other forms of tourism because of the spatial and temporal characteristics of edu-tourism.

2.7 Edu-Tourism at the Global Level

Many investigations have indicated that foreign learners have the profound effect on the social settings and economy of the target country where they are keeping on their education (Pandit, 2007; Marino, 2007; Labi et al., 2008). Many scholars focused on the economic effects of these international learners. Moreover, the related studies in respect to social and cultural interaction along with financial problems and legal and psychological issues of the international learners. Many of these scholars mostly focus on the related topics about interaction between foreign learners and local communities.

Many scholars (Saidla & Parodi, 1991; Winkelman, 1994; Rajapaksa & Dundes, 2003; Wilton & Constantine, 2003; Obst & Forster, 2005) have widely studied on the topics relevant to the interactions between local communities and foreign students. However, yet there is need to more investigation in order to examine the effects of international learners on domestic learners in the term of social and cultural dimensions. Figure 2 indicates that rate of Edu-tourism in the global level.
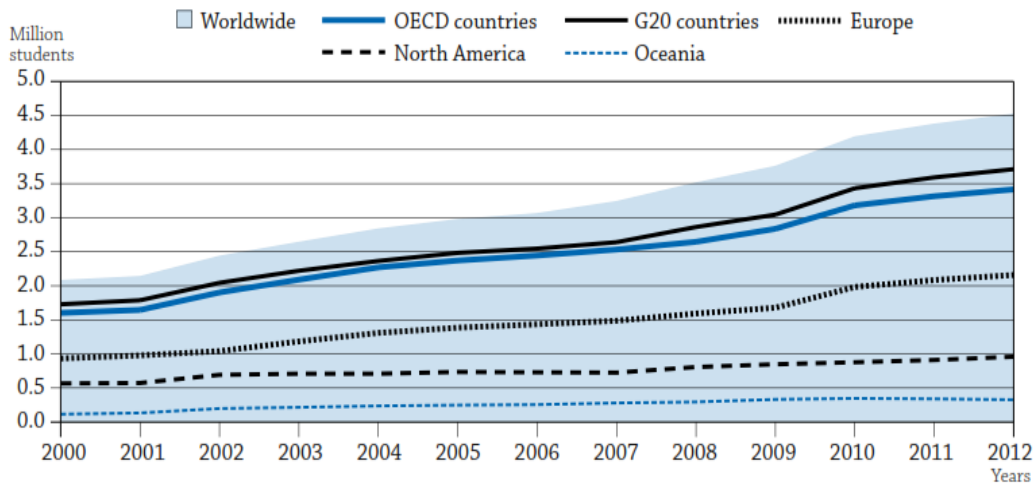
Figure 4. Number of students registered outside their country of citizenship (2000-2012). Source: OECD (2014)
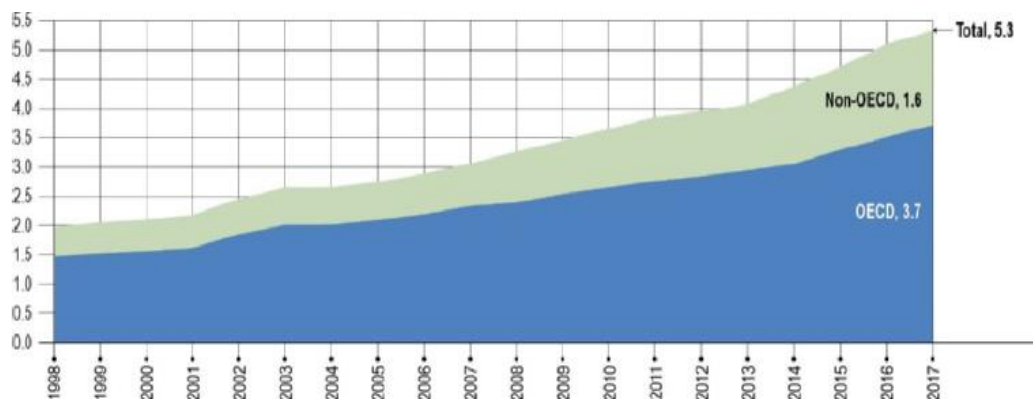
Figure 5. Number of international or foreign learners registered in OECD and non-OECD countries. Source: OECD (2019, p. 231)

In their study, Seggie and Sanford (2010) examined the students' perceptions in respect to spiritual atmosphere of the campus. For this aim, they focused on Islamic female learners. They investigated the services and facilities for these students in university. It was shown that the veiled female learners were more shy and embarrassed. The spiritual atmosphere was touchable and it was inviting apparently. The results also showed that different learners have different views about cultural and ethnical aspects.

In other study, Luo and Jamieson (2013) investigated the effects of international learners on the domestic learners in respect to academic outcomes. The results of their study indicated that there is an enhancement in the interplay between cultures of both learners and this is because their meeting inside and outside of the camp and interaction and cooperation for the course.

Cheney (2001) noted that there are two positive effects that international learners have on domestic learners when they interact with each other. First, domestic learners find out the important role of employing language effectively. Second, the improvement of engagement at international level cause the awareness of the domestic learners enhance in respect to political, cultural, social and economic dimensions in foreign communities. In addition, the awareness of the culture cause students from different areas become familiar with different cultures and local learners gain a good experience in this respect and their chances of getting job in the world will be enhanced and they can have a good communication with the outside world (Calleja, 2000; Montgomery, 2009).

Early investigations stressed prejudice augment as the social control and remoteness among different communities. According to the new statistical results in Middle East countries, many communities do not have favorite thoughts toward Muslims and Arabs that is because of the terrorists' attacks under the name of Islam. In addition, many countries have a special sense of bias in respect to people of Middle East countries since many Arab communities are managed by the Shariah.

Sustainable tourism entered a new global area in this industry that is in reaction to negative economic, social and environmental dimensions of mass tourism that some

scholars such as De Kadt (1979), Bryden (1973), Britton (1983, 1996), and Burns (1999) have proposed it. These scholars noted that alternative tourism can be seen as the sustainable one and it has a little negative effect on the mass tourism. But, Higgins-Desbiolles (2008) noted that there is no obvious definition for alternative tourism yet. Generally, different labels are employed for the alternative and mass tourism throughout the related studies and literature but the assumption is that the features of the sustainable tourism are obvious among them. For instance, the labels consist of 'alternative tourism' that is proposed by Pearce (1992), 'responsible tourism' proposed by Musavengane (2019), 'new tourism' proposed by Poon (1994), 'soft tourism' proposed by Slee (1995), 'special interest tourism' by Trauer (2006), 'sustainable tourism' proposed by Butler (1999) and 'Edu-tourism' proposed by OECD, (2019) and McGladdery and Lubbe, (2017). There is one common characteristic in all shapes of the alternative tourism that label them as the 'sustainable' is the high rate of tourist incomes in respect to local population (Holden, 2016).

