

Educational Tourism in Cyprus: Exploring the Cultural Exchange Expectations of Dutch High School Students

Master Thesis

Sietske van Surksum (s1127212)

Supervisor: Alana Osbourne

Nijmegen School of Management

Human Geography

Abstract:

This study aims to answer the question: In what way do educational tourists expect to experience cultural exchange before participating in tourism programs in Cyprus? The research is conducted as a quantitative study and examines several concepts including travelers' motivation, cultural aspects, the role of cultural exchange, age and school level to investigate this main question. The research reveals significant differences in the motivations for participating in educational trips. Although personal development and cultural experiences are key drivers, educational outcomes are seen as additional benefits rather than the main goal. The findings indicate that cultural exchange, which involves direct interaction with the local population, is highly valued. Students show great interest in understanding the daily life, traditions and mentality of people in other countries. The research highlights the importance of tailoring educational trips to the varying expectations of different age groups. It underlines the important role of personal development and cultural immersion in educational tourism as well, and suggests that these elements should be prioritized over formal educational goals to improve the overall experience of educational tourists in Cyprus.



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Preface:

I am pleased to introduce this thesis, which explores educational tourism among Dutch high school students in Cyprus. This study aims to gain insight into the expectations of high school students visiting Cyprus as an educational tourism destination. The focus is on the concept of cultural exchanges.

I have written this thesis as part of my graduation from the Master's program in 'Human Geography' and within this study, the specialization 'Cultural Geography and Tourism' at 'Radboud University Nijmegen'. I wrote the thesis on behalf of the company 'Cross Your Borders', where I also completed an internship. This company organizes school trips for high school students to other countries. Since Cyprus is becoming a new destination for these trips, I focused my thesis on this country.

During my years of study, I developed an interest in tourism and the motivations and expectations within this field. I wrote my bachelor's thesis about the perception of 'dark tourism' in an abandoned village in Belgium, which I found to be a fascinating subject. For my master's thesis, I decided to delve into another niche area of tourism. Given my potential interest in working in the educational sector after completing my studies, educational tourism emerged as an intriguing topic for my research. The company 'Cross Your Borders' is in the process of developing a school trip to Cyprus. Therefore, through this research, I aimed to explore the expectations of potential educational tourists who would travel to Cyprus.

I would like to thank my supervisor Alana Osbourne very much for her advice and feedback. Furthermore, I would like to thank Anne van der Stelt for the guidance from 'Cross Your Borders'. Additionally, I want to thank all the respondents and employees of 'Cross Your Borders' for their cooperation in the research.

I hope you enjoy your reading!

Sietske van Surksun (June 20, 2024)



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1. Introduction

For many people around the world, going on a holiday is one of the highlights of the year. These holidays can vary widely, from a camping trip in the French countryside to an adventurous tour through the diverse landscapes of Argentina. The tradition of travel dates back centuries, encompassing pilgrimages and exploratory voyages. Duignan (2019) notes that since the 18th century, the practice of going on a holiday has become increasingly popular, particularly among relatively wealthier Westerners. During this period, travel began to be seen not only as a means of relaxation but also as an opportunity for personal development and cultural discovery. Historically, tourism was predominantly accessible to affluent Western populations (Duignan, 2019). However, the modern tourism industry has evolved to include individuals from a broader array of geographical locations and socio-economic backgrounds. This means that today, people from various parts of the world and diverse social classes participate in and contribute to the tourism industry. Current statistics highlight that tourism remains one of the fastest-growing sectors globally (UNWTO, 2024).

Due to this growth, the traditional definition of tourism, focused on relaxation in pleasant locations, has been changing and expanding in recent years (Van Daele et al., 2022). Increasingly complex and less conventional forms of tourism are gaining ground (Bunghez, 2021). One of these forms is educational tourism. Educational tourism is a specialized form of travel characterized by the deliberate pursuit of knowledge and learning as the primary or secondary motivation for the trip (Ritchie, 2003).

A well-known holiday destination, for mostly European people is Cyprus, an island in the southeastern part of Europe. On average, around 4 million tourists visit the island per year, making it the 40th most popular destination in the world. Tourism is a key driver of the country's economy, contributing around 15% of Cyprus' GDP, so tourism is important for the local population (UNWTO, 2024).

This research will delve into the experiences of Dutch high school students, aged between 12 and 18, who engage in educational tourism by traveling to Cyprus. Cyprus is a particularly noteworthy location for this study. Cyprus has a growing number of arriving educational tourists. Due to this growth, stakeholders in Cyprus invested in an educational tourism project known as 'Edutourism'. The primary aim of this initiative is to promote the island's cultural and natural heritage by offering a comprehensive educational tourism experience (Alipour et al., 2022). Specifically, the project aims to enhance the island's cultural profile and natural heritage while striving to achieve specific educational objectives as well. For instance, it intends to develop thematic routes focusing on religious heritage and culture-oriented themes, providing in-depth insights into each destination. Furthermore, the project supports the creation of a digital platform for educational tourism, tailored to provide resources for the training of educators, professors, and tourism professionals, as outlined by Nicolaou (2023).

The impetus for this research arises from the increasing interest in educational tourism and its significance in the context of global travel patterns. As mentioned before, with the growth of tourism, the original definition of tourism has been changing and broadening in recent years (Van Daele et al., 2022). Indeed, more complex and unconventional forms of tourism are emerging, for example, educational tourism (Bunghez, 2021). The example of the 'Edutourism' project in Cyprus underscores the importance of understanding the expectations and experiences of educational tourists, particularly among high school students, who represent a significant demographic group in this niche.

This research is conducted as a thesis project for the master's program 'Human Geography' at Radboud University in Nijmegen. The research is conducted for, and in collaboration with, the company 'Cross Your Borders'.

The objectives will further delve into the main and sub-questions of this research. In the following section, there will be a description of Cyprus, followed by a societal and scientific relevance. Here it will be explained why this research is important to carry out.

1.1 Description of Area

Cyprus, an island located in the Eastern Mediterranean, is recognized as a nation, characterized by a rich historical background, a diversified culture, breathtaking landscapes, and unwavering hospitality. Annually, Cyprus welcomes millions of visitors as a prominent destination for world travelers who come to explore historical sites, enjoy the sun on pristine beaches, and participate in a remarkable mix of ancient traditions (Sharpley, 2001).

Cyprus has had a long and complex history, characterized by various dominations and influences of different cultures and empires. Various peoples, including the Greeks, Phoenicians, Assyrians, Egyptians and Romans inhabited it. In 1878, Cyprus became a British colony after the Ottoman Empire ceded the island to the United Kingdom in exchange for military support. The year 1960 heralded a significant milestone in Cyprus's history with the declaration of independence from British colonial rule. However, this newfound autonomy was soon overshadowed by the events of 1974 when Turkey intervened militarily, leading to the partition of the island. The consequences of this division reverberate through Cyprus to this day, shaping its political landscape and fostering a complex interplay of tensions between the Greek Cypriot and Turkish Cypriot communities (Müftüler-Bac & Güney, 2005). This unique feature has not only contributed to the distinctive character of Cyprus but also to ongoing political challenges. The division has led to ongoing disputes over sovereignty, territorial control, and the rights of displaced populations, complicating efforts for a comprehensive resolution and perpetuating tensions between the two communities. Nevertheless, Cyprus maintains a distinctive cultural identity where Greek and Turkish influences converge, evident in its traditions, festivals, and the harmonious coexistence of diverse practices (Garanti, 2022).

The multicultural nature of Cyprus plays a crucial role in attracting tourists, but what does it offer to attract educational tourists? Looking at its rich cultural heritage and diverse natural landscapes, Cyprus offers educational tourists a range of opportunities. These opportunities will be discussed in the next paragraph. Furthermore, Cyprus, with its bilingual society of Greek and Turkish, offers educational opportunities for tourists interested in language acquisition, while interactions with the local population and cultural exchange activities contribute to learning a new language (Nicolaou, 2023).

The diverse natural landscapes of Cyprus provide educational tourists with the opportunity to learn more about environmental conservation and sustainability efforts, with excursions to national parks, wildlife reserves, and eco-friendly initiatives that can meet these expectations (Katircioglu, 2009). Additionally, Cyprus's political history can provide educational tourists with a deeper understanding of political conflicts and intercultural communication (Sharpley, 2001). Finally, Cyprus's multicultural society can provide educational tourists with the opportunity to gain insight into intercultural communication and conflict resolution, allowing them to develop a deeper understanding of the diverse cultural influences on the island (Nicolaou, 2023).

So, beyond its role as a tourist paradise, Cyprus serves as a significant educational destination, leveraging its cultural heritage and diverse landscapes to offer educational tourists immersive experiences in history, culture, language acquisition, environmental conservation, and intercultural communication. In the following paragraph, the cultural elements of Cyprus that may play a role in educational tourism will be explained.

1.1.1 Cultural Elements Cyprus

The island of Cyprus contains many (in)visible cultural elements that may be worth seeing, experiencing or visiting. By looking at various websites to see what travel agencies offer, a selection has been made of eighteen cultural aspects in Cyprus that could be visited or viewed. Of course, there are many more (similar) things that could be visited. But as an indicator, the eighteen most common cultural things have been used for this research. This is done to be used further in the research. More details about this will be provided later.

First of all, Cyprus boasts many archaeological sites that can be visited by tourists. Due to the numerous peoples who have inhabited the island, there are many different cultural influences to be seen. This is evident in excavations at various locations, where remains of pottery, architecture, maritime archaeology, cemeteries, and tombs can be found (Papantoniou & Vionis, 2017).

The largest religion in Cyprus is Orthodox Christianity, but among the Turkish population on the island, Islam predominates. Due to the various occupations, not only Moslem Mosques and Christian churches could be found. But also Byzantine Churches, Crusader castles, Gothic cathedrals, Venetian fortifications and British colonial-style buildings. All of these bear witness to the island's rich religious and cultural heritage (Compendium, 2024).

Traditional villages in Cyprus showcase distinctive architectural styles that set them apart from their surroundings. Most of the villages reflect a blend of different influences. These architectural elements represent the cultural heritage of the island and have been preserved over time. The traditional villages in Cyprus are characterized by stone-built houses with red-tiled roofs and narrow streets (Dinçyürek, Ö., & Türker, 2007). Cypriot architecture offers an in-depth insight into its rich and complex history, as mentioned earlier, influenced by numerous cultures (Amadio, 2023). These multifaceted influences manifest themselves in a broad spectrum of structures, from Neolithic settlements and burial chambers to the ruins of ancient cities complete with temples, theaters and palaces. The period of British colonial rule saw the introduction of neoclassical and colonial architectural styles. In mountain villages, there are still the aforementioned traditional stone houses, but in modern construction concrete and building blocks are often used (Capitool, 2016).

Due to the strategic location of the island, situated between three continents and furthermore, nowadays, near the Suez Canal, Cyprus has significant maritime activities. This has been the case for centuries. Between the 12th and 15th centuries, the port of Limassol was globally significant. Today, Cyprus' ports still contribute significantly to the country's economy (Michael 2023). These can be learned about in, among other places, museums. Cyprus has many other museums as well, including those dedicated to architecture, archaeology, ethnography, and history (VISITCYPRUS, 2024).

Cyprus hosts many festivals, each with its unique blend of religious, cultural, and historical elements. Some examples will be given. The first notable festival is Kataklysmos, or the Festival of the Flood, which commemorates the biblical story of the Great Flood. Celebrated mainly in coastal towns, and offers a vibrant display of Cyprus' diverse culture (Simon, 2013). Another festival that could be highlighted is the series of wine festivals held across the island, showcasing Cyprus' rich viticultural heritage through wine tastings, music, dance, and local culinary delights. The third important celebration is Carnival, known as "Apokries" in Greek, which precedes Easter and features colorful parades and street parties. Lastly, rural areas celebrate the end of the agricultural season with harvest festivals, complete with traditional rituals and feasting. Additionally, village festivals held throughout the year honor saints' feast days and local traditions, featuring religious services, processions, folk dances, and regional specialties. These festivals provide opportunities for locals but also tourists alike to immerse themselves in Cyprus' vibrant cultural tapestry (Spanou, 2020). Traditional folk music in Cyprus shares some elements with Greek, Turkish and Arabic music, all derived from Byzantine music, including Greek Cypriot and Turkish Cypriot dances such as

Tilirkotissa, and Middle Eastern styles Tsifteteli and Arapien (Compendium, 2024). Cyprus has several amphitheatres. For example, the Kourion Amphitheater or the Odeon of Paphos. These historic theaters are often used for cultural and artistic events. This could be a classical play, a music performance or a summer festival (VISITCYPRUS, 2024).

Although most people no longer wear traditional costumes these days, many traditional Cypriot costumes are still worn at certain events and celebrations. The costume is an important cultural heritage cherished by the Cypriot people. The traditional clothing differs between women and men, and it often carries elements typical of the Mediterranean region, with different cultures. For women, traditional clothing usually includes a long, flared dress called a "saya" or "stivania", which is often decorated with embroidery and lace. Men traditionally wear a "vraka", a type of wide trousers that fall to just below the knees and are often combined with a long, sleeveless vest known as a "yelek". As mentioned earlier, these costumes can hardly be admired in everyday life, but are still visible in museums, markets and on holidays and celebrations (University of Limasol, 2024).

Cyprus has many traditional crafts that are both historically important and represent the island's artistic craftsmanship. This includes basket weaving, ceramics, silversmithing, woodworking and lace making. One notable example of this is the Lefkaritika lacework, which is known for its intricate embroidery. This is included in the UNESCO list of intangible cultural heritage as well (UNESCO, 2023). Further examples include the ceramics tradition dating back to ancient times, wood carving, silversmithing, weaving and textiles. These crafts often use traditional methods and utilize locally available materials such as olive wood and Cypriot wool and cotton (VISITCYPRUS, 2024). The island of Cyprus has many traditional craft markets as well, where local artisans showcase their skills. These markets offer a range of handmade products such as pottery, ceramics, textiles and wood carvings, which are often steeped in the island's cultural heritage. Tourists can find unique souvenirs and enjoy the craft traditions that have been passed down for generations (Compendium, 2024).

There are many myths and legends on the island of Cyprus. These are infused with influences from Greek, Phoenician and other Mediterranean cultures. This fusion of traditions has led to unique stories that are cherished to this day. One of the most famous Cypriot myths is the birth of Aphrodite, the goddess of love and beauty. Her story is a symbol of the connection between Cyprus and the sea, and it has had a profound influence on the island's culture and traditions. The myths and legends can be admired in various ways on the island. An example is in the Archaeological Park of Paphos. The park is famous for its mosaics, which date from the second to the fifth centuries. These mosaics reflect various myths (Capitool, 2016). Besides Myths, Cyprus has many legends as well. Legend of Digenis Akritas: A legendary hero of Byzantine times, Digenis Akritas is associated with the Kyrenia Mountains of Northern Cyprus, where he is said to have lived and fought against invaders (Brittanica, 2018). Another example is the legend of the sunken village, this legend tells of a village that was flooded by divine punishment due to the evil deeds of its inhabitants. Some believe that the ruins of this village can be found underwater off the coast of Akrotiri. Besides these two examples, there are many more locations to visit all over the island that carry a legend or story (Capitool, 2016).

As mentioned earlier, the official languages spoken in Cyprus are Greek and Turkish. Each of these languages have several dialects spoken by different communities on the island. However, due to the different influences over the centuries, the languages are not the same as the languages in Greece and Turkish. The languages have been influenced by, among others, English, which has created unique features such as their own words, expressions and pronunciation. Due to the English influences, Cypriots generally speak English very well, which makes communication easier. This makes language exchange (form of learning in which two or more people who speak different native languages practice each other's language) possible on the island (Compendium, 2024).

The literary history of Cyprus is again very diverse. In ancient times, Cypriots used poetry and prose to pass on myths and religious stories, influenced by different cultures. During the Middle Ages, literature flourished with religious writings in Greek, especially under Byzantine rule. During the Renaissance, Italian, Ottoman and Arabic influences increased, resulting in a flourishing of poetry and plays in various languages. In modern times, authors have explored a wide range of themes, including identity and politics, and often use both Greek and Turkish in their work (Compendium, 2024). Regarding libraries; in general, libraries in the Greek part of Cyprus are better developed than those in the Turkish part. However, book reading is not as widespread as in the West, but more has been done recently to promote reading. Unfortunately, due to natural disasters, wars and plunder over time, numerous manuscripts and ancient writings have been lost in Cyprus. Some monasteries have compiled catalogs of what remains, such as Kykkos Monastery. In general, the libraries are publicly accessible to visitors (Giannakopoulos, Koulouris & Kokkinos, 2014).

Cypriot cuisine makes extensive use of local products. Local fruits such as oranges, lemons, cherries and figs are grown, while grapes are used for winemaking. Vegetables, herbs and olives flourish in the fertile soil, and meats such as chicken, pork and lamb, along with fresh fish and seafood along the coast, are also common ingredients. However, there is a big difference between the cuisine in North and South Cyprus. In southern Cyprus, inspired by Mediterranean flavors, olives, fresh herbs and lemons play a prominent role. The cuisine in Northern Cyprus is more inspired by both the island itself and the Turkish mainland, with influences from the Middle East and Central Asia. Traditional Ottoman recipes play a major role in this cuisine as well (Capitool, 2016). Cyprus has several botanical gardens with native plants. These native plants have been used for centuries for their medicinal properties. The botanical gardens offer opportunities to admire these plants and learn more about their traditional uses in herbal medicine (Gökçebağ & Özden, 2017).

In short, Cyprus encompasses a wide range of cultural elements that may be worth a visit. Research has identified nineteen of the most prominent cultural aspects on the island, ranging from archaeological sites and traditional churches to festivals and culinary traditions. These cultural elements all reflect Cyprus' diverse history and influences, from ancient civilizations to contemporary society. Although this list is only a fraction of what Cyprus has to offer, it is a good representation of the island's most prominent cultural aspects.

1.2 Research Problem and Objective

Despite the growing popularity of educational tourism in Cyprus, there remains a gap in understanding the specific expectations and preferences of prospective educational tourists regarding cultural exchange experiences prior to their participation in tourism programs. This research is valuable for various stakeholders, including educational institutions, tourism operators, and the company "Cross Your Borders," as it offers insights to tailor and enhance educational travel programs, thereby empowering students and boosting the tourism sector. Additionally, it fills a gap in existing literature on educational tourism in Cyprus, providing scientific contributions to understanding tourist behavior and decision-making processes. This will be further addressed in the societal and scientific relevance. This research aims to address this gap by investigating the cultural exchange desired by Dutch high school students, between the ages of 12 and 18, before embarking on educational tourism journeys to Cyprus. The research is based on the following main question:

'In what way do educational tourists expect to experience cultural exchange before participating in tourism programs in Cyprus?'

To answer this main question, five sub-questions have been formulated. First, the motivations that drive cultural exchanges will be examined. This is essential as the answer will provide insight into the underlying reasons why educational tourists choose to pursue cultural exchanges during their trip to Cyprus. By understanding the motivating factors that drive these travelers to seek cultural exchange,

the research can provide a more holistic view of their expectations and goals regarding their educational travel experiences in Cyprus. As part of broader research into how educational tourists experience cultural exchange before participating in tourism programs in Cyprus, understanding it provides crucial context and depth to the analysis. This is examined through the question:

'What are the motivations driving educational tourists to seek cultural exchange experiences in Cyprus?'

To further explore this aspect, research will investigate various dimensions of cultural experiences. It is crucial to explore this because it provides insight into the cultural and specific experiences that educational tourists have during their travels. This is examined through the question:

'What specific cultural aspects or experiences do educational tourists seek to experience during their visit to Cyprus?'

