

Impacts of Educational Tourism on Host Population: A Case of Famagusta, North Cyprus

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ABSTRACT

The aim of the thesis is to determine the socio-cultural, economic and environmental effects of the students of EMU on the local people of Famagusta in North Cyprus. This study examines how local people's point of view on educational tourism and how their lifestyle were influenced when the educational tourism started in Famagusta. The qualitative approach was used in order to obtain the necessary information. Data were collected through in-depth interviews from the viewpoint of local people. The respondents were local people of Famagusta city of North Cyprus.

According to data collected, there were positive and negative influences of educational tourism in terms of socio-cultural, economic and environmental effects on the local community of Famagusta. The proliferation of income, performance in service sectors, job opportunities and improvement of construction sector were the economic positive influences observed from the data. In addition, the results of gathered from the interviewees demonstrated that the educational tourism in Famagusta led to the increase of prices in general. The results of data also showed that educational tourism caused to changes in family values, disruption of social bonds, and increase in alcohol and drug consumption/ selling, opening of bet offices, increase of traffic accidents, theft incidents and changes of the community's style of eating, drinking and clothing. Educational tourism also led to environmental problems such as an increase of traffic jams, unplanned construction and infrastructure, water, electricity problems, air and noise pollution. The study concluded that although host population perceived many socio-cultural, environmental and some economic problems with educational tourism development

in their community, overall they were happy about the economic benefits it brought to their community and thus about the development of educational tourism in general.

Keywords: EMU, Educational tourism, socio-cultural, economic, environmental, effects, perception of host population, North Cyprus, Famagusta.

ÖZ

Bu tezin amacı, Doğu Akdeniz Üniversitesi öğrencilerinin Kuzey Kıbrıs'taki Gazimağusa'nın yerel halkı üzerindeki sosyokültürel, ekonomik ve çevresel etkilerini belirlemektir. Bu çalışma Gazimağusa'da eğitimsel turizminin başlamasıyla yerel halkın eğitim turizmine bakış açısını ve onların yaşam tarzını nasıl etkilediğini inceler. Gerekli bilgilere ulaşmak için 'Tümevarım' yöntemi kullanılmıştır. Bilgiler yerel halkın bakış açısından, derinlemesine görüşmeler yapılarak toplandı. Katılımcılar Kuzey Kıbrıs'ın Gazimağusa kentinin yerel halkıydı.

Toplanan bilgilere göre, eğitimsel turizminin Gazimağusa halkına sosyal-kültürel, ekonomik ve çevresel anlamda olumlu ve olumsuz etkileri bulunmaktadır. Gelirin artışı, hizmet sektörlerinin, iş olanaklarının artışı ve inşaat sektörünün gelişmesi verilerde gözlenen olumlu ekonomik etkilerdi. Buna ek olarak görüşmecilerden elde edilen sonuçlar gösterdi ki Gazimağusa'daki eğitim turizminin genel olarak fiyatların artışına neden oldu.

Verilerin sonuçları, eğitim turizminin aile değerlerinde değişime, sosyal bağların kopmasına, uyuşturucu ve alkol kullanımında/satışında artışa, bet salonlarının açılmasına, trafik kazalarında artışa, hırsızlık olaylarına, toplumun yeme, içme ve giyme tarzının değişmesine neden olduğunu saptamıştır. Eğitim turizmi ayrıca trafik yoğunluğuna, sistemsiz yapılaşma ve altyapı, elektrik, su problemlerine, hava ve ses kirliliğine neden oldu. Çalışmanın sonucu göre yerel halk eğitim turizminin gelişmesiyle, birçok sosyokültürel, çevresel ve bazı ekonomik problemleri fark

etmesine rağmen, toplum genel olarak eğitim turizminin sağladığı ekonomik yararlarından dolayı ve eğitim turizminin gelişmesinden memnundular.

Anahtar Kelimeler: EMU, Eğitim turizmi, sosyokültürel, ekonomik, çevresel etkiler, ev sahibi nüfusunun algısı, Kuzey Kıbrıs, Gazimağusa.

I would like to dedicate this thesis with love and admiration to my mother Muazzez Konukçu, my godfather Mevlüt Aras and my parents Hatip Konukçu, Ergin Konukçu and Sevim Konukçu.

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TABLE OF CONTENT

ABSTRACT.....	iii
ÖZ	v
DEDICATION.....	vii
ACKNOWLEDGEMENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
1 INTRODUCTION	1
1.1 Importance of the Research.....	1
1.2 Aim of the Study	1
1.3 Method of the Study.....	2
1.4 Organization of the Thesis	3
2 LITERATURE REVIEW.....	4
2.1 Definition of Tourism	4
2.2 Effects of Tourism.....	6
2.2.1 Socio-cultural Effects of Tourism.....	6
2.2.2 Economic Effects of Tourism	9
2.2.3 Environmental Effects of Tourism.....	11
2.3 Educational Tourism	13
2.4 North Cyprus and Famagusta.....	14
2.5 Universities in North Cyprus	15
2.5.1 Eastern Mediterranean University (EMU)	16

2.6 Host Response to Tourism	17
3 METHODOLOGY.....	19
3.1 Aims of the Research	19
3.2 Methods and Methodology for the Research	20
3.2.1 Theoretical Aspects of the Methodology	20
3.2.2 Research Approach	21
3.3 In-Depth Interviews	23
3.3.1 Research Method.....	23
3.4 Sampling Method.....	24
3.5 The Sample.....	25
4 FINDINGS	27
4.1 Introduction	27
4.2 Pre-EMU Period in Famagusta	27
4.3 Post EMU Period in Famagusta	29
4.4 Social and Cultural Effects of EMU on Host Community.....	30
4.5 Economic Effects of EMU on Host Community	39
4.6 Environmental Effects of EMU on Host Community.....	41
5 DISCUSSION AND CONCLUSION.....	44
5. 1 Introduction.....	44
5.2 Discussion and Conclusion	44
5.3 Recommendations	47
5.4 Limitations of the Research	48

5.5 Managerial Implications.....	49
5.6 Directions for Future Research	49
REFERENCES.....	50
APPENDICES	62
Appendix A.....	63
Appendix B:	64

LIST OF TABLES

Table 1: 1979- 2011 Academic Year Student Population of EMU.....	17
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LIST OF FIGURES

Figure 1: Location of North Cyprus.....	14
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Chapter 1

INTRODUCTION

The introduction chapter provides information about the purpose of the study, the potential contribution of the study to the literature. The introduction chapter also provides information concerning the methodology of the study, data collection and data analysis.

1.1 Importance of the Research

There are many studies regarding the impacts of tourism in general. However, the study of the area of educational tourism is a new phenomenon and there is hardly any information on the social and cultural impacts of educational tourism on the host communities. Furthermore, although, there is a wide literature about North Cyprus tourism development there is a huge gap in educational tourism and specially the social and cultural impacts of educational tourism in Northern Cyprus. Thus, examining this topic will contribute the literature and expand the knowledge on this under researched area.

1.2 Aim of the Study

This study is concerned mainly with the socio-cultural impacts of educational tourism on the host population of Famagusta. However, as part of the socio-cultural impacts of tourism, the thesis also explores the economic and environmental effects of educational tourism on the local people of Famagusta. Thus, this study examines the local people's point of view on educational tourism and how their

lifestyle has been influenced since the beginning of educational tourism in Famagusta.

Therefore, the research aims of this study were:

1. To investigate the socio-cultural, economic and environmental effects of students of EMU on the local people of Famagusta.
2. To observe the host response to educational tourism in Famagusta.
3. To assess the host population's views on the effects of international students in Famagusta city on the host community of Famagusta.

In order to reach these goals, the objectives below were followed;

- Obtaining applicable information about socio-cultural, economic and environmental effects of tourism by researching the literature.
- Arranging interviews with the host population to gain in-depth information about the host community's perspective on the socio-cultural, economic and environmental effects of educational tourism.
- Matching the results of the research and the literature review.

1.3 Method of the Study

A qualitative research approach was applied to collect information about the social and cultural effects of educational tourism. A qualitative research approach is believed to be appropriate when details of experiences and perceptions are aimed to collect. An in-depth interview was used to collect detailed knowledge on the socio-cultural, economic, and environmental effects of educational tourism from the perspective of the interviewees. Purposeful sampling was used to select the interviewees. For this reason, the opinions of 25 local people of Famagusta or people

who lived in Famagusta for at least thirty five years were asked so as to get detailed information from them.

1.4 Organization of the Thesis

This thesis consists of five chapters. The first section discusses the significance of the research, explains the proposed methodology of the research, and aims and objectives of the research.

The second chapter includes the review of the literature and defines and explains the concepts such as tourism, educational tourism, socio-cultural, economic, environmental impacts of tourism, and the host's response to tourism. In this chapter, North Cyprus, Famagusta and universities in North Cyprus also introduced.