This study in respect to two aspects is novel and relevant. First, Edu-tourism is seen as the formidable shape of alternative tourism that is not only can expand the economical sections, but also in has a significant role in expanding small islands such as the North Cyprus (Katercioğlu, 2010). Todays, Edu-tourism shows a mobility through which people can travel at international level to gain intellectual services (Abubakar et al, 2014). The rate of demand for Edu-tourism is reinforced by this fact that in todays' world, people have the chance to travel internationally and break the borders and they can even keep on their education in other countries except their native one (Abubakar et al, 2014). Educational settings and institutions mostly accepted English language as a tool for teaching different courses. The growing rate of Ed-tourism in developing countries also affected the rate of economy as well as social and

political dimensions and make students have the chance to keep on their education at international level (McMahon, 1992). There are many students who came from Africa in North Cyprus universities to keep on their education (Katircioğlu, 2010). Generally, the assumption is that the perceptions of the resident in respect to Edu-tourism vary from other shapes of the tourism that is because of two factors. First, a *spatial* attribute that refers to share the same space with the residents. Second, a temporal attribute that refers the duration of staying in the target community. No other shape of tourism was discovered with such attributes. Edu-tourism in somehow is at the service of the economy of many communities and the profound effects of it on social, cultural and environmental dimensions in the host country is touchable (Paul, 2010).

Edu-tourism is seen as the major economic foundation that is mostly at the service of income and employment. Thus, its sustainability is critical for future earnings of these communities. Small islands have a limited source and it is highly relied on a mass tourism (UN, 2019). However, as Hampton & Jeyacheya (2020) stated there is a business model that is accepted many small islands in developing states (SIDS) is regarded as a mass tourism among which transnational corporations (TNCs) provide the colorful advantages.

Generally, success is measured in respect to volume and value of the visitors at international level and yet many communities cannot use this advantage. In fact, Edu-tourism is seen as an alternative for mass tourism and it has many advantages for communities. However, if we consider Edu-tourism as a sustainable option, there needs to find out the attitudes of the residents as the basic tool for planning and managing in this way (Alrwajfah et al, 2019).

Since the focus of this study is on Cyprus, the researcher provides some information about this island. Cyprus is seen as a small island that is located in the Mediterranean Sea and it is one of the prominent characteristics of this island. At first, the priority was on the services sector and it caused some other sectors such as politic be in isolation. Moreover, the statistical results indicated that the rate of demand for higher education was significantly enhanced in 1990s and at this time many Turkish learners come to this island (SPO, 2007).

Foreign learners that are coming to the North Cyprus for the aim of education, at first immigrate to this island in 1982. Then, there was a strong enhancement in the numbers of the students who tend to keep on their education at the international level and the number of the international universities have enhanced in all around the world. For the international universities that be valid, one should search and the North Cyprus was seen as one of this area that many educational and sports even are performed and handled there. The educational sector has become the important one that is totally critical especially for the economic section of this small island (Katircioğlu, 2010).

Educational tourism generally can be elaborated as any type of plan through which students can travel and at the same time they experience and learn and taking part in the process of learning (Rodger, 1998). Recently, educational tourism is viewed as an independent section that worth to study. There is no doubt that this field was existed for several hundred years ago. But in comparison to many other nations, Northern Cyprus was highly welcomed to educational tourism. Expanding the edu-tourism section will not only reinforce the economy section but also make it from small to big (Aga, 2011). In fact, the income of foreign students is very important for the Northern Cyprus economy since they can use the products and services in exchange of money.

In addition, there is a social effect that educational tourism may have in the North Cyprus.

Jourdini (2012) investigated the possible effects of international learners on American students. The results of his study showed that positives effects can be seen on American students. In other words, the international learners had positive influence on American students mostly in term of culture and educational aspects. In the same vein, Katircioğlu (2010) examined the possible economic effects of international learners on the rate of growth in North Cyprus. It was shown that there is a long-term links between economic expansion and educational tourism. Moreover, his study indicated that educational tourism in higher level had a positive effect on the economy of North Cyprus.
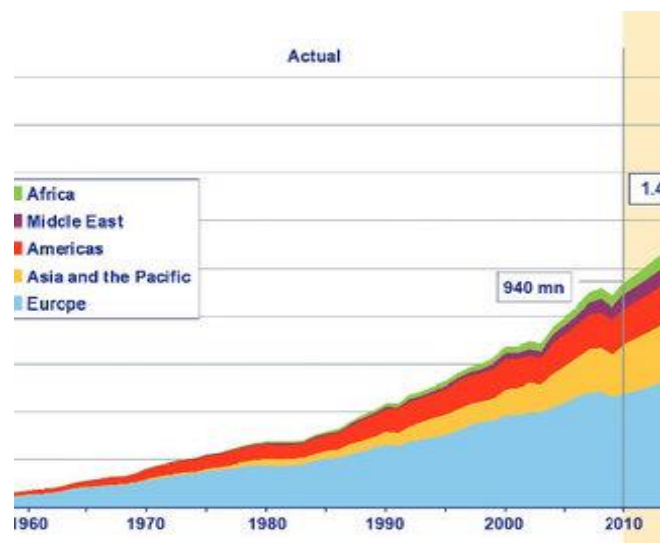
Figure 6. Edu-tourism in global level. Source: Ritchie [2003, 19: p. 13]

Chapter 3

METHODOLOGY

3.1 Study Setting

This investigation focused on the city of Famagusta in Northern Cyprus, which is the Turkish enclave on the island of Cyprus in the Eastern Mediterranean region (Figure 4A. Appendix A). The city of Famagusta is a typical coastal town with a population of 40,920 and home to 15,097 households (McGladdery.; Lubbe, 2017). The city is home to four universities. In all, over 25,000 students attend these institutions, of whom about 85% are foreign students (Edu-tourists). The contribution of the higher education sector in terms of revenue generation was reported as being 25% of GDP in Northern Cyprus (Mehtap-Smadi; Hashemipour, 2011). The number of edu-tourists is on the rise, as the number of international students traveling abroad for education is increasing (Mehtap-Smadi; Hashemipour, 2011). The city of Famagusta was selected for this study because edu-tourism has become a lucrative form of niche tourism in Northern Cyprus, and the city of Famagusta is the main location for edu-tourists because it houses the largest university in the island and the socio-economic, as well as environmental, impacts of edu-tourism are significant enough to be measurable.