The research delves into the educational tourists' perceptions of cultural exchange as well. The third sub-question assesses how much students want to participate in cultural activities. It investigates whether students prefer to actively or passively gain experiences during their trip. Active participation allows students to engage more deeply with the culture they are visiting. On the other hand, the research considers the preference for passive experiences as well. By addressing how important students find active participation in cultural activities, the research contributes to a more nuanced understanding of educational tourists' preferences and needs. This is explored through the sub-question:

'How important do students find it to actively participate in a cultural activity or experience during their stay?'

Fourthly, understanding the degree to which educational tourists prioritize engagement with local communities during their cultural exchange in Cyprus sheds light on the socio-cultural impact of tourism activities and highlights opportunities for fostering meaningful cross-cultural interactions. The expected impact of cultural encounters is examined through the following sub-question:

'To what extent do educational tourists see engaging with local communities as part of their cultural exchange experience in Cyprus?'

Finally, the effect of age and educational level is examined as well. Research is conducted among students aged 12-18 years. It is investigated whether there are still significant differences in expectations of cultural exchange in Cyprus within this age group. Understanding the influence of age on expectations of cultural exchange is critical, as students' developmental stages and cognitive abilities can shape their interests, preferences, and learning styles. Younger students, typically those aged 12-14, might have different expectations compared to older students aged 15-18 (Allen, 2024). Moreover, the effect of the school level of the respondents on expectations is examined. In the Netherlands, the education system consists of different levels of secondary education to suit students' different academic abilities and career aspirations. The main types of secondary education are VWO, HAVO and VMBO. Students from different educational tracks may have varying expectations and goals for their cultural exchange experiences. The research also considers how the combination of age and educational level affects students' expectations. This is done based on the question:

'How does the expectation of cultural exchange in Cyprus differ among different ages and school levels?'

This research aims to gain insight into the expectations of educational tourists visiting Cyprus as an educational tourism location. This will be investigated through surveys. The next paragraph gives

some information about Cyprus. The following two paragraphs explain the importance of this research, the societal and scientific relevance.

1.3 Societal Relevance

The research on the expectations and experiences of Dutch high school students engaging in educational tourism in Cyprus is relevant for several parties. When more is known about this topic, various parties can respond accordingly. This paragraph will explain which stakeholders are involved and why this research is particularly relevant to them.

First of all, engaging young individuals in educational tourism empowers them to become active global citizens. By immersing themselves in different cultures, environments, and perspectives, young learners can develop critical thinking skills, empathy, and a sense of responsibility toward global issues (Brown & Reisinger, 2013). By exploring the motivations and expectations of Dutch high school students participating in educational tourism in Cyprus, this research can contribute to the empowerment of the children. This is relevant for the company 'Cross Your Borders,' where I will be doing my internship. The goal of this company is to broaden the horizons of young people and give them a broader perspective on the world, so that they can form a well-founded, nuanced opinion on important issues and be inspired to actively participate in (global) society. They do this by organizing school trips for high school students to destinations on other continents and in Europe. They now want to develop a new travel destination, namely Cyprus. This research contributes to the preparations for this trip. So, this company and other companies like these will benefit from this research. Furthermore, educational institutions that, just like Cross Your Borders, work primarily with students, can benefit from insights gained through this research by designing more meaningful and impactful educational trips for their students. By understanding what aspects of educational tourism are most valued by students, schools, for example, can create excursion experiences that not only align with their educational objectives but also resonate with the interests and preferences of the students.

As mentioned before, Cyprus heavily relies on tourism as a pivotal driver of its economy. By investing in educational tourism projects, Cyprus aims to diversify its tourism offerings and appeal to a more discerning segment of travelers. Understanding the expectations and experiences of educational tourists, especially high school students, can offer valuable insights for tourism stakeholders to tailor their offerings effectively, boost visitor satisfaction, and ensure the long-term sustainability of tourism development initiatives. Tailoring tourism offerings to meet the expectations of educational tourists can position Cyprus as a leading destination for transformational or educational experiences. Employing effective marketing strategies that highlight these transformative experiences can attract a niche market of travelers seeking meaningful and enriching experiences (Asgari & Borzooei, 2013).

Tour operators working in Cyprus can incorporate the preferences and interests of high school students into their tour packages, ensuring that the itineraries are engaging, educational, and aligned with the expectations of the target audience. This personalized approach can enhance the overall satisfaction of students and contribute to the success of educational tourism programs (Brown & Reisinger, 2013).

In summary, the insights derived from this research have the potential to inform and improve the practices of various stakeholders within the educational tourism sector, ultimately enhancing the quality and relevance of educational tourism experiences for young learners.

1.4 Scientific Relevance

Research into the expectations and experiences of Dutch high school students engaging in educational tourism in Cyprus is not only socially relevant but scientifically relevant as well. This research contributes to various fields of study, it addresses a gap in existing literature by focusing on

the specific expectations and preferences of educational tourists before they participate in tourism programs in The Netherlands, offering insights into the anticipatory phase of their travel experiences. This contributes to the broader understanding of tourist behavior and decision-making processes, particularly within the context of educational tourism.

When looking at research on Cyprus, it is noticeable that most studies focus on sustainability. There are hardly any studies on educational tourism. So, this research contributes to the field of educational tourism. As traditional forms of tourism continue to expand and diversify, there is a growing need to explore the motivations, expectations, and experiences of travelers engaging in educational tourism. By focusing on Dutch high school students, this research offers insights into a demographic segment that may have unique perspectives and priorities regarding educational travel experiences.

Furthermore, this study adds value to the academic discourse on educational tourism by exploring the anticipatory phase of travel. Understanding what students expect before they begin their journey can inform program developers and educators on how to better design pre-departure orientations and preparation activities that meet student expectations. This alignment can increase the overall effectiveness of educational tourism programs by ensuring that actual experiences meet or exceed expected outcomes, increasing student satisfaction and the educational impact of the trips. (McGladdery & Lubbe, 2017).

Researchers have emphasized the importance of studying expectations in various aspects of the travel industry, including travel agencies, travel products, travel destinations, and heritage sites. This suggests that the concept of expectation is integral to understanding and managing different facets of the tourism sector (Nadesena et al., 2022). Further research into the dynamics of expectations could shed light on crucial debates such as the influence of preconceived notions on traveler decision-making processes and the effectiveness of marketing strategies in matching visitors' expectations. By unraveling these debates, stakeholders can gain deeper insight into the complexities of traveler behavior and destination management, increasing their ability to adapt and thrive in an evolving tourism landscape.

In conclusion, the investigation of Dutch high school students' expectations and experiences in educational tourism in Cyprus holds scientific significance. Moreover, by addressing the evident gap in studies on educational tourism in Cyprus and emphasizing the importance of understanding traveler expectations across diverse facets of the tourism sector, this research underscores the crucial role of expectation analysis in shaping effective tourism management strategies.

1.5 Outline

In this study, the theoretical framework is discussed first. This section provides context on the concept of educational tourism and explains several important terms and concepts. The subsequent chapter will cover the research design, including a justification, the type of study, and the data analysis plan. Based on the theoretical framework, the concepts will be operationalized. The operationalized concepts will be incorporated into a survey. Subsequently, the results will be presented. The final chapter concludes the research with the conclusion, discussion, and ideas for future research.

2. Theoretical Framework

As mentioned in the introduction, the tourism industry, has evolved significantly over the decades. A critical aspect of this evolution is the emergence and growth of niche tourism, a specialized segment that diverges from the traditional concept of mass tourism. Educational tourism, a prominent subset of niche tourism, is characterized by travel with the primary purpose of learning and acquiring knowledge. It stands out within the broader tourism landscape due to its emphasis on educational experiences that enhance personal and professional development. This theoretical framework explores the intricate relationships between several core concepts—niche tourism, educational tourism, motivations and expectations, cultural elements, and cultural exchange—each contributing to understanding educational travel. The framework is focused on educational tourism, examining how motivations, expectations, and cultural elements intersect to shape the experiences of educational tourists. The following sections delve deeper into each concept, outlining their definitions, relationships, and relevance to educational tourism. This comprehensive exploration sets the stage for empirical research aimed at testing hypotheses related to motivations, expectations, and the impact of cultural elements and exchange on educational tourism experiences. This research aims to contribute to a nuanced understanding of educational tourism within the broader framework of niche tourism.

2.1 Niche Tourism

Exploring the concept of niche tourism, particularly within the broader tourism industry, helps in understanding the significance of educational tourism within the larger tourism landscape.

Educational tourism is a form of niche tourism. The concept of niche tourism is developed as a counterpart to mass tourism. It implies a more refined set of practices that distinguish tourists and differentiate them from the 'ordinary tourist' (Novelli, 2015). Niche refers to products, services, or interests shared by a small group of people. Niche tourism is not a single type of tourism; it is an umbrella term for multiple types of tourism (Jászberényi & Márk Miskolczi, 2020). Niche tourism is growing rapidly. It began as a concept for more affluent populations; now niche tourism is accessible to most people and is also one of the fastest-growing sectors within tourism (Bunghez, 2021).

Figure 1 (Jászberényi & Márk Miskolczi, 2020), shows various types of niche tourism. The figure distinguishes between macro and micro niche tourism, providing a clear framework for understanding where educational travel fits within the broader travel landscape. A distinction is made between macro niche tourism and micro niche tourism. Macro niche tourism is an overarching term for various types of micro-niche tourism, such as cultural or urban tourism. Within macro niche tourism, there are different subgroups, such as cultural tourism, heritage tourism, and religious tourism (Jászberényi & Márk Miskolczi, 2020). Therefore, there are many types of niche tourism; however, not all types of niche tourism are shown in the figure below. There are more types, such as 'gambling tourism,' 'film tourism,' and 'dark tourism' (Bunghez, 2021). This research focuses on a specific specialized travel experience, namely educational tourism. The following paragraphs delve further into this.

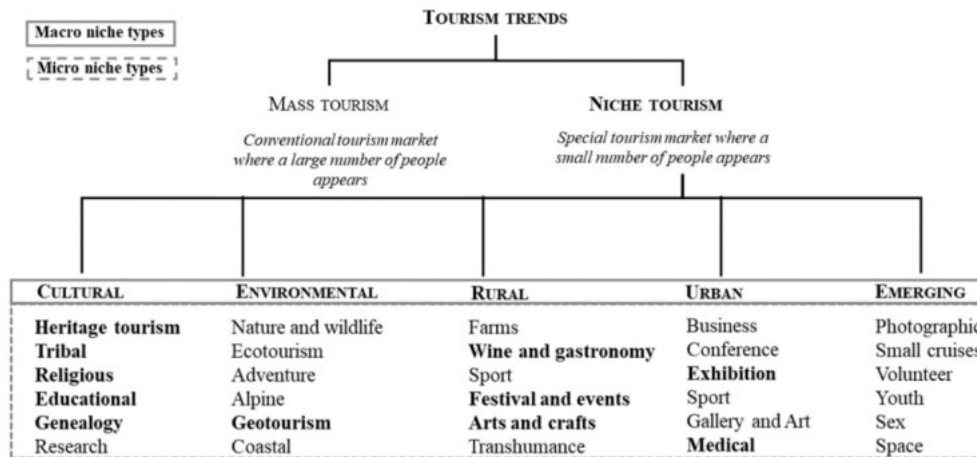


Figure 1: Systematic Representation of types of niche tourism (Jászberényi & Márk Miskolczi, 2020)

2.1.1 Educational Tourism

As mentioned above, one type of niche tourism is educational tourism. In this paragraph the definition of educational tourism will be discussed. This is important because it provides a clear definition of the concept and clarifies which phenomenon is being investigated. This helps to prevent confusion.

There is some disagreement among scholars regarding the exact definition of educational tourism. Gibson (1998) suggests that educational tourists indicated participating in study trips during their vacations or attending workshops to learn new skills or improve existing ones. However, Falk et al. (2012) refute this and argue instead that travel always has a learning component, even if it is often passive. They noted that practical skills and the acquisition of knowledge occur in spontaneous and incidental ways. Tomasi, Paviottie & Cavicchi (2020) confirm this and propose that the primary or secondary purpose of educational travel is to acquire knowledge about specific topics related to the destination. Ritchie (2003) agrees with this and conceptualizes educational tourists as individuals who engage in a specialized form of travel characterized by the deliberate pursuit of knowledge and learning as the primary or secondary motivation for the trip, which is termed educational tourism.

The World Tourism Organization (2012) adds a temporal dimension to this definition. Their definition of educational tourists is: ‘individuals or groups who travel to and stay in places outside their usual environment for more than 24 hours and not more than one year’. According to all these definitions, educational tourism encompasses various activities such as study tours, workshops, and structured learning experiences undertaken by individuals ranging from students to adults and seniors (Gibson, 1998). The essence of educational tourism lies in the active and engaged intellectual praxis that occurs on site, explicitly designed to impart new skills or enhance existing ones (Pitman et al., 2010).

According to Sie et al. (2016), educational tourism is led by skilled guides and facilitated by interaction among participants, tour operators/leaders, and the local community, this organized journey combines leisure travel activities with learning processes, resulting in a holistic and educational experience. Educational tourism thrives in informal settings, fostering an environment where individuals can broaden their knowledge and understanding through a carefully curated blend of exploration, discovery, and structured educational activities (Sie et al., 2016).

2.2 Motivations and Expectations Educational Tourism

Tourist motivation can be conceptualized as the sum of biological and sociocultural forces that energize and generate people's behavior (Gursoy, 2022). Expectations can be defined as the predicted perceptions or anticipated outcomes that individuals have in their minds (Wang et al., 2016). The motivations and expectations differ for each type of niche tourism.

In the context of tourism, according to Andereck et al. (2012), tourist expectations encompass pre-existing ideas about what they hope to experience during their trip. It is highlighted that individuals engage in leisure travel with multiple expectations, indicating that the motivations behind travel are often diverse. Fallon (2008) emphasizes the role of expectations as a framework for assessing the quality of the tourist experience. This underscores the importance of understanding and managing tourists' expectations to ensure a satisfying and rewarding travel experience.

Ritchie (2003) categorizes the motivations of educational tourism into two categories. Firstly, as 'general travel for education', where learning is an important and often motivating part of the tourist experience, but not the primary goal. It's about 'tourism first'. The other category is students' or schools' tourism, whereby tourist experiences may be secondary to the educational aspect or intentions and may be considered 'education first'.

Educational tourists may have prior expectations before their journey. Asgari & Borzooei (2013) suggest that the expectations of educational tourists can be understood through the proposed model that focuses on the impact of the destination image and learning outcomes. The destination image is the mental pictures or perceptions that individuals have about a particular travel destination (Echtner & Ritchie, 1991). Educational tourists are expected to have certain expectations and perceptions about the destination where they choose to travel. These expectations are shaped by factors such as culture, nature, society, and tourism infrastructure (Asgari & Borzooei, 2013). In addition to the destination image, Asgari & Borzooei (2013) identify four crucial learning outcomes integral to educational tourism. These include vocational gains, personal development gains, general educational gains, and intellectual gains. Vocational gains refer to the specific knowledge, skills, and competencies that individuals acquire in a practical or job-related context; it is considered as cognitive learning (Asgari & Borzooei, 2013). In the case of Cyprus, for example, this could represent traditional Cypriot crafts such as pottery or weaving. Personal development gains, general educational gains, and intellectual gains are related to affective and behavioral learning outcomes (Asgari & Borzooei, 2013). Affective learning involves gaining knowledge, skills, and attitudes through emotional engagement (Taylor, 2018). Examples of personal development gains could be developing intercultural communication skills by interacting with locals and fellow travelers from diverse backgrounds. This is quite possible in Cyprus, as there are various cultures on the island. Moreover, participating in new and unfamiliar activities such as traditional dances or cultural ceremonies could contribute to self-confidence. Cyprus is also a suitable location for general educational gains; tourists could learn about the rich history and cultural heritage of Cyprus through visits to archaeological sites such as ancient ruins or museums. Lastly, Cyprus offers intellectual gains as well, enhancing critical thinking skills by analyzing historical events or cultural phenomena encountered during the visit (Sharpley, 2001). De Long et al. (2011) make another distinction with this concept of expectations. De Long et al. (2011) categorize expectations into four categories. The first is to encourage tourists toward a global mindset. The second expectation is to develop professionally across cultures with attention to professional development and survival. The third category is to develop the ability to problem solve in challenging cross-cultural environments. Lastly, to leave with a better understanding of the international market and its importance to their professional development.

In conclusion, it can be said that there are different categorizations of motivations and expectations. The motivations that will be used in this research, are determined by a combination of theoretical insights offered by Ritchie (2003), Asgari & Borzooei (2013) and De Long et al., (2011). By examining the motivations and expectations, the research aims to provide a comprehensive understanding of the factors that influence educational tourism to Cyprus. In this context, Cyprus emerges as a compelling destination for educational tourism, offering a rich tapestry of cultural, historical, and educational experiences. Drawing on the insights mentioned above, this research endeavors to unravel the motivations and expectations underpinning educational tourism to Cyprus. Hypothesis 1 critically examines the distribution of motivations among educational tourists, closely analyzing the balance between personal development, cultural immersion, and educational goals. The hypothesis that will be tested about the motivations is: *'There is no significant difference in the reasons why students participate; the distribution between personal development, cultural experience and educational purposes is equal.'* This hypothesis examines whether there are significant differences in the reasons why students participate in educational tourism to Cyprus. It turns out that the division between personal development, cultural experience and educational goals is equal.

2.3 Cultural Elements

Cultural elements and experiences are diverse expressions that shape societies worldwide. Social scientists divide these manifestations into two fundamental types: Material aspects of culture and nonmaterial aspects of culture. Material culture encompasses the tangible objects, resources, and spaces that are essential for defining a culture. From food to clothing and from music to art, these physical elements have evolved over time (Samovar et al., 2009). For example, the historical buildings and monuments of Cyprus speak to the cultural heritage of the island, while modern architecture reflects contemporary developments and progress. Material culture isn't solely about commodities bought and sold; it encompasses activities such as culinary arts as well, which are intrinsic to our daily lives. On the other hand, nonmaterial culture comprises intangible aspects such as beliefs, values, norms, languages, and social roles. Whether it's the emphasis on family ties and hospitality in Cypriot culture, these cultural norms exert a profound influence on how individuals navigate their social environment and interpret the world around them. Nonmaterial culture, just as impactful as its material counterpart, shapes individuals and communities in profound ways (Samovar et al., 2009). According to Bakić-Mirić et al. (2018), material and immaterial cultural elements are referred to as visual and non-visual elements as well. An overview of the distinction between material and immaterial cultural elements is shown in Table 1.

In addition to the distinction between material and nonmaterial aspects of culture, Tuma et al. (2017) make a distinction between hands-off experiences and hands-on experiences as well. Hands-on experiences involve participating in the activity, such as pottery making or a cooking workshop. Hands-on experiences provide a more immersive and interactive way to engage with culture, often leading to a deeper understanding and appreciation. Hands-off experiences may not involve direct participation, such as visiting a theater or a museum. Hands-off experiences are more observational but could offer valuable insights into cultural practices and histories presentations and performances. Ultimately, a balanced approach that incorporates both hands-on and hands-off experiences could be an option for a comprehensive cultural education as well (Tuma et al., 2017).

Table 1 Visible and non-visible aspects of culture (Bakić-Mirić et al., 2018)

Visible Aspects	Non-Visible Aspects
Language	Communication Style
Literature	Beliefs
Music	Values
Food	Notions of time

Dress	Handling Physical Space
Music	Handling Emotions
Visual art	Ethics
Festivals	Competitions vs. Cooperation
Games	Notions of Modesty

As mentioned in the introduction, Cyprus offers a wealth of cultural elements, from archaeological sites and traditional villages to festivals and culinary traditions. The island reflects a rich history and influences, from ancient civilizations to contemporary society. Although the list of cultural elements in Cyprus represents only a fraction of what's available, it provides a good representation of Cyprus' most prominent cultural aspects. Visitors can enjoy diverse architectural styles, festivals, crafts, mythological locations, and culinary delights that reflect the unique identity of Cyprus. This research will contribute to a more nuanced understanding of educational tourists' preferences and needs by testing three following hypotheses.