The third chapter focuses on the methods and methodologies of the study. In this chapter, inductive approach is explained. Also the qualitative research approaches, sampling techniques and data collection are described in detail.

Chapter four represents the analysis of findings of the interviewees. Interviews were used to collect in-depth information from the host population in Famagusta and quotations from these interviews are provided and commented upon.

Chapter 5 is used to present an overview of the results obtained from the qualitative study. As the final concluding chapter, it also deals with recommendations, limitations, the implications of the research findings and indicates areas which might benefit from further.

Chapter 2

LITERATURE REVIEW

The literature review chapter introduces a combination of studies relating to educational tourism, impacts of educational tourism and also socio-cultural, economic and environmental impacts of tourism in general. In this chapter the definitions, concepts and theories on the relating topic are explained and stated.

2.1 Definition of Tourism

Nowadays people travel extensively. Even though information and communication technologies provide opportunities for people at different ends of the globe to share knowledge, “this development has not stopped people from travelling” (Go, & Van Fenema, 2006 cited in Van’t Klooster & Van Wijk et al., 2008:690-691). “On the contrary, the entire world seems to be on the move: tourists, business women, men, international students, expatriates, emigrants, refugees, and many others” (Sheller & Urry 2006 cited in Van’t Klooster & Van Wijk et al., 2008:691). A person travels for recreational reasons, for visiting friends, sightseeing, shopping or so forth.

Therefore, tourism at its very simplest “refers to the industry that provides travel and entertainment facilities for people away from their own homes” (Trotman Publishing, 2000:1). “Tourism is the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations and the facilities created to cater to their needs” (Mathieson & Wall 1982 cited in Gunn, 2002:9). Thus, tourism today comprises a broad area of

activities such as sporting activities, holidays, shopping weekends, business travels, educational travels and conferences and so on.

“Tourism is one of the world’s largest industries and small islands are, by far, the most tourism- dependent destinations in the world” (Lockhart 1997; et al. 2005 cited in Alipour & Vughainmeh, 2010:176). “Tourism sector has emerged as an engine of growth in many small islands due to its ability to create employment, increase foreign exchange earnings and attract capital investment” (Jayawardane & Ramajeasingh 2003 cited in Katircioğlu, 2010:1957). As Goeldner & Ritchie (2009) points out tourism contributes to many aspects of the economy, by for example, providing employment, foreign exchange, income, and tax revenue. Zima claims that “tourism has become one of the world’s largest trade categories. The total equivalent of exports, generated from inbound tourism, including transportation of passengers, exceeded \$1 trillion in 2010 or about \$3 billion a day” (2011:18). Tourism as an export category, is ranked 4 in the world after the export of fuel, chemicals and automotive products (Zima, 2011:18). Thus, tourism industry has great economic importance for many countries. “It has been one of the biggest global economic success stories in the last 40 years” (Coccosis & Parpaire 1995 cited in Demirkaya & Çetin, 2010:384).

As a result, as Sinclair & Stabler (1991) point out “The tourism industry has become one of the fastest growing economic sectors in both developed countries and developing countries as well. Tourism, which ranks just behind health services, has become the second largest employer, representing one out of every ten jobs” (cited in Lee, 1999:10).

2.2 Effects of Tourism

Although, tourism makes a significant contribution to the economic sector around the world (Mak,2004), it can also “stimulate change in social, cultural, environmental and economic dimensions, where tourism activities have had a close connection with the local communities” (Richards & Hall 2000 cited in Aref, Redzuan, et al., 2009: 130). Hence, it is traditional to examine the effects of tourism under the headings of socio-cultural, economic and environmental (Mason, 2008:36). These effects are as follows;

2.2.1 Socio-cultural Effects of Tourism

Not only tourism has become a common experience for many people in the world but it has also become an important form of intercultural contact among the people (Greathouse-Amador, 2005). According to Mason (2008), there is a range of both positive and negative socio-cultural impacts of tourism.

Gürsoy & Jurowski et al., (2002) stated that “the social and cultural impacts of tourism are the ways in which tourism is seen to contribute to the changes in values systems, individual behaviour, family relations, collective lifestyles, safety levels, moral conduct, creative expressions, traditional ceremonies and community organizations” (cited in Brebbia & Pineda, 2010:346). According to Equitable Tourism Options (2008:102), in simplified terms, socio-cultural impacts are “people impacts”. They are about the effects on the people of local communities, of their direct and indirect associations with tourists and with tourism. The socio-cultural impacts of tourism are basically “the consequences of either the development of the industry or the presence of the tourists and the characteristics of the tourist-host relationship” (Sharpley 1994 cited in Ratz, 2000:5). As Page et al. (2001) pointed

out, “tourists do not visit different places alone, they travel with their own beliefs, values and behavioral modes that may be termed as ‘cultural baggage’ which could impact on local culture (cited in Sharma, 2008:107).

A number of research shows that there are many negative socio-cultural impacts of tourism. The negative socio-cultural impacts of tourism include things like cultural damage, loss of authenticity, a decline in morality in society, interruption of family and gender relationships and interference with value systems and religions (Ivanovic, Khunou & Reynish et al., 2009). Other studies show that the development of tourism leads to a decline in the moral conduct of the local people such as use of alcohol, drugs and an increase in crime rates (Cook & Yale et al., 2002). Saarinen & Becker et al. (2009:225) stated that tourism has “undoubtedly contributed to an increase in prostitution in many countries”. In addition, some studies also show an increase in murder and rape cases (Raina, 2005). According to Harrison (1992) crime rates in theft, burglary, bag-snatching increase where there are heavy concentrations of tourists. Thus, as Pizam (1982) points out “tourism is a potential determinant of crime (cited in Brunt & Courtney, 1999:496) and hence the “increase of tourist arrivals also increase the crime rates” (Tang, 2011:69). As a result of people moving around the world for tourism purposes, Kandari & Chandra (2004) claim that in certain parts of the world, tourism has also given rise to health problems such as AIDS, CHOLERA and MALARIA.

Additionally, one of the major impacts of the tourist-host relationship is the demonstration effect. This happens “when the host behavior is modified in order to imitate tourists’ behavior and lifestyle” (Ratz 2002 cited in Mbaiwa, 2005:176). As

Ramukumba & Pietersen et al. pointed out “by observing the tourists, local people might change their life style such as dressing, eating, entertainment and recreational activities” (2011:58).

Further negative effects tourism are “crowding, creating congestion, traffic problems” (Gunn 1988 cited in Demirkaya & Çetin, 2010:385), “parking problems, increased cost of living, friction between tourists and residents, changes in hosts’ way of life” (McCool & Martin 1994 cited in Anderechth & Valentine et al., 2005: 1057).Gjerald (2005:47) explained that among tourism’s negative effects on quality of life, residents mention changes in “daily routine, increased feelings of lack of safety and tourist dominance”.

Tourism may affect traditional family values and cause cultural commercialization (Colantonio & Potter 2006:70). Kousis (1989:318) found that tourism development caused to changes in the family control, family size, marital age, marital arrangements and the dowry system.

The culture of host communities may alter either directly or indirectly as a result of tourism development. Consideration is specially given to “the way in which cultural forms, such as arts, crafts, carnivals, festivals, religious events become adapted and packaged for consumption by tourists” (Sharpely, 2006:132). This process is known as “commodification” and it is often portrayed as a negative consequence of tourism (Burns 1999 cited in Bleasdale, 2006:448).

In certain parts of the world, tourism has also changed the traditional labor division

of the society. “It has created more jobs for women than men in restaurants, front desks and in other areas” (Sharma, 2008:123) and as a result, some wives who work in tourism establishments end up getting higher salaries than their husbands. This, as Cruz (2005) pointed out, led to the loss of self respect among their husbands.

Tourism development can also have positive impacts on the host community. It can result in improved community services, construction of additional parks, recreation and cultural facilities, and encouragement of cultural activities (Brunt & Courtney 1999 cited in Anderechth & Valentine et al., 2005). These improvements, as (Liu & Var (1986) argued “contribute to the emotional well-being of both residents and participants” (cited in Uysal & Perdue et al., 2012:432). Social benefits also “include the maintenance of traditional cultures, increased intercultural communication and understanding, improved social welfare and improved shopping” (Gilbert & Clark, 1997 et al., cited in Tsundoda & Mendlinger, 2009:61). Another beneficial impact of tourism on community includes the revival of social and cultural life of local population (Mason, 2008).

2.2.2 Economic Effects of Tourism

There are many economic impacts of tourism development on a community. In fact, tourism is known to be “the biggest generator of wealth and employment in the world” (Shakya, 2009:3) and also it is “the single largest foreign exchange earner” (Bisht, 1994:176). In fact, it has been identified as an “economic savior, generating employment, income and tax revenue and acting as a catalyst for regional development” (Grey, Edelman & Dwyer 1991 cited in McKercher, 1993:6).

