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## **RESIDENTS' QUALITY OF LIFE AND ATTITUDES TOWARD SUSTAINABLE EDUCATION TOURISM DEVELOPMENT: INSIGHTS FROM NORTH CYPRUS**

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### **ABSTRACT**

The development and changes of a tourism destination have several effects, especially on residents. The local people's quality of life (QOL) has many connections with tourism development at a destination. This study aims to investigate the influence of demographics, quality of life, and residential statuses on the attitudes of the local people in North Cyprus about the development of sustainable education tourism. The sample group consisted of 523 residents in five regions where Northern Cyprus universities were located. The Tourism and Quality of Life Scale (TQOL) was adopted to elaborate on the quality of life perceptions of the residents. This study's results have shown that local people's positive attitudes depend on the community well-being dimension of ETQOL. Furthermore, the results show that middle- and high-income groups have more positive attitudes towards sustainable education tourism development than low- and very-high-income groups. Homeowners and rentals have a positive attitude towards the development of sustainable education tourism compared to those residing in the dormitories. In addition, no significant differences were found regarding age, gender, educational status, number of children, and marital status. The acquisition of support from residents is a very important area in terms of sustainability.

**Keywords:** Quality of life, sustainable education tourism, tourism development, North Cyprus, resident attitudes.

### **Introduction and Literature Review**

Nowadays, tourism has become a necessity for many consumers. It has an important role in the economic development of the region (Dwyer, Forsyth, & Spurr, 2004; Hanafiah, Hemdi, & Ahmad, 2016; K. Kim, Uysal, & Sirgy, 2013; Liang & Hui, 2016). The development is experienced in various forms, such as local employment (Dwyer et al., 2004; Hanafiah et al., 2016; K. Kim et al., 2013), diversity in the economy, and tax revenue generation (Hanafiah et al., 2016; K. Kim et al., 2013). Tourism effects are classified under four main headings, namely economic (Dwyer et al., 2004), social (Inoue & Lee, 2011), cultural (Besculides, Lee, & McCormick, 2002), and environmental (H. Kim, Lee, Uysal, Kim, & Ahn, 2015; H. Kim, Woo, & Uysal, 2015; Uysal, Sirgy, Woo, & Kim, 2016). These effects exhibit a structure with positive and negative properties (H. Kim, Lee, et al., 2015; K. Kim et al., 2013; Kuvan & Akan, 2005; Nejati, Mohamed, & Omar, 2014). The tourism industry and its effects

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are closely related (Kuvan & Akan, 2005). The quality of life (QOL) of the local people and their attitudes have many connections with tourism development. However, the development and changes in a tourism destination have several effects, especially on the people living there.

These matters have visible consequences in the tourism industry and society, and many studies have examined them in various ways (Nejati et al., 2014; Uysal et al., 2016). One of the most important issues in the field of research is the examination of the connection between tourism activities, the results of these activities, the links between the Quality of Life (QOL) and the tourism goods and services involved in consumption and production process (K. Kim et al., 2013; Uysal et al., 2016).

In recent years, the QOL has become a comprehensive debate issue. The purpose of the studies in the field of QOL is to show that the inspections made in an area are not only from an objective perspective but also from the point of subjective human reactions. An important point is how citizens perceive the attributes contributing to their QOL (Andereck & Nyaupane, 2011). To evaluate QOL, in general, two indicators, which are called objective (e.g., population volume) and subjective (e.g., subjective well-being), are commonly defined (Liang & Hui, 2016). In tourism research, subjective indicators are typically implemented (Andereck & Nyaupane, 2011; Buzinde, Kalavar, & Melubo, 2014; H. Kim, Woo, et al., 2015; K. Kim et al., 2013; Woo, Kim, & Uysal, 2015). Subjective indicators can provide a direct measure (McCabe & Johnson, 2013), which is preferable in tourism research. In determining people's QOL, about 89% of non-material matters constitute the dimensions of the QOL (Ridderstaat, Croes, & Nijkamp, 2016), which makes them an important determinant.

QOL research of the community is generally measured using evaluations of satisfaction to understand residents' perceptions, emotions, and well-being (Yu, Charles Chancellor, & Tian Cole, 2011). Tourism development and QOL issues, seen as a unilateral change in the literature, emphasise a relationship between the development of tourism and QOL (Andereck & Nyaupane, 2011; Andereck, Valentine, Vogt, & Knopf, 2007; Andereck & Vogt, 2000). Recent studies have shown that QOL has a very important role in tourism development (Croes, 2012; Ridderstaat, Croes, & Nijkamp, 2013; Ridderstaat et al., 2016; Woo et al., 2015).

While tourism creates benefits from one side, there are some costs (Jafari, 2001) from the other side in terms of the host society and local communities have formed their attitudes by taking advantage of these benefits and costs (F.-C. Wang, Hung, & Shang, 2006). Tourism activities in these regions affect people's lives in society (Jurowski, Uysal, & Williams, 1997). Studies examining the effects of tourism have shown that tourism has a negative and positive impact on the economic prosperity of tourism societies (Tosun, 2002; Um & Crompton, 1990). These benefits and costs are not influencing the formation of attitudes of the local people toward tourism (Lankford, Chen, & Chen, 1994).

Furthermore, some other variables were found to be effective on the attitudes of the local people toward the advancement of tourism (Cavus & Tannrisevdi, 2003). For instance, the personal characteristics of residents, such as demographics, length of residence (Liang & Hui, 2016), and distance from the tourism centre (Jurowski et al., 1997) are important deciding factors in identifying the attitudes towards tourism (Andriotis & Vaughan, 2003). Attitudes are based on the reality of beliefs and perceptions (Yu, 2011). However, they closely relate values and personality (Y. Wang, Pfister, & Morais, 2007). According to this understanding of attitudes, researchers were aware that the results of the interaction between perceptions and factors of the local people could affect their attitudes (Lankford et al., 1994).

On the other side of the subject, the vocations of an individual can affect their life experiences in many ways, such as providing social, spiritual, and physical rest while promoting people's social and personal development (Richards, 1999). An integral part of the tourism experience is the host communities'

residents, who have a very important position in the development and assistance of tourism. The locals who support tourism show more positive attitudes and behaviour towards the tourists. Because of this, tourists, who are more likely to have positive experiences and perceptions, will probably visit these destinations again and recommend them to other people (K. Andereck & Jurowski, 2006). The community plays various important roles in the tourism experience because host communities are positioned to shape the tourism industry (K. Andereck & Jurowski, 2006; Yu et al., 2011). Although this importance is studied and emphasised in different tourism sector settings, more research studies are needed to comprehend the issue based on its context; for example, based on types of tourism.