The city also has characteristics that can facilitate the identification of factors and constructs associated with residents' perceptions concerning the sustainability of edu-tourism, bearing in mind the temporal and spatial characteristics of edu-tourists. Edu-tourists spend about five years on average (i.e., bachelor, master, and doctorate levels),

interact closely with and share the same space as the residents in every aspect. Such spatial and temporal characteristics of edu-tourists are unique in comparison to other forms of tourism.

3.2 Survey Instrument

A survey questionnaire was designed to collect data on residents' socio-demographic characteristics because their perceptions can be influenced by demographic factors, e.g., income, age, gender, length of residence (Merriam, S. 2009). We also embedded the latent variables, including economic, social/cultural, environmental, and quality of life satisfaction, to investigate the residents' perception of the "sustainability" of edu-tourism. The queries adopted a five-point Likert scale ("1=strongly agree"; "5=strongly disagree"). The research instruments were originally written in English and translated into Turkish. In order to overcome translation bias, two native Turkish-speaking university instructors who are senior English teachers performed the back-translation of the query items into English to minimize the translation bias/inconsistency and ensure conceptual validity (Moghavvemi et al, 2017).

About 300 survey questionnaires were distributed to residents in six areas located around the university campuses, including Sakarya, Baykal, Kaliland, Çanakkale, Karakol, Gülseran and Maraş (see Figure 5). Because of the compactness of the study site, it was possible to visually specify all households within a defined geographical area, which "eliminates the need to obtain a complete sampling frame" (Moscardo, 2011). These areas are the main geospatial locations where university students live, commute, shop, and dine. Students are in constant contact with the residents in the above-mentioned areas of Famagusta, where the majority of city dwellers live. Therefore, the selected areas are qualified because of the unique geospatial and edu-

tourism characteristics, which provided the identification of constructs associated with residents' perceptions.

The design of the questionnaires was completed based on the extant literature, knowing that there are no standardized queries to measure residents' perceptions (Ahmed, 1986). Xu et al. Ahmed (1986) believe this is because "the nature and strength of the tourism impacts vary across the types of attraction and characteristics of the surrounding communities." In addition, because of the uniqueness of edu-tourism (spatially and temporally), two dimensions were aspirational in the design process of the queries (i.e., residents' perception based on personal benefits and community impacts) (Nunkoo, Gursoy. 2012).

Prior to the pre-test of the questionnaires, two scholars from the Faculty of Tourism in the Eastern Mediterranean University (the largest University in Famagusta) were invited to assess the questionnaire. To ensure the clarity of the questionnaire items, a pilot study was conducted with 15 residents in August 2019 in three areas (out of six areas delineated for the survey). With the feedback from the residents and the specialists' assessment, one item was removed, and five items were modified for clarity and readability. Overall, 34 items were finalized, with each survey query containing 34 items. The final version of the questionnaire was formulated and formalized, and included the following four sections.

1. Economic sustainability: This section comprised six items depicting the personal and community benefits that directly and indirectly enhance the residents' economic state. These items were based on the findings of Almeida-García et al, Kim et al, Gonzales et al, Hammad et al, and Yu et al (2016). For example, "*Edu-tourism*

promotes local business opportunities," "Edu-tourism increases employment opportunities."

2. Socio-cultural sustainability: This section comprised ten items related to the positive or negative socio-cultural impacts of edu-tourism. These items were based on the findings of Abdullah et al, Huang and Lee, Kim et al, Scholtz and Slabbert, and Stylidis et al (2016). For example, "*improved understanding of other cultures*," "*negative influences on the local cultures*."

3. Environmental sustainability: This section consisted of nine items and was based on the findings of Choi and Sirakaya, Gonzalez et al, Gursoy et al, Jordan et al, Lee and Hsieh, and Sroypetch et al (2016). For example, "*Edu-tourism causes the increase of waste and pollution,*" "*Edu-tourism contributes to increasing green spaces.*"

4. Quality of life satisfaction: This section comprised nine items and was based on the findings of Andereck and Nyaupane, Carneiro et al, Guo et al, and Su et al (2016). For example, "*Edu-tourism contributes to satisfaction with social life*," "*Edu-tourism contributes to overall life satisfaction.*"

3.3 Residents' Demographics

The residents' demographics section comprised information about gender, marital status, age, education level, occupation category, income, and length of residence. For the demographic characteristics, see Table 2.

Table 3. Profiles of residents

Variable	Frequency	Percentage
Gender		
Mail	152	50.7
Female	148	49.3
Marital status		
Single	177	59.0
Married	123	41.0
Age		
21~30	130	43.3
31~40	85	28.3
41~50	53	17.7
51~60	22	7.3
Older than 60	10	3.3
Educational level		
Primary or less	69	23.0
High School	148	49.3
University or college	61	20.3
Graduate School (M.S. or PhD)	22	7.3
Occupation		
Office or teacher	14	4.7
Farmer	10	3.3
Worker	45	15.0
Business	27	9.0
Tourism	9	3.0
Housewife	14	4.7
Student	75	25.0
Retired	8	2.7
Others	98	32.7
Length of residence		
Less than 10 years	44	14.7
11-20 years	73	24.3
21-30 years	71	23.7
31-40 years	55	18.3
41-50 years	19	6.3
51-60 years	15	5.0
Over 61 years	23	7.7
Monthly income (TL)*		
Less than3000	51	17.0
3000-5000	99	33.0
5000-10000	77	25.7
10000-150000	50	16.7
More than 15000	23	7.7

*Turkish Lira ($1.00= 6,019 TRY)

To ensure a reliable measurement instrument, all items were assessed a using factor analysis method that entails an evaluation of its reliability and validity with respect to the latent variables (Chin, 2010), which justifies how the latent variables were evaluated in terms of the observed variables (Hair, 2010). Individual reliability is considered adequate when an item has a factor loading greater than .4 on its respective construct (Carmines, 1979). In assessing reliability, the loading of each indicator on its associated construct must be calculated and compared to a threshold ($??$ > .4). See Table 3.