One of the most important positive economic benefits of tourism usually includes job

creation (Mason, 2008). Creation of employment can be “direct and indirect” (Roche, 1992 cited in Weaver & Lawton, 2002:250). Employees are needed in hotels, restaurants and other facilities aimed at attracting tourists. Employees are also needed to work to improve the infrastructure of an area for tourism. Roads and airports are built to deal with the increased number of visitors, again increasing job and earning opportunities (Marvell & Hayward et al., 2005:17).

As well as creating employment, tourism also creates income for locals through expenditures of the tourists “on goods and services in hotels and other supplementary accommodation units, restaurants, other tourist facilities like buses, taxis coaches, railways, domestic airlines, and for tourism-generated exports, or by tourism related investment in the area” (Padure & Turtureanu, 2005:133). Of course, there is also the induced effect of tourism where locals supported directly or indirectly by tourism, spend their income in the local region thus providing income for others (Malviya, 2005).

Income created from taxes is another economic benefit of tourism. In fact, tourism may also be a significant source of revenue for governments. Tourists pay various kinds of taxes directly and indirectly while visiting an area. Thus, tax revenue is increased for all levels of government (Goeldner & Ritchie, 2009). There are a wide range of taxes, including “hotel occupancy taxes, airport departure taxes, sales taxes on air tickets, import duties on goods and services used by tourists and other charges” (Croes, 2000:80). In addition to taxes paid by the tourist, there are also income tax paid by local tourism workers for example sales taxes are imposed on goods and services sold in tourist establishments or imported goods may be subject

to import duties (Telfer & Sharpley, 2008:182). Ergo, there is a huge benefit to economy of the host community.

While many studies over the past several years have emphasized the positive economic impacts of tourism on host communities, others pointed out to the negative consequences (Andereck et al., 2005). Some of the negative aspects of tourism may include “the highly seasonal nature of employment, the low average wage level in tourism related industries and the congestion and increases in prices of products that tourists can cause” (Ardahaey, 2011:214). According to Hall & Page et al. (2006) Tourism can also cause an increase in local taxes and increase in cost of living (cited in Lumsdon & Dickinson, 2010). Other researchers claim that tourism could cause an increase “in inflation and increases in retail prices in shops during the tourist season and cause steeply rising land values” (Burns & Holden,1995). Standeven & Knop (1999:173) also explain how “tourism’ utilization scarce resources, particularly land; increases in property prices which disadvantage local residents”.

2.2.3 Environmental Effects of Tourism

The development of tourism also has impacts on environment. In fact, “as tourist practices become more widespread, there tend to be marked changes in the environment” (Husbands & Harrison, 1996:1), and furthermore, environmental problems tend to increase (Baysan, 2001:219). Environmental problems can be classified into two types; “resource depletion problems and pollution problems” (Batta, 2000:60).

According to Organization for Economic Co-operation and Development (2002:38), these impacts concern “air, water and noise pollution, climate change, and they also

affect to a lesser extent biodiversity, natural resources and visual amenities”. Other negative environmental impacts of tourism include “environmental hazards, land use problems and erosion” (Bauer, 2001:121). Mason (2008:73) also points out to “congestion in terms of overcrowding of people as well as traffic congestion”.

In addition, by building unattractive hotels and other tourist facilities, the surrounding cultural and scenic environment can be also ruined (Kandari & Chandra, 2004). In addition to construction of the tourist facilities, the construction of roads and airports can also lead to “land degradation and loss of wildlife habitats and deterioration of scenery” (Malviya, 2005:38).

The tourism industry can also create water problems by frequently overusing water for hotels and hotel grounds, swimming pools, golf courses (Inskipp, 2009). Water sources such as the sea, rivers, lakes and lagoons can also become polluted by tourism activities (Reynish & Khunou et al., 2009).

Development of tourism can also lead to air pollution. Holden (2008) explained how air transport contributes to the atmospheric pollution through the burning of fossil fuels. The release of carbon dioxide causes global warming, emission of sulphur dioxide contributes to problems of acid rain which destroys forests and historic monuments.

The development of tourism can also have positive environmental impacts. The main positive environmental impact of tourism may include “the creation of protected areas such as national parks, wildlife sanctuaries, conservation and improvement of

physical environment as natural and man-made” (Sharpley, 2006:123).

2.3 Educational Tourism

The growth of tourism “has led to the emergence of segments within the tourism industry, including educational tourism” (Ritchie et al. 2003 cited in Chew &Croy, 2011:254). According to Patterson (2006:184), “educational tourism involves travel as part of the learning experience”. Thus, as CETA (2010) defined, educational tourism is travel undertaken by an individual to a unique location for the purpose of formal or informal learning in various forms such as work experience, training in a new language, culinary training, medical tourism, cultural tours, and professional development (cited in Jeffrey, 2011) School, university trips and specialty camps are also educational travel (Sayre & King, 2010).

Educational tourism is not a new concept (Donaldson & Gatsinzi, 2005). Educational tourism has existed since the 17th, 18th, and much of the 19th centuries. The ‘Grand Tour’ (where the sons of wealthy families were sent to the continent in order to acquire the qualities and skills that were seen as necessary for a gentleman) was seen as the beginning of educational tourism (French et al., 2000; cited in Ritchie&Lewis, 2003).

Educational tourism as Poon (1993) pointed out, is not a homogenous group. It can vary from a half-day visit to a museum to a three-year degree undertaken in a foreign country (cited in Williams, 2010).

Catering international students has become a big market and many students go away to foreign lands to acquire education. The number of internationalstudents has been

steadily increasing over the last 30 years (Hashemipour & Manesh et al., 2011:305)

The number of international students reached 2.8 million in 2007. China, India, and the Republic of Korea are the top three global student providers. The United States is by far the most popular destination, followed by the United Kingdom, Germany, France, Australia, and Japan. These six countries host 62% of the world's total international student body (UNESCO Institute for Statistics, 2009 cited in Hashemipour & Smadi, 2010:410).

2.4 North Cyprus and Famagusta

“Cyprus is the third largest island in the Mediterranean Sea. It occupies an area of 9851 km.” (Rustem 1987 cited in Alipour & Kilic 2005:79). “It is the biggest island in the Eastern Mediterranean” (Sagsan & Yıldız cited in Reddick 2010:411).

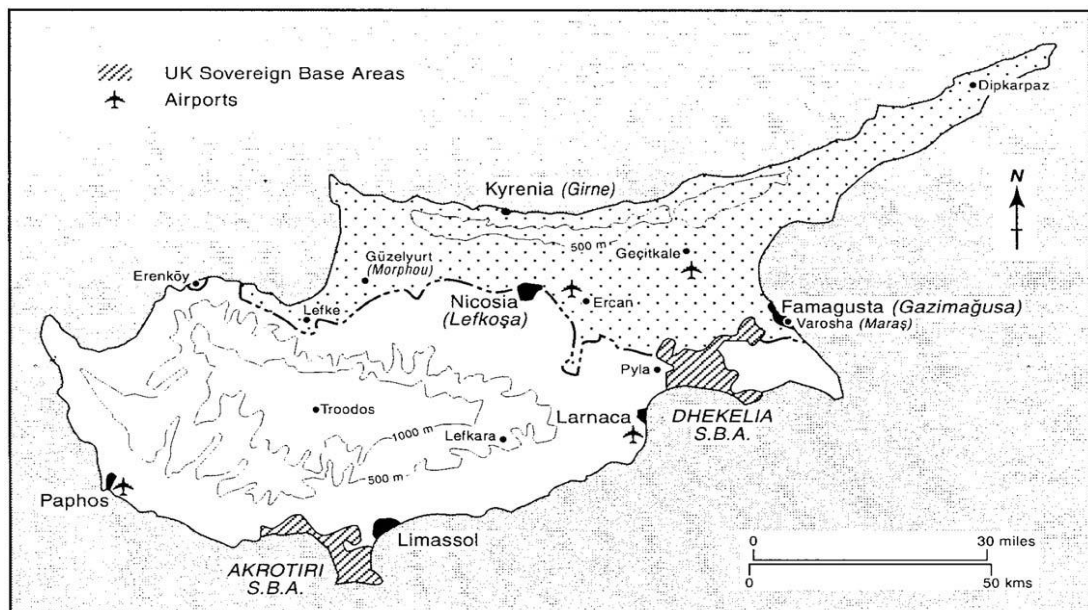


Figure 1: Location of North Cyprus

Its climate is basically Mediterranean with hot dry summers and mild winters during which almost all the annual rainfall occurs (Goulding & Goulding 1992). The official language of the TRNC is Turkish, but many people also speak English (Reddick 2010). The population of North Cyprus is distributed as follows; Nicosia, 85,579;

Famagusta, 64,269;Kyrenia, 62,158; Morphou, 31,116; Port, 21,978 (TRNC State Planning Organization 2006).