Among the different types of tourism, education tourism has gained attention from various researchers because of its popularity and share in the world tourism markets. Education tourism has succeeded in recent years in attracting much interest from researchers, private and public sectors, and tourism policymakers. Nowadays, there are various contributions to socio-cultural, economic progression, environmental development, and opportunities (Samah, Ahmadian, Gill, & Hendijani, 2013). Education tourism is a very important source of income for many countries. Today's educational mobility has a completely new structure. Many students travel to developed or middle-class countries, for example, Western Europe, Australia, USA (Arva & Deli-Gray, 2006). More than 5 million international students are currently studying abroad in different countries, which is almost three times larger than the number of international students in the 1990s. It is also expected that this ratio will be 7 million international students by 2022 (Academic Credentials Evaluations Institute (ACEI), 2017).

There has been much research on the attitudes of the local people and tourism and quality of life (TQOL) contexts for the last three decades. The QOL/TQOL affected the attitudes of local people towards the development of tourism in a tourist area (Gursoy, Jurowski, & Uysal, 2002; Nawijn & Mitas, 2012; Sirakaya, Teye, & Sönmez, 2002; Woo et al., 2015). Satisfaction at various levels among the local population causes changes in their attitudes toward tourism development. Those with higher levels of QOL are likely to have more positive attitudes (Andereck & Nyaupane, 2011). Residents who believe that tourism results will be positively supported tourism (Yu, Cole, & Chancellor, 2016). The important point is to observe the consequences in different specific contexts. North Cyprus can be an ideal geographical context for studying sustainable education tourism. According to statistics published by the State Planning Organization of TRNC (2011), net tourism revenues for the year 2016 are reported as \$ 697.7 million. It is expected that this figure will be \$ 745.2 million by 2019. In addition, the concept of "comparable advantage" indicated that the tourism and education sector had been identified as one of the priority sectors in the development of North Cyprus. Furthermore, it is observed that education tourism has a stable structure, and it has greatly increased the income potential of the island due to its economic vitality. Therefore, education tourism, which constitutes one of the most contributing sectors in the growth of Northern Cyprus, is renewing itself day by day, taking its place in the international arena, and causing various effects on society as well as the economy of the country.

The perceptions of tourism development and the residents' QOL can be considered in two fields. First, it supports determining the perception and attitudes of residents towards tourism, and second, it contributes to the investigation of local people's support for tourism development (Perdue, Long, & Allen, 1990). However, in ETQOL / QOL dimensions which area has a more effective role in measuring the attitudes of the local people is unclear. Furthermore, it is considered to investigate differences based on the demographics of the attitudes of local people's support for the development of sustainable education tourism. For the sustainable development of education tourism, it is significant to obtain the support of the local community.

The main purpose of this study is to investigate the effects of demographic profile, QOL, and residential status on the residents' attitudes toward sustainable education tourism development in North Cyprus. Furthermore, this study was targeted to determine which area of QOL/TQOL may have the strongest predictor of local communities' attitudes in North Cyprus.

The first contribution of this study is the extent to identify the impact of local people's attitudes towards the development of sustainable education tourism on the QOL perceptions. In addition, this is the first study on the attitudes and residential status of the local people about the development of sustainable education tourism by using the dimensions of TQOL in the context of sustainable education tourism. For sustainable tourism development, obtaining the local population's support is significant, and people's QOL can affect their attitudes toward sustainable education tourism development.

### **Research Model and Hypotheses**

Some predictors play a key role in determining the supportive attitudes of the local people. The first factor is the demographic profile of the residents. Bagri and Kala (2016) have reported that the demographic characteristics of individuals are a structure that can affect important variables such as their needs, attitudes, life satisfaction, or perceptions. Blešić, Pivac, Besermenji, Ivkov-Džigurski, and Košić (2014) have stated that those who are not communicating with tourists, those with low educational levels, and older participants had negative attitudes towards the development of tourism. In addition, they noted that the attitudes of local people towards tourism development might vary according to different types of tourism. In addition, Pappas (2008) has noted that there is a relationship between annual income and people's attitudes to tourism development and that a high rate of income would lead to a positive perception of people's attitudes toward the development of tourism.

Furthermore, it is recorded in some studies that men have more positive attitudes than women (Mason & Cheyne, 2000). It is also reported that those who were married/divorced had a more positive perception of their supportive attitudes than the singles (Iroegbu & Chen, 2001). Consequently, the following hypothesis is proposed:

*Hypothesis 1:* The attitude of support for sustainable education tourism development among North Cyprus residents varies based on their demographic profile.

Residential status is another important factor in the evaluation of future attitudes toward the development of sustainable education tourism. While Snaith and Haley (1999) pointed out that tenants had a more negative perception than homeowners, Liang and Hui (2016) noted that homeowners had a more negative attitude than tenants and dormitory residents about the development of sustainable education tourism. In addition, some of the studies on length of residency suggest that those who live for a long time in a tourism zone have a lower degree of attitude than new arrivals about tourism development (Cavus & Tanrisevdi, 2003). Therefore, the following hypothesis is generated:

*Hypothesis 2:* The attitude of support for sustainable education tourism development among the residents is varied based on their residential statuses.

The other important area that is thought to be influential in the supportive attitudes of the residents for the future is the quality of life. According to Kuvan and Akan (2005), there is a comprehensive and multifaceted relationship between tourism and the economic, social, and environmental fields. This connection also points to the link between the QOL of the host community and tourism development. H. Kim, Woo, et al. (2015) describe the quality of life as a general feeling of satisfaction. It is not easy to define the quality of life because it relies on subjective experience and life satisfaction, and it has a structure that depends on people's emotions and experiences. It has been observed that QOL/TQOL

influences residents' attitudes (Gursoy et al., 2002; Woo et al., 2015). People have life satisfaction at different levels, and their satisfaction with these variable ratios suggests that they have different attitudes toward tourism development. Those who are satisfied with the general life level have a more positive perception of their attitudes toward tourism development of tourism than others (Andereck & Vogt, 2000; Woo et al., 2015). There are various sub-dimensions (material and non-material areas) of the quality of life (Liang & Hui, 2016; Sirgy & Cornwell, 2002; Woo et al., 2015). For instance, community well-being, urban issues, way of life, and life satisfaction influence the level of well-being they receive from these areas. As a result, the following hypothesis is presented:

*Hypothesis 3:* Education tourism and Quality of Life (ETQOL) positively influence the attitude of support for sustainable education tourism development among the residents.

