
**EVALUATING THE ROLE OF EDU TOURISM IN ACHIEVING
SUSTAINABILITY
APPLIED ON MANSOURA UNIVERSITY**

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ABSTRACT

Edu Tourism is considered to be an important type of travel and tourism, as it's a vital component of any tourism experience, and in other times it's the main reason for travel; where the purpose is gaining education. Egypt as a tourism destination is considered one of the most important Edu tourism receiving markets, as it offers and presents a variety of governmental and private education opportunities through different organizations, which includes; universities, research centres, educational institutions, which reflects, covers, and attracts all scientific specialties, from different nationalities, ages, genders, specialties, and knowledge.

This study aims to identify Edu Tourism as an important type of tourism and a vital tool of achieving sustainability, referring to its importance and characteristics in the Egyptian destination, and how it can be promoted in a way that will achieve sustainable goals on the economic, social, cultural, and environmental areas. The study is applied on foreign students studying or have studied in the university of Mansoura through distributing a questionnaire on a random sample of 442 international students. The study resulted in some important conclusions, some of which: Mansoura university has a good reputation as an Edu Tourism destination for various international students. The main suggestions included: Conscious promotional efforts have to be undertaken to raise public awareness of available Edu Tourism opportunities.

KEYWORDS: Sustainability-Economic Sustainability-Cultural Sustainability – Social Sustainability- Edu Tourism.

INTRODUCTION

Edu Tourism is a type of travel for educational purposes whether directly or indirectly, it's a non-pollution activity, it doesn't cause any negative impacts on host communities, and therefore should be promoted as a sustainable type of tourism, whereas Egypt as a destination in general and Mansoura university in particular have a lot of advantages.

The problem of this study can be seen through the importance of sustainability and tourism, and how applying more sustainable tourism approaches should be promoted, in order to gain and sustain more positive economic, social, cultural and environmental benefits. In this study the main problem is answering the question of how to promote and develop Edu Tourism as a tool of sustainability in the tourism sector. As for the importance of the study it derives from the necessity to develop and market new tourism and travel trends that are sustainable, as they add economic, cultural, social, and environmental value, as well as positive impacts that will last long for present and future generations of both the tourists and host communities.

This study aims to achieve the following:

- 1- Specify the various benefits of Edu Tourism.
- 2- Acknowledge Egypt and Mansoura University as Edu Tourism markets.
- 3- Propose suggestions for promoting Egypt and Mansoura University as an Edu Tourism market.

The Hypothesis of this study can be shown: There is a positive correlation between developing Edu Tourism and achieving sustainable goals. This can be tested through:

H1: There are significant differences among the investigated respondents towards the economic impact of educational tourism refers to educational level at a significance level of 5%.

H2: There are significant differences among the investigated respondents towards the social and cultural impact of inbound educational tourism refers to educational level at a significance level of 5%.

H3: There is significant differences degree among the investigated respondents towards the travel learning experience at Mansoura University refers to educational level at a significance level of 5%.

This is a descriptive analytical study, that aims at identifying Edu Tourism as an effective tool for achieving sustainable benefits. This is a quantitative study built on a questionnaire form that was directed to a simple random sample of international students studying or have studied in Mansoura university. The questionnaire was divided into four parts, the first one was about the primary data regarding some demographic data, the second part was regarding the economic aspects of Edu Tourism, the third part was related to the socio-cultural benefits of Edu Tourism, while the fourth part was regarding the samples' perspectives and evaluation of the studying abroad experience at Mansoura university. Questionnaires were distributed among different nationalities, that the field study showed to include: Iraq, Libya, Jordan, Yemen, Oman, Palestine, Syria.

LITERATURE REVIEW

SUSTAINABILITY

Sustainability is considered a global approach, where all nations and countries all over the world aim to apply in every aspect of life. Sustainable Tourism; is tourism that takes full account of its current and future economic, social, and environmental impacts, as well as addressing the needs of visitors, the industry, the local environment including host communities (UNEP & UNWTO, 2005). According to the previous definition of sustainable tourism, it is noticed that it works on three main pillars in parallel; the economic pillar, the socio-cultural pillar, and the environmental pillar. (Ritchie et al, 2003). Sustainable tourism aims to achieve various benefits that ensures the satisfaction of both the current and future generations of both the supply and demand side, which means satisfying the needs, wants, desires of the tourists and the host communities actual and potential. These benefits may include the optimal use of environmental resources, help in conserving natural heritage, on the socio-cultural side the benefits include arising respect for authenticity of host communities, while conserving the built and living cultural heritage, traditions, and values. On the economic side sustainable tourism plays an important role in ensuring viable long term economic revenues, and therefore contributing to poverty alleviation. (UNEP & UNWTO, 2005) through providing stable employment and income earning opportunities.