Turkish Republic of Northern Cyprus (TRNC) is located in the northern part of the island. In 1979, the island was divided into the North Cyprus (Turkish) and South Cyprus (Greek) after a civil war between the Greek and Turkish members of the population (Latina & Bowen 2006 cited in Alipour & Vughaingmeh 2010). “While the South is officially recognized by the international community as the legitimate government of Cyprus, the North is only recognized by Turkey and is suffering under UN-imposed embargoes” (Hashemipour & Smadi 2011:414).

Famagusta is the second largest city of Northern Cyprus (TRNC 2006 Population and Dwelling) and it is located on the eastern coast of the island. Famagusta is a historical town with a harbor” (Oktay & Rustemli, 2008 cited in Marans & Stimson, 2011:234). Northern Cyprus’s largest university, Eastern Mediterranean University, is also located in Famagusta. Mağusa is the Turkish name for Famagusta.

2.5 Universities in North Cyprus

Over the last 30 years, a number of universities were established in North Cyprus. The first and the largest university, Eastern Mediterranean University, was established in 1979, followed by Girne American University in 1985. The others were to follow: Near East University (established in 1988), European University of Lefke (established in 1989), International American University (established in 1992, and closed down in 1999), Cyprus International University (established in 1997), and most recent one, a private campus of a Turkish state university is Middle East Technical University (established in 2002). Following the footsteps of Middle East

Technical University, Istanbul Technical University has signed a protocol with the TRNC Ministry of Education and Culture to open campuses in Northern Cyprus.

The main reason for setting up so many universities on such a small island was purely for economic reasons. As Arslan & Güven (2007:4) pointed out, “the state and private individuals realized earlier on that, the increase in student numbers in North Cyprus entailed substantial economic benefits to a state whose international non-recognition had effectively crippled the tourism sector on which it relied”.

Over the years, there has been a huge increase in the numbers of international students travelling to North Cyprus for educational reasons. The largest group of international students travelling to North Cyprus is from Turkey. There are also an increasing number of students travelling to North Cyprus from Iran and Nigeria

2.5.1 Eastern Mediterranean University (EMU)

EMU was established in 1979 and is the oldest and the largest “state-trust” university on the island. The university has a student population of about 13,000 students and has produced more than 32,000 graduates from different cultures and countries (www.emu.edu.tr). In EMU, there are students from 67 different countries. Twelve percent of the total student population is made up of international students (excluding those from Turkey). These students are studying in programs across 50 different departments where the medium of instruction is English, despite the official language of the country being Turkish. The largest number of international students comes from Iran, Nigeria, and Jordan. The most popular faculties among international students are the faculties of business, engineering, and architecture (Hashemipour & Salime, 2011).

Table 1: (1979-80) and (2010-11) Academic Year Student Population

Course Year	Trnc	Turkey	Foreign	Total
79-80	105	0	0	105
80-81	215	0	0	215
81-82	287	0	0	287
82-83	201	6	0	207
83-84	214	87	3	304
84-85	225	198	35	458
85-86	275	195	93	563
86-87	395	513	100	1.008
87-88	640	1.001	302	1.943
88-89	719	1.122	438	2.279
89-90	716	1.801	514	3.031
90-91	715	2.326	544	3.585
91-92	865	2.541	559	3.965
92-93	1.189	3.046	542	4.777
93-94	1.804	3.181	480	5.465
94-95	2.384	3.824	459	6.667
95-96	2.758	4.474	505	7.737
96-97	3.285	5.122	620	9.027
97-98	3.811	5.895	620	10.326
98-99	4.345	6.454	608	11.407
99-00	4.807	7.512	717	13.036
00-01	5.124	8.292	765	14.181
01-02	5.100	7.311	728	13.139
02-03	5.176	7.104	931	13.211
03-04	5.152	7.723	1.063	13.938
04-05	4.837	7.952	1.274	14.063
05-06	4.473	9.084	1.534	15.091
06-07	3.895	8.678	1.683	14.256
07-08	3.732	9.023	1.811	14.566
08-09	2.807	9.518	1.655	13.980
09-10	2.565	8.327	1.558	12.450
10-11	2.482	7.440	1.933	11.855

Source: EMU Registration Office (2011)

2.6 Host Response to Tourism

As the literature review above indicates, there are positive and negative impacts of tourism development and these impacts are usually perceived in three categories: economic, environmental, and social.

The response of the host population to tourism development is also extensively studied (King et al. 1993). Generally, the economic impact of tourism is perceived as positive and socio-cultural impacts are perceived as negative. “ The degree to which socio-cultural impacts influence or are experienced by host communities may depend on a number of factors, including the number and the type of tourists, the nature of tourism development in the area, and the pace of development” (Brunt & Courtney 1999:496). Moreover, “the extent and the level of these impacts on the residents vary with the number of visitors, their ethnic and economic characteristics, their length of stay and activities” (Tatoglu et al. 2002:82). According to this explanation, the degree of socio cultural impacts on the host community is affected by the ages of the tourists the number, the status and power gained as a result of tourism development, the role the governments play and the social status of the locals (Dogan, 1989). Zafer Dogan (1989) describes four major strategies such as active negative, passive negative, active positive and passive positive. He claims that all of these strategies co-exist at different times in different sections of the community, and the distribution may change over time. This heterogeneity and variation in responses is assumed to increase with increasing urbanization arising from tourism development. In other words ,Dogan’s (1989) suggested that people of a certain community begin with a homogeneous rural community where the initial responses based on regional factors and the kind of tourism and tourists who come – this gradually gives way to a more heterogeneous ‘urban’ community.

Chapter 3

METHODOLOGY

3.1 Aims of the Research

The thesis has been conducted to comprehend the perception of the host population of the development of educational tourism in Famagusta city.

This study is concerned mainly with the socio-cultural impacts of educational tourism on the host population of Famagusta. However, as part of the socio-cultural impacts of tourism, the thesis also explores the economic and environmental effects of students of EMU on the local community of Famagusta. Thus, this study examines the local people's point of view on educational tourism and how their lifestyle has been influenced since the beginning of educational tourism in Famagusta.

Therefore, the research aims of these study were:

1. To investigate the socio-cultural, economic and environmental effects of students of EMU on the local community of Famagusta.
2. To observe the host response to educational tourism in Famagusta.
3. To assess the host populations' views on the impacts of international students in Famagusta city on the host community of Famagusta.

In order to reach these goals, the objectives below were followed;

- Obtaining applicable information about socio-cultural, economic and environmental effects of tourism by researching the literature.

- Arranging interviews with the host population to gain in-depth information about the host community's perspective on the socio-cultural, economic and environmental effects of educational tourism.
- Matching the result of the study and the literature review.

3.2 Methods and Methodology for the Research

3.2.1 Theoretical Aspects of the Methodology

There are two ways of approaching research; deductive and inductive approaches. Perhaps the simplest way to distinguish between inductive and deductive research approaches is by where they “begin”. While inductive research begins with data analysis and then moves to theory, deductive research begins with theory, then proceeds to data analysis and back to theory again (Babbie, Halley, & Zaino, 2003). In short, inductive reasoning moves from the particular to the general, (Repping & Romanenkova et al. 2006:174) whereas, deductive reasoning moves from the general to the specific (Babbie, 2008:22).

Deductive research is usually associated with positivist and quantitative research whereas inductive research is more often associated with qualitative studies. Inductive research tends to take longer and takes more resources than deductive research as theories have to gradually emerge from the data, rather than be tested by data collected in one go (Gratton & Jones, 2010:36).

This research will be carried out inductively since the purpose of the study is to evaluate residents' opinion, perceptions and behavior towards educational tourism.

Thus, the theory will be developed from the data collected.

3.2.2 Research Approach

Scientific knowledge is built by using quantitative, qualitative, or a mixed approach. As Creswell points out “a quantitative approach is one in which the investigator primarily uses post-positivist claims for developing knowledge” (2003: 18). This includes cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories. Further, it employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data (Basit, 2010:17).

On the other hand, a concept or phenomenon where little research has been done on it, merits a qualitative approach. Qualitative research is exploratory and is useful when the researcher does not know the important variables to examine (Kawamura, 2011). This type of approach may be needed because the topic is new, the topic has never been addressed with a certain sample or group of people, or existing theories do not apply with the particular sample (Creswell, 2003).

Since the concept of educational tourism is a new phenomenon and thus there are very few academic publications on the impacts of educational tourism on the host population, a qualitative approach was viewed to be the most suitable approach to investigate this topic.