Table 4. Construct/ associated items

	CR	α	λ
Economic Sustainability	0.845		0.757
Edu-tourism increases employment opportunities		0.754	
Edu-tourism increases shopping opportunities.		0.737	
Edu-tourism increase local government tax revenues.		0.827	
Edu-tourism promote local business opportunities.		0.722	
Edu-tourism attract more investment opportunities.		0.650	
Edu-tourism play a major role in the economy of the community.		0.850	
Socio-Cultural Sustainability	0.845		0.736
Edu-tourism motivate to participate in cultural activities.		0.863	
Edu-tourism result in development of cultural activities.		0.678	
Edu-tourism contribute to preservation of the local culture.		0.803	
Edu-tourism provide opportunities for cultural exchange.		0.602	
Edu-tourism provides positive effects on cultural identity.		0.639	
Edu-tourism increase facilities for socialization and cultural activity.		0.679	
Edu-tourism increase crime and social problems.		0.743	
Edu-tourism modify local culture and living style.		0.831	
Edu-tourism has increased resident's pride in the local culture.		0.702	
Edu-tourism improves the image of the city.		0.678	
Environmental Sustainability	0.834		0. 940
Edu-tourism contribute to the Protection of the natural environment and wildlife habitats		0.808	
Edu-tourism contribute to increasing environmental awareness.		0.803	
Edu-tourism contributes to increasing green spaces.		0.562	
Edu-tourism caused the increase of waste and pollution.		0.640	
Edu-tourism caused the quality of environment to decline.		0.689	
Edu-tourism improves the quality of public services.		0.739	
Edu-tourism contributes to coastal pollution.		0.684	
Edu-tourism contributes to noise pollution.		0.594	
Edu-tourism contributes to overcrowding and traffic.		0.861	
Quality of life Satisfaction	0.857		0.957
Edu-tourism contributes to safety well-being.		0.688	
Edu-tourism contributes to family satisfaction.		0.746	
Edu-tourism contributes to satisfaction with leisure		0.802	
Edu-tourism contributes satisfaction with spiritual life		0.781	
Edu-tourism contributes to satisfaction with cultural life		0.764	
Edu-tourism contributes to satisfaction with social life.		0.861	
Edu-tourism contributes to satisfaction with neighbors		0.656	
Edu-tourism contributes to overall life satisfaction.		0.824	

Construct reliability is usually evaluated using Cronbach's alpha (Cronbach, 1979) and composite reliability (CR) (Anderson, 1988). The Cronbach's alpha for all constructs (i.e., *economic sustainability*, *socio-cultural sustainability*, *environmental sustainability*, and *quality of life satisfaction*) was greater than the suggested

benchmark (i.e., > .60). Refer to Table 3. The CR should also be higher than .7 to establish internal consistency (Chin, 2010). As indicated in Table 3, CR value for all latent variables is acceptable (i.e., .757, .736, .940, and .957, respectively). These results indicate that the measurement model possesses an acceptable degree of reliability.

3.4 Sampling and Survey Procedures

For this research, seven areas (i.e., Bolge in Turkish) in the city of Famagusta were the target population comprising the communities of Sakarya, Karakol, Çanakkale, Baykal, Kaliland, Gulseren, and Maraş. These areas are located within a less than 2-Kilometers buffer around four universities with a high degree of proximity to the main campus. The majority of international students (Edu-tourists) are accommodated in these communities. There is a higher degree of interaction between the edu-tourists and households in the areas mentioned. The list of the households was obtained from the municipality, and the number of households for the seven regions comprised 2,111 units (http://spd.gov.ct.tr/haritalar). See Table 4.

Table 5. Selected areas samples for survey. Source: (http: spad.gov.ct.tr/haritalar).

Surveyed areas	Number of households	Number of survey questionnaires distributed to each area
Sakarya	250	42
Maraş	340	44
Kaliland	363	44
Çanakkale	421	50
Baykal	283	42
Gülseran	192	36
Karakol	262	42
Total	2111	300

Overall, 300 survey questionnaires were randomly distributed using a stratified sampling design to the seven areas as our strata (i.e., categories), and proportional

allocation of the sample within each stratum (Bryman, 2012). Stratified random sampling was used to guarantee representation among the diverse areas and households (Lynn, 2019). Randomization was accomplished based on the municipalities' list of households and distribution of survey materials to every other household, as they appeared in the municipality's list.

The drop-off/pick-up method for household survey research was applied by delivering questionnaires by hand to residences within study areas. This method of "self-administered questionnaires has been presented as an alternative for reducing non-coverage error at a lower cost than has been the case with face-to-face interviews" (Steele, 2001). A total of 300 completed surveys were returned and used for analysis.

The data collection spanned two months (June and July 2019). The surveys were dropped off on weekends because the heads of households would be on weekend holiday (i.e., Saturday and Sunday); one of the authors supervised the field researcher to make sure that they explained the study's purposes. If the resident agreed to take part in the survey, they were handed the survey instrument and a designated convenience date for pick-up was agreed on.

3.5 Hypotheses of the Study

Also, in this study we posit the following hypothesis:

H1. Gender is considered as an intrinsic variable influencing residents' perception toward sustainability of Edu-tourism;

H2. Marital status is considered as an intrinsic variable influencing residents' perception toward sustainability of Edu-tourism;

H3. Age is considered as an intrinsic variable influencing residents' perception toward sustainability of Edu-tourism;

H4. Income is considered as an extrinsic variable influencing residents' perception toward sustainability of Edu-tourism;

H5. Occupation is considered as an extrinsic variable influencing residents' perception toward sustainability of Edu-tourism;

H6. Education is considered as an extrinsic variable influencing residents' perception toward sustainability of Edu-tourism;

H7. Length of residency is considered as an intrinsic variable influencing residents' perception toward sustainability of Edu-tourism.

Chapter 4

FINDINGS AND DISCUSSION

4.1 Data and Statistical Analysis

4.1.1 Convergent and Discriminant Validity

Construct validity consists of convergent validity and discriminant validity. To assess convergent validity, we tested the average variance extracted (AVE) (Steele, 2001). According to the results for all latent variables, the AVE was acceptable, i.e., greater than the recommended threshold level (AVE > .5). Discriminant validity is the extent to which each latent variable is distinct from the other constructs in the model (Chin. 2010). Discriminant validity was evaluated using the Fornell–Larcker (Fornell, 1981) criterion. According to this approach, the square root of the AVE values is compared to the latent variable correlations. The square root of each construct must be greater than its highest correlation with any other construct in order to substantiate the validity of results (Hair, 2012). Moreover, comparing the values of AVE (average variance extracted), MSV (maximum shared variable), and ASV (average shared variable) shows acceptable discriminant validity; therefore, the construct validity of the measurement instrument was confirmed. Furthermore, because the CR (> .7) and AVE (> .5) were above the threshold, we concluded that it was unnecessary to remove any of the indicators used in the models with loadings ranging from .4 to .7. In the meantime, all the factor loadings are more than the recommended value (λ > .4), which shows that items are categorized under the appropriate latent variables. See also Table 5. The results of the fitness model showed that the fit statistics satisfied commonly

accepted levels (Cmin/df = 1.475, IFI = 0.932, PCFI = 0.931, RMSEA = 0.062). These results provide evidence of convergent validity and discriminant validity (see Table 5).