Hypothesis 2 elaborates on the perceived meaning of tangible versus intangible cultural aspects among educational tourists. It suggests that students do not make significant distinctions in the value they place on material elements, such as traditional cuisines and historical monuments, and on non-material elements, such as cultural values and social norms. This hypothesis aims to investigate whether visitors give physical manifestations of culture as much priority as the intangible principles and beliefs that underlie them. By examining this, the study attempts to reveal the extent to which individuals perceive cultural wealth through tangible aspects versus intangible aspects. Hypothesis 2 is: *'There is no significant difference between the value that students attach to tangible cultural aspects (such as food and historical buildings) and the value they attach to intangible aspects (such as values and norms).'*

Hypothesis 3 asserts that a majority of students recognize the importance of both tangible and intangible cultural elements in creating a comprehensive cultural experience. Hypothesis 3 is: *'The majority of students consider both material and immaterial cultural aspects important for a rich cultural experience.'*

Finally, Hypothesis 4 challenges the assumption that students prefer hands-on experiences over hands-off experiences when dealing with culture. It questions whether direct involvement in cultural activities, such as pottery making or cooking workshops, is preferable to passive observation, such as visiting museums or theaters. By examining this hypothesis, the study aims to shed light on the effectiveness of different forms of cultural engagement in facilitating learning and cultural exchange among educational tourists. Understanding student preferences in this regard can provide the basis for designing educational programs that provide a balanced mix of interactive and observational experiences to meet different learning styles and interests. Hypothesis 4 is: *'There is no preference for hands-on experiences over hands-off experiences among students.'*

2.4 Cultural Exchange

Cultural exchange can be defined as the dynamic process in which cultural elements are transferred and acquired, including ideas, traditions, values, and perspectives. According to De Long et al. (2011), the objectives of a cultural exchange program include promoting a global mindset among participants, cultivating cultural competence, and improving the ability to navigate professionally across diverse cultures. Cultural exchange in Cyprus is advantageous for educational tourists because it provides them with the opportunity to engage in a dynamic process of transferring and acquiring cultural elements, thus promoting the benefits as mentioned by Asgari & Borzooei (2013). Cultural exchange among educational tourists is of great importance for various reasons. It offers travelers the

chance to experience other cultures, customs, and lifestyles, which can lead to a greater understanding and appreciation for diversity. Secondly, it provides educational enrichment; by participating in cultural exchanges, tourists can expand their knowledge of the history, art, language, and customs of other communities. This contributes to their personal growth and intellectual development. Thirdly, it promotes intercultural communication skills; by interacting with people from different cultures, tourists develop intercultural communication skills such as empathy, listening skills, and the ability to effectively communicate in diverse contexts. In short, cultural exchange among educational tourists contributes to a more inclusive and connected world by promoting understanding, respect, and cooperation among different cultures and communities.

Additionally, it's important to recognize that cultural exchange is a mutually beneficial process that extends beyond tourists to include the local population in Cyprus. When Cypriots interact with educational tourists from different cultures, they too have the opportunity to learn, share, and appreciate diverse perspectives, thus fostering greater understanding, tolerance, and appreciation for diversity among all participants. This reciprocal exchange of knowledge and experiences enriches the cultural fabric of Cyprus, promoting mutual respect and cooperation among its inhabitants. However, this research only focuses on the effects of cultural exchange on tourists.

To summarize, cultural exchange among educational tourists in Cyprus promotes a global mindset, cultural competence, and professional navigation across cultures by enabling the transfer and acquisition of cultural elements, enhancing understanding, respect, and cooperation among different cultures and communities. Understanding the degree to which educational tourists prioritize engagement with local communities during their cultural exchange and the effects of it will be tested with two hypotheses. Hypothesis 5 states that there is no significant difference in the extent to which students find interaction with the local population important. This hypothesis seeks to understand whether educational tourists uniformly prioritize connecting with the local community during their cultural exchange experiences. Hypothesis 5 is: 'There is no significant difference in the extent to which students find interaction with the local population important.' Hypothesis 6 suggests that having a high value of involvement in the local community does not influence expectations of learning outcomes. This hypothesis examines whether the level of involvement in the local community influences tourists' perceptions of the educational benefits they expect to gain from the cultural exchange program. Hypothesis 6 is: 'Having a high value of involvement in the local community does not influence expectations of learning outcomes.'

By examining these hypotheses, this research aims to provide insights into the role of involvement in the local communities in cultural exchange programs and its potential implications for the learning outcomes of educational tourists in Cyprus.

2.5 Age and School Level

Age plays a pivotal role in shaping an individual's expectations and motivations when it comes to travel. Research by Baloglu (1997) suggests that age significantly influences the way people perceive tourist destinations and the experiences they seek. Additionally, tourist motivations vary by age as well. For example, it could be that the older the tourist is, the greater the cultural motivation (Jönsson & Devonish, 2008). Hypothesis 7, suggests that older students prioritize learning opportunities and educational content more than their younger peers. Hypothesis 7 is: '*Older students more frequently indicate that the educational aspect is more important than younger students*'. Hypothesis 8 posits that the value placed on such experiences varies with age, hypothesis 8: '*The importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different ages*'. For 'Cross Your Borders,' understanding these age-related differences in travel expectations is crucial for tailoring school trips to meet the diverse needs and interests of students.

Moreover, the school level plays a significant role in shaping travel expectations and motivations among students as well. Research by Hallab et al. (2006) highlights the influence of educational background and academic interests on students' perceptions of travel experiences. To effectively cater to the diverse needs of students across different school levels, 'Cross Your Borders' can tailor its trip itineraries, activities, and learning objectives accordingly. Hypothesis 9 is: *'The importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different school levels'*.

Educational experiences and academic expectations vary significantly across different school levels, influencing students' travel motivations and interests. This hypothesis explores how students' perceptions of the importance of cultural exchange experiences in Cyprus change as they progress through various educational stages. For instance, students in higher grades might prioritize cultural exchanges as opportunities for academic enrichment and personal growth, while younger students might view them primarily as exciting adventures. By examining these differences, 'Cross Your Borders' can customize their trip itineraries and activities to cater to the distinct needs and interests of students at different school levels, thereby maximizing the educational and cultural benefits of their programs.

The hypotheses proposed for this research aim to explore the nuanced relationship between age, school level, and travel expectations among Dutch high school students. By examining these factors, 'Cross Your Borders' can gain valuable insights into the diverse needs and preferences of students, allowing them to design customized school trips that maximize educational value, cultural exchange, and overall student satisfaction.

2.6 Summary Theoretical Framework

The theoretical framework provided a specific focus on educational tourism, motivations and expectations, cultural elements, and cultural exchange. Niche tourism, as outlined, encompasses specialized forms of travel distinct from mass tourism, with educational tourism being one such subset. Educational tourism involves deliberate learning experiences during travel, ranging from structured study tours to informal exploration facilitated by skilled guides and interaction with local communities. Motivations and expectations in educational tourism vary, with Ritchie (2003) categorizing them into 'tourism first' and 'education first'. Expectations can include developing a global mindset, professional skills, problem-solving abilities, and understanding international markets, while motivations range from leisurely learning experiences to educational pursuits driven by academic institutions. Cultural elements, divided into material and nonmaterial aspects, play a crucial role in shaping societies and are integral to educational tourism experiences. These elements include tangible artifacts like historical sites and intangible aspects such as beliefs and social norms, providing travelers with diverse cultural encounters. The cultural elements of Cyprus reflect the history of a large number of civilizations. Cultural exchange within educational tourism involves the transfer and acquisition of cultural elements, fostering a global mindset, cultural competence, and intercultural communication skills among participants. This exchange promotes understanding, appreciation for diversity, educational enrichment, and personal growth, contributing to a more inclusive and connected world. In summary, the theoretical framework elucidates the significance of educational tourism within the broader context of niche tourism, highlighting motivations, expectations, cultural elements, and the importance of cultural exchange in facilitating enriching and transformative travel experiences.

The conceptual model (figure 2) represents the hypotheses formulated based on the theoretical framework. They are depicted as the arrows between the various concepts. These hypotheses are tested in this research using the survey. The following chapter elaborates on the operationalization of these concepts and the methodology.

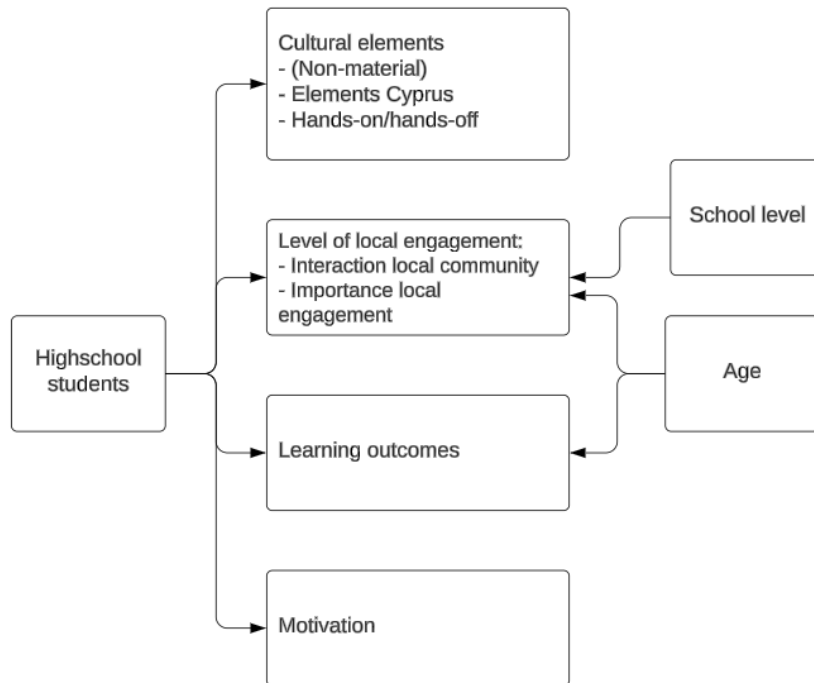


Figure 2 Conceptual model

Hypotheses of this research:

- Hypothesis 1: There is no significant difference in the reasons why students participate; the distribution between personal development, cultural experience and educational purposes is equal.
- Hypothesis 2: There is no significant difference between the value that students attach to tangible cultural aspects (such as food and historical buildings) and the value they attach to intangible aspects (such as values and norms).
- Hypothesis 3: The majority of students consider both material and immaterial cultural aspects important for a rich cultural experience.
- Hypothesis 4: There is no preference for hands-on experiences over hands-off experiences among students.
- Hypothesis 5: There is no significant difference in the extent to which students find interaction with the local population important.
- Hypothesis 6: Having a high value of involvement in the local community does not influence expectations of learning outcomes.
- Hypothesis 7: Older students more frequently indicate that the educational aspect is more important than younger students.
- Hypothesis 8: The importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different ages.
- Hypothesis 9: The importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different school levels.

3. Methods

In this chapter, the choices made during the research are justified and explained.

3.1 Research Design

This research aims to uncover the expectations and motivations of tourists. According to Scheepers, Tobi, and Boeije (2016), a quantitative analysis aligns best with the research objective of this type of study because it involves comparing data from a large number of respondents. However, not all questions could be answered quantitatively. Respondents were asked multiple times to explain the reason behind their choice; this did not yield a quantitative answer. However, this choice was made because it provided more insight into the respondents' answers. Despite this research containing some qualitative responses, it was largely quantitative.

Quantitative methods offered several advantages in this research. Firstly, they are less time-consuming than qualitative research. This is advantageous because more people can be studied in a shorter period compared to qualitative research (Hovestad, 2022). Consequently, this research could draw conclusions applicable to a larger population, specifically educational tourists interested in visiting Cyprus. The findings could be generalized to other situations (Van der Zee, 2017). Additionally, this research could be replicated due to standardized data. This means that the study could be repeated under similar conditions to validate the findings or explore further questions (Boeije & Harm, 2016).

However, quantitative research also has its drawbacks. Firstly, qualitative research can provide deeper insights and uncover new information more effectively than quantitative methods (Hovestad, 2022). Another disadvantage of quantitative research is its lack of flexibility. To occasionally ask for more in-depth information, respondents were asked some multiple-choice questions about whether they wanted to explain their answers. Data collection and/or analysis cannot be adjusted during the research if needed because quantitative research designs are often predetermined and standardized (Merkus, 2021).

All the pros and cons of qualitative research were considered in the decision. Despite the disadvantages and limitations, quantitative research is the best method to investigate motivations and experiences. Standardized structured questionnaires were employed to address both the main and sub-questions. A standardized structured questionnaire means that each respondent fills out the same questionnaire with the same questions. The advantage of this is that respondents' answers could be easily compared, and it is also easy to conduct large-scale field research. Answers should be compared to identify patterns, trends, or differences among respondents' responses. (Scheepers, Tobi, and Boeije, 2016).

The surveys were conducted among potential tourists to Cyprus. This took place at high schools in the Netherlands. This was done because this research is conducted for the company 'Cross Your Borders'. This company organizes school trips for high school students. As mentioned earlier, this research contributes to this. Because the survey was conducted in secondary schools, the respondents were young. During the survey process, the privacy of the respondents is respected. Since the names of the respondents are not important in this study, no questions were asked about names.

By conducting a large number of surveys, it is easier to find a sufficient number of respondents, and based on that, better statements could be made about the research group and the formulated hypotheses. To achieve this, a random clustered sample is used. In cluster sampling, the researcher creates multiple groups (clusters) of individuals from a population, each exhibiting homogeneous characteristics and having an equal chance of being selected. This method of sampling is often

employed to study large populations efficiently. In this research, surveys were conducted in various schools, spread across different classes, so in this case, the clusters are the school classes. This approach ensures a broad and diverse representation of the population. One advantage of cluster sampling is the time-saving aspect it offers. By focusing on specific clusters, researchers can collect data more quickly and efficiently compared to other sampling methods. Because clustered samples belong to random sampling methods, the external validity is high. This means that the findings from the sample can be generalized to the larger population with greater confidence, ensuring that the results are representative. However, a disadvantage of this method is that the internal validity is weaker compared to other methods of sampling, such as systematic sampling or stratified sampling. Internal validity refers to the degree to which one can confidently state that a determined cause-effect relationship is not explained by other factors. In cluster sampling, the internal validity is often weaker compared to other methods. This weakness arises because the clusters may have inherent similarities that could influence the outcomes, making it more challenging to isolate the specific factors being studied.

To conclude, this research aimed to uncover the expectations and motivations of tourists through a largely quantitative approach using standardized structured questionnaires administered in Dutch high schools, employing cluster sampling to ensure broad representation and high external validity. While quantitative methods offer efficiency and generalizability, some qualitative insights were gathered as well to provide a deeper understanding of the answers of the respondents.

3.2 Survey Setup

The survey started with a brief introduction. This outlined what the research was about, and what was expected of the respondents. This was done to provide clarity to the respondents regarding participation in the survey. Consideration was given to the aspect of informed consent, in which clarity is provided regarding what would happen with the respondent's data. Informed consent is important in the context of scientific integrity, and it is also necessary to handle such data with trust (VSNU, 2014). This resulted in reassuring the respondent that it was known what would happen with the collected data. In addition, there were instructions provided on how to complete the questionnaire. For example, a time estimate is provided based on informal testing. According to Bryman (2015), providing a time estimate contributes to a realistic expectation pattern for the respondents.

The first questions of the questionnaire were relatively simple. These were questions about the age and educational level of the respondent. In the second part of the survey, substantive questions were asked about various topics related to expectations, motivations, cultural elements, cultural exchange and Cyprus. The questions were phrased simply so that everyone could understand them. This was done because the respondents were not yet adults. This meant that concepts were not asked in the same words as in the theoretical framework. Simplified language was used. Additionally, the questions were translated into Dutch because the surveys were administered in Dutch schools. Most questions were multiple-choice questions; however, for some questions, respondents were asked as well to provide an explanation by, for example, explaining why they chose a particular option. This is decided to obtain more context from the respondents' answers. Between the questions, there were two snippets of text for context. The first one was about asking respondents to imagine they were going on an educational trip with their school. The questions that followed were about educational trips in general. Then there was another piece of text asking students to imagine they are going on an educational trip to Cyprus. Additionally, a little background information about Cyprus was provided. This was done so that students could answer the subsequent questions with a bit more knowledge. The survey can be found in the appendices. In the appendices, you will find both the translated

version (appendix 1) and the Dutch original version (appendix 2), which has also been made easier to understand for children.

The surveys were conducted between April 15 and April 27, 2024. In every class, students were asked if they could fill out the questionnaire immediately. This was done so that any questions from the students could be clarified or explained. The survey lasted approximately five to seven minutes. This was stated in the introduction as well so that the students knew what to expect. For this short period, a conscious decision was made because the expected attention span of the children was not very long. The shorter the survey, the greater the chance that it would be completed in full. Therefore, the questionnaire was made as short as possible while still including all relevant questions.

3.3 Operationalisation

In this paragraph, the concepts central to this research are operationalized. This means that the abstract concepts are made measurable (Bryman, 2012). As a result, it becomes clear who and what is exactly being studied and in what manner. This is based on the theoretical framework. In this research, the dependent variable is the expectations of cultural exchange in Cyprus among Dutch high school students. As indicated in the conceptual model, this is investigated using several independent variables.

3.3.1 Motivations

Firstly, motivations and expectations are operationalized. The motivations that drive educational tourists to seek cultural exchange experiences in Cyprus are investigated by asking the respondents about their motivations and the importance of various motivations. These motivations are determined by a combination of Ritchie's theory (2003), Asgari & Borzooei (2013) and De Long et al., (2011). Following the categorization of Ritchie (2003), there are two primary motivations. Firstly, general travel for education. In this scenario, while learning remains significant, it isn't the primary objective of the journey. Secondly, education first, where educational objectives take precedence over other factors. Respondents are asked to choose their primary motivation. Moving on to expectations, as elucidated by Asgari & Borzooei (2013) and De Long et al. (2011), several key aspects could be identified. The first expectation is the development of a global mindset, the expectations revolve around broadening perspectives and understanding diverse cultures. The second expectation is about acquiring skills relevant to international career opportunities and fostering cross-cultural communication. The third expectation is 'problem-solving in cross-cultural environments'. Expectations include developing the ability to navigate challenges in diverse settings. The last expectation is insight into global economic dynamics and their relevance to professional growth. Respondents are asked to choose their expectations and expected learning outcomes by two multiple choice questions.

In conclusion, the study operationalizes motivations and expectations to investigate educational tourists' desires for cultural exchange in Cyprus, revealing that motivations are grounded in theories by Ritchie (2003), Asgari & Borzooei (2013), and De Long et al. (2011), encompass both general travel for education and education-first objectives, while their expectations include developing a global mindset, acquiring international career skills, problem-solving in cross-cultural environments, and gaining insights into global economic dynamics. An overview of the concepts and the associated survey questions can be found in table 2.