The qualitative research was also chosen as a method of inquiry for this thesis since generally speaking, qualitative research has to do with “people’s lives, their stories and behavior” (Dei & Johal, 2005:230). Since the aim of this research was to investigate the host response to educational tourism, it was believed that a qualitative

approach will provide the necessary opportunity to examine the beliefs and attitudes of the host population from their own perspective. Unlike qualitative research, a quantitative research treats responses as though they are independent of the contexts that produce them (Mishler, 1986 cited in Lindlof, 1995:164), ignores the expressive richness of respondents' own language, and does not allow the interviewer and respondent to explore and negotiate mutually the meaning of the objects of inquiry (Lindlof, 1995:21).

A qualitative approach was also chosen since qualitative approach is “unstructured and to a large extent open” (Atkinson & Bouma, 1995:208). Since this is an “exploratory” research and a new phenomenon due to lack of information on this topic, it was believed that an open approach will allow the researcher to investigate unexpected topics which may only become apparent after an investigation has begun.

Thus, for the aims of this research a qualitative approach was chosen to be used to gain an in-depth knowledge about the perceptions of the host population. Qualitative research allows the researcher to collect information about people's lives and their behavior and understand the perspectives of people researched. In addition, it provides the opportunity to explore unexpected topics which may only become apparent after an investigation has begun.

In order to collect this qualitative information, an in-depth interview method was used. As Lodico, & Spaulding et al. (2010:149) pointed out, “phenomenological research use multiple, in-depth interviews as its primary method of data collection”.

3.3 In-Depth Interviews

3.3.1 Research Method

This study applied an in-depth interview as the instrument for primary data collection. Interviews are an important technique in qualitative research (Atkinson & Bouma, 1995:214). In fact, it is one of the most effective ways of collecting data in the social sciences (Easterby-Smith et al. 2002 cited in Lancaster, 2005:133).

The qualitative interview involves an event in which the interviewer “encourages another person to articulate interests or experiences freely” (Lindlof, 1995:163). In interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve “unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants” (Creswell, 2003: 188).

The purpose of in-depth interviewing is as Seidman points out “not to get answers to questions, nor to test hypotheses and not to ‘evaluate’ as the term is normally used. At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of those experiences”(2006: 9). Thus, a key feature of in-depth interviews is their depth of focus on the individual.

The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. They also may provide a more relaxed atmosphere in which to

collect information. People may feel more comfortable having a conversation with you as opposed to filling out a survey (Boyce & Neale, 2006:3).

Thus, an in-depth interview was designed to examine the experiences, beliefs, attitudes, and behaviors of the host population on the progress of educational tourism in Famagusta and, therefore, to seek explanations from their own perspectives. In other words, the main reason the interviews were conducted was to study host populations' responses which could not have been studied effectively with other methods. As Ritchie & Lewis point out, in-depth interviews "provide an opportunity for detailed investigation of each person's personal perspective, for in-depth understanding of the personal context within which the research phenomenon is located, and for very detailed subject coverage" (2003:58). They are the only way to collect data where it is important to set the perspectives heard within the context of personal history or experience; where delicate or complex issues need to be explored at a detailed level, or where it is important to relate different issues to individual personal circumstances (Ritchie& Lewis, 2003:58).

Interviews were designed to provide information about how host population viewed the development of educational tourism. Thus, interviews allowed the researcher describe personal reactions to development of educational tourism as interviewees express it in their own terms.

3.4 Sampling Method

The sampling from the population in the community was not randomly selected but instead interviewees were selected from sub-groups purposefully. The sub-groups were created out of occupations. Basically, the idea behind sampling was to select

people from different socio-economic backgrounds to avoid bias. Thus, in order to select interviewees a purposeful sampling method was used.

Qualitative research participant sampling should follow a well-defined rationale and fulfill a specific purpose, which is why qualitative sampling is often called purposive. In particular, purposive sampling refers to “selecting participants who serve a specific purpose consistent with a study’s main objective” (Collingridge & Gantt, 2008:391). As Coyne (1997) points out with this type of sampling, the researcher initially chooses to interview informants with a broad general knowledge or those who have undergone experience and whose experience is considered typical. Then as the study progresses, the description with more specific information, and participants with particular knowledge are deliberately sought. Finally, informants with typical experiences are sought so that the entire range of experiences and the breadth of concept or phenomena may be understood (Coyne, 1997).

3.5 The Sample

This study was conducted in Famagusta, located in Northern Cyprus. Twenty-five in-depth interviews were completed with members of the host population. The interviews were conducted between December 2011 and January 2012 with locals of Famagusta or with members of the host community who have lived in Famagusta since the establishment of the Eastern Mediterranean University. The aim of these interviews was to talk to people who knew the city of Famagusta both before the establishment of Eastern Mediterranean University and after the establishment of Eastern Mediterranean University. Therefore, the interviewees were able to talk about the changes that took place in city due to development of educational tourism in Famagusta. The interviews were drawn from people who had different

occupations. The sample included academicians in EMU staff, high school teachers, shop owners, bar owners, lawyers, construction company owners, municipality staff, policemen, a manual worker from the local port, self-employed people, retired people, housewives, a taxi driver, and a stationary shop owner. People from different occupational groups were chosen in order to avoid bias. The interviewees were between the ages of 40 and 90 years. The interviews included 18 males and 7 females. Duration of the interviews changed according to the people.

Interviews either took place at the houses or work place of the respondents in order to create a comfortable environment for the respondent to be relaxed and talk freely. All the interviews were tape recorded, and were based on a list of topics to be covered during the interview. All of the interviews were conducted personally by myself. At the beginning of each interview, it was explained to the interviewee that the interview material would be seen in full only by me and my supervisor, and that any public references to them, as a result of any possible publications arising out of the research, would be anonymous.

Chapter 4

FINDINGS

4.1 Introduction

In this chapter, the results of the interviews are presented. The analysis of the transcripts of the interviews provides rich information about the perspectives of the host population. Twenty five interviews were conducted to get in-depth information from host population, and, quotations from these interviews are provided and commented upon.

4.2 Pre-EMU Period in Famagusta

To highlight the impacts of educational tourism in Famagusta and thus to identify the changes that took place in Famagusta after the development of EMU, a section was created about the Pre-EMU Period in Famagusta. The host community claimed that the students had a direct and indirect effect on Famagusta after the establishment of EMU.

According to the interviewees, during the pre-EMU period, Famagusta was a small town and not too populated. In fact, it was often described as a “quiet village” by the interviewees. There weren’t many shops and buildings and most of the people lived in the walled city of Famagusta. Due to the small population of Famagusta, most of the people knew each other and therefore, had strong social relationships. The family and neighborhood relations were affectionate and friendly. As one of the interviewees stated:

“Respect existed among people. The young people were respecting the elderly but unfortunately that doesn’t exist today. We were spending time with each other at weddings and during holidays. There was sincerity among people and when we needed help, everyone would come to help. Those were the days that had meaning and were interesting.” (Interviewee 14)

As another interviewee put it:

“...the social ties were more developed ... because everyone knew each other and very often visited each other ... We did not need to make appointments for family visits, it was a natural process of the family... social and human relations were excellent.” (Interviewee 3)

Thus, before the pre-EMU period in Famagusta, there were strong social ties among the families and the members of the community. Traditions were very important for the local community and thus weddings and religious celebrations were opportunities where the members of the community got together to reaffirm their common identity. There was also a “coffee drinking” culture where people got together to drink their traditional Turkish coffee. Instead of drinking coffee alone, people preferred to drink their coffee with their neighbors along with a social chat in their gardens or homes

The rate of crime, the interviewees claimed, was very small since everyone knew each other. This, they claimed proudly why it was normal to see open doors and windows everywhere even when people were not at home. As one of the interviewees remembered:

“There was no crime rate and our doors and windows were open, life was so safe”. (Interviewee 18)

Another interviewee claimed:

“Life was so beautiful, so quite. There was no crime. We did not know what a lock was. We never locked our doors and windows.” (Interviewee 14)

There were also very few drivers on the roads, therefore, there was no traffic problems in the city. Famagusta was a tourist destination before the 1974 war between the Greek and the Turkish community of the island, but after 1974, the main source of revenue for the local community was from the Famagusta harbor. There were also small shops and people worked as civil servants.

4.3 Post EMU Period in Famagusta

With the establishment of EMU, there were huge changes in the city of Famagusta. The population of Famagusta increased from 18,000 in 1981 to 69,273 in 2011 (www.bugunkibris.com). This increase in population was due to the development of the university. As a result, the university became the major source of income for many people in Famagusta and in Northern Cyprus. Many students and lecturers, from different parts of the world and the country came to study or work in EMU. The arrival of students and workers caused an increase of new settlements locations and proliferation of buildings, restaurant, shops and shopping places. Thus, with the establishment of the university, Famagusta gradually began to take shape as a city. As one of the interviewees pointed out:

“With the development of EMU, Famagusta was transformed from being a small city to a second largest town in North Cyprus with lots of shops, restaurants and buildings.” (Interviewee 13)

The interview results show that the development of educational tourism in the city of Famagusta led to many social, cultural, economic and environmental changes in Famagusta.