Table 6. Construct validity (convergent and discriminant validity)

Constructs	AVE	CR	MSV	ASV	Fornell-Larcker Matrix			
					EcS	ScS	EnS	QLs
Economic Sustainability	0.577	0.757	0.510	0.362	0.761[a]	0.714	0.436	0.621
Socio-Cultural Sustainability	0.528	0.736	0.519	0.428	0.714[b]	0.727	0.512	0.696
Environmental Sustainability	0.512	0.940	0.314	0.255	0.436	0.512	0.716	0.560
Quality of life Satisfaction	0.525	0.484	0.484	0.395	0.621	0.696	0.560	0.725

(a) Diagonal elements in bold denote the square root of average variance extracted.

(b) Lower triangle: denotes the correlations between the constructs. C.R > AVE; AVE > 0.5; AVE > MSV; AVE > ASV

4.2 Statistical Analysis

Bartlett's Test of Sphericity shows a statistical significance level of .000 < .05 and a Kaiser-Meyer-Olkin value of .921, which exceeds the recommended value (i.e., the cut-off level of 0.7) (Ribeiro, 2013). Therefore, the sample adequacy was confirmed (see Table 6).

Table 7. KMO and bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.921>0.7
Bartlett's Test of Sphericity	Approx. Chi-Square	3983.63
	df	561
	Sig.	0.000

Descriptive statistical analysis was performed employing the statistical software SPSS 24 for Windows. Exploratory Factor Analysis (EFA) was used to collect information containing to the inter-correlation among variables. Using LISREL 8.80 for Windows, we conducted a confirmatory factor analysis (CFA) to assess the construct validity of the measurement instrument. The reliability and validity of the economic sustainability, socio-cultural sustainability, environmental sustainability, and quality of life satisfaction items were tested and verified. Analysis of variance (ANOVA) was conducted to examine the effect of local residents' socio-demographic features on their attitudes toward Edu-tourism.

This study investigated the perceptions of residents of Edu-tourism's effects on the environment, socio-cultural situation, the economy, and life satisfaction in Famagusta in the context of sustainable tourism. A t-test was employed to investigate the significant differences between two independent groups (male/female) and (single/married), and no significant difference between the mean values of the two groups was found. The relationship between gender and tourism impacts studied by Harvey et al. (1995), Ribeiro et al. (2013), and Ryan and Montgomery (1994) are aligned with this study (see Table 7). However, Nunkoo and Gursoy (2012), in their study, suggested that gender can determine residents' perceptions regarding tourism in general. Nevertheless, one should stick in mind that Edu-tourism is a unique form of tourism because of its spatial and temporal characteristics; therefore, residents' perceptions of this form of tourism can be surprising.

Table 8. descriptive analysis and t-test for independent demographic characteristic.

		N	Mean	SD	t	df	Sig
Marital Status							
Economic Sustainability	Single	177	2.371	0.926	-1.39	298	0.166
	Married	123	2.221	0.853			
Socio-Cultural Sustainability	Single	177	2.482	0.767	-0.814	298	0.415
	Married	123	2.397	0.748			
Environmental Sustainability	Single	177	2.511	0.792	-0.075	298	0.94
	Married	123	2,351	0.718			
Quality of life Satisfaction	Single	177	2.493	0.763	-0.044	298	0.965
	Married	123	2.434	0.708			
Gender							
Economic Sustainability	Male	152	2.38	0.954	-1.39	298	0.166
	Female	148	2.236	0.834			
Socio-Cultural Sustainability	Male	152	2.482	0.821	-0.814	298	0.416
	Female	148	2.411	0.691			
Environmental Sustainability	Male	152	2.449	0.722	0.075	298	0.94
	Female	148	2.442	0.766			
Quality of life Satisfaction	Male	152	2.471	0.675	-0.044	298	0.965
	Female	148	2.467	0.739			

A one-way ANOVA was applied to determine whether there were any statistically significant differences between the mean values of the multilevel variables (see Table 8). A Cramér's V test was applied for correlation verification (see Table 9). The results showed that the main socio-demographic characteristics of residents (i.e., age, level of education, length of residence) have a significant relationship with their perception of the sustainability of Edu-tourism ($p < .01$) on economic, environment, socio-cultural, and life satisfaction dimensions. Therefore, there is a significant difference between

levels of the demographic characteristics mentioned and their impacts on local residents' attitudes toward Edu-tourism as a sustainable option.

Table 9. Results of one-way ANOVA

	Economical sustainability		Socio-cultural sustainability		Environmental sustainability		Quality of life satisfaction	
	BG[1]	WG[2]	BG	WG	BG	WG	BG	WG
Age								
Sum of squares	2.297	239.06	2.029	170.399	3.171	172.03	0.396	163.5
df	4	295	4	295	4	295	4	295
F	0.709		0.878		1.359		0.179	
Sig.	.000**		.000**		.000**		.000**	
Education								
Sum of squares	73.078	166.278	51.082	121.346	47.967	127.23	48.21	115.69
df	3	296	3	296	3	296	3	296
F	42.848		41.535		37.196		41.118	
Sig.	.000**		.000**		.000**		.000*	
Income								
Sum of squares	70.952	170.405	50.632	121.795	45.792	129.41	45.352	118.54
df	4	295	4	4	295	295	4	295
F	30.707		30.659		26.097		28.216	
Sig.	.010*		0.063		0.072		.028*	
Occupation								
Sum of squares	15.847	225.51	8.68	163.747	9.725	165.47	5.855	158
df	8	291	8	291	8	291	8	291
F	2.556		1.928		2.138		1.348	
Sig.	.010*		.032*		0.056		.202*	
Lengh of residence								
Sum of squares	100.586	140.77	90.678	81.749	69.176	106.02	67.97	95.925
df	6	293	6	293	6	293	6	293
F	34.893		54.167		31.863		34.602	
Sig.	.000**		.000**		.000**		.000**	