Table 2 Survey questions motivation

Question number	Indicator
3	Motivations for an educational trip (Ritchie, 2003)
4	Expectations educational trip (De Long et al., 2011)
5	Learning outcomes (Asgari & Borzooei, 2013)

3.3.2 Cultural Elements

Secondly, this research investigates the specific cultural aspects or experiences sought by tourists. Following the categorization by Bakić-Mirić et al. (2018), a distinction is made between material and nonmaterial aspects of culture. Respondents are asked to choose three cultural aspects that appealed to them most. They then have to choose their favorite from those three choices. This is done so that respondents have a little more choice, as they may find more than one aspect interesting. Additionally, as delineated by Tuma et al. (2017), there is a differentiation between hands-off experiences, which involve direct engagement in cultural practices or traditions, and hands-on experiences, which entail observational activities where tourists indirectly engage with cultural expressions. In essence, respondents are queried about their preferences regarding cultural elements, whether material or nonmaterial, and their preference for hands-on or hands-off experiences. This inquiry is conducted by providing examples of cultural elements and soliciting feedback on their preferences. Respondents are asked which specific cultural aspects or experiences educational tourists seek in Cyprus and which they find the most important to gain a better understanding of their specific preferences regarding Cyprus. They were first asked to choose their five favorite cultural aspects of Cyprus and then to indicate what their favorite is. For all the above concepts, they were also asked why they made a certain choice, to gain a deeper insight.

In conclusion, the study explores educational tourists' preferences for cultural aspects in Cyprus, distinguishing between material and non-material elements and practical or hands-off experiences, ultimately revealing their specific cultural interests and the reasoning behind their choices. Table 3 provides an overview of the concepts and the associated survey questions.

Table 3 Survey questions cultural elements

Question number	Indicator
7, 8, 9	Material/visible aspects (Samovar et al., 2009) (Bakić-Mirić et al., 2018)
10, 11, 12	Immaterial/invisible aspects (Samovar et al., 2009) (Bakić-Mirić et al., 2018)
13	Importance (im)material aspects
14	Importance culture
17	Hands-on/hands-off experiences (Tuma et al., 2017)
18, 19	Cultural aspects of Cyprus

3.3.3 Cultural Exchange

The third variable under investigation is the extent to which Dutch high school students prioritize engagement with local communities during their cultural exchange experiences in Cyprus. Asgari & Borzooei (2013) categorized three benefits of cultural exchange, namely, a greater understanding and appreciation for diversity, educational enrichment and intercultural communication skills. Respondents are asked which of these benefits they consider most important and furthermore, how important they find cultural exchange overall. Table 4 provides an overview of the concepts and the corresponding survey questions.

Table 4 Survey questions about cultural exchange

Question number	Indicator
15	Importance of interacting with local communities
16	Important aspects interacting with local communities

3.3.4 Age and School Level

This research examines whether there is a difference in expectations caused by the school level as well. Here, the three Dutch educational levels, VWO, HAVO, and VMBO, are used. By analyzing these distinct educational tracks, the research aims to understand if and how the school level influences students' expectations regarding cultural exchange programs. Furthermore, the final variable is the effect of age on expectations. Specifically, this study determines if there are significant differences in the expectations of cultural exchange in Cyprus among Dutch high school students aged 12-18. This involves a detailed comparison of responses across different age groups within the demographic target, ensuring a comprehensive understanding of how age impacts these expectations.

Investigating the possible differences in expectations regarding cultural exchange programs among Dutch high school students based on their education level and age is important. It helps in understanding how students' educational background shapes their expectations, providing valuable insights into the effectiveness and accessibility of cultural exchange initiatives in different segments and periods of the education system. In table 5 there is an overview of associated survey questions.

Table 5 Survey questions about age and school level

Question number	Indicator
1	Age
2	School level

3.5 Data Analysis Plan

In the data analysis plan, it becomes clear which analyses were used to find answers to the research questions. The hypotheses are analyzed and tested in SPSS Statistics 29. In addition, concepts were analyzed using descriptive statistics as well. These concepts supplement the hypotheses to subsequently answer the research questions as best as possible. As mentioned earlier, some survey questions asked for an explanation of a choice. Respondents sometimes gave answers that were of added value. These were therefore also included in the research as quotes. However, these answers have been translated because they were given in Dutch.

3.5.1 Data Analysis Schema

From the analysis schema below (table 6), it can be deduced what the hypotheses of the research are. The schema clarifies which statistical test is used for the analysis as well. The data is analyzed and also tested in SPSS Statistics 29. The survey used variables/questions with different measurement scales. For each operationalized concept, the analysis diagram explains how it is analyzed. A significance level of 0.05 is maintained for all statistical tests ($p < 0.05$).

Table 6 Data analysis schema

Hypothesis	(In)dependent variable	Type of statistical test	Survey question(s):
There is no significant difference in the reasons why students participate; the distribution between personal development, cultural experience and educational purposes is equal.	Dependent: Motivation Independent: Students	Goodness-of-fit test	3
There is no significant difference between the value that students attach to tangible cultural aspects (such as food and historical buildings) and the value they attach to intangible aspects (such as values and norms)	Dependent: Material and immaterial aspects Independent: Students	Goodness-of-fit test	12
The majority of students consider both material and immaterial cultural aspects important for a rich cultural experience.	Dependent: Material and immaterial aspects Independent: Students	Descriptives	12
There is no preference for hands-on experiences over hands-off experiences among students.	Dependent: Hands-on and hands-off experiences Independent: Students	Goodness-of-fit test	16
There is no significant difference in the extent to which students find interaction with the local population important.	Dependent: Interaction with the local population Independent: Students	Goodness-of-fit test	14
Having a high value of involvement in the local community does not influence expectations of learning outcomes	Dependent: expectations of learning outcomes Independent: Students who value local engagement	Regression analysis	5 & 16
Older students more frequently indicate that the educational aspect is more important than younger	Dependent: Motivation Independent: Ages of	Regression analysis	1 & 3

students.	students		
The importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students of different ages.	Dependent: Expectations of cultural exchange experiences Independent: Ages of students	Regression analysis	1 & 14
The importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different school levels	Dependent: Expectations of cultural exchange experiences Independent: School levels of Dutch high school students	Regression analysis	2 & 14

From the table above it can be deduced what the variables tested in this study are. Namely, motivations, preferences, importance of interaction with local communities and expectations of cultural exchange experiences. The dependent variables used in this study are characteristics of the respondents, age groups and school levels. Before each statistical test was performed, each variable was checked to see whether the conditions were met. The Chi-square test (goodness-of-fit) was used to determine whether there was a relationship between two variables and whether there was a random observation and an independent observation. In addition, it was checked whether 80% of the successful frequencies were always greater than 5 and no frequency was less than 1. The conditions were also met per test in the regression analysis. There was a linear relationship between the independent and dependent variables. The dependent variable was continuous and required to be normally distributed for each value of the independent variable. Finally, the distributions of the dependent variable also require equal variance for each value of the independent variable. Only if these conditions were found to be met was a Chi-square test or regression analysis performed.

4. Response

4.1 Sample Characteristics

All individuals who participated in the study are part of the response group. This chapter describes this group. The response group was characterized by age and school level to ensure a comprehensive understanding of the demographic composition. A total of 393 high school students participated in the survey, of which 293 fully completed the survey. The remaining hundred respondents who did not complete the survey in full were not included in the study. This exclusion was necessary to obtain the most accurate representation of the respondent group, as missing data could potentially skew the results and lead to biased conclusions. By focusing on the fully completed surveys, reliability and validity are guaranteed. Descriptive statistics are calculated based on this number. Respondents who did not complete the survey were removed from the database to maintain the integrity of the data set.

The primary variable of interest in this study is age, which was a multiple choice question in the survey. Therefore, 293 respondents provided their age. The ages range from a minimum value of 'under 12' to a maximum value of 'over 18'. The age distribution shows notable concentrations, with ages 12 and 13 being the most common among respondents. To give a clearer picture, the age distribution is shown in Figure 3.

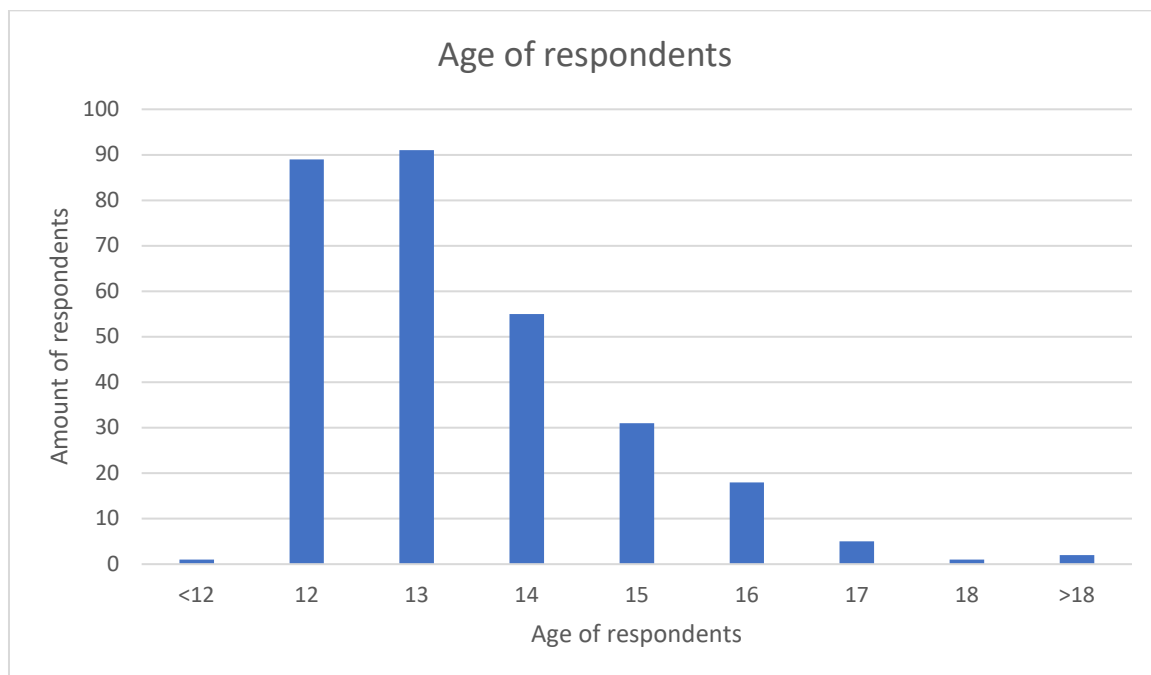


Figure 3: Distribution ages of respondents

The second relevant variable is the school level to assess the representation across different educational stages, which was also completed by 293 respondents. For this closed question, respondents chose between the Dutch school levels 'Practical education', VMBO, HAVO, and VWO. It is noteworthy that HAVO and VWO are the most frequently chosen school levels based on this distribution. A visualization of the distribution of the different school levels is shown in figure 4.

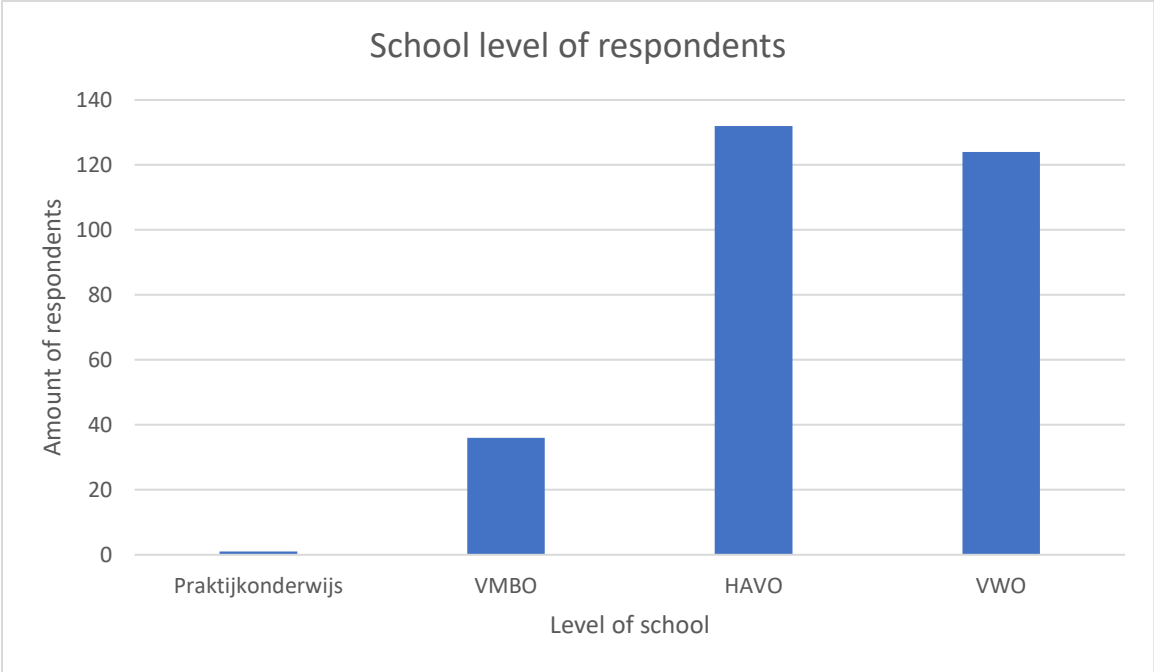


Figure 4: Distribution of school levels of respondents

5. Results

The established main question guides the interpretation of the test results that ensue. The main question was: *'In what way do educational tourists expect to experience cultural exchange before participating in tourism programs in Cyprus'*. The purpose of the various tests is to answer the sub-questions. This is done by testing the hypotheses against the data and by using descriptive statistics. The study sought to understand whether there were significant patterns in responses based on the variables motivations, cultural elements, cultural exchange, age and school level. To analyse this, the chi-square test of independence was used, a statistical method commonly used to determine whether significant relationships exist between categorical variables by comparing observed and expected frequencies. As soon as it became clear that there was a relationship, a regression analysis or goodness-of-fit test was conducted. Both regression analysis and goodness-of-fit tests measure the relationship between two or more variables. Regression analysis determines the strength and direction of a relationship, a goodness-of-fit test evaluates how well the observed data fits a theoretical model. As mentioned earlier, in all statistical tests, a significance level of 0.05 was used.

In this paragraph, the statistical test outcomes of the variables for which a relationship was found are shown. The nature of this relationship and its strength will be explained. This chapter contains the results of the tests and the associated hypotheses. This chapter gives meaning and context to the results as well. Moreover, each paragraph will be followed by answering the sub-questions. In the next chapter, the conclusion and discussion will be discussed and the main question will be answered. All the SPSS output tables can be found in the appendices.

5.1 Motivations

The first variable that was tested was the motivation of the students. The first question of the survey was about the motivation to participate in an educational trip, focusing on the primary goal. In other words, whether the primary purpose was educational or not. The result of this question was striking. The vast majority indicated that education was not the primary goal of their trip. Of the 293 students, 257 indicated that learning was an added value, but certainly not the main goal. The first hypothesis stated: *'There is no significant difference in the reasons why students participate; the division between personal development, cultural experience and educational purposes is equal'*. This hypothesis must be rejected. A goodness of fit test showed that there is a significant difference in this distribution. The test resulted with one degree of freedom ($df=1$) and a significance level of <0.001 showed that the assumed equality between the categories is incorrect. This means that the reasons why students participate are not evenly distributed and that there are significant differences between the different motivations for participation.

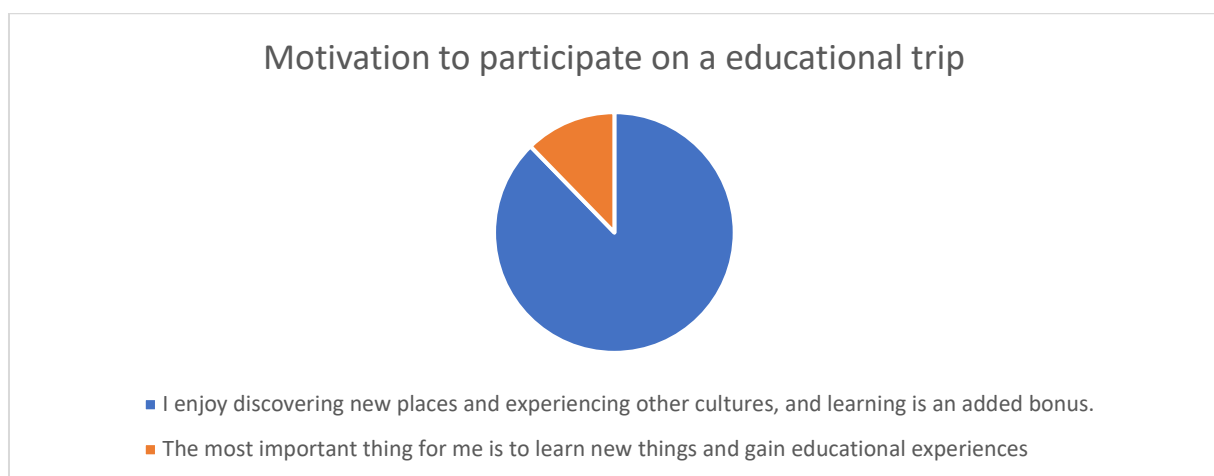


Figure 5: Distribution of motivation of high school students

The next two survey questions that measured motivation focused on the expected learning outcomes of the trip. The answers to the first question can be found in the vertical column of table 7. These questions mainly focused on knowledge and understanding regarding intercultural interaction and global understanding. When looking at the question "What would you expect to learn when going on an educational trip?", it stands out that the respondents are mainly curious about the mindset of people in another country. The answers to the second question can be found in the horizontal row of table 7. These categories focused more on personal development as well as understanding and appreciating cultural and historical aspects. The most popular answer to this question was that students wanted to learn more about the culture and history of the place they are visiting. This question also had an open-ended response option, where students could enter their own ideas about what they wanted to learn. A common response was 'how people live there', and other responses included 'how people perform certain customs and activities' and 'understanding the culture'.

Table 7 Expected learning outcomes of high school students

	Practical knowledge and skills that can help in certain professions or situations.	Discovering things about yourself, such as improving communication with people from different backgrounds and becoming more confident.	Learning more about the history and culture of the place you are visiting.	Improving critical thinking by understanding and analyzing historical events or cultural phenomena.	Other, namely....	Total
Learning more about how people in other countries think	18	25	48	18	10	119
Learning more about how people in other countries work	10	26	32	12	4	84
Learning to solve problems when things are different than at home	9	9	4	5	2	29
Understanding more about the world will be useful for my future job	8	15	21	9	8	61
Total	45	75	105	44	24	293

5.1.1 Answer Sub-question 1

The sub-question about the concept of motivation was: 'What are the motivations that drive educational tourists to seek cultural exchange experiences in Cyprus?'. When looking at the answers of the respondents, an answer can be formulated for this question. According to the theoretical framework tourists' motivation consists of a mix of biological and socio-cultural forces that stimulate and guide behavior (Gursoy, 2022). Furthermore, tourists' expectations – predicted perceptions or expected outcomes – play a role in shaping their travel experiences (Wang et al., 2016; Andereck et al., 2012; Fallon, 2008). The findings for this question therefore show that there is a significant difference in the motivations for going on a trip among students. The hypothesis that motivations for personal development, cultural experience, and educational goals are equally distributed was rejected. Most students indicated that education was an added value and not the main purpose of their trip. The significant differences in motivation highlight that, while educational outcomes are valued, personal development and cultural experiences are stronger motivators for educational

tourists in Cyprus. In addition, it is striking that respondents are especially curious about the mentality of people in another country, but also about understanding and appreciating cultural and historical aspects and understanding the daily life of the local population.

5.2 Cultural Elements

The second variable measured is the cultural elements that are considered important by the students. First, respondents were asked how important they thought it was to discover cultural aspects or experiences during their trip. This was done based on the question: 'How important do you consider it to explore specific cultural aspects or experiences during your stay in Cyprus?' For 51 respondents, exploring specific cultural aspects was 'very important'. This indicates that this group of travelers places a strong emphasis on exploring the culture of Cyprus during their stay. The largest group, namely 142 respondents, thought it was 'somewhat important'. This means that they may not place as strong an emphasis on cultural exploration as the first group, but they still recognize its importance. Of the group, 80 respondents indicated that they were 'neutral', indicating that they do not have a strong preference for or against cultural exploration. They are open to different experiences during their stay and can tailor their activities to other interests or priorities. For 12 respondents, exploring specific cultural aspects was 'not very important'. This suggests that they may be less interested in cultural exploration and focus more on other aspects of their stay, such as relaxation or recreation. The last group was even smaller, for only 8 students exploring specific cultural aspects was 'not important at all'. This indicates that they are likely to have little to no interest in cultural exploration during their stay in Cyprus and focus more on other activities or experiences. In conclusion, it can be said that students are generally interested in cultural aspects, an overview is shown in figure 6.