4.4 Social and Cultural Effects of EMU on Host Community

After the establishment of Eastern Mediterranean University in Famagusta, there were negative and positive effects in the social and cultural life of the host community. Host population believed that these changes ranged from culture clash to weakened social bonds and to changes in moral values in the community.

a. The Weakened Social Bonds.

According to the majority of the interviewees, after the development of educational tourism in Famagusta, there were weakened social bonds between the members of the families, neighbors and friends. In fact, 21 out of 25 interviewees claimed that EMU lead to deterioration of relationships between the members of the host community. This was one of the main sources of complaint among the host community. One of the interviewee pointed out how close the people were.

“People were so close. For example, we were always given food by our neighbors. If your onions or potatoes run out, your neighbors would run and bring it to you. Now people keep their doors close in case your neighbor asks for a glass of water. You will be in hospital for a week and your neighbor will only find out after you return home. We lost our closeness”. (Interviewee 14)

Another interviewee also remembered fondly:

“People of Famagusta really liked helping each other. There was solidarity among people. During weddings and funerals, people would drop everything and run to help their neighbors. The human relations were stronger in those days. Now, this is all gone”. (Interviewee 13)

Most of the interviewees claimed that the increase in population destroyed that closeness and solidarity among members of the community. “Once population grew, the interviewee 3 claimed, the jobs people did changed, the speed of life changed and so did closeness”.

Some of the interviewees claimed that, this was caused by the “opening of the cafes and restaurants” due to the demands of the students. The establishment of the university they claimed led to an increase in student numbers which in return led to opening of cafes and restaurants for the students. This situation had a direct negative effect on local people because it changed the traditional home culture of the community where people went to each other’s’ houses for socializing and drinking tea and coffee. The availability of such places encouraged host people to start to adapt to students’ cafe culture and began to prefer cafes as meeting places with their friends.

The others claimed that as well as adopting the student culture of going to cafes and restaurants instead of friends, families and neighbors houses for socializing, the opening of such places also forced them to “work long hours” which also reduced the time available for socializing. One of the interviewees explained this.

“The arrival of students increased job opportunities for us. The university was the source of our income. Many markets, cafes, bars and stationery shops opened ... Famagusta became a city and altered from the village image but it negatively affected family and neighborhood relations. For instance roughly everyone has a job and family relations have begun to break down.” (Interviewer 11)

Others blamed the “Increased financial income of people” for the reduction in the level of socialization among the members of the community. They claimed that as local people began to open cafes and restaurants based on the students’ needs and desires, locals’ income went up and this increase of financial income caused the deterioration in family relations.

This reduction in the amount of time spent on socializing, the interviewees claimed also impacted on the traditional celebrations such as Bayrams (i.e. traditional religious festivals) and weddings. Where in the pre-tourism period host community used these special times to visit each other and reaffirm their common identity, the post EMU period caused the abandonment of such unity. As one of the interviewees stated:

“...the traditions about holidays and weddings were altered. Nowadays the weddings have become formal. People just send invitations to each other but before we had special traditions for weddings, and we were celebrating holidays with our families, neighbors and friends altogether and they used to ask us whether we need any help. ” (Interviewee 10)

Furthermore, as one of the interviewees pointed out how these events lost all their importance for the community. As he put it:

“Weddings and holidays ... become more of an effort than a bond of togetherness” (Interviewee 5)

b. Cultural conflict

Interviewees with the host population also indicated the culture clash or cultural conflict between the students and the host population. Interviewees claimed that in the pre-tourism period the local people knew each other but with the development of university students from all over the world began to come to Famagusta. Specially, with the coming of students from third world countries to Famagusta exposed local community to people with different cultures. The language, religion, tradition and culture of local people were not the same as these students. The more students arrived from different parts of the world, the more restless the locals felt. One of the interviewees explained:

“In the early days it was better because most of the students came from Turkey who had the same language and culture as us. But lately, we started to get students from all over the world. We put more distance in our relationships towards students now”. (Interviewee 6)

The local people of Famagusta claimed that they liked and were used to a quite life. The noise created by these students became a source of conflict among the students and the members of the community. According to the interviewees, the students were very loud and this caused anger and resentment among local people towards students. Interviewees believed that with the arrival of students, apartments were built and private houses were converted into apartments to accommodate students. Thus local people began to live in close proximity to students and sometime in the same apartment block. Students making noise, coming home late and having night parties disturbed the local people of Famagusta and caused conflict among them. As one of the interviewees pointed out:

“When students and local families lived in the same apartment blocks there were lots of arguments and problems. Being student also means being wild. Students will make a lot of noise at nights not thinking that their neighbors had families, that they need to go to work in the morning, or they might have a sick child at home... In early days students and families fought a lot... now when you are buying a flat, the first thing you check whether students live there or not. No one wants to live in a building with students even if you give them free”. (Interviewee 7)

Some of the interviewees claimed that now local people prefer to live outside of Famagusta and therefore buying or building houses outside the city.

However, some other interviewees claimed that having students from different parts of the world did not create culture clash instead, it gave them the chance to demonstrate their culture and also learn the culture of students. One of the

interviewees talked about how EMU give us the opportunity to learn about the world and the people in it (Interviewee 23). Some even talked about the friendships developed between themselves and the students. One of the interviewee talked about how he helped Lebanese and Phillistine students and sometimes did not charge rent to them if they had no money. He explained:

“These children came from war zones...If their money run out I did not want any rent. I did not want any electricity. I put money in their pockets. When they were graduating they took me to their graduation ceremony. They saw me as their father. They still write letters to me”. (Interviewee 20)

c. Increase in Crime

Another main source of complaint among the members of the community was the claim that with the increase in student tourism in Famagusta there was also an increase in crime.

There were complaints about petty crimes such as students not paying their rent, water and electricity debt, damaging the rented accommodation and keeping pets without permission. All these led to a loss of confidence in students. The common complaint as one of the interviewees pointed out was:

“I rented my house to students for a year. The money I got from them went to repairing the house. They smashed the place up. Did not pay the electricity or the water rates. It just was not worth it.” (Interviewee 11)

Interviewees also complained about the fights among students. As one of the interviewees pointed out:

“In Cypriot culture, we are very tolerant. We do not like fights and conflict. We are warm blooded people. I see students fighting because one driver took over

other driver or one winked at another person. Fights break out for silly reasons like that and sometimes even people are getting stabbed. This is very bad. This is a very bad picture.” (Interviewee 2)

Additionally, political fights among the students also negatively impacted the local people. It made them feel uncomfortable and uneasy with the students.

The results of the interviews also showed that, the reasons for increase in crime rates was not always directly blamed to students but was also caused by an increase of theft incidents in Famagusta. Many interviewees claimed that although there were some cases where students were involved in stealing from shops and from their roommates, most of the interviewees believed that this increase rates in theft was not directly related with students. They blamed the increase in population, unemployed people coming to Famagusta from different places, and especially uncontrolled entrances of poor illegal workers and criminals to Northern Cyprus from Turkey. Only a very small number of people directly and solely blamed the students.

d. Use and sale of alcohol and drugs

According to the interviewees sale and use of alcohol and drugs existed before the establishment of university, however, they believe that the situation got worse after the establishment of the university. All of the 25 interviewees believed that, the students are also participating in the use and sale process. Especially there is a common belief that students from Nigeria and other African countries have a huge influence in drug sales in Famagusta. Two of the interviewees were also worried that drug problem was not only the concern of the university students but was also spreading to local secondary schools, too. Another interviewee claimed that there were even a number of alcohol and drug related murders in Famagusta concerning students (Interviewee 8).

e. Increase in Betting

Out of the interviews conducted, all of the people stated that, the university had a direct impact on the opening of bet offices and casinos in the region. All of them mentioned that although the casinos existed before the establishment of the university, the student population and the demands of the young people to these places caused the opening of many betting offices in Famagusta. The interviewees claimed that, the students who go to these kinds of places and spend money often tell lies to their families in order to get more money.

f. Prostitution

A very small number of interviewees also blamed students for their involvement in prostitution. Three of the interviewees claimed that they heard cases where female students were forced into prostitution to earn money due to financial problems. Although, the majority of the interviewees did not believe that students were involved in prostitution directly, a retired police officer confirmed that there were sex agencies which used the university to bring in prostitutes. Prostitutes were registered as students and then worked as prostitutes. As the police officer explained:

“It has been established by the police that there were prostitution gangs which forced girls into prostitution. In year 2000s, 80 percent of these prostitutes were registered students. There were others who were not students. Let me put it this way. The pimps were registering them to university as students but they were not studying. They were renting houses to them and earning money”. (Interviewee 13)

It has to be also said that, interviewees did not associate the customers or the workers of the so called ‘night clubs’ with student population.

g. Impacts on eating habits and clothing styles

The majority, that is 20 out of 25 interviewees believed that after the arrival of students, eating and clothing styles of the local people changed.