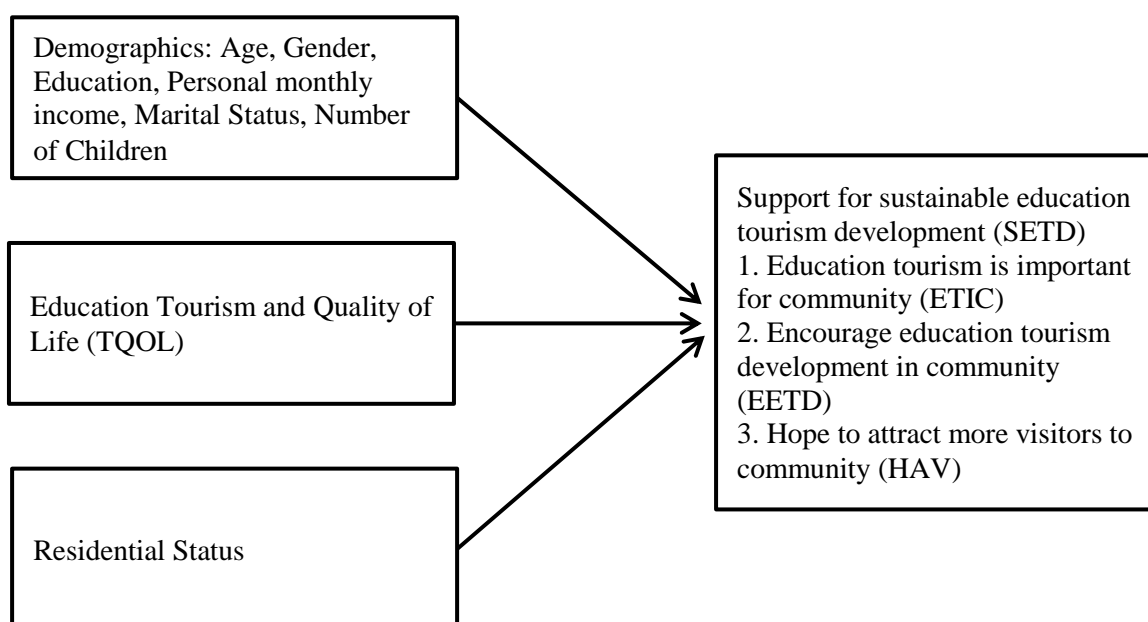


Figure 1: Research Model

## Methodology

The selected way for gathering data on the residents is the survey method. The survey was conducted through quantitative descriptive research. The sample is selected using the quota sampling method because it allows the residence area to be surveyed according to its population size. In terms of providing better and more precise results, only the regions in which the universities are located in Northern Cyprus have been identified. In this way, the perceptions in the regions where education tourism activities occur can be identified and defined better by the residents who reside near these zones. According to this, the five regions (Famagusta, Nicosia, Kyrenia, Lefke, and Morphou) were identified. The number of participants to participate in the study was determined from each region by considering the population distribution. In addition, a face-to-face household survey was administered because the items in the questionnaire can be confusing, and the number of questions is high.

## Population

The study group consisted of Turkish Republic of Northern Cyprus (TRNC) residents. According to the State Planning Organization of TRNC (2011), the population of North Cyprus is 286,257. The areas where the universities of North Cyprus are located were identified as the five main regions. Therefore,

the survey was concentrated on the following five regions; Famagusta, Nicosia, Kyrenia, Lefke, and Morphou. Participants in each settlement area were randomly selected according to population distribution. 566 questionnaires were collected from April to June 2017. However, some were not used in the survey because they contained incomplete and unreasonable answers. In the end, 523 questionnaires were utilised for the data analyses. The demographic profile of the respondents is demonstrated in Table 1.

### **Data Collection Instrument**

The questionnaire consisted of three parts. The first part measured residents' attitudes about the development of sustainable education tourism on a 5-point (1= strongly disagree and 5= strongly agree) rating scale. The second part contained 49 items that measure the importance (1= "not at all important," 5= "extremely important"), satisfaction (1= "not at all satisfied," 5= "extremely satisfied"), and perceived effects of education tourism on QOL (1= "education tourism greatly decreases QOL," 3= "education tourism greatly increases QOL"). The new form of the TQOL scale, which was further improved by Andereck and Nyaupane (2011) and modified by Liang and Hui (2016), is adopted. The last part included the demographics (age, gender, education, marital status, number of children, and rate of income) and residential characteristics (status of residence and length of residence in TRNC) of the participants.

### **Data Collection Procedure and Analysis**

The regions where universities are located in Northern Cyprus were chosen to examine residents' attitudes towards developing sustainable education tourism in North Cyprus connected with their QOL perceptions. Therefore, the survey is concentrated on the five regions. Participants in each settlement area were randomly selected according to population distribution. The proportions of the data collected from the five regions are 31.9% for Nicosia (the capital city), 28.7% for Kyrenia, 27.3% for Famagusta, 7.5% for Güzelyurt, and 4.6% for Lefke.

At the beginning of the questionnaire, the necessary information was given to the respondents about the study's survey. Two English teachers used the back-translation method to translate the questionnaire into the Turkish language (Brislin, 1969). A pilot study of 20 participants from each region was carried out to clarify that the unexpected problems related to the field of research and the items to be measured were understandable. The pilot study was completed, and confusing expressions were corrected.

The data were analysed with SPSS 21.0 statistical software. One-way ANOVA and t-test were used to investigate whether different levels of ETQOL (Education tourism and quality of life) exist based on demographics and attitudes of support about the development of sustainable education tourism. A series of multiple linear regression analyses have been conducted to test the effects of demographic structures, residential status, and ETQOL on residents' attitudes toward the development of sustainable education tourism. Finally, a cluster analysis was administered to determine the attitudes of the various groups.

### **Results**

This part presents the results related to the demographic characteristics of the respondents, ETQOL dimensions, and supportive attitudes of the residents towards the development of sustainable education tourism. The table 1 given below presents a summary of the demographic characteristics of the respondents.

Table 1: Respondents' (N = 523) Demographic Characteristics

Variables	N	%	Variables	N	%
<b>Age</b>			<b>Gender</b>		
<=18	21	4.0%	Male	252	48.2%
19-25	155	29.6%	Female	271	51.8%
26-35	151	28.9%	<b>Education Level</b>		
36-45	128	24.5%	Junior high school level	71	13.6%
46-55	55	10.5%	Senior high school level	195	37.3%
>=56	13	2.5%	Graduate level	191	36.5%
<b>Personal Monthly Income (TL)</b>			Post-graduate level	66	12.6%
<=1500	75	14.3%	<b>Residential Status</b>		
1501-3000	274	52.4%	Rental	169	32.3%
3001-5000	110	21.0%	Own	262	50.1%
5001-7500	51	9.8%	Other	92	17.6%
7501-9000	6	1.1%	<b>City</b>		
>=9001	7	1.3%	Famagusta	143	27.3%
<b>Children</b>			Nicosia	167	31.9%
0	258	49.3%	Kyrenia	150	28.7%
1	91	17.4%	Güzelyurt	39	7.5%
2	111	21.2%	Lefke	24	4.6%
3	46	8.8%	<b>Length of Residence (year) in TRNC</b>		
4	15	2.9%	<1	35	6.7%
>=5	2	0.4%	1-3	84	16.1%
<b>Marital Status</b>			4-6	61	11.7%
Marry	273	52.2%	7-9	47	9.0%
Single	230	44.0%	10-12	67	12.8%
Other	20	3.8%	>13	229	43.8%

To define the fundamental ETQOL dimensions, the exploratory factor analysis has been administered. The factor analysis results under the six dimensions are demonstrated in Table 2.