EDU TOURISM AND SUSTAINABILITY

There are many types of tourism which promotes sustainability approaches, one of which can be considered is Edu Tourism. Edu Tourism or as known (Educational Tourism) can promote and enhance tourism sustainability through a variety of benefits, (Sharma, 2015., Akhmedova, 2016) as it helps in transforming young tourists into being future responsible tourists, who will respect and protect the environment whether the natural or manmade. (Hasanah and Ruhimat, 2018). Therefore, Edu tourism can be seen and taken into account as an effective mean to develop more sustainable tourism behaviour. (Hale, 2019). Tourists in educational tourism play an important role as being a two-way cultural information channel, between the country visited and the country of origin. (Popescu & Baltaretu, 2012).

Educational tourism is a type of niche tourism, related to cultural tourism and heritage tourism. (Kalinowski & Weiler, 1992., Wood, 2001., Ritchie,2003). Educational tourism could therefore be referred to as an approach for pursuing education, carrying out research activities, and knowledge acquisition. Educational tourism in definition is “travel for the

purpose of formal or informal education and lifelong learning in unique natural historical and multi-cultural environment". (GWA Training Brokers,2009., Rosnan & Abdullah, 2018)

In conclusion Edu tourism refers to any tourism program or product offering in which participants travel to a location with the primary purpose of engaging in a learning experience.

According to the former mentioned definition of Edu tourism, we can relate its roots to the early beginnings of travel and tourism, where the grand tour took place, the grand tour was initially undertaken by the British aristocratic rich youth, as part of their education during the 17th, 18th, and 19th century. (Haukeland et al, 2013). If we focus on the core of travel and the benefits related to it as an activity, we should come to the result that all travel is educational, as it broadens the mind with different, new, and various information and experiences. (Casella,1997., Steves,2009., LaTorre,2011).

TYPES AND MOTIVATIONS OF EDU TOURISM

Two main categories of Edu travel and tourism market are identified (Ritchie et al, 2003), the first one classifies those who travel to a destination with the primary objective isn't education or learning, therefore referring that education and learning is considered an important but indirect component of the overall experience. (Prakapiene & Olberkyte, 2013) The second category refers to those who travel for the main purpose of gaining knowledge and education as a primary objective and target. (Rezapouaghdam, Shahgerdi & Kahrizi, 2015., Dembovska, Silicka &Lubkina, 2016).

Educational Tourism comprises of a variety of activities which may include: international exchange student programs, staff exchange programs, educational tours, school trips, travel for short courses, language courses, scientific conferences, academic colloquiums, summer and winter schools in some countries...etc. (GWA Training Brokers Inc,2009). According to the various types of Edu tourism, the products offered through Edu tourism may include: (Ritchie, 2003., Haukeland et al, 2013)

- The various attractions and events which provide the venue for learning experiences.
- Resource specialists who are responsible for delivering the learning component.
- `Travel planners (organizations) who help plan and develop learning programs for travellers.

Those three items are considered the main elements and services of the supply dimension of Edu tourism represented in the destination, along with

the demand side reflected by the Edu tourists and travellers, where both can be recognized as the Edu market. (Maga & Nicolau, 2018)

The motivations of Edu Tourism:

There a lot of reasons and motivations for travelling as an Edu tourist, some of which may include: acquiring education experiences and certificates, search for new experiences, learn about other cultures, languages, heritage, gaining further expertise in an area of specialization, having a good opportunity to travel. (Juvan & Iesjak, 2011., Sanchez, Fernerino, and Zhang, 2006., Abubakr, Shneikat & Oday, 2014., Harazneh et al, 2018).

After identifying the different motivations of Edu Tourism, we should address the process by which an Edu Tourist selects an Edu destination.