Interviewees pointed out that the students brought fast food eating habit to Famagusta. In the pre-EMU era there were only few restaurants where families and friends went together to eat 'Kebab' or 'Fırın Kebabı'. But after the establishment of EMU, huge number of fast food places was set up. Hookah culture also didn't exist in Famagusta. Due to students, local people met with the culture of hookah.

A small number of interviewees also believed that the hair styles, make up and all forms of fashion expressions of the local youth were also influenced by the students. They believe that the young generation of Famagusta began to copy the dressing style of the students.

h. Traffic Related Problems

The local people also complained about the traffic and traffic related problems such as horn pushing, fast driving, slanging and disrespect and car accidents and deaths. The majority of the interviewees believed that with the appearance of Zz's (Zedzed i.e number plate given to students from foreign countries) in 1980s, Famagusta began to slowly lose its traditional culture of traffic which was based on respect. 25 interviewees out of 25 defended that students use cars with high speed in traffic and also use their horn too much. They claimed that host people were not accustomed to the sound of the horn and they did not like the sound. They claimed that it made them feel uncomfortable. As one of the interviewee pointed out:

“We did not use our horns in the vehicles at all. But students, generally in special days or after football matches drive around in convoys like crazy pressing their horns all the time. It is very irritating”. (Interviewee 13)

The interviewees also claimed that, they are very respectful in traffic as local people of Famagusta. However, they pointed out that they are witnessing disrespect and swearing towards pedestrians by students in the traffic. The interviewees explained that, the most of the students with cars are generally from Turkey since students from other countries do not own cars as much as the Turkish students. One of the interviewees explained how uncomfortable she feels when driving:

“Traditional Cypriot driving culture is based on respect. We always stop at the zebra crossing and let the pedestrians go. If a car is signaling to turn right, we wait. In Cyprus respect in traffic is very important. But the students who come from Turkey always pressing their horns ‘bap bap’. They cut in front of you. They swear at you. This is disgraceful. To tell you the truth I hate it. As a driver I feel very uncomfortable.” (Interviewee 14)

25 out of 25 interviewees also believe that the students have direct impact on the increase in traffic accidents and death rates. They believe that many traffic accidents occurred especially during the time when there were ZZ number plated cars. During 1980s students were given the right to buy tax free cars. As a result, interviewees explained, the students were buying fast and expensive cars. When these combined by speed, inadequate roads and alcohol there were many fatal accidents. Interviewees claim that since banning of ZZ number plated cars and the development of roads there is a reduction in the fatal accidents.

1. Heightened tension among host population

Interviewees often complained about the heightened tension within the community as a result of the development of educational tourism in Famagusta. A number of things

caused heightened tension in the host community. One of the interviewees perfectly explained how all these changes in Famagusta affected the local community.

“Famagusta people were really a quite living community. They liked tranquility. With the coming of students this tranquility was destroyed. The increase in population and traffic, opening of entertainment places, bet houses, casinos made people very unsettled and caused anxiety”. (Interviewee 13)

j. Opening of the university increased cultural awareness

The people of Famagusta think that, the university has directly increased the interest of people in artistic events. After the establishment of the university and celebration of the annual spring festivals by EMU, university contributed positively to the cultural activities. All of the 25 interviewees agreed that the increase in cultural - artistic events elevated the local interest in cultural activities.

4.5 Economic Effects of EMU on Host Community

As can be seen above, the local people were worried about the social and cultural impacts and environmental impacts of the educational tourism in their community. They strongly believed that their social life was changed for the worst. They missed the “quiet village like Famagusta where they all knew each other and had close relationships”. However, this did not mean that they were not happy about the development of university in general. Strong opinion was that although social and cultural life and the environment were often negatively affected by the development of educational tourism, they were happy about the economic benefits it brought to their community.

This study shows that, the host population believed that the development of the university benefited the economy of the Famagusta. All of the interviewees believed

that with the development of educational tourism in Famagusta there was a development in the service sector. There was an increase in the number of shopping centers, shops, cafes, entertainment places, houses and dormitories. Also petrol stations, hairdressers, stationery, car wash services and bicycle and motorbike rental places increased. Especially, there was a huge expansion in the construction industry. Many houses were built or converted to flats and rented it out to students and to instructors. There was also an increase in the demand for household goods sector since students renting a house needed to buy all the items they needed. As a result of this increase in job opportunities, all of the people interviewed stated that their income increased after the coming of students. The common view as stated with one of the interviewees was:

“With the arrival of students to EMU, many sectors flourished which previously were not available in Famagusta. I think that, EMU has provided many benefits to Famagusta and also to North Cyprus.” (Interviewee 5)

Another interviewee also stated:

“The university is the jugular vein of the city and also is the main source of income”. (Interviewer 9)

The interviewees were also very happy about the job opportunities the EMU created. 24 out of 25 interviewees believed that EMU directly and indirectly highly influenced the availability of job opportunities. With the arrival of students, work areas of tradesmen increased. There was also an increase of demand for the cleaner and gardeners. While 24 interviewees believed that there was an increase in job opportunities, one interviewee stated that the job opportunities also decreased since the students began to work as part time.

Increase in the job opportunities due to the development of EMU also caused a change from traditional occupations to new forms of occupations. The main source of income before the university developed came from the harbor.

Although there was an increase in the job opportunities and an increase of income specially renting accommodation to students, interviewees were worried about the increases in prices. They strongly believed that the price of houses, food and drink, hairdressing services and cleaning lady charges have increased.

The 21 people who were interviewed claimed that before the students came, the cost of houses was not so high but since students prefer to stay in houses instead of dormitories, the price of houses increased.

However, overall the host community was very happy about the economic benefits the university brought to their lives.

4.6 Environmental Effects of EMU on Host Community

As well as the concerns relating to the social-cultural impacts of educational tourism, there were a lot of concerns about the environmental impacts of educational tourism, too. Interviewees complained about a number of problems.

One of the main complaints was about traffic. All of the people interviewed complained that with the establishment of EMU, there has been a huge increase in the population and thus a huge increase in traffic. This problem they acknowledge is made worse due to the lack of public transportation in Famagusta.

Interviewees were also concerned about the air and noise pollution. 20 interviewees believed that due to an increase in the number of cars directly caused by incoming students, the environmental and air pollution increased. In addition with the arrival of students, entertainment places also increased and this also caused noise pollution. Host people claimed that, although they are not against entertainment places they felt that there should be some kind of regulations controlling the noise pollution. One suggestion was keeping the entertainment places away from the residential places.

Interviewees were also concerned about the increasing number of irregular construction and concrete building in Famagusta. They believed that the coming of students to Famagusta directly influenced the natural structure of the city. They claimed that before the establishment of the university there was more green space in Famagusta and instead of apartment blocks, people lived mainly in houses with gardens. Since then there has been an increase in unplanned settlement and concrete buildings. 25 out of 25 interviewees believed that since everything is based on the students' desires, there is no town planning. Instead, everything is located near and around EMU where residential places are mixed with restaurants, bars, cafe, markets and shops creating a concrete jungle.

20 out of 25 interviewees also complained about the lack of sufficient infrastructure. They claimed that water, electricity and roads were inadequate to meet the demands of the increased population in Famagusta caused by the development of EMU. The water and electricity consumption of Famagusta increased due to the increase in population that led to water and electricity problems.

There were mixed feelings about the impact of EMU on historical places. 14 interviewees thought that EMU had a direct positive impact on the protection and recognition of historical places. While the rest of the interviewees believed that students do not pay any attention to culture and do not protect historical places.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The objective of this chapter is to consolidate the different perceptions and experiences of the interviewees which were presented in chapter four and reveal the results of this study. Various interviewees have defined the socio-cultural, economic and environmental effects of educational tourism on the locals of Famagusta according to their observations. In section two, the relevant literature was examined and based upon this literature the results of the socio-cultural, economic impacts of educational tourism on the residents of Famagusta will be discussed in this chapter.

For the meaningful explanation of the conclusion part, Zafer Dogan socio-cultural form of adjustment model has been used. The main objective of this chapter is to understand why residents perceived educational tourism development positively in their country

5.2 Discussion and Conclusion

According to the literature, tourism has both negative and positive impacts on local people and their quality of life. The results of this research also show that educational tourism has positive and negative impacts on the residents of Famagusta.