Table 2: Factor Analysis Results

Factor	Factor loadings	EV	Variance explained (Cumulative variance explained)	Communalities
<b>Community economic strength (ETQOLECON)</b>		<b>5.118</b>	<b>11.374% (11.374%)</b>	
Strong and diverse economy	0.624			0.701
Enough jobs for the public	0.543			0.684
Affordable prices for products and services	0.567			0.640
Controlled sound pollution	0.538			0.621
Reasonable prices for leisure time, leisure and tourism	0.514			0.607
The local people have shops and restaurants	0.581			0.596
My house or my land value	0.510			0.592
High community wage	0.537			0.591
Controlled urban sprawl and population growth	0.573			0.586
Tax revenue (sales tax, bed tax)	0.533			0.574
<b>Urban issues (ETQOLURBAN)</b>		<b>4.847</b>	<b>10.77% (22.144%)</b>	

Quality of roads, bridges and public services	0.633		0.684
Waste Control	0.623		0.654
Good public transport	0.626		0.652
Numerous parks and open spaces	0.469		0.643
City services such as police and fire brigade	0.470		0.637
Controlled traffic	0.534		0.625
Prevention of drug and alcohol use	0.435		0.540
Crowded intensity prevention	0.347		0.433
<b>Community well-being (ETQOLCOMM)</b>	<b>4.601</b>	<b>10.224% (32.367%)</b>	
Image of the community against others	0.533		0.646
Natural and cultural heritage awareness	0.459		0.645
Community pride	0.495		0.641
Opportunities to join in local culture	0.509		0.636
Understanding different cultures	0.594		0.634
Communication opportunities with tourists	0.603		0.631
Harmonious neighbourhood	0.447		0.584
Quality entertainment opportunities	0.490		0.553
New friendship opportunities	0.564		0.549
<b>Community awareness and facilities (ETQOLAWAR)</b>	<b>3.623</b>	<b>8.05% (40.418%)</b>	
Community beauty	0.547		0.647
Protection of cultural and historical sites	0.560		0.633
Fresh air and water	0.617		0.622
Prevention of crime and barbarism	0.512		0.620
Conservation of wildlife areas and natural areas	0.587		0.618
Peace and tranquillity protection	0.623		0.603
The quality of the soil	0.480		0.581
Feeling safe	0.469		0.564
<b>Way of life (ETQOLLIFE)</b>	<b>3.153</b>	<b>7.006% (47.424%)</b>	
Feeling of belonging to my community	0.585		0.660
My personal life quality	0.548		0.655
Lifestyle protection	0.633		0.608
Having a tourist who respects my lifestyle	0.512		0.599
<b>Family and personal well-being (ETQOLFAMI)</b>	<b>3.088</b>	<b>6.862% (54.286%)</b>	
Community medical conditions	0.708		0.580
Family income	0.602		0.578
Education conditions and development	0.524		0.573
Health	0.612		0.571
Family activities	0.467		0.547
Family relationships	0.494		0.522

The items “proper zoning/land use,” “fixed political environment,” “the number of retail shops and restaurants,” and “public participation in local government” were removed because of the low loadings or factors overlap. According to Kaiser (1974), the general measure of sample adequacy is the superior value of 0.960. The data matrix is thought to have a sufficient correlation for the factor analysis, with a sphericity chi-square value of 11891.989 regarding Bartlett’s test. Overall, the correlation matrix significance was 0.000. The commonalities ranged from 0.433 to 0.701 and were explained by common factors at a good level of variance of the original values (see Table 3).



Table 3: Results for Reliability

Dimensions	Cronbach's $\alpha$
Urban issues (ETQOLURBAN)	0.854
Community economic strength (ETQOLECON)	0.889
Family and personal well-being (ETQOLFAMI)	0.815
Community well-being (ETQOLCOMM)	0.867
Way of life (ETQOLLIFE)	0.800
Community awareness and facilities (ETQOLAWAR)	0.857

According to descriptive statistics, the dimension of ETQOLFAMI is recorded as the highest mean. The mean order of the other dimensions is followed as ETQOLLIFE, ETQOLCOMM, ETQOLAWAR, and ETQOLURBAN. However, ETQOLECON recorded the lowest mean score.

Table 4: Means for ETQOL\* Indicators

Items	Importance <sup>a</sup>	Satisfaction <sup>b</sup>	QOL <sup>c</sup>	Education tourism effects <sup>d</sup>	ETQOL <sup>e</sup>
Health	4.38	3.12	10.89	2.38	26.92
Community medical conditions	4.29	3.11	10.75	2.30	25.45
Education conditions and development	4.26	3.33	11.71	2.46	29.50
Family income	4.15	3.28	11.47	2.31	27.39
Family relationships	4.15	3.48	12.47	2.26	28.93
Family activities	4.00	3.35	11.82	2.24	27.30
Resident participation in local government	3.95	3.27	11.51	2.30	27.19
Quality recreation opportunities	4.18	3.39	12.07	2.45	30.53
The harmonious neighbourhood	4.02	3.29	11.61	2.27	27.28
Opportunities to contact with tourists	4.05	3.43	12.16	2.39	30.12
Opportunities to make new friends	4.10	3.51	12.59	2.42	31.64
Feeling safe	4.29	3.72	13.58	2.41	34.01
A stable political environment	3.62	3.06	10.72	2.05	22.93
Preservation of wildlife habitats and natural areas	4.03	3.08	10.62	2.17	23.96
Preservation of cultural/historical sites	4.28	3.25	11.34	2.28	26.94
Clean air and water	4.32	3.40	12.07	2.31	29.34
Quality of soil	4.04	3.36	11.78	2.24	27.73
Preserving peace and quiet	4.22	3.50	12.57	2.30	29.81
The beauty of my community	4.13	3.47	12.39	2.33	29.93
Plenty of park and open space	4.00	3.09	10.64	2.23	24.49
Litter control	4.10	2.95	10.13	2.23	23.42
Controlled traffic	4.11	3.27	11.41	2.28	26.84
The prevention of crowding and congestion	3.87	3.14	10.91	2.24	25.37
The prevention of drug and alcohol abuse	3.81	3.15	10.99	2.14	24.42
The prevention of crime and vandalism	4.25	3.36	11.95	2.31	28.71
Proper zoning/land use	3.98	3.04	10.55	2.15	23.61
A feeling of belonging to my community	3.96	3.32	11.74	2.24	27.51
The preservation of my way of life	4.13	3.48	12.37	2.24	28.77
Having tourists who respect my way of life	4.04	3.51	12.46	2.35	30.16
My personal life quality	4.20	3.45	12.19	2.29	28.83
Community pride	4.01	3.43	12.19	2.25	28.38
Opportunities to participate in local culture	3.97	3.36	11.85	2.24	27.74