A model showing the steps of an Edu tourist choosing an Edu destination:

Chen's Model of Edu Tourism:

A- The first stage (Predisposition stage): this is where the tourist decides whether to study abroad or locally, this stage is affected by three dimensions:

- Edu Tourist's characteristics (academic ability- social status- economic status- personal characteristics) (Yekinni & Raja, 2019)
- External push factors, which can be seen in the home country. (Mazzarol & Souter, 2002., Beeton, 2006., Mansfield, 2013)
- External pull factors, which can be seen in the host country. (Yekinni, 2015., Maggi & Padurean, 2009).

B- The second stage (Search stage): refers to choice of country, as in this stage the Edu tourist selects the country and institution to apply to. (Chen, 2007).

C- The third stage: The university choice, depending on a sum of factors that may include (country environment, institutional factors, city characteristics, cost, study fees, internationalization of the university...) (Becker & Kolster, 2012)

BENEFITS OF EDU TOURISM

Edu Tourism can help induce multiple benefits due to its characteristics, which include the length of stay, the amount of money paid, the services needed, and the cultural status of tourists...etc. (Yfantidou & Goulimaris, 2018). Educational tourism can take a variety of directions and serve a diversity of visitors interests such as satisfying curiosity about other people with their cultures, heritage, (Ingraham & Peterson, 2004., Rexeisen et al, 2008) historic places, natural environments, folklore, arts, languages...etc., throughout organized learning. (Kalnowski & Weiler, 1992., Stone & Petrick, 2013).

The benefits of Edu tourism can be classified into two major pillars, the economic dimension and the socio cultural dimension.

- The economic benefits include generating revenues, sustained economic growth, (Deardorff, 2009), operating accommodation services and facilities, (Meyer & Evans, 2007), transportation sector, food and beverage sector, as it benefits lodging, and bringing important revenues to remote places and areas, as well as generating various local incomes through taking local tourism trips. (Ritchie et al, 2003., Xplorero, Kommonen, Nori & Yuan, 2018).
- The socio-cultural benefits include gaining personal experiences, cross cultural interaction, fosters appropriate attitudes (Stone & Petrick, 2016) and behaviours towards local cultures and people, build strong and positive relations and communications between tourists and host communities (Mary, 2004), contribute to the conservation of local cultures, increase awareness, build positive image of a destination (Bachner & Zeuschel, 2009), change of world view perspective, build self-confidence, independency (Chieffo, 2007) global engagement, inter cultural development, learning new skills (Paige et al, 2009), languages, behaviours, attitudes, knowledge. (Glover, 2011)

Several studies stated the various benefits resulting from Edu tourism as follows, a study done by (Chieffo, 2007) showed that 85% of students learned new information about political, social issues, people, geography, history, and cultures of other countries in short term study abroad periods. (Miller Perrin and Thompson, 2010., Novelli and Burns, 2010). While another study compared students who studied abroad with students who didn't, and showed that there were noticeable differences seen in the area of gaining knowledge and experiences. (Ingraham and Peterson, 2004).

Another study showed that international Edu tourists seeking university education outside their countries of origin was 4.1 million in 2010, and reached about 7.1 million by the year 2020, thus creating a market value worth 342US \$billion, and creating jobs, economy revenues, tax revenues...in countries like United states, Canada, United Kingdom, Malaysia.

Edu Tourism represents 20% of the global tourism, and is expected to double its growth by 2020. (Ubbelohde, 2017)

EGYPT AS AN EDU TOURISM DESTINATION

Egypt is considered to be a main and important market for incoming tourism, as it holds and presents various attractions, representing different types of tourism such as cultural, historical, geological, religious, recreational, therapeutic, conference, sports, business, special interest, scientific, ...etc. and including Edu tourism.

International statistics related to Edu tourism show that Egypt is seen as one of the most important educational destinations of the whole world in general and the Arab world in specific.

In recent years Egypt has become an increasingly important and booming international education destination in the MENA region.

Over the past decade and half, the number of international degree seeking students in the country has nearly doubled, jumping from 27.158 students in 2003, to 51.162 in 2016.