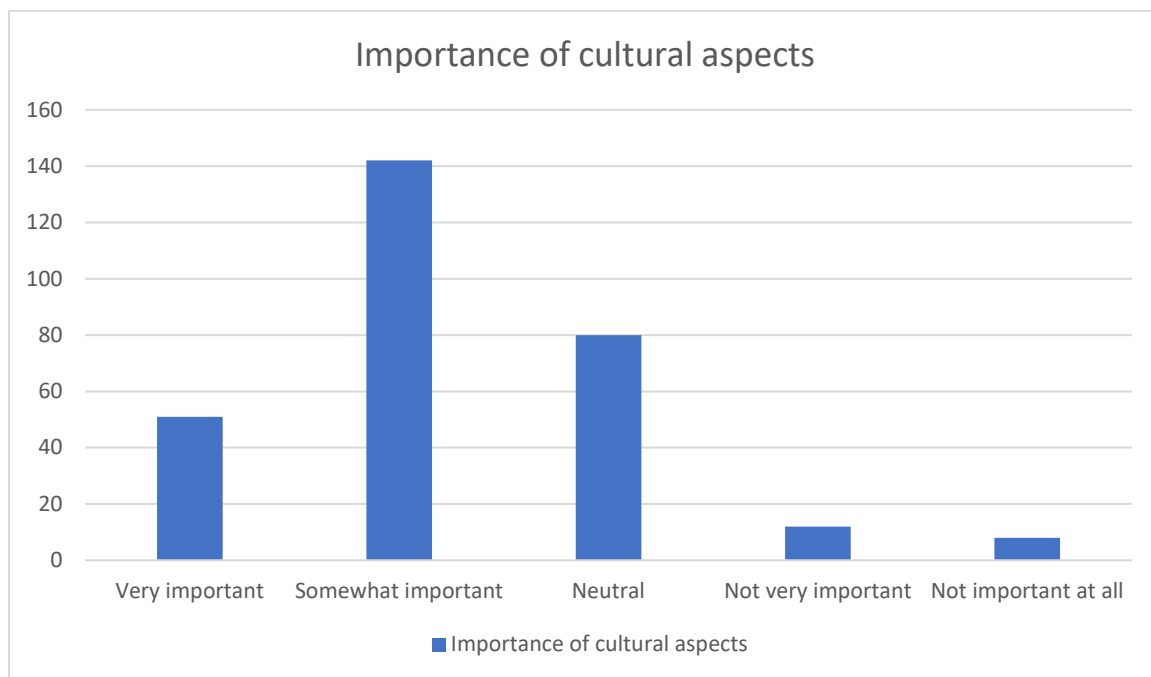


Figure 6: Importance of cultural aspects among high school students

As can be read in the theoretical framework, there was a division between material and immaterial cultural aspects. The students were asked which one they thought was most interesting. The first category focuses on the material aspects of culture. This includes traditional foods, historic buildings and works of art, which are the physical expression of a culture. In this case, this category has 36.2%. Non-material aspects of culture are less chosen by the students. Students are therefore less interested in, for example, beliefs, values, norms and language. The students who chose this category

are likely people who are interested in the more intangible aspects of culture. In addition to the two options, there was also the option to choose: 'Both, because I believe that both material and non-material cultural elements together provide a rich and profound cultural experience'. This option therefore indicated both material and intangible aspects. This option was chosen by the large majority. The majority of students therefore find both options interesting. An overview of the preferences can be seen in figure 7.

The second hypothesis was: 'There is no significant difference between the value that students attach to tangible cultural aspects (such as food and historical buildings) and the value they attach to intangible aspects (such as values and norms)'. Based on the goodness-of-fit test performed, with a degree of freedom (df) of 2 and a significance level of <0.001 , it appeared that the hypothesis should be rejected. However, the test results show that there is indeed a significant difference between students' ratings of these two types of cultural aspects. This means that students value the material aspects more highly than the others. The rejection of the hypothesis confirms that the initial assumption of equal appreciation by students is incorrect.

The third hypothesis was that the majority of students consider both material and immaterial cultural aspects important for a rich cultural experience. This hypothesis does not need to be rejected. More than the majority, 50.9%, opted for 'both options'. They therefore indicated that they would find both options, material and non-material aspects, important during their experience abroad.

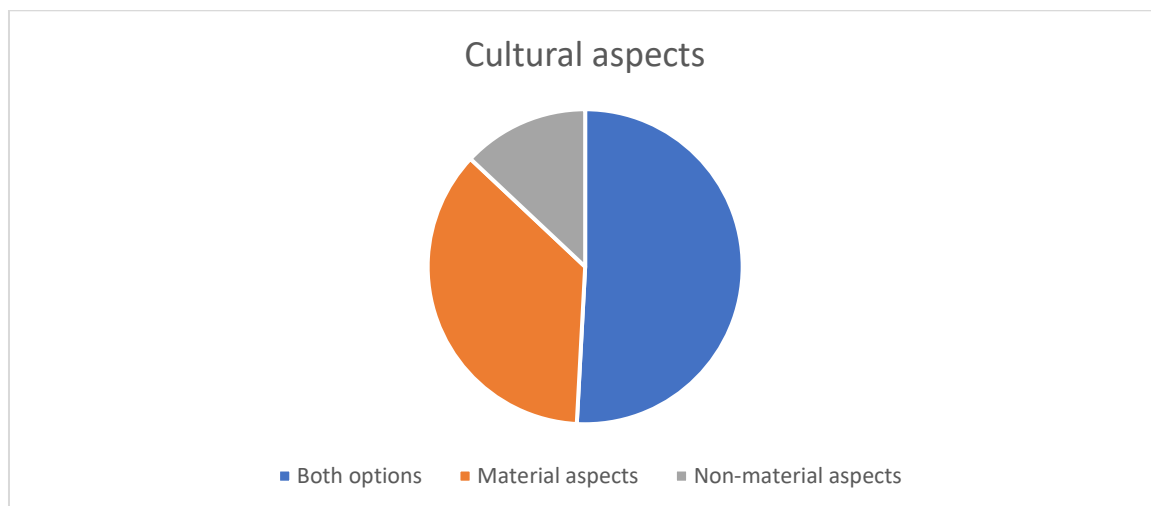


Figure 7: Preferences for material or non-material aspects

5.2.1 Material Cultural Elements

First of all, questions were asked about the material cultural aspects that seemed interesting to the students. As mentioned earlier, students were asked to choose the three most interesting elements and then choose one favorite. In both questions it became clear that traditional food was the most chosen option, followed by the options language and local festivals. What was striking was that the percentage of 'traditional food' as a favorite option was a lot higher in the question about the favorite aspect than in the top three. This applies to the option 'language' as well.

The respondents were then asked why a certain aspect was their favorite aspect. Students who said traditional food was their favorite gave several reasons for this. They indicated that they found it important to get to know traditional food in Cyprus because of their curiosity for new flavors and dishes, and their desire to better understand other cultures. It was mentioned several times that food is a reflection of culture, as one respondent said: '*Because food is one of the clearest points by which you can see that that country has its own culture.*' Respondents also mentioned their interest in

culinary diversity and their respect for Cyprus' unique culinary traditions. Tasting traditional dishes is seen as a direct way to experience and appreciate a country's culture, while also helping to broaden culinary horizons and discover new cooking techniques and ingredients. In addition, tasting traditional food can inspire you to try recipes at home and even consider a career in the culinary world. For example, one respondent mentioned: *'Because I think it would be fun to adopt their own food culture and then try out the recipes at home.'*

Respondents indicated that they consider it important to learn the language in Cyprus for several reasons. First of all, it gives them a larger vocabulary, which gives them the ability to communicate better. Furthermore, they thought it would be fun to learn languages to discover and see it as a useful skill to have in life. By knowing the language, they can gain a better understanding of the people and culture of Cyprus, thus building relationships with people from other countries. For example, one respondent mentioned: *'This way you can communicate well with them and you learn a lot about the culture.'* It enables them to communicate independently and not be dependent on others. One of the respondents stated: *'I like being able to communicate with people myself and not having to depend on others.'*

Finally, the local festivals were also popular. The students indicated that they felt it was important to learn about the traditional celebrations in Cyprus for several reasons. Firstly, because these festivals are often completely different from what the students are used to, which makes it interesting to compare with their own culture and festivals. Moreover, they are curious about how people enjoy themselves in their free time and what role music plays in these festivities. By participating in these festivals they can discover what people like and what characterizes the atmosphere of the country. In addition, these festivals provide insight into the culture of Cyprus and show how festivals are celebrated in a unique way. One respondent stated: *'Because every country has different types of festivals and celebrates them in a different way.'* For culture enthusiasts, exploring these festivals offers an enriching experience where they can learn more about the traditions and customs of Cyprus. In short, getting to know traditional festivals in Cyprus offers not only a chance to party, but also to get to know the rich cultural diversity of the country. An overview of the distribution of preferences of cultural elements can be seen in figure 8.

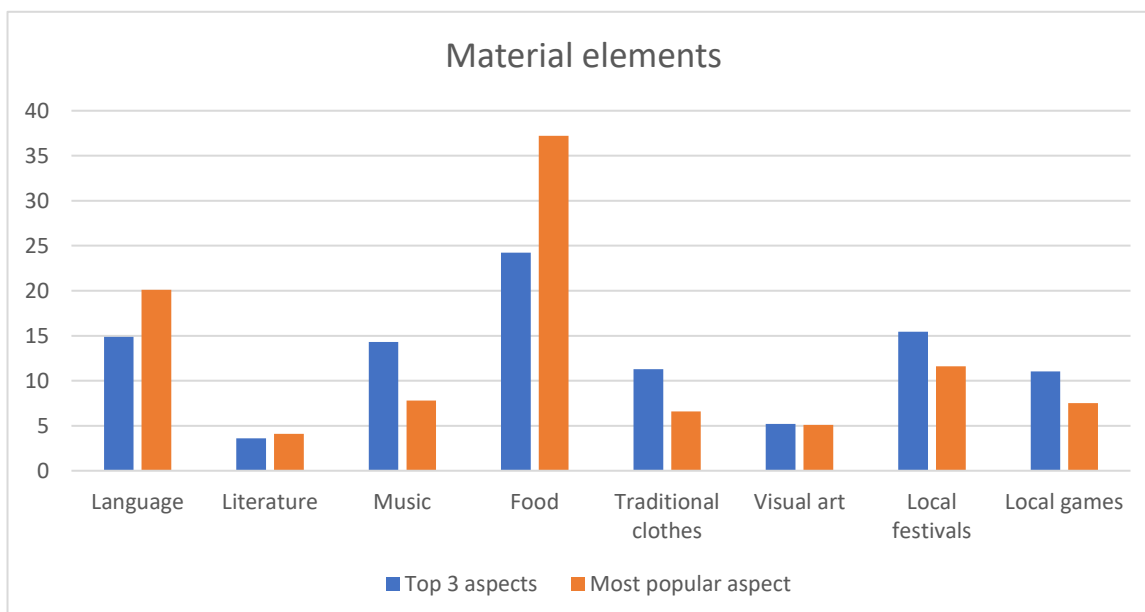


Figure 8: Distribution of most popular material cultural elements

5.2.2 Immaterial Cultural Elements

Subsequently, questions were asked regarding the immaterial cultural elements that intrigued the students. As previously stated, participants were tasked with initially selecting their top three choices before deciding on their favorite. What is striking about these results is that opinions are much more divided on the intangible cultural aspects than on the material aspects. There are fewer high outliers. In the top three lists, 'communication style', 'values' and 'notions of modesty' are popular. However, among the favorite aspects, 'notions of modesty' are replaced by 'beliefs'. With this question, the candidates were again asked why an aspect was their favorite.

The students indicated that they value understanding the communication style in Cyprus for several reasons. First, they are curious about local customs, such as greetings, which may be very different from what they are used to. For example, one respondent said: *'I find it useful to know how people greet each other, how they have a conversation, etc. because then you also know how to do that yourself with the residents'*. In addition, they recognize that communication is culturally determined and they would like to understand how people in other countries interact and converse with each other. It was mentioned a number of times that the importance of respectful communication is central, because they consider it essential to learn how others interact with each other with respect. The diversity of communication styles is important in different situations, so they strive to understand them. They are intrigued by how people in Cyprus react to different situations and how their temperaments differ.

The students indicated as well that they felt it was important to learn about the values in Cyprus for various reasons. Firstly, comparing values and customs between Cyprus and our own country can be interesting, because values differ from country to country. It allows us to see how different cultures react to each other and to reflect on our own norms and values. Following this, one respondent replied: *'Because I find that (values) very interesting and want to compare it with my own culture'*. It was once again mentioned that people find respect important to see, regardless of their background. Moreover, it was mentioned that people find it interesting to see how people in the Cypriot culture react to each other.

Moreover, the children indicated that it was important to get to know the notions of fashion in Cyprus because, according to them, it gives more insight into the culture of the people. They indicated that it actually forms the cohesion of a country and it reflects the most about a culture. For example, one respondent indicated: *'It is actually a bit of the cohesion of the country, so it says a lot about the culture.'* It was stated that by understanding the modesty norms, it is easier to understand how society functions and what the norms and values are that people there hold. Additionally, fashion standards vary from country to country, so getting to know them in Cyprus provides insight into how and what the boundaries are in that particular culture.

The last most common intangible cultural aspect is the mindset of the local people. First, it was indicated that it is interesting to discover how people in other countries think about matters such as religion, which can often be very different than their own religion. This allows one to expand one's own perspectives and gain a deeper understanding of the diversity of world views. Understanding how people in Cyprus think about religion can help us show more respect and understanding of their beliefs. Furthermore, respondents find it educational to discover how people in Cyprus think about certain beliefs, as this can help to improve intercultural communication and avoid misunderstandings. In addition, some respondents believe that understanding the thoughts and beliefs of people in Cyprus can contribute to a deeper understanding of local culture. It is an important part of the country's character and contributes to understanding the broader context of the country. One of the respondents said: *'With an understanding of how people think, it is also easier to understand the national culture of the country visited'*. By getting to know the ways of thinking of local people, you

can better understand why certain traditions and customs are important within society as well. In short, getting to know the ways of thinking of local people in Cyprus is not only educational, but it contributes to a greater understanding of different cultures and beliefs as well. Figure 9 shows an overview of the distribution of preferences of the non-material aspects among high school students.

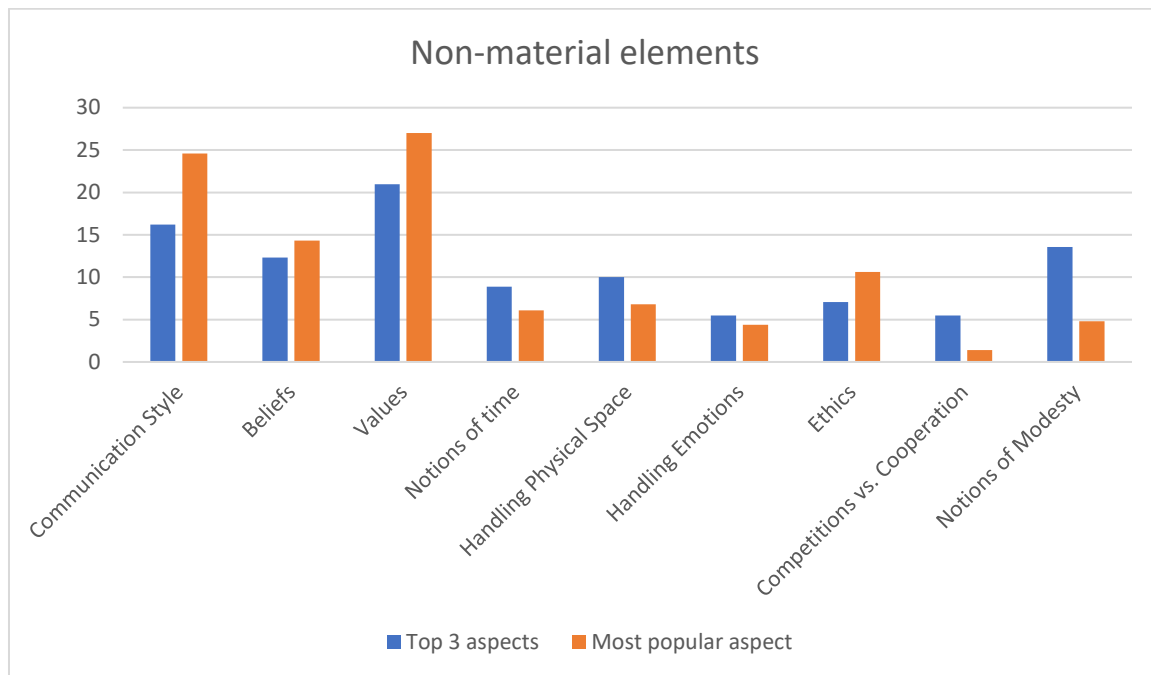


Figure 9: Distribution of most popular non-material aspects

5.2.3 Hands-on Versus Hands-off Experiences

The next concept explored is hands-off versus hands-on experiences. In other words, how much the students themselves want to participate in the experience. The question was: 'How important do you find it to actively participate in activities or experiences yourself? Or do you think just observing is enough?' The results show a spectrum of answers, ranging from 'very important' to 'not important at all'.

For 47 respondents, having hands-on experiences was 'very important'. This indicates a strong preference for direct involvement in activities and experiences. People in this category attach great importance to actively participating in what they experience. The group of respondents who indicated 'somewhat important' was the largest group. Although they do not place as strong an emphasis on active participation as the previous group, they still see value in participating in activities and experiences themselves. A slightly smaller group, namely 105 respondents, indicated that they were 'neutral'. This suggests that they do not have a strong preference for active participation, but are not completely dismissive either. They are open to either approach depending on the situation. For 14 respondents, having hands-on experiences was 'not very important'. This indicates that they may place more importance on observation or passively participating in activities, which is enough for them. For the last 11 respondents, having hands-on experiences was 'not important at all'. This suggests a strong preference for a passive approach to experiences, where they may prefer to observe others or consume information without participating themselves. The variation in answers shows that different people have different preferences when it comes to the level of active participation in activities and experiences, but that the largest group prefers to participate actively.

The fourth hypothesis stated: "There is no preference for hands-on experiences over hands-off experiences among students." After analyzing the data, the results of the chi-square test showed that

there was indeed a significant difference between the preference for hands-on experiences and hands-off experiences among students ($p < 0.001$). This indicates that the hypothesis "There is no preference for hands-on experiences over hands-off experiences among students" is rejected in favor of the alternative hypothesis that there is a preference. The students clearly prefer hands-on activities as can be seen in figure 10.