An understanding of different cultures	3.97	3.38	11.96	2.33	29.21
The image of my community to others	4.03	3.36	11.88	2.33	28.65
Awareness of natural and cultural heritage	4.04	3.36	11.71	2.33	28.08
City services like police and fire protection	4.15	3.29	11.59	2.23	27.19
Good public transportation	4.08	2.75	9.40	2.26	22.07
Quality of roads, bridges, and utility services	3.97	2.84	9.70	2.26	22.70
Strong and diverse economy	4.01	2.99	10.32	2.26	24.06
Enough good jobs for residents	4.22	3.05	10.54	2.27	24.90
High community wage	4.04	3.12	10.90	2.19	24.52
Stores and restaurants owned by local residents	4.10	3.27	11.46	2.24	26.60
Plenty of retail shops and restaurants	3.97	3.22	13.15	2.29	28.54
The value of my house and/or land	4.04	3.42	12.13	2.25	28.41
Tax revenue (sales tax/bed tax)	3.73	3.11	10.95	2.23	25.53
Controlled noise pollution	4.09	3.21	11.31	2.25	26.47
Fair prices for goods and services	4.11	3.01	10.27	2.26	24.32
Controlled urban sprawl and population growth	3.96	3.20	11.06	2.25	25.97
Fair prices for leisure, entertainment and tourism	4.11	3.15	10.97	2.29	26.29

Notes: \*ETQOL = Education tourism and Quality of Life measure.

<sup>A</sup> Scale: 1 = not at all important to 5 = extremely important.

<sup>B</sup> Scale: 1 = not at all satisfied to 5 = extremely satisfied.

<sup>C</sup> Range: 1 to 20.

<sup>D</sup> Scale: all for positive items, 1 = tourism greatly decreases to 3 = tourism greatly increases.

<sup>E</sup> ETQOL score = QOL \* Education tourism Effects; range: 0 to 60.

As is shown in Table 4, both importance and satisfaction scores were presented to participants on a five-point scale. While “health” was chosen as the most important item, “good public transportation” and “quality of roads, bridges, and utility services” items had the lowest satisfaction level among the participants.

Table 5: Results of Multiple Linear Regression Analysis

	M. 1	M.2	M.3	M. 4	M. 5	VIF
Gender	0.241 (0.928)			0.256 (0.955)	0.268 (1.029)	1.120
Age	-0.319 (-2.087)			-0.264 (-1.696)	-0.290 (-1.933)	1.961
Education	0.209 (1.237)			0.238 (1.388)	0.250 (1.514)	1.391
Personal monthly income	0.399 (2.532) *			0.35 (2.218) *	0.244 (1.588)	1.459
Marital	0.122 (0.443)			-0.025 (-0.09)	-0.044 (-0.161)	1.598
Children	0.291 (1.784)			0.254 (1.557)	0.301 (1.905)	2.265
Length of Residence		-0.084 (-1.139)		-0.118 (-1.494)	-0.061 (-0.776)	1.246
Residential status		0.531 (2.837) **		0.46 (2.423) *	0.443 (2.411) *	1.072
City		-0.101 (-0.846)		-0.091 (-0.739)	-0.127 (-1.072)	1.098
TQOLECON			-0.023 (-1.355)		-0.023 (-1.363)	2.795
TQOLURBAN			-0.036 (-2.124) *		-0.042 (-2.451) *	2.908
TQOLCOMM			0.074 (4.119) **		0.071 (3.867) **	3.197
TQOLAWAR			0.004 (0.227)		0.006 (0.383)	2.825
TQOLLIFE			0.023 (1.590)		0.025 (1.76)	2.411
TQOLFAMI			0.016 (1.055)		0.015 (0.998)	2.134
Constant	11.187(11.709) **	12.386(23.475) **	10.890(30.444) **	11.207(11.242) **	9.530(9.417) **	
F-statistic	2.684 *	3.174 *	8.467 **	2.726 **	4.963 **	
R square	0.030	0.018	0.090	0.214	0.128	
Adj. R square	0.019	0.012	0.079	0.029	0.102	
VIF	1.017-2.207	1.006-1.011	2.071-3.039	1.054-2.228	1.072-3.197	
N	523	523	523	523	523	

Note: \*\*p < 0.01, \*p < 0.05. STD = TIC + ETD + HAV.

The multi-linear regression analyses (see Table 5) were conducted to comprehend how demographic structure, residential status, and ETQOL dimensions affect residents' attitudes toward the development of sustainable education tourism. For this purpose, five models were developed and tested. Model 1 was developed to determine the influence of the demographic profile of the residents on SETD. Model 2 investigated the influence of residential statuses on the attitude of SETD. Model 3 has been developed to clarify the extent to which various ETQOL dimensions influence the attitude of SETD. Model 4 was established to determine the role of residential statuses and demographic profiles on attitudes toward SETD. Lastly, Model 5 investigated the effect of various dimensions of ETQOL on the attitudes of SETD by taking the residential statuses and demographic characteristics as controlled variables.

According to the regression analysis results, gender, age, education, marital status, and children have unstable or insignificant influences on the attitude toward SETD (Models 1, 4, and 5). However, the attitude of SETD was significantly positively influenced by personal monthly income (Models 1 and 4). The results show that the middle and high-income groups have more positive attitudes toward than low and very-high-income groups towards sustainable education tourism development. Income is one of the important demographic profiles that have the potential to improve people's quality of life. Individuals who are satisfied with their overall quality of life tend to show a generally positive attitude. Accordingly, attitudes towards developing sustainable education tourism vary according to the demographic profile. Therefore, hypothesis 1 is partially accepted, which suggested: "The attitude of support for sustainable education tourism development among the residents of North Cyprus is varied based on the demographic profile of the respondents."

As seen in Model 2, Model 4, and Model 5, it has been determined that the residential status had a significant effect on the support of residents for the development of sustainable education tourism. The results of this study have indicated that respondents, who are residential owners, have more positive attitudes. Residents' quality of life and life satisfaction can positively or negatively affect their attitudes (Yu et al., 2011). Residents' attitudes may negatively influence living conditions. In addition, people with temporary and short-term staying in North Cyprus have not been able to benefit much from education tourism. Thus, hypothesis 2 is accepted, which suggests that the attitudes toward SETD vary based on the respondents' residential statuses.

The attitude of SETD was influenced significantly and positively by ETQOLCOMM (Models 3 and 5) but significantly and negatively by ETQOLURBAN (Models 3 and 5). In addition, the attitude of SETD had no significant correlation with ETQOLAWAR, ETQOLLIFE, ETQOLFAMI, and ETQOLECON dimensions (Models 3 and 5). The results have demonstrated that the role of the attitude toward SETD in the local community was positively associated with the community well-being (ETQOLCOMM) dimension of TQOL. Factors include the welfare of a community, such as the awareness of natural and cultural areas, the acquisition of new friendships, the understanding of different cultures, the presence of quality entertainment places, and the image of society. This result can be explained by the fact that residents in North Cyprus pay great attention to community welfare. This area of quality of life generally includes items related to education tourism. For instance, in the image of the society item, many universities in Northern Cyprus represent the country's image abroad. In terms of understanding different cultures and acquiring new friendships, there is a great contribution of people.