Egypt is the third most popular destination country for international degree students within the Arab world, surpassed only by Saudi Arabia, and the UAE. (see figure 1)

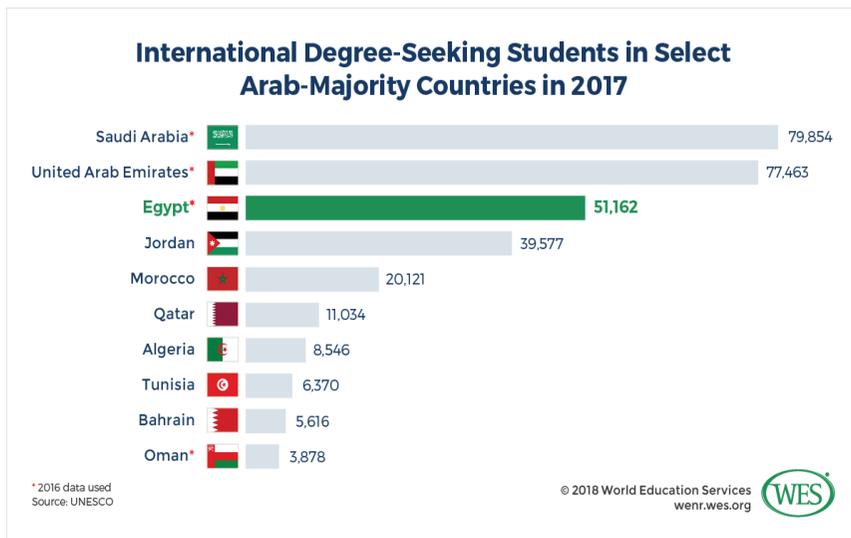


Figure 1:Source: World Education Services (2018)

Due to the importance and various benefits of Edu tourism, the Egyptian government is aiming at attracting Arab and African students to receive education in Egypt. They seek to establish Egypt as a centre for educational tourism in Africa and the Arab world. In order to achieve this goal many universities, governmental and private, research centres, and scientific institutions...etc., are established to promote educational tourism, with various educational programs covering all the needs of local, regional, and international educational market. (Gehan, 2019)

The international student body in Egypt is diverse, where most students come from southeast Asia, Arab countries, and Sub-Saharan African countries. Statistics show that 70% of foreign students in Egypt are males, and the vast majority of students study at public universities.

Factors that make Egypt favourable as an educational destination:

- Educational tourists prefer heading to countries with distinctive historical landmarks, and tourist attractions to feel involved and familiar with local people of those countries, which Egypt is known for.
- Egypt as an educational destination enjoys a unique geographical location, in addition to educational, cultural, civilizational potentials, each of which is considered a competitive advantage.
- Egypt as an educational destination is relatively low tuition and living expenses compared with other Arab countries.
- The Egyptian public higher education institutions freely admit non-citizens, while some Arab countries don't.
- Egypt as educational destination is enhanced by the relatively strong showing of its universities in international rankings.
- Egypt as an educational destination offers a lot of international partnership opportunities. (World education services, 2018)

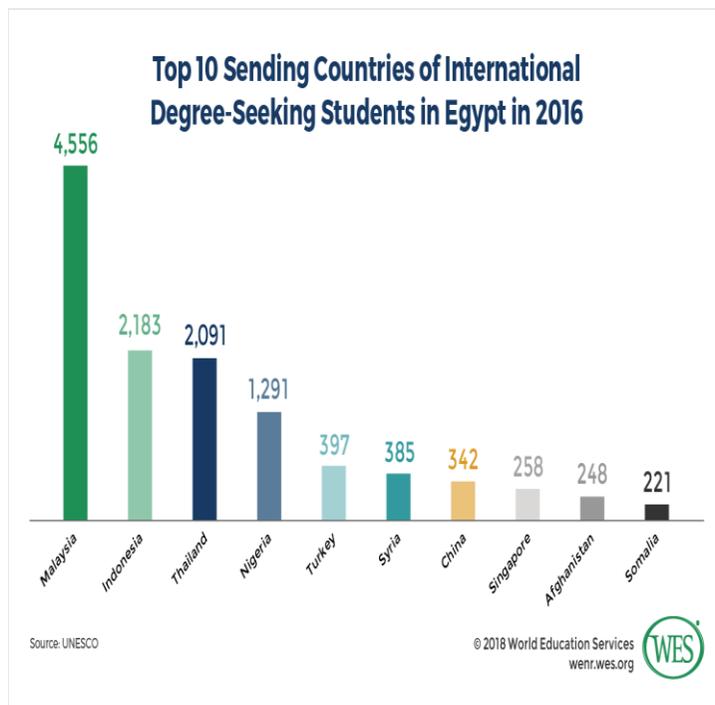


Figure:2 Source: World Education Services (2018)

Last statistics showed that nine Egyptian universities were included in the top 31 of the 2018 Times Higher Education ranking of universities in the Arab world compared with 5 Saudi Arabia universities, and 4 Emirati ones.