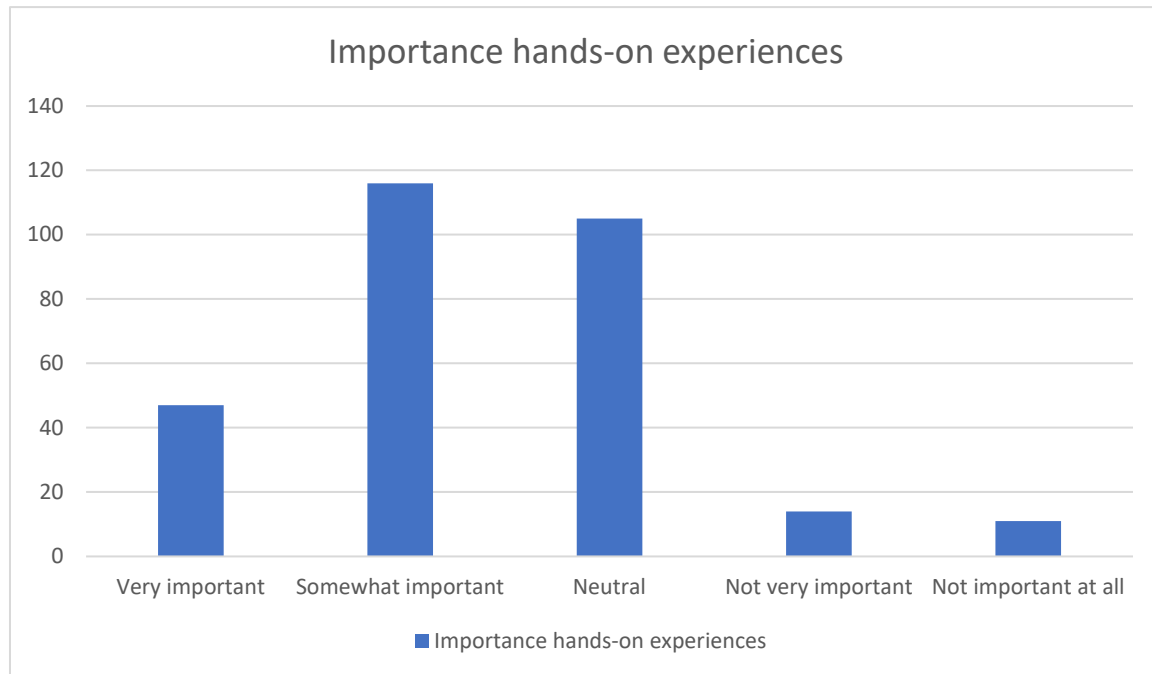


Figure 10 Importance hands-on experiences

5.2.4 Cultural Aspects Cyprus

The frequency table below represents the levels of interest in various cultural attractions or aspects in Cyprus or among the group of respondents. Local festivals show the highest frequency, indicating a very strong interest in attending festivals that showcase local customs, food and entertainment.

Local festivals are followed by 'traditional villages' and 'culinary traditions'. This shows an interest in visiting villages that maintain historical and traditional lifestyles. Moreover, it reflects an attraction to local food practices and heritage.

The two cultural aspects that are found least attractive are 'performances in amphitheatres' and 'botanical gardens'. Both may indeed offer cultural value but are perceived as the least interesting among the students.

Fifteen students also filled in 'Other...' as their answer. They were then asked to elaborate. Various things of cultural value were mentioned. For example, several times students expressed curiosity about the lifestyle of the local residents, what and how they eat, and how they interact with each other. Additionally, some people were interested in aspects such as 'sports', 'shops', and 'local games'. An overview of the cultural aspects of Cyprus can be seen in figure 11.

As a final question in the survey, respondents were also asked whether they had any other things to mention. Many answers were given about what the students thought would be an addition to the trip. It was indicated several times that the importance of getting to know people who live there and gaining new experiences is an important part for them. They find it interesting, for example, to sleep with a host family to get as close as possible to local life. Some emphasize an interest in the local food and traditions. There are some negative reactions or disinterest, such as preferring other destinations

or not being interested in religious sights as well. But there are also many more positive comments left, many like the idea of exploring another culture. Finally, there are some comments about the importance of leisure time during the trip and that fun often comes first.

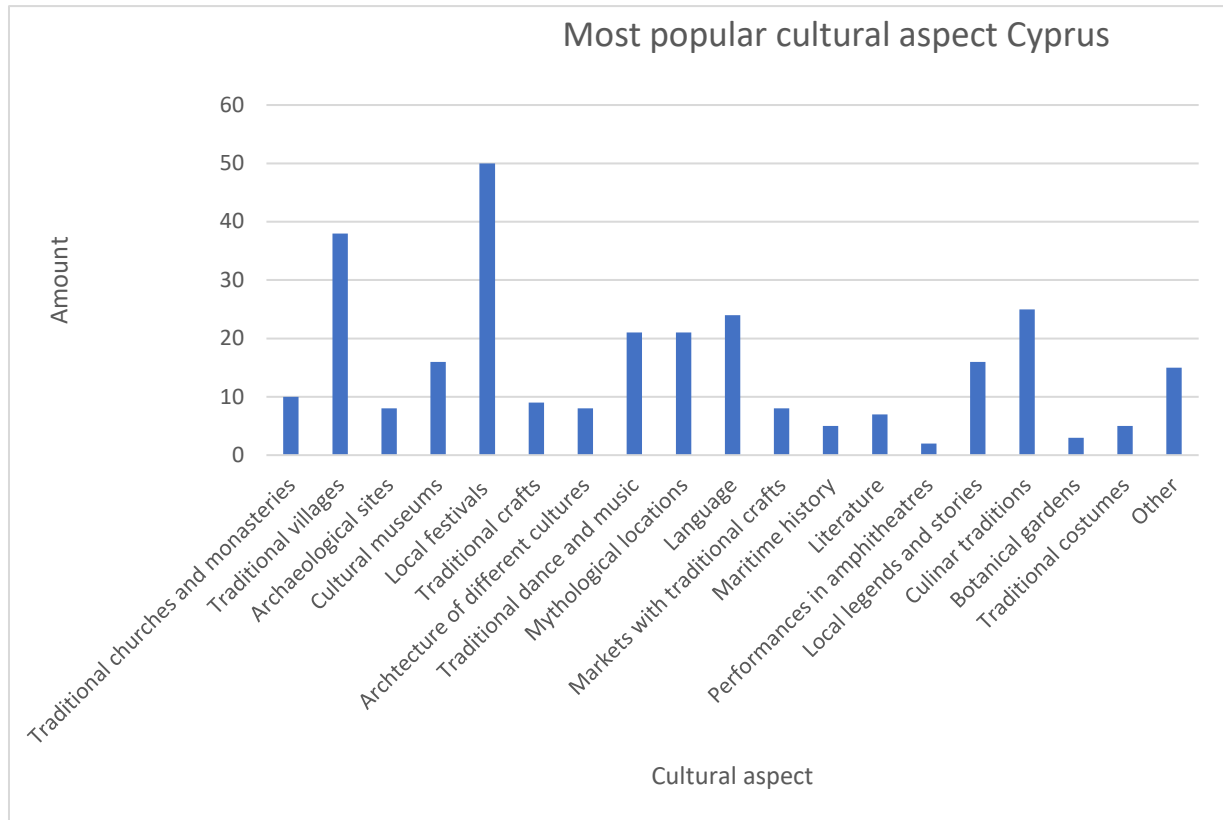


Figure 11: Distribution of the most popular cultural aspects of Cyprus

5.2.5 Answers Sub-question 2

The second sub-question examined in this study was: 'What specific cultural aspects or experiences do tourists seek to experience during their visit to Cyprus?'. The results showed that educational tourists visiting Cyprus want to experience a variety of cultural aspects, both tangible and intangible, which shape their understanding and appreciation of the local culture. This importance can be categorized and understood through the distinction between material and non-material cultural elements, as outlined in the theoretical framework of Samovar et al. (2009) and further elaborated by Bakić-Mirić et al. (2018). Educational tourists show a keen interest in material cultural elements. According to the survey, the most popular material aspects among students are traditional food, historic buildings and local festivals. These preferences are consistent with the understanding that material culture includes tangible objects and resources that define a culture (Samovar et al., 2009). The most preferred cultural aspect is traditional food, it was stated on several occasions that this was chosen for its ability to provide a direct and immersive experience of Cypriot culture. Students appreciate the unique flavors, culinary diversity and reflection of cultural identity through cuisine. Historic buildings and traditional villages attract educational tourists as well because of their architectural heritage and the insight they provide into the historical and cultural evolution of Cyprus, (Dinçyürek & Türker, 2007). Third, local festivals were very attractive to educational tourists as well. These festivals showcase Cyprus' unique blend of cultural, religious and historical elements, allowing tourists to learn about local customs, music, dance and culinary traditions (Spanou, 2020).

Non-material cultural aspects are valued as well, but to a lesser extent than material aspects. The most popular were beliefs, values, communication styles and notions of modesty. (Samovar et al., 2009). Understanding local communication styles is crucial for students as it helps them interact respectfully and effectively with locals. The curiosity about how people greet and talk reflects a deeper interest in the social norms and etiquette of Cyprus. Furthermore, students are interested in comparing Cypriot values and beliefs with their own, which helps them gain a broader perspective on cultural diversity and intercultural understanding. This comparison allows them to reflect on their values and develop a deeper respect for the cultural nuances of Cyprus. Last but not least, modesty norms and local fashion offered understanding and insight into social functions and cultural values. These aspects help students understand how culture shapes social behavior and expectations.

In summary, educational tourists in Cyprus want to gain a wide spectrum of cultural experiences, from tasting local cuisine and participating in traditional festivals to understanding social values and learning the language. Collectively, these experiences provide a rich and in-depth insight into the island's cultural heritage.

5.2.6 Answer Sub-question 3

The third sub-question was: 'How important do students find it to actively participate in a cultural activity or experience during their stay?'. The results show that students have a clear preference for active participation in cultural activities and experiences during their stay. The variation in answers shows that there are different preferences regarding the level of active participation in activities and experiences. However, the majority of students prefer hands-on activities, which is confirmed by the statistical analysis ($p < 0.001$) showing that there is a significant preference for hands-on experiences over hands-off experiences. The hypothesis that there is no preference for hands-on experiences is therefore rejected in favor of the alternative hypothesis that there is a preference. Linking back to Tuma et al.'s (2017) theory, which distinguishes between hands-on and hands-off experiences, the results of this study confirm that students prefer hands-on experiences. This can include activities such as pottery making or cooking workshops, where direct participation and involvement are central. This involvement allows them to fully immerse themselves and gain first-hand insight into Cypriot culture. However, some students were content with just observing the cultural practices. Educational tourists prefer hands-on experiences, indicating a strong desire for active participation in cultural activities. This is in line with Tuma et al. (2017), who distinguish between hands-on and hands-off cultural experiences. Many students expressed a preference for active participation in cultural activities, such as cooking workshops, traditional crafts and local festivals.

5.3 Cultural Exchange

The next concept to be explored is the value of cultural exchange. First of all, it will be researched how important students find this during their journey. This is done based on the question: 'To what extent do you consider interacting with local communities as part of your cultural exchange experience in Cyprus?'

The data collected shows that the level of involvement with local communities during cultural exchanges in Cyprus varies among respondents. For 183 of them, local involvement is seen as important, although not the primary aspect of their experience. However, for a significant number, namely 66 respondents, local involvement is an essential part of their cultural exchange experience. On the other hand, a minority of 44 respondents indicate that local involvement is not really a focus during their exchange experience. These findings suggest that while many participants value interaction with local communities, for others it is not necessary for fulfilling cultural exchange in Cyprus. An overview of all the answers can be found in figure 12.

The fifth hypothesis was: 'There is no significant difference in the extent to which students find interaction with the local population important'. The analysis of the collected data showed that the results of the goodness-of-fit test were significant at a significance level of < 0.001 , with a degree of freedom (df) of 2. This means that there is indeed a difference in students' perceptions about the importance of interacting with local communities during their cultural exchange experiences in Cyprus. The findings show that the majority of respondents recognize the importance of interacting with local communities, with a significant proportion citing this as an essential aspect of their cultural exchange experience.

The sixth hypothesis was: 'Having a high value of involvement in the local community does not influence expectations of learning outcomes'. To test this hypothesis, a regression analysis was performed. The regression analysis between 'importance of local engagement' and 'expected learning outcomes' indicated a statistically significant relationship with a significance level of 0.012. With an R^2 value of 0.016, a weak influence of 'the importance of local engagement' on the expected learning outcomes of the students can be demonstrated, 1.6% can be explained from this. The hypothesis could be rejected. Having a high value of involvement in the local community does influence expectations of learning outcomes.

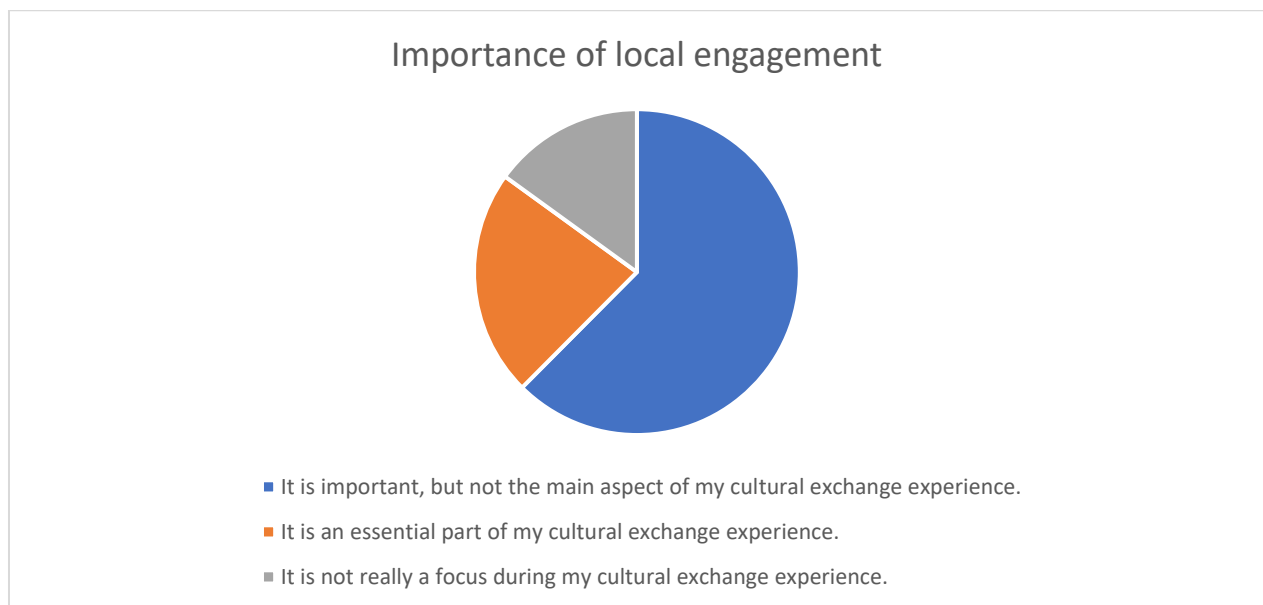


Figure 12: Importance of local engagement among high school students

The respondents were then asked which aspects of interacting with the local population they considered most valuable. This was done based on the question: 'Which aspects of interacting with local communities in Cyprus seem most valuable to you?' The data provided shows that for 134 respondents, 'experiencing the daily lifestyle of the local population' is the most valuable. This suggests that this group of travelers is interested in an authentic experience, where they will have the opportunity to observe and perhaps even participate in the daily routines, traditions and customs of the local people. For 100 respondents, learning about new traditions and customs was the most valuable. This indicates an interest in Cyprus's cultural heritage and a desire to learn about the customs and practices of the local communities. For 46 respondents, building intercultural friendships was the most important. This indicates a desire for personal connections and exchanges with local people. The last group, consisting of 13 respondents, indicated that they found something else important. In figure 13, an overview of all the answers can be found. They had the opportunity to specify what their preferences were. Several times, they mentioned that they would enjoy cooking and eating with the local population. Additionally, some respondents mentioned that they would like

to see the traditions, observe what the local population does in their free time, and it seems fun to go shopping with the locals. Lastly, some respondents found all these options appealing. In summary, it can be said that all options categorized as 'other' actually fall under the first or second category.

The variation in answers shows that different people see different aspects of interacting with local communities as valuable, ranging from observing lifestyles to building cross-cultural friendships.

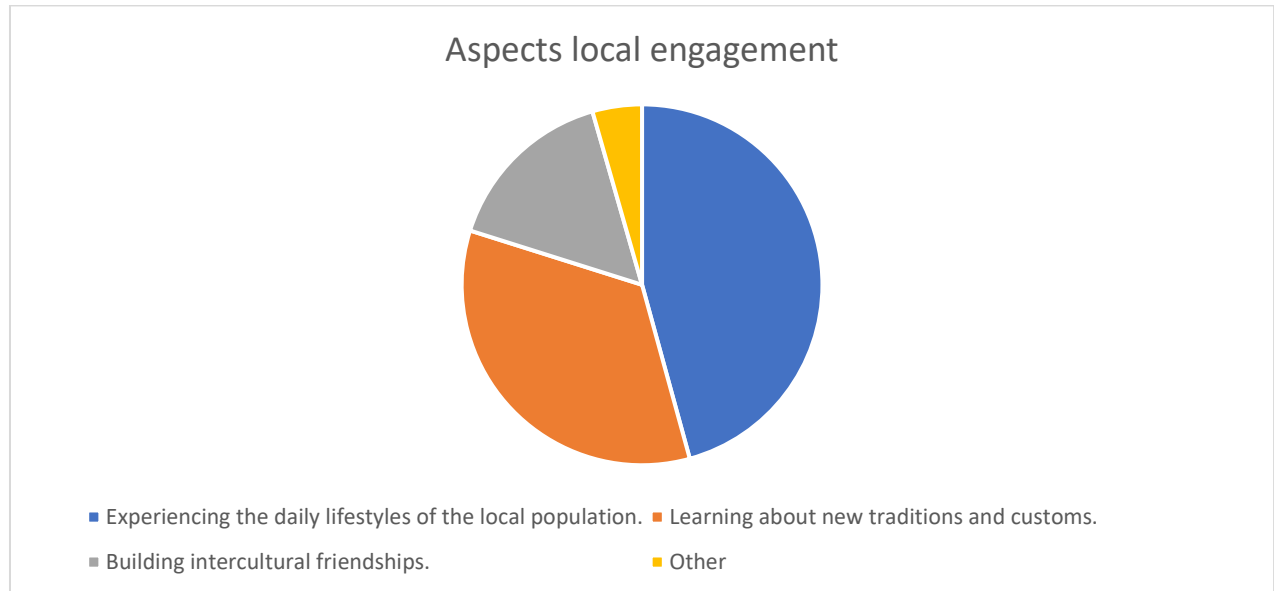


Figure 13 Most important aspect of local engagement in Cyprus

5.3.1 Answer Sub-question 4

The fourth sub-question was: 'To what extent do educational tourists see engaging with local communities as part of their cultural exchange experience in Cyprus?'. The results of the research show that there is variation in the extent to which educational tourists consider contact with local communities as part of their cultural exchange experience in Cyprus. While a significant number of respondents consider contact with the local community as essential to their cultural exchange experience, there are others for whom this is less important. However, the majority do recognize the importance of interacting with local communities and consider this an essential aspect of their cultural exchange experience. Furthermore, the results show that various aspects of interacting with local communities are considered valuable, ranging from experiencing daily lifestyles to building cross-cultural friendships. The findings support the concept of cultural exchange as defined by De Long et al. (2011) and the benefits it provides as outlined by Asgari & Borzooei (2013). Cultural exchange contributes to promoting understanding, respect and cooperation between different cultures and communities, and provides educational enrichment and development of intercultural communication skills for educational tourists. It can also benefit local people by promoting understanding, tolerance and appreciation of diversity (Asgari & Borzooei, 2013). Hypotheses 5 and 6, which examine students' perceptions of the importance of interaction with local people and the influence of involvement in the local community on expected learning outcomes, have been tested and results indicate significant differences in perception and influence on expectations of learning outcomes.

5.4 Age

In the analysis of the variable 'age', several relationships between age and various factors were identified. First, the hypotheses are tested. It was noticeable as well that there were other variables that age also influenced. These relationships will be explained in this section as well.