The other dimension of ETQOLLIFE, which includes personal lifestyle-related items, is about the personal feeling of belonging, such as "My personal life quality." The ETQOLFAMI dimension concerns family relationships, health conditions, or family activities. The ETQOLECON dimension includes the consequences of social and economic development, such as economic progress in society,

urban growth, and population growth. While it is expected to see a positive correlation, no correlation was found. Education tourism should provide a wide variety of benefits.

On the other hand, the results are not significant as expected. Probably, the local people do not take advantage of these benefits at first or foremost. Moreover, this result may be possible because the income obtained from education tourism is not distributed equally to all segments of society (K. Andereck & Jurowski, 2006). In addition, this can be a factor if economic measures are considered more effective in assessing efficiency in a given project (K. Andereck & Jurowski, 2006). The dimension of ETQOLURBAN has urban issues in its structure. A negative correlation was observed between ETQOLURBAN and attitudes. This negative result can be explained as the research on the effects of education tourism, which had previously been conducted in North Cyprus (Özşen, 2012), revealed that with the development of education tourism, many socio-cultural, environmental, and some negative economic effects have been observed among residents. For instance, waste, traffic congestion, and increases in alcohol and drug use.

According to the research results, while the ETQOLCOMM dimension positively influenced the residents' attitudes, ETQOLURBAN was negatively influenced. In addition, ETQOLECON, ETQOLFAMI, ETQOLLIFE, and ETQOLAWAR have no effects. The ETQOLURBAN dimension had a negative effect on the attitudes of the residents. Furthermore, although the ETQOLFAMI dimension had the highest mean value, it did not affect the attitudes. This shows that total ETQOL does not always contribute to positive attitudes. What is important here is how local people have perceived and evaluated those dimensions in the context of education tourism. It depends on their evaluation in a particular field. Therefore, hypothesis 3 is partially accepted.

The residents were divided into four groups of attitudes toward the development of sustainable education tourism by adapting K - mean cluster analysis (Table 6). These groups are realists, objectors, neutrals, and boosters (Liang & Hui, 2016).

Table 6: Results of k-mean Cluster Analysis (K = 4)

SETD	Neutrals (N = 288)	Boosters (N = 121)	Realists (N = 69)	Objectors (N = 45) 12.5%
Education Tourism is important for community	5	5	1	1
Encourage education tourism development in community	5	1	5	1
Hope to attract more visitors to community	1	4	4	1
Cluster1: Neutrals		1.507	2.14	5.233
Cluster2: Boosters			1.504	4.021
Cluster3: Realists				3.415

The largest cluster consisted of 288 participants from the “neutral.” While they strongly agree that “education tourism is important for community” and “encourage education tourism development in community,” there has been a very low level of disagreement in the hope of attracting more visitors. The second cluster consists of the “boosters” with 121 residents. While participants in this group strongly agree that education tourism is important to society and attracts more visitors to the community, there was a very high level of disagreement in encouraging the development of tourism in society. The “realists” cluster was ranked third with 69 residents. They demonstrated a higher disagreement on the importance of education tourism for society. However, they strongly agreed with the encouragement of

education tourism development in the community. They thought that the number of visitors in society could increase. Finally, with just 45 residents “objectors” cluster emerged. They disagree on all matters.

As a result, four different groups of residents based on their attitudes have been identified in the North Cyprus community. While the “neutral” cluster recorded the highest score, “objectors” recorded the lowest rate. The “neutral” group refers to the group with a neutral attitude towards tourism development and generally promotes tourism development. The neutral group generally stated that education tourism is of great importance to society, and they encouraged the development of education tourism; however, they voted very poorly for attracting more visitors’ option. Objectors gave the lowest value for all attitudes items toward the development of educational tourism. They tended not to support tourism development for the future.

Table 7: The explanatory and predictive powers of each TQOL dimensions

ETQOL	Variance explained to ETQOL	Mean	Power estimated to SETD
Issues of Urban(ETQOLURBAN)	10.77%	25.708	-0.042 (-2.451) *
Community economic strength (ETQOLECON)	11.374%	24.562	-0.023 (-1.363)
Family and personal well-being (ETQOLFAMI)	6.862%	29.072	0.015 (0.998)
Community well-being (ETQOLCOMM)	10.224%	28.805	0.071 (3.867) **
Way of life (ETQOLLIFE)	7.006%	28.819	0.025 (1.76)
Community awareness and facilities ETQOLAWAR)	8.05%	27.583	0.006 (0.383)

The explanatory power of ETQOLCOMM was at a high level on the ETQOL (10.224%) and had a high level of estimated power on participants’ attitudes ( $b = 0.071$ ,  $t = 3.867$ ). The results have revealed that among all the dimensions of ETQOL, ETQOLCOMM has the highest predictive power on residents’ attitudes toward sustainable education tourism development (see Table 7).

Table 8: Post Hoc Tests (Tukey HSD, Scheffe and LSD)

Dependent Variable	Factor Variable	Groups	Mean	Levene Sig.	ANOVA Sig.
SETD	Personal Monthly Income (TL)	<=1500	12.613	0.000**	0.000**
		1501-3000	12.285		
		3001-5000	13.782		
		5001-7500	13.353		
		7501-9000	13.333		
		>=9001	12.714		
		<b>Total</b>	<b>12.769</b>		

According to the Post Hoc Tests (Tukey HSD, Scheffe, and LSD), there is a significant difference between the six groups of personal monthly income (TL) for SETD. Table 8 shows that the three groups with the highest average rates are as follows 3001-5000, 5001-7500, and 7501-9000, which can be categorised under the middle and higher income groups. The highest and lowest income groups did not contribute a significant correlation for SETD. As a result, local people in middle and higher-income groups have more positive attitudes than those with the highest and lowest-income groups for SETD.

Table 9: Result of Multiple Variance Analysis

Factor Variable	Dependent Variable	Levene Sig.	ANOVA Sig.	Between Groups	Tukey HSD Sig.	Scheffe Sig.	LSD Sig.
Residential Status	Education tourism is important for the society	0.005**	0.034*	Rental-Own	0.033*	0.044*	0.012*
				Own-Other	0.990	0.991	0.890
				Other-Rental	0.176	0.205	0.075
	I support education tourism development in our society	0.003**	0.006**	Rental-Own	0.012*	0.018*	0.004**
				Own-Other	0.851	0.864	0.588
				Other-Rental	0.021*	0.028*	0.008**
	I hope to attract more visitors to my society	0.073	0.010*	Rental-Own	0.012*	0.017*	0.004**
				Own-Other	1.000	1.000	0.999
				Other-Rental	0.074	0.092	0.029*

Note: \*\*p < 0.01, \*p < 0.05

The ANOVA test reported that the average of all three dependent variables in Table 10 between all groups of residential status is significant. According to the Post Hoc Tests (Tukey HSD, Scheffe, and LSD), there is a significant difference between the two groups of residential status (rental and own) in the “Education tourism is important for the society” variable and which indicated that homeowners (4.336) have a more positive perception than rental (4.030) group about the importance of education tourism for society. There is a significant difference between all groups of residential status in the “I support education tourism development in our society” variable and which reported that the mean of other groups (who were staying in the dormitory or company housing) (4.424) is higher than the mean of rental (4.059) and own (4.355) groups. In addition, a significant difference exists between all groups of residential status in that the homeowners (4.359) have a higher positive perception than rental (4.065) for more tourists will attract to the community.