$P < 0.01$**; ($p < 0.05$)*; 1- BG: Between group; 2-WG: Within group

Table 10. V' Cramer crosstab correlation

	r	sig
Age		
Economical sustainability	.136	.000**
Socio-cultural Sustainability	.154	.000**
Environmental Sustainability	.116	.000**
Quality of life satisfaction	.107	.000**
Gender		
Economical sustainability	.087	.321
Socio-cultural Sustainability	.114	.143
Environmental Sustainability	.006	.994
Quality of life satisfaction	.081	.368
Educational level		
Economical sustainability	.302	.000**
Socio-cultural Sustainability	.279	.000**
Environmental Sustainability	.307	.000**
Quality of life satisfaction	.318	.000**
Length of residence		
Economical sustainability	.480	.000**
Socio-cultural Sustainability	.537	.000**
Environmental Sustainability	.520	.000**
Quality of life satisfaction	.452	.000**
Marital status		
Economical sustainability	.136	.192
Socio-cultural Sustainability	.154	.077
Environmental Sustainability	.116	.433
Quality of life satisfaction	.107	.552
Occupation		
Economical sustainability	.446	.012*
Socio-cultural Sustainability	.329	.034*
Environmental Sustainability	.307	.061
Quality of life satisfaction	.414	.027*
Income		
Economical sustainability	.393	.035*
Socio-cultural Sustainability	.405	.057
Environmental Sustainability	.419	.059
Quality of life satisfaction	.384	.042*

$<0.01**; <0.05*$

The level of income had a correlation with local residents' attitudes and perceptions regarding the economic and life satisfaction dimension of Edu-tourism ($F_{(4,295)} = 30.707$; $p < 0.01$). This aspect of residents' perceptions is in accordance with the findings of Bagri and Kala (2016) and Long and Kayat (2011), who asserted that residents rely on tourism as a substantial source of income, especially in island states; this is also explained by the social exchange theory (SET) (Látková, 2012)Furthermore,

a significant relationship between local residents' occupation and their attitude toward the economic, socio-cultural, and quality of life dimension of Edu-tourism was found ($F_{(8.291)} = 2.556$; $p < .05$). On the other hand, according to the results, local residents' type of occupation did not indicate any correlation with their perceptions of the negative or positive impacts of Edu-tourism. In a way, the positive economic impact of tourism camouflages residents' perceptions of the environmental impacts, as most of the jobs are dependent on Edu-tourism. Vargas-Sánchez et al. (2009) asserted that the positive economic effects appear the most influential among the other impacts of tourism. Almeida-García et al (2016), in their study in a coastal town in Spain, revealed that where tourism provides jobs, some residents may be insensitive to the environmental impacts. Knowing that Famagusta has been transformed from being a small backward settlement to a bustling city because of edu-tourism, we can argue that it will take time for residents to transition from the stage of *euphoria* to the stage of *antagonism* (i.e., with increasing negative impacts), as explained by Doxey's Irridex model and Butler's (1980) tourism area life cycle model (TALC). Moreover, the findings of this research suggest that those respondents whose occupation depends on edu-tourism felt more positive toward edu-tourism development and its impacts. This can be explained by the fact that the majority of respondents are directly or indirectly dependent on Edu-tourism, which is a dominant mode of economic activity in Famagusta. Similarly, a more negative perception was displayed by those residents who were not dependent on tourism. These findings support the research of Husbands (1989) and Nunkoo and Ramkissoon (2010), which revealed that being dependent on tourism leads to positive attitudes toward tourism.

Moreover, no significant association was found between marital status and gender of respondents and their perception of Edu-tourism's sustainability. However, Alrwajfah

et al. (2019) reported that women had a less favorable view than men regarding the economic benefits of tourism in the case of Jordan. However, in this study, a significant relationship between residents' life satisfaction and their type of occupation was found ($F_{(8,291)} = 1.348$; $p < .05$). Contentment with life satisfaction is more visible among those who occupy a position directly related to the edu-tourism domain.

Table 11. Hypotheses tests summary (author)

Hypothesis	Constructs	t		Result
H1	ECS	-1.39		Not supported
	SCS	-0.814		
	ENS	-0.075		
	QLS	-0.044		
H2	ECS	-1.39		Not supported
	SCS	-0.814		
	ENS	-0.075		
	QLS	-0.044		
		sig.	r	
H3	ECS	.000	.136	Supported
	SCS	.000	.154	
	ENS	.000	.116	
	QLS	.000	.107	
H4	ECS	.035	.393	Supported
	SCS	.057	.405	
	ENS	.059	.419	
	QLS	.042	.384	
H5	ECS	.012	.446	Supported
	SCS	.034	.329	
	ENS	.061	.307	
	QLS	.027	.414	
H6	EC	.000	.302	Supported
	SC	.000	.279	
	EN	.000	.307	
	QLS	.000	.318	
H7	EC	.000	.480	Supported
	SC	.000	.537	
	EN	.000	.520	
	QLS	.000	.452	

Length of residency showed that residents have a positive perception of the economic impact of edu-tourism and its sustainability ($F_{(6,293)} = 34.893$; $P < .01$). However, this

attitude was less favorable toward edu-tourism for respondents with longer residency (e.g., over ten years). This aspect is in accordance with the findings of Almeida-García et al. (2016) in a small town in Spain, where residents with over ten years of residency perceived tourism more negatively.

Regarding the perception of the socio-cultural impacts, different lengths of residency showed significant differences ($F_{(6,293)} = 54.167$; $P < .01$). The findings showed the same could be said about the length of residency and perceptions of environmental sustainability ($F_{(6,293)} = 31.863$; $P < .01$). This means that residents with a longer length of residency develop a more negative perception of edu-tourism's impact on the local environment. This was also valid in relation to life satisfaction ($F_{(6,293)} = 34.602$; $P < .01$). This is also supported by Almeida-García's (2016) study in the case of Benalmádena/Spain, which revealed that "perceptions of tourism's effects on social life and culture gradually worsen as the years of residence increase" (p. 266).