Firstly, a regression analysis was conducted to explore the association between age and motivation. The results revealed a weak relationship, with a Pearson correlation coefficient of 0.155. Additionally, the R^2 value of 0.024 indicated that approximately 2.4% of the variance in motivation could be attributed to age. The statistical significance of this relationship was confirmed by a p-value of 0.008, which was lower than the predetermined significance level of 0.05, indicating that age and motivation were indeed associated, but weakly. This means that age influences the motivation to participate in an educational travel program. When looking at the data, it becomes clear that the older the respondent, the more often they indicate that the primary goal is 'education'. For instance, only 6.6% of 13-year-old respondents stated that education was the main goal, while 5.5% of 14-year-olds indicated this, and among 15-year-olds, none reported education as the main goal. However, 55.6% of 16-year-olds stated that education was the main goal, and among 17-year-olds, 80.0% indicated that, in their opinion, the primary focus was on education. In summary, it can be said that the older the respondents, the more likely they are to consider education as the main goal during an educational trip. Hypothesis 7 was: 'Older students more frequently indicate that the educational aspect is more important than younger students.' This hypothesis does not need to be rejected. The regression analysis has shown that age influences motivation. The older the student, the more often the student finds education most important.

The relationship between age and the importance of culture was examined with the Pearson correlation coefficient as well. The Pearson correlation coefficient of -0.168 indicates that there is a weak negative linear relationship between 'age' and 'importance culture'. This means that as age increases, the extent to which respondents find culture important decreases slightly. The R^2 value of 0.028 (0.168^2) indicates that approximately 2.8% of the variance in 'importance culture' can be explained by 'age'. This means that there is only a very weak linear relationship between the age of respondents and the importance they attach to culture. With a p-value of 0.04, the correlation is statistically significant. This means that there is sufficient evidence to conclude that there is a relationship between age and the importance of culture. Hypothesis 8 was: 'Importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different ages.' Based on the regression analysis, the hypothesis should not be rejected.

Furthermore, a similar relationship was observed between age and expected learning outcomes of the high school students. The Pearson correlation coefficient in this case was 0.147, indicating a weak correlation. The R^2 value of 0.022 suggested that around 2.2% of the variance in learning expectations could be explained by age. Similar to the relationship with motivation, the statistical significance was confirmed by a p-value of 0.012. Thus, it can be said that age has a weak influence on the expected learning outcomes of the educational journey. When comparing the two variables, one specific observation stands out: although all age groups show approximately the same learning outcomes, the largest group, the 13-year-olds, differs. For all other ages, the primary learning outcome is 'Learning more about the history and culture of the place you are visiting'. However, 34.1% of the 13-year-olds indicated that their learning outcome was 'Discovering things about yourself, such as improving communication with people from different backgrounds and becoming more confident'. Only 21% of the 12- and 14-year-olds showed the same learning outcome. This demonstrates that the 13-year-olds have a different learning expectations than the rest of the respondents.

Moreover, an additional relationship was identified between age and the immaterial aspects that respondents found interesting. Here, the Pearson correlation coefficient was 0.126, signifying another

weak relationship. The R^2 value of 0.016 implied that approximately 1.6% of the variance in immaterial aspects could be accounted for by age. Importantly, the statistical significance was verified by a significance level of 0.032. These data therefore show that age influences which intangible aspects students find interesting.

Finally, there is also a relationship found between age and the importance of hands-on activities. The Pearson correlation coefficient in this case was 0.137, indicating a weak positive correlation. The R^2 value of 0.019 suggested that around 1.9 % of the variance in the importance of hands-on activities could be explained by age. The statistical significance was confirmed by a p-value of 0.019. This implies that as age increases, there is a slight tendency for individuals to place a slightly higher importance on hands-on activities. Regarding the relationship between these two variables, it is noticeable that the older the respondents, the more they consider hands-on activities to be important. Younger respondents more often answer 'neutral' or 'not so important' to the question: 'How important do you find it to actively participate in activities or experiences yourself? Or do you think just observing is enough?'. This data shows that as they get older, young people are more likely to want to actively participate in an activity.

In summary, it can be said that age influences several variables; however, each relationship is weak. The Chi-square test showed that age has no significant influence on the variables not mentioned above. Besides age, other variables impact the tested dependent variables as well. They will be discussed in the next paragraphs.

5.5 Level of School

After conducting the Chi-square test of independence, it was found that there was no significant association between the respondents' school level and the various variables under consideration. This indicates that the level of schooling did not play a significant role in influencing the outcomes of the variables examined. Hypothesis 9 was: 'Importance of cultural exchange experiences in Cyprus significantly differs among Dutch high school students across different school levels'. This hypothesis needs to be rejected.

5.5.1 Answer Sub-question 5

The last sub-question was: 'How does the expectation of cultural exchange in Cyprus differ among different ages and school levels?'. The expectation of cultural exchange in Cyprus varies between different ages and school levels of Dutch secondary school students. The research shows that age plays a role in how students experience this exchange and what their expectations are, while school level has no significant influence. As students get older, education becomes more important to them during school trips. Older students more often indicate that education is the main focus, while younger students do this less often. In addition, there is a weak negative relationship between age and the importance attached to culture, older students attach slightly less importance to cultural aspects than younger students. Regarding expected learning outcomes, there is a weak positive relationship with age. Although all age groups expect similar learning outcomes, it is notable that 13-year-olds more often see personal development as an important aspect of learning, while older students are more focused on learning about the history and culture of the destination. Age has a weak influence on which non-material aspects are found interesting as well. Furthermore, older students find hands-on activities more important than younger students. Younger respondents more often answer 'neutral' or 'not that important' to the question of whether they think it is important to actively participate in activities, while older young people want to participate more actively. The results showed that there is no significant relationship between school level and the various variables examined. This means that the school level has no significant influence on expectations and motivations regarding cultural exchange in Cyprus.

In summary, age plays a role in students' expectations and experiences during cultural exchanges, although the relationships are weak. Older students place more value on education and hands-on activities, while younger students are more focused on personal development and culture. School level, on the other hand, has no significant influence.

5.6 Other Relevant Relationships

Lastly, it is investigated whether any more relevant relationships could be found between the variables. Various relationships emerged.

5.6.1 Local Engagement

First, a relationship could be found between the variable 'importance of local engagement' and the variable 'expectation of learning' among the participants. This was demonstrated with a Chi-square test. A regression analysis was conducted to determine the strength and significance of this relationship. The significance level was again set at 0.05. The R^2 value indicates that 2.1% of the variance in 'expectation of learning' can be explained by 'importance of local engagement'. The p-value of 0.012 is less than the significance level of 0.05, indicating that the relationship between 'importance of local engagement' and 'expectation of learning' is statistically significant. Although the relationship is statistically significant, the R^2 value of 0.021 shows that only a small proportion of the variance in 'expectation of learning' is explained by 'importance of local engagement'. This suggests a very weak relationship between how important participants consider local engagement and their learning expectations. This means that even though participants who value local engagement might have certain expectations about what they will learn during the trip, other factors are likely more influential in shaping their learning expectations.

5.6.2 Expectations and Motivations

It has been examined which influences the expectations and motivations as well. It has been found that expectations and motivations influence three variables.

Firstly, there was a relationship between the independent variable 'expectation' and the dependent variable 'importance participating' with a significance level of 0.17. The R^2 value was 0.019, which means that 1.9% of the importance of participating in cultural activities, or hands-on activities, can be explained by the expectations of the trip. This again points to a weak but significant relationship. An interesting result here is that the group whose expectation of cultural exchange was 'Learning more about how people in other countries think' found hands-on activities to be the most important. Over 48% of those who found hands-on activities important responded to the question: 'How important do you find it to actively participate in activities or experiences yourself? Or do you think just observing is enough?' by indicating that they found it important to participate themselves. This represents a significant portion of the group. The importance of participating is also partly determined by the independent variable 'learning outcomes', with a significance level of 0.23. The R^2 value was 0.018, so 1.8% of the importance that students give to hands-on activities could be partly explained by their learning outcomes as well.

Moreover, there was a relationship between the expected learning outcomes and the importance of culture. With an R^2 value of 0.018 and a significance level of 0.23, it can be concluded that 1.8% of the importance that students give to culture can be explained by their expected learning outcomes.

5.6.3 Importance of Local Engagement

It has been examined what the role of the importance of local engagement is as well. It can be said that with a significance level of 0.033, there is a statistically weak relationship between the variables 'importance of local engagement' and 'the non-material aspects'. With an R^2 value of 0.016, it can be said that 1.6% of non-material aspects that students find interesting can be explained by the importance of local engagement.

5.6.4 Importance of Hands-on Activities

Finally, the effect of the importance of hands-on experiences compared to hands-off experiences was examined. Firstly, the importance of hands-on activities influences the non-material cultural aspects. With a significance level of 0.041 and an R² value of 0.014, it can be said that 1.4% of the non-material aspects that students find interesting can be explained by the importance of hands-off activities. A weak but significant relationship.

The importance of hands-on activities also influences the aspects of local engagement that the students find interesting. The significance level for this was 0.021. The R² value was 0.018, indicating a weak but significant correlation. Therefore, it can be said that 1.8% of the students' choices regarding which aspects of local engagement they found interesting can be explained by the importance of hands-on activities.

In short, although the relationships between the variables examined are significant, they are generally weak. Age appears to influence several aspects, while school level has no significant influence. Local involvement and hands-on activities show limited but significant relationships with certain learning and experience outcomes.

5.7 New Conceptual Model

If the conceptual model is looked at again, several relationships can be added. Furthermore, since the hypothesis about the relationship with school level has been rejected, that relationship can be removed. Figure 14 shows the revised version of the conceptual model. The green lines indicate the new relationships. The red line indicates the rejected hypothesis.

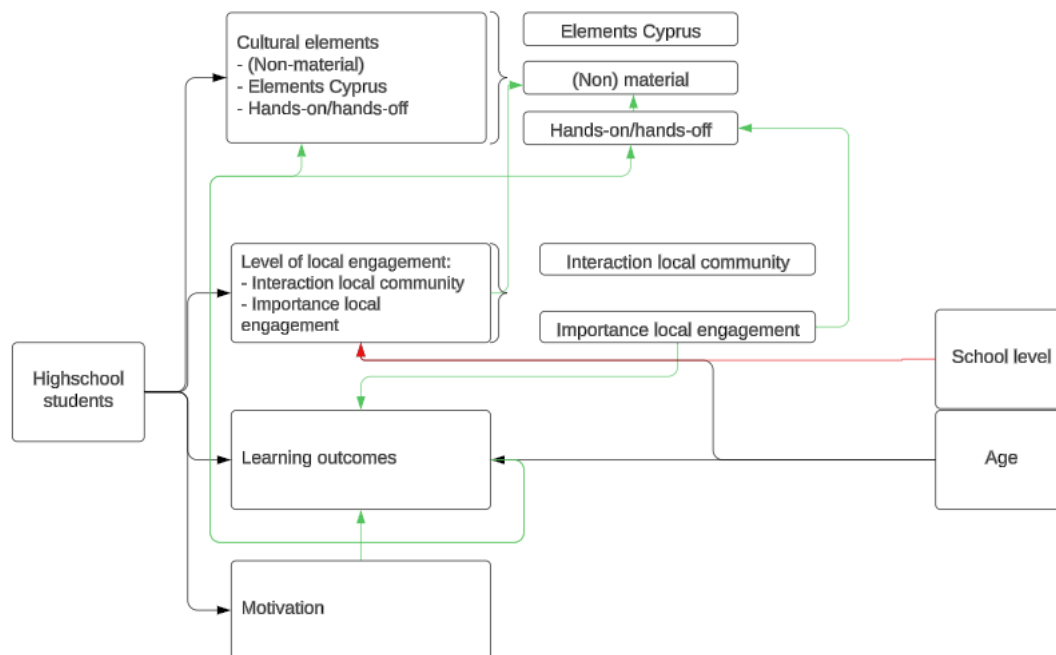


Figure 14: Revised version of the conceptual model

6. Conclusion and Discussion

6.1 Conclusion

This research sought an answer to the question: 'In what way do educational tourists expect to experience cultural exchange before participating in tourism programs in Cyprus?'. An answer was sought through quantitative research. To answer the main question, various concepts were investigated. Namely, the motivation of the travelers, cultural aspects, the role of cultural exchange, age and school level. By examining the above concepts, the research question was investigated.

As mentioned in the theoretical framework, the concept of motivations is a mix of different forces that stimulate the behavior of individuals (Gursoy, 2022). Moreover, tourists' expectations play a crucial role in shaping their travel experiences (Wang et al., 2016; Andereck et al., 2012; Fallon, 2008). The results of this research indicate that there is a significant disparity in students' motivations for participating in educational trips. The hypothesis that motivations for personal development, cultural experience, and educational goals are equally distributed was rejected. The majority of students who participated in the study indicated that education is an added value, but not the main purpose of their trip. These highlights that while educational outcomes are valued, personal development and cultural experiences are stronger drivers for educational tourists in Cyprus. Moreover, respondents are especially curious about the mentality of people in other countries, as well as understanding and appreciating cultural and historical aspects and the daily lives of local people.

The research examines the value students place on tangible and intangible cultural aspects and their preference for hands-on versus hands-off experiences. The findings show that students generally have a keen interest in cultural aspects during their stay in Cyprus, with a clear preference for material elements such as traditional food and historic buildings. This was confirmed by the rejection of the hypothesis that there would be no significant difference in the rating between tangible and intangible cultural aspects, showing that students value material aspects more highly. In addition, it turned out that a majority of students find both material and intangible cultural aspects important for a rich cultural experience. In terms of hands-on versus hands-off experiences, students appear to have a clear preference for hands-on activities, such as cooking workshops and crafts, that get them directly involved in the culture. This confirms Tuma et al.'s (2017) theory, which distinguishes between hands-on and hands-off cultural experiences. Overall, students prefer to actively participate in cultural activities to fully immerse themselves in Cypriot culture.

Cyprus offers a rich variety of cultural elements, such as archaeological sites, traditional churches, festivals and culinary traditions, which reflect the island's diverse history and influences. The research showed that local festivals generate the most interest, followed by traditional villages and culinary traditions. Performances in amphitheatres and botanical gardens are the least attractive. Students showed interest in the lifestyle of local residents, sports, shopping and local games as well. Many students emphasized the importance of interaction with locals and new experiences, such as staying overnight with a host family. Despite some negative reactions, such as a preference for other destinations or disinterest in religious sites, there was generally a lot of enthusiasm for exploring another culture. Leisure and fun were considered important during the trip as well.

Cultural exchange is defined as a dynamic process through which cultural elements, such as ideas, traditions, values and perspectives, are transferred and acquired. Cultural exchange in Cyprus offers educational tourists the opportunity to experience these cultural elements, contributing to understanding, respect and cooperation between different cultures and communities. The research has shown that most students find interaction with local communities important during their cultural exchange in Cyprus. There is significant variation in perception about the importance of interacting with local communities. The valuable aspects of interacting with local communities vary, some students value experiencing daily lifestyle, others find learning new traditions and customs valuable,

and some value cross-cultural friendships. Some respondents also mentioned cooking and eating with locals as valuable. This variation highlights the different ways in which cultural exchange contributes to tourists' educational and personal growth and the promotion of intercultural communication skills.

Age has a significant influence on expectations of tourist destinations, with older tourists being more motivated by cultural aspects. However, the school level does not play a significant role in these expectations and motivations. For 'Cross Your Borders' it is crucial to adapt school trips to Cyprus to the varying expectations between different age groups. The analysis also shows that older students attach more importance to educational aspects. There is a weak negative relationship between age and the value attached, older students attach slightly less value to cultural aspects. In addition, there is a weak influence of age on expected learning outcomes and interest in intangible aspects and hands-on activities, with older students having a slight preference for hands-on activities. No significant relationship was found between school level and the variables, rejecting hypothesis 9. Age therefore influences some aspects of cultural exchange, while school level does not play a significant role.

Finally, several weak but significant additional relationships were found between the variables examined. Involvement in the local community and hands-on activities have some influence on students' learning expectations and cultural appreciation. Age influences various aspects, while school level does not play a significant role. Although these relationships are statistically significant, they explain only a small portion of the variation in participants' expectations and motivations.

To answer the main question: 'In what way do educational tourists expect to experience cultural exchange before participating in tourism programs in Cyprus?', educational tourists visiting Cyprus primarily seek cultural exchange, valuing personal development and cultural immersion over formal education. They exhibit a preference for hands-on experiences and interacting with locals, to deeply engage with Cypriot culture. Age influences expectations, with older tourists prioritizing cultural aspects more, while school level does not significantly affect motivations.

6.2 Discussion

The results of this study provide insight into the expectations and motivations of educational tourists visiting Cyprus and highlight the importance of cultural exchange and personal development over formal education. The fact that the majority of students consider education as an added value, but not the main purpose of their trip, underlines the importance of personal growth and cultural experiences during educational trips to Cyprus. In addition, the findings indicate a clear preference among students for hands-on cultural activities and direct involvement in local culture, highlighting their desire to fully immerse themselves in Cypriot culture. The role of age as a significant factor in educational tourists' expectations highlights the importance of tailoring travel programs to different age groups, while the lack of a significant influence of school level suggests that educational goals are generally consistent across different school levels.

An important point of reflection is that although educational tourism focuses on educational goals, the findings of this study show that students are often more motivated by personal development and cultural experiences than by education. This raises the question to what extent 'educational tourism' better matches the expectations and motivations of students than other forms of tourism in Cyprus. Other forms of tourism in Cyprus, such as culinary tours, historical tours and cultural festivals, also offer opportunities for personal development and cultural experiences. The distinguishing element of educational tourism seems to lie in the structured learning objectives and the focus on cultural exchange within an educational context. This aspect can provide added value by promoting a deeper understanding and more meaningful engagement with local culture, which may be less prominent in mainstream tourism programs.

The social relevance of the research results on the expectations and experiences of Dutch secondary school students engaged in educational tourism in Cyprus is multifaceted. Understanding high school students' motivations and preferences regarding educational tourism contributes to their empowerment as global citizens. By immersing themselves in different cultures and environments, students develop critical thinking skills, empathy, and a sense of responsibility toward global issues. This is in line with the objectives of organizations such as 'Cross Your Borders', which aim to broaden the horizons of young people and inspire them to actively participate in society. The research sheds light on how age influences expectations and motivations in educational tourism as well. Understanding these dynamics can help adapt school trips to Cyprus to the varying expectations of different age groups. These insights are not only valuable for 'Cross Your Borders', but these insights can also be important for educational institutions. By understanding which aspects of educational tourism are most valued by students, schools can create (travel) experiences that align with educational objectives and student interests. Tour operators can use the findings to tailor travel packages that take into account the preferences and interests of high school students. By offering engaging, educational itineraries tailored to the expectations of the target group, tour operators can increase student satisfaction and contribute to the success of educational tourism programs.

Overall, the findings not only advance knowledge within society but have scientific relevance as well. The research contributes to knowledge within the specific context of educational tourism in Cyprus, but it also contributes to broader theoretical and practical insights into tourist behavior, cultural exchange dynamics and destination management strategies. By addressing gaps in the existing literature and providing empirically grounded insights, the study has scholarly relevance and offers valuable implications for both academia and industry practitioners in the field of tourism studies.