Table 10: The ANOVA results

	Groups	N	Mean	Std. Deviation
Education tourism is important for the community	Rental	169	4.030	1.403
	Own	262	4.336	1.142
	Other	92	4.315	1.167
	<b>Total</b>	<b>523</b>	<b>4.233</b>	<b>1.242</b>
I encourage education tourism development in my community	Rental	169	4.059	1.189
	Own	262	4.355	1.013
	Other	92	4.424	0.867
	<b>Total</b>	<b>523</b>	<b>4.272</b>	<b>1.059</b>
I hope to attract more visitors to my community	Rental	169	4.065	1.140
	Own	262	4.359	1.002
	Other	92	4.359	0.921
	<b>Total</b>	<b>523</b>	<b>4.264</b>	<b>1.043</b>

According to the test of homogeneity of variance (Levene) between all groups of residential status, the variances are significant for SETD. In addition, the ANOVA test has shown that the average SETD (dependent variable) between all groups of residential status is significant. According to the Post Hoc Tests (Tukey HSD, Scheffe, and LSD), there is a significant difference between the two groups of residential status (Rental and Own) in the SETD variable. Homeowners have more positive attitudes

than rentals about SETD. The homeowners and rentals are more positive attitudes than those staying in the dormitory or company housing about the residents' attitudes towards sustainable education tourism development. These results were somewhat different from previous studies. Liang and Hui (2016) have reported that dormitory residents have shown a more positive attitude toward tourism development. These two different outcomes can be explained that the poor living conditions of the residents who are living in dormitory or company housing in North Cyprus can cause their quality of life and life satisfaction to decrease (Yu et al., 2011), which can play an active role in their supportive attitudes. Another explanation may be that those who reside in company dormitories and similar locations in North Cyprus for a short time may not benefit as much from education tourism.

The ANOVA test has reported that the averages of the quality of life variables between personal monthly income levels are significant. The means of the very high level of income group ( $\geq 9001$ ) is higher than the low/middle groups in ETQOLECON, ETQOLURBAN, ETQOLAWAR, ETQOLLIFE, and ETQOLCOMM. There is a relationship between high-income levels and positive attitudes, as stated in Pappas (2008)'s study, and it is reported that those with high incomes have a more positive attitude. Individuals with a high level of QOL can have a high level of life satisfaction. Those with a higher level of satisfaction tend to show a positive attitude (Gursoy et al., 2002) which supports the current study. As a result, it shows that the satisfaction level of the QOL of individuals with high-income groups positively influences their attitudes.

Table 11: The ANOVA results for demographic and ETQOL

Factor Variable	Dependent Variable	Levene Sig.	ANOVA Sig.
Age	Urban issues (ETQOLURBAN)	0.374	0.869
	Community economic strength (ETQOLECON)	0.069	0.925
	Family and personal well-being (ETQOLFAMI)	0.155	0.096
	Community well-being (ETQOLCOMM)	0.253	0.843
	Way of life (ETQOLLIFE)	0.524	0.509
	Community awareness and facilities (ETQOLAWAR)	0.279	0.538
Education	Urban issues (ETQOLURBAN)	0.042	0.844
	Community economic strength (ETQOLECON)	0.000**	0.888
	Family and personal well-being (ETQOLFAMI)	0.106	0.736
	Community well-being (ETQOLCOMM)	0.001**	0.835
	Way of life (ETQOLLIFE)	0.001**	0.636
	Community awareness and facilities (ETQOLAWAR)	0.385	0.396
Marital Status	Urban issues (ETQOLURBAN)	0.740	0.892
	Community economic strength (ETQOLECON)	0.671	0.604
	Family and personal well-being (ETQOLFAMI)	0.510	0.621
	Community well-being (ETQOLCOMM)	0.608	0.990
	Way of life (ETQOLLIFE)	0.535	0.938
	Community awareness and facilities (ETQOLAWAR)	0.970	0.095
Children	Urban issues (ETQOLURBAN)	0.044*	0.195
	Community economic strength (ETQOLECON)	0.235	0.069
	Family and personal well-being (ETQOLFAMI)	0.097	0.698
	Community well-being (ETQOLCOMM)	0.002**	0.036*
	Way of life (ETQOLLIFE)	0.306	0.021*
	Community awareness and facilities (ETQOLAWAR)	0.007**	0.020*

According to the test of homogeneity (see Table 11) of variance (Levene) between all groups of gender, age, and marital status, the variances are not significant for all dependent variables (ETQOLURBAN, ETQOLECON, ETQOLCOMM, ETQOLLIFE, ETQOLAWAR, and ETQOLFAMI). In addition, the variances between all education groups are significant for three dependent variables: ETQOLECON, ETQOLCOMM, and ETQOLLIFE. The mean of ETQOLECON of senior high school is higher than junior high school, graduate, and post-graduate levels. The mean ETQOLCOMM of the graduate is higher than the post-graduate, senior high school, and junior high school levels. The mean of ETQOLLIFE of post-graduate is higher than graduate, senior high school, and junior high school levels. The results have shown that participants with secondary and high educational levels are more aware of sustainable tourism's importance than those with lower education levels. According to this result, individuals with low educational levels may not be fully aware of the collective benefits of sustainable education tourism. In this area, community projectors and government officials may not have fully recognised the significance of education tourism among people with a lower education level, which may have given them a negative perception. In addition, the community may not be fully aware of the meaning of this segment of education tourism. It may not be aware of the indirect benefits of sustainable education tourism.

T-test results have shown that the males have more significant and positive attitudes than females in the dimension of ETQOLAWAR. This dimension is related to QOL attracting more interest from women. However, the result shows that women have higher negative views. In the same line, Mason and Cheyne (2000) have indicated that men have more positive attitudes than women do. The fact that women do not fully perceive the improvements in these areas, their expectations are not met in this area, or the facilities are inadequate. For example, self-esteem is generally one of the most important items for women. However, if the women in the community do not feel themselves in a safer environment, this can decrease their satisfaction rate. Furthermore, women may have higher negative perceptions if they argue that society's crime rate is increasing daily and this result cannot be prevented.