According to the results, the level of education had a significant effect on local residents' attitudes toward edu-tourism's economic impact ($F(3.296) = 42.848$; $P < .01$). Perceptions of edu- tourism as a sustainable option gradually improved with a higher level of education, with more highly educated residents tending to perceive edu-tourism positively, especially if their occupation is related to educational institutions. This finding is consistent with those of Alrwajfah et al. (2019), who revealed the same findings in the case of Petra/Jordan. The same was found for the perception of the socio-cultural impact of edu-tourism ($F(3,296) = 41.535$; $P < .01$), which corroborates Hsu's (2016) suggestion that residents' perceptions are positively influenced by their level of education. The ANOVA show significant differences ($F(3,296) = 37.196$; $p < .01$) regarding the educational level of respondents within the intergroup differences

when comparing respondents with primary and secondary education to those with a university education. Therefore, residents with university degrees tend to have a more positive view of the environmental impact of edu-tourism and to view it as a sustainable option. This aligns with the findings of Andereck et al. (2005) and Sharma and Dyer (2009). The ANOVA shows the level of education also has a significant effect on life satisfaction ($F_{(3,296)} = 41.118$; $p < .01$), meaning that residents' perception of life satisfaction positively changed with their level of education.

A significant correlation between the age of local residents and their perception of the economic effects of edu-tourism was found ($F_{(4,295)} = 0.709$; $P < .05$), whereby older residents showed more negative attitudes. This was also true with respect to the environmental impacts ($F_{(4.295)} = 1.359$; $p < .05$). However, such associations are inconclusive, as studies by Ahmed (1986) and Tomljenovic and Faulkner (1979) revealed opposite results. The study has also revealed that there is a significant correlation between the age of local residents and their attitude about life satisfaction ($F_{(4,295)} = 0.179$; $p < .05$).

Overall, by investigating local residents' perceptions toward edu-tourism in the context of socio- cultural, economic and environmental sustainability dimensions, the study revealed that majority of residents perceived that edu-tourism would continue to play a substantial role in the local economy. This aligns with enumerable research in various destinations (Hateftabar & Chapuis, 2020; Gursoy et al, 2019; Gonzalez et al, 2018; Nunkoo & Ramkissoon, 2010; Garau-Vadell et al, 2014; Zamani-Farahani & Musa, 2008). This is also in congruence with social exchange theory (SET), which indicates that the perceived economic benefit of the tourism development is one of the main dimensions for determining the residents' perception (AP, 1992). The study has

also revealed a positive perception on the sociocultural dimensions as residents are in cultural exchanges with the edu-tourists. The positive attitude can be explained by availability of cultural activities. For example, events and festivals organized for the international students, improved infrastructure, recreation facilities, and motivation to revitalize local culture (Lin et al, 2017). Lin et al (2017) believe that positive attitude towards tourism is also attributed to resident-tourist value co-creation where residents are one of the main service providers. This is highly plausible for the case of edu-tourism as edu-tourists are in constant interaction with the residents. The study has also revealed that residents had negative attitude on the environmental dimension due to increasing air pollution, traffic jam and congestion, litter problems and uncontrolled construction (Nunkoo and So, 2016). The study has also explored residents' positive attitude on quality-of-life satisfaction because of edu-tourism. This is understandable as residents are experiencing emotional wellbeing (Lin et al, 2017), increasing cultural activities (Ursache, 2015), increased leisure attractions (Zaidan, 2016), and material wellbeing (Lee and Jan 2019). Whether residents perceive edu-tourism a sustainable option, the result indicate that notwithstanding the negative perceptions on the environment, residents view this form of tourism a sustainable option and their perception explained by social exchange theory (SET) (AP, 1992). This is highly plausible, as edu-tourism has transformed the living standards and sociocultural dynamics of the communities in this case (Abubakar et al, 2014; Katircioglu, 2010; Mehtap-Smadi & Hashemipour, 2011).

Chapter 5

CONCLUSIONS

The review of the related studies in respect the tourism indicated that more attention has devoted to the perceptions and attitudes of people from different communities toward tourism. Many of these studies have concentrated generally on tourism and particularly alternative tourism. The current study aimed to investigate the perceptions of the resident in respect to socio-cultural, economic, and environmental sustainability of Edu-tourism. This study in somehow contribute the literature of Edu-tourism and it examines the perceptions of the residents in respect to the tourism in Northern of Cyprus. Generally, investigating the residents' perceptions is justified on several grounds. At first, in the era of sustainability awareness, residents are the major stakeholders, as tourism significantly influences on their community and the quality of life. Second, residents cannot be taken for granted, as they "bear an enormous amount of collective local expert knowledge that can positively inform the decisions of the industry as well as tourism planning and management professionals, [that] is a central section of contemporary sustainable tourism discourses" (Lawton, 2015).

Therefore, this study concentrated on analyzing the factors that affect residents' attitudes toward Edu-tourism and whether they perceive this form of tourism as a sustainable option in their community. The factors that affect residents' attitudes and perceptions have been grouped as socio-demographic variables, including gender, age, marital status, years of residency, educational level, income, and occupation. Some

scholars have also employed geospatial factors that might affect the perception of the residents toward the effects of tourism (Xu, 2016). Even though there is no obvious nor clearly set criteria for these categories, the most of studies have employed them to investigate their effects on residents' perceptions of the impacts of tourism (e.g., economic, socio-cultural, and environmental) as an instrument of measurement of residents' perception of tourism's sustainability (Almeida-García, 2016).

In line with previous research (Ribeiro, 2016), this study discovered no significant effect of gender on local residents' perceptions. Level of education indicated a significant variance, whereas residents with a higher level of education got Edu-tourism's effects more positively compared to residents with a lower level of education. These results are consistent with previous studies (Haralambopoulos, 1996). Local residents with a higher level of education are likely affiliated with the universities in terms of occupation. Almeida-García et al. noted that "attitudes toward tourism improve as residents' educational levels enhance. When residents have higher levels of education, their perceptions of tourism are more positive. By contrast, residents with lower levels of education have more critical views of tourism." The findings also showed that residents whose occupations are directly attached to the Edu-tourism sector have a positive attitude on the socio-cultural dimension. They believed that the presence of Edu-tourism had provided them with social activities, leisure, and intercultural benefits. Generally, these results are consistent with some previous studies (Perdue, 1990). The analysis also showed the significance of the length of residency, which indicated a significant amount of variance with respect to perceptions of the environmental and socio-cultural impacts. Length of residency was discovered to be a critical predictor of negative perceptions of the impacts of educational tourism. It can be noted that, as the length of residency expands, residents tend to have a

negative attitude toward tourism. This is also concerning Edu-tourism, which is also explained by Doxey's Irridex model. Previous studies have also gotten the same conclusion (Haley, 2005).