There has been an intense flow of students to Famagusta after the start of educational tourism. Students of different cultures and nationalities have come to Famagusta to

continue their education. Therefore, educational tourism has given the chance to the society in Famagusta to fuse with other countries culturally. This study has found that the local community was not entirely happy about the development of educational tourism in their community and was especially against the foreign students when educational tourism first started. The reason for this was that Famagusta before the development of EMU was a small city and everyone knew each other and trusted each other. Lack of crime in the community enabled them to live a relaxed life. However, with the development of educational tourism and a huge expansion of population, things began to change. This research is consistent with the works of such researchers as Andereth's et al. (2005), Brebbia & Pineda (2010), Cook et al (2002), Ivanovic's et al (2009), and Uysal & Perdue's (2012) on the certain impacts of tourism.

Development of educational tourism in Famagusta led to cultural conflicts between the students and the community. The local people who were used to a quiet life couldn't embrace the noisiness and belligerent attitudes of students. These conflicts were worse where students lived in close proximity to host population, sharing flats and houses. Local people were also not happy about the changes that took place in regard to traffic. Speed in traffic, sounding the horn, disrespecting pedestrians and swearing has negatively affected the community's traffic culture. Increases in crime rates, betting houses and gambling, sale and abuse of drugs and alcohol, death from car accidents involving students all led to anxiety among the host population. There was also a breakdown of social bonds between the members of the family, friends and neighbors due to the changes that took place within the community which upset

the host community. There was also demonstration effect where the local youth began to copy the behavior, eating habits and dress code of the students. All these changes led to a heightened tension among the members of the host community.

However, it should be also made clear that it was not always students who were blamed for such changes within the community. The local community also blamed the general increases in population and the uncontrolled entries of poor illegal workers from Turkey to Cyprus.

Local people were happy about the contributions of the educational tourism to arts. They talked about the cultural activities and the spring festivals organized every year by the university and how that developed the Famagusta community in terms of culture. Also, the opening of cinema offices after the arrival of students has increased the interest of the community towards cultural and artistic activities.

Local people were also very critical about the environmental changes that took place in their community. The increase in the number of cars and entertainment venues due to the arrival of students led to an increase in air and noise pollution. The community of Famagusta was especially disturbed from the noise pollution due to the number of bars, discos and live music cafes. The local people were also not happy about the unplanned construction, loss of green areas and increasing number of concrete building in Famagusta. Due to the large increase in population infrastructure, water and electricity problems have also emerged.

However, although there was heightened tension and anxiety and many complaints

about the students and the educational tourism within the community, the host community was very grateful for the establishment of the EMU. They believed that the economic benefits of EMU and the job opportunities created within the community were essential to Famagusta. Like in Zafer Dogan's Cultural Forms of Adjustment theory (1989), locals felt that although the development of tourism created certain problems within the community, the economic benefits were greater. Dogan's Theory indicated that "the host response varies according to the gained benefits and costs" (Dogan 1989:216-236).

The study has found that local residents perceived the economic benefits of the educational tourism more favorably. Although negative socio-cultural, economic and environmental impacts of tourism were also found, due to higher advantages presented by educational tourism especially from economic point of view, the positive perceptions of residents' towards tourism are more significant and there is a higher tendency to promote future educational tourism development. Consequently, the positive effects of educational tourism outweigh the negative effects according to the local community of Famagusta.

5.3 Recommendations

This research produced certain recommendations for various groups of people, such as:

- Famagusta has traffic congestion due to lack of public transport vehicles and infrastructure. Therefore, the state and municipalities need to improve their infrastructure and facilities in order to solve these problems.
- To solve noise pollution, entertainment places should be situated in the same area however these places should be out of the centre; the states and

municipality should establish rules for loud music during special hours for these entertainment places.

- EMU should provide courses to inform their students about preservation of historical places.
- Each home owner shouldn't establish their own price for renting flats; government should take under the control price of renting homes.
- Unemployed people should not be allowed to stay on the island for a long time. They should be introduced with strict measures. As a result burglary incidents may be reduced.
- More theatres and cinemas should be opened to improve artistic events in Famagusta.
- To prevent students of risky driving, police officers should be on the street of Famagusta every day to control these incidents. Speed measurement cameras may be insufficient to establish control.
- In Famagusta, Restaurants meet students' demands; however, restaurants should be designed for the families too.

5.4 Limitations of the Research

The major limitation of the study is the difficulty of finding appropriate persons to participate in the study. The main condition of the study is that respondents must be native of Famagusta or to have lived in Famagusta at least 35 years. However, while respondents were selected we needed to find respondents to fit both the conditions mentioned above and that would ensure the quality of data. The research comprises the perception of the community. To support their ideas, some documented data was necessary such as: whilst EMU's growth, students brought cars from their own country which caused Famagusta's traffic congestion. The information related to the

number of cars which entered the island could have been obtained from port's customs but in past years computers were not used for the registration of cars' numbers. Information are kept on certain files however, these documented data decayed inside old storages.

5.5 Managerial Implications

The aim of this research, considering it is an essential economic resource for Famagusta, is to attain a thorough understanding of the educational tourism. In Famagusta, the tourism industry did not develop as it should have been because North Cyprus had been under embargoes for many years. If government would focus on developing policies for maintaining sustainable educational tourism, educational tourism could break down all the restrictions and lead to a higher development. As previously stated, educational tourism is expressed to be a key economic improvement in the Famagusta area. Therefore many people and institutes can benefit from this research such as the government, municipality and non-public sector. In addition, this study revealed local people's thoughts in relation to educational tourism and may support the decision making process of the government which would lead to benefit of the city.

5.6 Directions for Future Research

This research sample can be applied to other cities in North Cyprus which obtain income from universities with the consideration of their unique context and different views and thoughts on educational tourism. The study can be developed with consideration to the findings and results of research in these cities. A future study can take into consideration and focus more on the respondents' age and gender in order to understand if local people have different opinions according to different age or gender.

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APPENDICES

Appendix A: Residence, Home, Apartments, Shops of Famagusta

URBAN CONSTRUCTION					RURAL CONSTRUCTION				
2009	578	52	526	77	2009	114	77	37	7
2008	879	119	760	55	2008	130	99	31	8
2007	734	73	661	47	2007	120	95	25	10
2006	581	52	529	77	2006	110	74	36	6
2005	433	60	373	46	2005	101	86	15	-
2004	329	50	279	26	2004	53	52	1	-
2003	408	41	367	33	2003	70	55	15	11
2002	317	33	284	59	2002	61	48	13	-
2001	968	34	934	29	2001	43	31	12	6
2000	485	34	451	33	2000	63	63	-	1
1999	367	54	313	42	1999	150	128	22	10
1998	483	101	382	12	1998	139	119	20	7
1997	583	78	505	46	1997	189	181	8	2
1996	104	37	67	25	1996	105	88	17	2
1995	247	34	213	27	1995	112	94	18	11
1994	78	24	54	15	1994	90	16	74	7
1993	65	21	44	17	1993	110	100	10	1
1992	97	21	76	45	1992	85	85	-	3
1991	113	46	67	75	1991	77	61	16	1
1990	53	23	30	16	1990	71	72	-	10
1989	67	30	37	69	1989	63	63	-	6
1988	73	45	28	16	1988	35	35	-	1
1987	51	29	22	28	1987	2	2	-	2
1986	47	47	-	22	1986	24	24	-	-
1985	39	28	11	29	1985	46	43	-	-
1984	30	21	9	29	1984	24	24	3	-
1983	26	24	2	27	1983	42	42	-	1
1982	29	22	7	30	1982	28	28	-	5
1981	19	19	-	26	1981	40	40	-	2
1980	30	26	4	-	1980	20	20	-	-

Appendix B: Total Numbers of Students in North Cyprus

A: TRNC B: TURKEY C: OTHER COUNTRIES D: TOTAL

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
A	105	215	287	201	257	474	907	967	1.375
B	-	-	-	6	87	238	437	812	1.185
C	-	-	-	-	3	35	93	100	243
D	105	215	287	207	347	747	1.437	1.879	2.803
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
A	1.816	1.943	2.068	2.334	2.828	4.181	5.448	5.865	6.521
B	1.490	2.502	3.879	5.218	5.633	6.805	8.717	10.024	11.821
C	438	521	568	594	667	697	718	762	920
D	3.748	4.966	6.515	8.146	9.128	11.683	14.883	16.651	19.262
	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
A	7.427	8.006	8.691	9.232	9.539	10.137	9.922	10.371	10.586
B	12.365	12.157	13.562	14.632	14.830	15.307	18.398	22.626	28.565
C	1.052	1.331	1.678	1.901	1.952	2.304	2.285	2.476	2.714
D	20.844	21.498	23.931	25.765	26.321	27.748	30.605	35.473	41.865
	2006-07	2007-08	2008-09	2009-10					
A	9.239	9.886	9.310	8.356					
B	26.873	29.837	33.288	29.191					
C	2.667	3.298	3.036	2.884					
D	38.799	43.021	45.634	40.431					