During the research, several issues emerged that, in retrospect, could have been handled differently. First of all, it turned out that some questions were still too difficult for some children. This problem was partially solved by having someone present when the survey was administered who could explain the questions. However, for future research, it may be wiser to simplify the questions or develop a separate questionnaire for students with a lower school level or younger children. This would improve the understandability and therefore the reliability of the answers. A second piece of advice is that having more respondents would have led to more accurate results. This was particularly important because the group of respondents over the age of 14 was now quite small, limiting the representativeness of the results. Future research should consider a larger and more diverse sample to strengthen results and draw more generalizable conclusions. Finally, it is important to include a broader range of school levels in future research. In addition to VWO, HAVO, VMBO and Practical Education, there are combinations of these levels as well, such as HAVO/VWO. In this study, students sometimes did not know what to fill in because these combinations did not exist in the survey. By including these combined levels in future surveys, students can better indicate the level of education they are pursuing, which will improve the accuracy of the data. In summary, the main areas for improvement for future research are to simplify the questions or differentiate by difficulty level, increase the sample size, and include all relevant educational levels, including combined levels. Making these adjustments can significantly improve the quality of the research.

Finally, there are two suggestions for further research:

1. First of all, it is interesting to conduct a comparative study of the preferences and expectations of educational tourists in different cultural contexts. This research focused specifically on educational tourists in the Netherlands. A valuable follow-up study could be a comparative study that examines the expectations and preferences of educational tourists in different cultural contexts, such as in other European countries, with cultures more similar to

Cypriot culture, for example. It could be analyzed how different cultural, social and economic factors influence the motivations and experiences of educational tourists.

2. Impact of hands-on versus hands-off cultural activities and local engagement on learning outcomes. Future research could delve deeper into the comparative effectiveness of hands-on versus hands-off cultural activities on educational outcomes. And the effect of local engagement on learning outcomes as well. This study involves assessing students' knowledge retention, involvement, and satisfaction in participating in different types of cultural activities. Research could also explore which specific practical activities have the greatest impact on students' cultural understanding and personal development. By identifying the most effective types of activities, educators and tour operators can design more impactful and engaging tourism educational programs.

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Appendices

Appendix 1: Survey questions (translated to English)

Hi there!

Thank you for taking the time to fill out this survey! This survey contributes to a research project aimed at developing a trip to Cyprus. The survey is completely anonymous, so you don't need to provide your name anywhere. The data will only be used for this research. Completing the questionnaire should take approximately 5-7 minutes. Thank you!

1. What is your age?

- Younger than 12
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- Older than 18

2. What is your school level?

- Praktijkonderwijs
- VMBO
- HAVO
- VWO

The following questions are about an educational trip. This means that you are going on a trip to learn. When answering these questions, imagine that you are going on an educational trip with your school.

3. What drives you the most to participate in educational trips?

- I enjoy discovering new places and experiencing other cultures, and learning is an added bonus.
- The most important thing for me is to learn new things and gain educational experiences; the trip itself is less important.

4. What would you expect when going on an educational trip:

- Learning more about how people in other countries think
- Learning more about how people in other countries work
- Learning to solve problems when things are different than at home
- Understanding more about the world, which is useful for my future job.

5. What kinds of things do you hope to learn during your trip?
 - Practical knowledge and skills that can help in certain professions or situations.
 - Discovering things about yourself, such as improving communication with people from different backgrounds and becoming more confident.
 - Learning more about the history and culture of the place you are visiting.
 - Improving critical thinking by understanding and analyzing historical events or cultural phenomena.
 - Other, namely...

In the following questions, it's about an educational trip to Cyprus. Cyprus is an island south of Turkey, situated in the Mediterranean Sea. The island has a Turkish part and a Greek part. In the following questions, imagine that you are going to Cyprus with your class for a week. What would you find important, what would you like to see, etc.

6. Which 3 cultural aspects would you most like to experience:
 - Language
 - Literature
 - Music
 - Food
 - Dress
 - Visual art
 - Festivals
 - Games
7. Which of the above cultural aspects do you consider the most important?
8. And why?
9. Which 3 cultural aspects would you most like to experience::
 - Communication Style
 - Beliefs
 - Values
 - Notions of time
 - Handling Physical Space
 - Handling Emotions
 - Ethics
 - Competitions vs. Cooperation
 - Notions of Modesty
10. Which of the above cultural aspects do you consider the most important?

11. And why?
12. What kind of cultural elements and experiences do you MOST hope to explore during your trip?
 - Material aspects, such as traditional dishes, historical buildings, and artworks, which constitute the physical expression of a culture.
 - Non-material aspects, such as beliefs, values, norms, language, and social roles, which represent the immaterial aspects of a culture.
 - Both, because I believe that both material and non-material cultural elements together provide a rich and profound cultural experience.
13. How important do you consider it to explore specific cultural aspects or experiences during your stay in Cyprus?
 - Very important
 - Important
 - Neutral
 - Not very important
 - Not important at all
14. To what extent do you consider interacting with local communities as part of your cultural exchange experience in Cyprus?
 - It is an essential part of my cultural exchange experience.
 - It is important, but not the main aspect of my cultural exchange experience.
 - It is not really a focus during my cultural exchange experience.
15. Which aspects of interacting with local communities in Cyprus seem most valuable to you?
 - Learning about new traditions and customs.
 - Experiencing the daily lifestyles of the local population.
 - Building intercultural friendships.
 - Other aspects, namely:
16. How important do you find it to actively participate in activities or experiences yourself? Or do you think just observing is enough?
 - Very important
 - Somewhat important
 - Neutral
 - Not very important
 - Not important at all
17. Imagine you were to go to Cyprus, what would you find interesting?
 - Archaeological sites
 - Traditional churches and monasteries
 - Traditional villages
 - Cultural museums
 - Local festivals and celebrations (Including traditional rituals)
 - Traditional crafts (Such as pottery, ceramics, or basket weaving)

- Architecture of different cultures
- Traditional dance and music
- Mythological locations
- Language and dialects
- Markets with artisanal products (Pottery, textiles, wood carving)
- Maritime history (For example, a maritime museum)
- Literature
- Local legends and stories
- Performances in amphitheatres
- Culinary traditions (Traditional dishes)
- Traditional botanical gardens (Herbal medicine from native plants)
- Shepherd culture
- Traditional costumes
- Other, namely...

18. Which of the mentioned cultural experiences appeals to you the most and why?

19. Is there anything else you would like to share about your expectations or motivations for participating in educational tourism programs in Cyprus?

Appendix 2: Original Survey (In Dutch)

Hoi!

Fijn dat je deze enquête wilt invullen! Deze enquête draagt bij aan een onderzoek om reizen naar Cyprus te ontwikkelen. De enquête is volledig anoniem, je hoeft nergens je naam in te vullen. De gegevens zullen alleen worden gebruikt voor dit onderzoek. Het invullen van de vragenlijst duurt maximaal 5-7 minuten. Dankjewel!

1. Hoe oud ben je?
 - Jonger dan 12
 - 12
 - 13
 - 14
 - 15
 - 16
 - 17
 - 18
 - Ouder dan 18
 -
2. Wat is je schoolniveau?
 - Praktijkonderwijs
 - VMBO
 - HAVO
 - VWO

De komende vragen gaan over een educatieve reis. Dat betekent dat je op reis gaat om te leren. Stel je bij het beantwoorden van de volgende vragen voor dat je met school op een educatieve reis gaat.

3. Wat zou voor jou de grootste reden zijn om deel te nemen aan een educatieve reis?
 - Ik vind het leuk om nieuwe plekken te ontdekken en andere culturen te ervaren, en het leren is een extra bonus.
 - Het belangrijkste voor mij is om nieuwe dingen te leren en educatieve ervaringen op te doen; de reis zelf is minder belangrijk.
4. Wat zou jij het MEEST verwachten als je op een educatieve reis gaat:
 - Meer te weten komen over hoe mensen in andere landen denken.
 - Meer te weten komen over hoe mensen in andere landen werken.
 - Leren problemen op te lossen als dingen anders zijn dan thuis.
 - Meer begrijpen over de wereld is handig als ik later een baan heb.
5. Welk soort dingen hoop je te leren tijdens jouw reis?
 - Praktische kennis en vaardigheden die je kunnen helpen in bepaalde beroepen of situaties later.
 - Dingen over jezelf ontdekken, zoals beter worden in communiceren met mensen van verschillende achtergronden en zelfverzekerder worden.
 - Meer te weten komen over de geschiedenis en cultuur van de plaats waar je naartoe gaat.

- Leren op een andere manier na te denken over een andere cultuur
- Anders, namelijk

In de volgende vragen gaat het over een educatieve reis naar Cyprus. Cyprus is een eiland onder Turkije, dus in de Middellandse Zee. Het eiland heeft een Turks deel en een Grieks deel. In de volgende vragen moet je je voorstellen, dat je met je klas een week naar Cyprus gaat. Wat zou je belangrijk vinden, wat wil je zien, etc.

6. Hoe belangrijk vind je het om tijdens je verblijf in Cyprus verschillende dingen over de cultuur te verkennen?
 - Heel belangrijk
 - Belangrijk
 - Neutraal
 - Niet zo belangrijk
 - Helemaal niet belangrijk
7. Welke 3 culturele aspecten zou jij het leukst vinden om mee te krijgen
 - Taal
 - Literatuur
 - Muziek
 - Eten
 - Traditionele kleding
 - Visuele kunst
 - Lokale festivals
 - Lokale spellen die mensen spelen
 - Welk aspect vind jij het ALLER-belangrijkst?
 - Taal
 - Literatuur
 - Muziek
 - Eten
 - Traditionele kleding
 - Visuele kunst
 - Lokale festivals
 - Lokale spellen die mensen spelen
8. Waarom vind je dat?
9. Welke 3 aspecten zou jij het leukst vinden om mee te krijgen in een ander land:
 - Hoe mensen communiceren
 - Hoe mensen denken (dus bijvoorbeeld, het geloof)
 - Hoe mensen met elkaar omgaan
 - Hoe mensen denken over tijd en hun tijd indelen
 - Hoe mensen omgaan met de ruimte om hen heen (hoe zorgen ze voor de ruimte)
 - Hoe mensen omgaan met hun emoties
 - Wetgeving (Wat juist en fout is in een ander land)
 - Of mensen in een land liever alleen dingen doen of liever samenwerken met anderen

- Normen & waarden (Mensen hun gedachten over wat te laten zien of te zeggen)
10. Welk aspect vind jij het ALLER-belangrijkst?
- Hoe mensen communiceren
 - Hoe mensen denken (dus bijvoorbeeld, het geloof)
 - Hoe mensen met elkaar omgaan
 - Hoe mensen denken over tijd en hun tijd indelen
 - Hoe mensen omgaan met de ruimte om hen heen (hoe zorgen ze voor de ruimte)
 - Hoe mensen omgaan met hun emoties
 - Wetgeving (Wat juist en fout is in een ander land)
 - Of mensen in een land liever alleen dingen doen of liever samenwerken met anderen
 - Normen & waarden (Mensen hun gedachten over wat te laten zien of te zeggen)
11. Waarom vind je dat?
12. Wat voor soort culturele elementen en ervaringen hoop je het MEEST te verkennen tijdens jouw reis?
- Materiële aspecten (dingen die je kan 'aanraken'), zoals traditionele gerechten, historische gebouwen en kunstwerken.
 - Niet-materiële aspecten (dingen die je niet kan 'aanraken'), zoals overtuigingen, waarden, normen, taal en sociale rollen.
 - Beide, omdat ik geloof dat zowel materiële als niet-materiële culturele elementen samen belangrijk zijn om een cultuur echt goed te begrijpen en te ervaren.
13. Hoe belangrijk vind je het om tijd door te brengen met mensen die daar wonen en te leren hoe zij leven in Cyprus?
- Het is super belangrijk voor mij, ik wil echt veel tijd doorbrengen met hen!
 - Het is belangrijk, maar er zijn ook andere dingen die ik graag wil ontdekken.
 - Het is niet zo belangrijk voor mij, ik ben meer geïnteresseerd in andere dingen.
14. Welke dingen van het omgaan met lokale mensen in Cyprus lijken je het belangrijkste?
- Het leren van nieuwe tradities en gebruiken.
 - Het ervaren van dagelijkse levensstijlen van de lokale bevolking.
 - Het opbouwen van vriendschappen met mensen in Cyprus.
 - Andere aspecten, namelijk:
15. Hoe belangrijk vind je het dat je zelf deelneemt aan de activiteiten of ervaringen? Of vind je het alleen zien genoeg?
- Heel belangrijk
 - Belangrijk
 - Neutraal
 - Niet zo belangrijk
 - Helemaal niet belangrijk

16. Welke van de volgende aspecten zou jij het leukste vinden om op Cyprus te zien of te leren?

Je mag er 5 kiezen.

- Traditionele kerken en kloosters
- Traditionele dorpen
- Archeologische plekken
- Culturele musea
- Lokale festivals en feesten (Waarbij traditionele rituelen een onderdeel zijn)
- Traditionele ambachten (Bijvoorbeeld pottenbakken, keramiek of manden weven)
- Bouwstijl (Architectuur) van verschillende culturen
- Traditionele dans en muziek
- Mythologische locaties (Plekken uit oude verhalen)
- Taal en dialecten
- Markten met ambachtelijke producten (Aardewerk, textiel, houdsnijwerk)
- Maritieme geschiedenis (Bijvoorbeeld een scheepvaartmuseum)
- Literatuur
- Voorstellingen in amfiteaters
- Lokale legendes en verhalen
- Culinaire tradities (traditionele gerechten)
- Traditionele plantentuinen (Kruidengeneeskunde van inheemse planten)
- Schapenherderscultuur
- Klederdracht
- Anders, namelijk

17. Welke van de hierboven genoemde culturele ervaringen spreekt jou het meest aan?

- Traditionele kerken en kloosters
- Traditionele dorpen
- Archeologische plekken
- Culturele musea
- Lokale festivals en feesten (Waarbij traditionele rituelen een onderdeel zijn)
- Traditionele ambachten (Bijvoorbeeld pottenbakken, keramiek of manden weven)
- Bouwstijl (Architectuur) van verschillende culturen
- Traditionele dans en muziek
- Mythologische locaties (Plekken uit oude verhalen)
- Taal en dialecten
- Markten met ambachtelijke producten (Aardewerk, textiel, houdsnijwerk)
- Maritieme geschiedenis (Bijvoorbeeld een scheepvaartmuseum)
- Literatuur
- Voorstellingen in amfiteaters
- Lokale legendes en verhalen
- Culinaire tradities (traditionele gerechten)
- Traditionele plantentuinen (Kruidengeneeskunde van inheemse planten)
- Schapenherderscultuur
- Klederdracht
- Anders, namelijk

18. Waarom spreekt jou deze het meeste aan?

19. Is er nog iets anders dat je zou willen delen over je verwachtingen om deel te nemen aan educatieve toerismeprogramma's in Cyprus?

Appendix 3: SPSS output hypotheses

Hypothesis 1:

Test Statistics	
Motivation	
Chi-Square	166,693 ^a
df	1
Asymp. Sig.	<,001

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 146,5.

Hypothesis 2:

Test Statistics	
13. Wat voor soort culturele elementen en ervaringen hoop je het MEEST te verkennen tijdens jouw reis?	
Chi-Square	64,143 ^a
df	2
Asymp. Sig.	<,001

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 97,7.

Hypothesis 3:

Test Statistics	
13. Wat voor soort culturele elementen en ervaringen hoop je het MEEEST te verkennen tijdens jouw reis?	
Chi-Square	64,143 ^a
df	2
Asymp. Sig.	<,001
a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 97,7.	

Hypothesis 4:

Test Statistics	
ImportanceParticipating	
Chi-Square	167,870 ^a
df	4
Asymp. Sig.	<,001
a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 58,6.	

Hypothesis 5:

Test Statistics	
ImportanceLocalEngagement	
Chi-Square	114,314 ^a
df	2
Asymp. Sig.	<,001
a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 97,7.	

Hypothesis 6:**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,146 ^a	,021	,018	1,126

a. Predictors: (Constant), ImportanceLocalEngagment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,042	1	8,042	6,346	,012 ^b
	Residual	368,770	291	1,267		
	Total	376,812	292			

a. Dependent Variable: ExpectionLearning

b. Predictors: (Constant), ImportanceLocalEngagment

Hypothesis 7:**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,155 ^a	,024	,021	,325

a. Predictors: (Constant), Age

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,754	1	,754	7,117	,008 ^b
	Residual	30,823	291	,106		
	Total	31,577	292			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Age

Hypothesis 8:**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,168 ^a	,028	,025	,878

a. Predictors: (Constant), Age

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,540	1	6,540	8,487	,004 ^b
	Residual	224,225	291	,771		
	Total	230,765	292			

a. Dependent Variable: ImportanceCulture

b. Predictors: (Constant), Age

Hypothesis 9:**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,026 ^a	,001	-,003	,890

a. Predictors: (Constant), Schoollevel

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,153	1	,153	,192	,661 ^b
	Residual	230,612	291	,792		
	Total	230,765	292			

a. Dependent Variable: ImportanceCulture

b. Predictors: (Constant), Schoollevel

Appendix 4 SPSS output other relationships:

Relationship age & expected learning outcome:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,147 ^a	,022	,018	1,126

a. Predictors: (Constant), Age

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,158	1	8,158	6,440	,012 ^b
	Residual	368,654	291	1,267		
	Total	376,812	292			

a. Dependent Variable: ExpectationLearning

b. Predictors: (Constant), Age

Relationship age & important non-material aspects:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,126 ^a	,016	,012	2,311

a. Predictors: (Constant), Age

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24,883	1	24,883	4,659	,032 ^b
	Residual	1554,175	291	5,341		
	Total	1579,058	292			

a. Dependent Variable: Welk aspect vind jij het ALLER-belangrijkst?

b. Predictors: (Constant), Age

Relationship age & importance hands-on activities

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,137 ^a	,019	,016	,934

a. Predictors: (Constant), Age

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,888	1	4,888	5,605	,019 ^b
	Residual	253,781	291	,872		
	Total	258,669	292			

a. Dependent Variable: ImportanceParticipating

b. Predictors: (Constant), Age

Relationship importance local engagement & expectation learning outcomes:**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,146 ^a	,021	,018	1,126

a. Predictors: (Constant), ImportanceLocalEngagment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,042	1	8,042	6,346	,012 ^b
	Residual	368,770	291	1,267		
	Total	376,812	292			

a. Dependent Variable: ExpectionLearning

b. Predictors: (Constant), ImportanceLocalEngagment

Relationship importance hands-on activities and expectations**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,139 ^a	,019	,016	,934

a. Predictors: (Constant), Expectation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,984	1	4,984	5,717	,017 ^b
	Residual	253,685	291	,872		
	Total	258,669	292			

a. Dependent Variable: ImportanceParticipating

b. Predictors: (Constant), Expectation

Relationship importance of culture & expectations of learning outcomes**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,133 ^a	,018	,014	,883

a. Predictors: (Constant), ExpectionLearning

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,075	1	4,075	5,231	,023 ^b
	Residual	226,690	291	,779		
	Total	230,765	292			

a. Dependent Variable: ImportanceCulture

b. Predictors: (Constant), ExpectionLearning

Relationship importance local engagement & importance non-material aspects

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,125 ^a	,016	,012	2,311

a. Predictors: (Constant), ImportanceLocalEngagment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24,539	1	24,539	4,594	,033 ^b
	Residual	1554,519	291	5,342		
	Total	1579,058	292			

a. Dependent Variable: Welk aspect vind jij het ALLER-belangrijkst?

b. Predictors: (Constant), ImportanceLocalEngagment

Relationship importance hands-on activities and non-material activities**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,131 ^a	,017	,014	2,309

a. Predictors: (Constant), 13.Wat voor soort culturele elementen en ervaringen hoop je het MEEEST te verkennen tijdens jouw reis?

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27,302	1	27,302	5,120	,024 ^b
	Residual	1551,756	291	5,332		
	Total	1579,058	292			

a. Dependent Variable: Welk aspect vind jij het ALLER-belangrijkst?

b. Predictors: (Constant), 13.Wat voor soort culturele elementen en ervaringen hoop je het MEEEST te verkennen tijdens jouw reis?