Previous studies of residents' attitudes have factored in the effect of age in different cases (Bujosa, 2007); however, the results have been inconclusive at best. Nevertheless, in our study, the younger cohort (Mehtap-Smadi, 2011) showed a positive attitude to the economic, socio-cultural, and environmental dimensions of Edu-tourism. This is in contrast to the findings of Almeida-García (2016) in the case of Spain. One should bear in mind that Edu-tourism is a unique type of tourism, and it can engender various sensitivities within various age groups because of its spatial and temporal characteristics.

In the end, there is no straightforward answer to the question of whether or not residents perceive Edu-tourism as a sustainable option. Considering the influences of the socio-demographic factors, there is a partial consistency with the findings of other authors in different cases. The findings of this research revealed that residents' perception of Edu-tourism is a partial endorsement of sustainability; however, the positive economic impacts are well recognized by the residents of Famagusta. Regarding environmental and socio-cultural sustainability, the findings are mixed because the community is heterogeneous in their attitudes toward tourism in general and Edu-tourism in particular. In terms of the study's alignment with the main theoretical framework (i.e., SET), the social exchange theory holds exploratory merit (Almeida-García, 2016); however, it is not enough to address the complexity of the communities geographically, historically, and culturally (Blackstock, 2005).

Sustainable tourism entered the lexicon of global tourism in response to the negative social, economic, and environmental impacts of mass tourism, which elaborated by several publications including De Kadt (1979), Bryden (1973), Britton (1983, 1996), and Burns (1999). This early critique of mass tourism coupled with United Nations' Agenda 21 (1992) pawed the way for promotion of so-called 'alternative' tourism that supposed to be sustainable and limit the negative impacts of mass tourism. However, the clear definition of alternative tourism remains contentious (Higgins-Desbiolles, 2008).Nevertheless, labels for the alternative to mass tourism varies in the literature, but the assumption isthat they possess the characteristics of sustainable tourism. The labels include 'alternative tourism'(Pearce, 1992), 'responsible tourism' (Musavengane, 2019), 'new tourism' (Poon, 1994), 'soft tourism (Slee et al., 1995), 'low-impact tourism' (Gössling, 2000), 'special interest tourism' (Trauer, 2006),Pro-poor tourism (Ashley & Roe, 2001), sustainable tourism' (Butler, 1999), and edu-tourism (OECD,2019; McGladdery & Lubbe, 2017). One of the major characteristics of all forms of alternative tourism that qualify them as 'sustainable' is that the high percentage of tourist expenditure remains with the local population in contrast to global mass tourism, which is associated with leakage and pre-leakage (i.e., a large portion of tourist expenditure transferred to the core rather than contributing to the destination) (Holden, 2016).

5.1 Limitations and Pathways for Future Studies

The first limitation of this study is that it depends exclusively on quantitative research methods to try to examine the relationships between the socio-demographic factors which influence residents' attitudes toward Edu-tourism. As is proved in other academic studies, this study also has a limitation that does not provide answers for this reason that why the residents had such perception. Perhaps future studies can employ

this limitation to start a new academic work. Another limitation is that this study focused on one city in Northern Cyprus; future studies can focus on various cities that are also involved in edu-tourism. This will allow us to explore how the spatial characteristics of the communities influence their perception. It is reasonable to argue that a qualitative method might be seen as a better instrument to elicit respondents' minds and explore an in-depth understanding of the nature of residents' perceptions, especially of the sustainability construct (Merriam, 2009). Thus, qualitative research and a series of in-depth interviews can present a detailed exploration of residents' perceptions of the sustainability of this unique form of tourism. What have we learned from surveying residents who have given us a confusing and indecisive perspective on the pillars of sustainability (economic, social, and environmental)? The answer is that most studies of this topic show satisfaction with the short-term economic gains while giving confusing signals regarding the social and environmental as well as cultural impacts of sustainability. Future research should focus on the socio-political and economic structure of the location, as well as applying scaling specific to sustainability in order to investigate whether the three pillars of sustainability are achieved on an equal footing. The sustainability-specific scale should employ constructs including social capital, networking, and sustainability vision that are supported by the grassroots involvement of the local community (YÖDAK, 2020). Therefore, residents' perceptions alone are not enough to issue a verdict on the sustainability of edu-tourism. Given the immense variety and diversity of small cities and communities, this study can never claim to be exhaustive.

5.2 Practical Implications and Contributions

Practical and managerial implications of this study are manifold. Residents are the main stakeholders and play a decisive role in upholding 'hospitality'-as supporting

factors in tourism (Ritchie and Crouch, 2003). This is even more essential in relation to edu-tourism (Abubakar et al, 2014). Understanding residents' perception is also vital in tourism governance 'since the negative effects of tourism mostly manifest on the destination level as a burden for local residents' (Bichler, 2019. p. 1). However, for the case of edu-tourism, the educational institutions are also playing an important role. Collaboration between residents and educational institutions through a co-management framework can be highly productive in achieving sustainability. Exclusion of local residents from sustainable edu-tourism planning can be detrimental to destination's long-term goals.

Bichler (2019) highlighted that three spheres of management (i.e., destination management, sustainable tourism, tourism planning) warrant the fundamental role of the residents. Findings of this study provides useful insight for higher education and national tourism institutions on edu-tourism for sustainable development not to remain delirious to this form of tourism's economic impacts, but also to remain diligent to negative sociocultural and environmental impacts.

Edu-tourism, like any other endeavor, operates within the social, political and environmental domains of a community. The most visible social implication, which is also due to positive economic impact, is the quality of life of the residents in terms of shopping, urban infrastructure, entertainment and recreation opportunities that create venues for locals to socialize (Gursoy et al, 2002). Edu-tourists who are coming from different countries have generated intercultural interaction that broadened the views of the residents beyond their small island (Sharma et al, 2008). The presence of edu-tourists has also engendered community pride among residents for hosting international students (Andereck et al, 2007). However, the destination managers

should be also diligent regarding the negative social implications such as illegal drug use, gambling, prostitution, rowdy behavior, and crime that can emanate from the presence of huge number of young students who reside in the destination for the duration of their study (Sharma et al, 2008). Political implication of Edu-tourism is visible in terms of institutional quality, increase in activities of NGOs, and change in political values. Given this fact that tourism as a social force (Farmaki, 2017), it can promote the sense of international understanding and cooperation that can enhance the peace. However, this aspect can be recommended as a topic for future studies.

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