## Conclusions

This study aimed to investigate the effects of QOL, demographic profile, and residential status on the supportive attitudes of local people in Northern Cyprus by adapting the TQOL scale in the context of education tourism. The current study results have shown that residents' attitudes about sustainable education tourism development are affected by ETQL and vary by demographic profile. Even though the QOL of the residents and their attitudes towards the development of tourism have been examined together in several previous studies, however a study in which the context of education tourism, quality of life, and residents' attitudes have recently not been examined together in the literature.

The residential status, which was identified as an important determinant of the attitudes of the local people, also played an important role in this study. Homeowners and rentals have more positive attitudes than ones staying in rentals. The results revealed that the middle groups support education tourism development more than the lower and highest income groups. ETQOLCOMM (community well-being) dimension has been determined as the most important predictor for the SETD, and it positively affects residents' attitudes towards the development of sustainable education tourism. On the other hand, the ETQOLURBAN dimension has a negative effect. The ETQOLURBAN, considered a material improvement, negatively influences residents' attitudes toward SETD. The improvements of ETQOLURBAN might significantly and positively impact total ETQOL; however, its contribution was in the negative direction. Education tourism has both negative and positive effects. The most important of these negative effects felt in urban issues such as traffic problems, congestion, waste control, drugs, and alcohol use (K. Kim et al., 2013; McCool & Martin, 1994; Yu et al., 2011) and these have a negative



impact on the local people's attitudes. Thus, it can be said that by considering the results of this study, the non-material improvement of EQOL was more positive and significant than material improvements. Healing non-material dimensions of ETQOL can give great importance to a positive perception among residents, which is consistent with previous studies (Ridderstaat et al., 2016).

On the other hand, ETQOLFAMI, ETQOLECON, ETQOLLIFE, and ETQOLAWAR dimensions, which were easily supplemented with education tourism development, did not correlate significantly with any of the attitude items. These dimensions were little or no influence on the attitudes of the local people toward the development of sustainable education tourism.

The participants did not have a high level of satisfaction with the items they considered important. While health was chosen as the most important item, good public transportation had the lowest satisfaction level. The participants indicated the education conditions as the most significant effect of education tourism.

In this study, a significant impact of residential status was detected on the residents' supportive attitudes toward the development of sustainable education tourism. It is revealed that the residents, who stay at company dormitories and lodgings, have a lower level of supportive attitudes than homeowners. Residential conditions may not be at the required quality of life can decrease an individual's life satisfaction.

In general, a considerable proportion of Northern Cyprus residents work or benefit from the education tourism sector directly, indirectly, formally, or informally (for example, income from housing leased to students and residents who are the owners of restaurants, cafes, or markets). Those residents may have positive attitudes towards the development of education tourism, and there is a direct relationship between the improvement of their benefits and education tourism development. In addition, the participants in this group are generally in a position where their financial situation can be evaluated as good, and their quality of life is at a good level, influencing their positive perceptions.

### **Managerial implications**

Planning for that region is a complex task in developing a tourism zone because of the effects of many parties involved, including residents. In this sense, residents' support is crucial because tourism's success in a region is closely related to having a supportive and hospitable local population (Gursoy et al., 2002; Jurowski & Gursoy, 2004). Therefore, it is important to understand the factors influencing local people's support for developing sustainable education tourism and ensure that tourism initiatives and projects are managed successfully.

The results of this research are important for tourism developers in the host society. The development of sustainable education tourism provides various benefits, and tourism planners should not only evaluate the conditions and manage them from a short-term perspective. The factors should be examined with a long-term view of the sustainability of education tourism and the QOL of local people.

The results have revealed that the positive attitudes towards the development of sustainable education tourism did not receive significant influence from all dimensions of ETQOL. In particular, among all dimensions of EQOL, community well-being (ETQOLCOMM), expressed as non-material improvements, contributes significantly and positively to residents' attitudes. This result is in the direction of Kim et al. (2013)'s study. This study can be useful for entrepreneurs, decision-makers, and community authorities. It is possible to increase the support rate for the development of sustainable education tourism. Based on the results of this study, understanding different cultures, the image of the

community, and communication possibilities with tourists, the level of support can be upgraded. Considering these areas, making various improvements and taking more consideration might be crucial.

This study is also expected to be beneficial for universities as well. Universities in the host society can develop policies and take more steps accordingly by considering the positive and negative effects on the residents' life and perceptions. The local and international students influence the living areas of local people's QOL, such as economic, community well-being, and urban issues. When this study is evaluated at the government level, with the evaluation of the existing policies, local people may have a better understanding of sustainable education tourism and positive and supportive attitudes towards the development of sustainable education tourism. According to Andereck and Nyaupane (2011), if a resident thinks that education tourism contributes to the understanding of different cultures and if they believe that understanding other cultures is very important for them, these positive thoughts can affect an individual's QOL perceptions as positively.

In addition, this study has identified four different groups of attitudes, and it was observed that other groups exhibited different attitudes toward developing sustainable education tourism. It has been determined that different attitudes in society have behaved differently in tourism development. The group of "objectors" are against and hate tourism development. A variety of supportive actions may be implemented to ensure that the segment involved in the "objectors" group, which is determined to be completely negative in this way, may have a positive perception. It can be suggested to use different public policy strategies to promote the awareness of the "objectors" cluster, for example, by describing the positive aspects of tourism development for individuals involved. Sustainable education tourism's economic and social benefits should be explained by informing and supporting local people.

Furthermore, raising awareness can be achieved by organising diversity support programs for local people, who are in the neutral group and constitute the largest attitude group and those who provide economic benefits secondary to education tourism. Preservation and conservation programs can be organised to reduce negative feelings of residents' attitudes towards the development of sustainable education tourism, concerned and suspicious especially the urban issues. This can play a vital role in promoting successful progress in supporting local people for education tourism and in the sustainability of education tourism in Northern Cyprus.

### **Limitations of the Study and Recommendations for Future Research**

There are some limitations of this study. The first limitation is that most of the North Cyprus population is Turkish, and the application of the survey study was conducted in Turkish. However, foreign residents residing in Northern Cyprus could be included in the study, and different results could be obtained based on other cultures. In addition, this study was done at a certain time. In this sense, monitoring residents' perceptions in the long run with longitudinal studies may give different results. The third limitation is related to the length of the questionnaire. A long period is required due to separate evaluation of the education tourism effect, importance, and satisfaction sections. Finally, due to the time limitations, the sample of this study has been gathered randomly from the residents only in the identified areas, without subdivision. However, local people's perceptions can vary in the regions' sub-regions.

In addition, qualitative research may also be appropriate to examine an in-depth understanding of the perceptions. Furthermore, future research can be beneficial by reviewing different types of tourism (e.g., gambling and health tourism) to find correlations between different kinds of tourism, QOL, and residents' attitudes. In addition, the perceptions of various stakeholders in the education tourism sector may differ. The stakeholders who benefit from the tourism sector have a positive and supportive attitude toward tourism development.

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