Egyptian universities represent 13 of the top 100 institutions, according to the 2018 QS world university ranking for the Arab region. Egypt over the past two decades has undertaken various steps and efforts to raise the quality standards, the services offered, as it presents 31 private universities, 26 public ones, offering higher education credentials including diplomas, higher diplomas, bachelor's degrees, post graduate diplomas, masters, and doctoral degrees. (Mohamed et al, 2019).

MANSOURA UNIVERSITY AS AN EDU TOURISM DESTINATION

Mansoura university welcomes new and regular international students, as it provides a majority of services to international students of all nationalities in both the undergraduate and the postgraduate stages, as well as researchers, with their family members, through various facilities and specialized centres, in addition to educational, research, and scientific programs. (see figure 2)

Mansoura university offers various educational programs through several faculties and study programs, to various international students from 27 countries including for example: Malaysia, Iraq, Libya, Yemen, Kuwait, Palestine, Syria, Sudan, Algeria, Lebanon, Jordan, United Arab Emirates, Saudi Arabia, Oman, Singapore, Indonesia, Bahrain (pgsr.mans.edu.eg, 2020)

Mansoura university established an international student club and administration to offer international students the needed support, and help them overcome administrative difficulties.

The international student club offers some services such as, the international nursery, medical care services, extraction and renewal of visas, accommodation, and any services or counselling that can facilitate and overcome any obstacles facing international students during their stay at the destination.

Advantages of Mansours university as an Edu Tourism destination: (pgsr.mans.edu.eg, 2020)

- Mansoura university classifications came as a new entitlement to culminate the efforts of the university, as it affiliates over the past years to raise the educational and research level to the top.
- The university continues development based on modern standards to develop the scientific and educational structure through international partnership with counterparts in the higher education and the business sector.
- Mansoura university is one of the five best universities in Egypt according to the QS evaluation in 2017. Mansoura university ranked fifth at the level of Egyptian universities according to the QS assessment, and fifth place regarding academic reputation, while first

place regarding faculty staff, and third place regarding paper per faculty, as well as fourth place regarding citation per paper.(pgsr.mans.edu.eg, 2019)

- Mansoura university stepped up 35 position in the US News of 2019. (Isa.mans.edu.eg, 2019)
- Mansoura university is ranked the first place in the Egyptian universities classification of the British World Times classification. (Isa.mans.edu.eg, 2019)
- Mansoura university is ranked amongst the first positions of Egyptian universities in the fields of medical sciences, engineering and technology, health and life science, according to the classification of Shanghai 2020. (Isa.mans.edu.eg, 2020)
- Mansoura university is ranked among the best 150 universities in the world according to the world university rankings for emerging universities in 2020 by the British Times Higher Education ranking. (Isa.mans.edu.eg, 2020)
- Mansoura university ranked 101 out of the best 150 universities around the world according to the Times classification, therefore advanced about 50 places compared to the last year 2019 where it ranked 151. (Isa.mans.edu.eg, 2019)

All of the above mentioned are reasons why international students prefer to choose to study in Mansoura university, the upcoming section is the field study that is aimed to achieve sustainability goals through Edu tourism in Mansoura university.

DATA ANALYSIS AND CODING

The Statistical Package for the Social Sciences (SPSS) version 22.0 for Windows was used to analyse the valid forms. Among its many modules for statistical data analysis, including descriptive statistics such as, frequency counts. The analysis included the following statistical methods: Alpha Cronbach's test: to know the reliability of the study tool. Descriptive analysis: Frequencies, percentages, means, standard deviations, and ranking on the basis of the most homogeneity values to describe the characteristics of the sample of the research. And the validity of hypotheses. It is used in the case of nonparametric tests and in the case of the ordinal data. Man-Whitney's test: to examine the differences among sample responses in two groups, one of the tests nonparametric. Kruskal-Wallis test: to examine the differences among sample responses in more than two groups, one of the tests nonparametric. The coefficient of determination (R Square). Studying relationships among research variables is important to identify the degree of effectiveness for each factor on the other factors.

And to identify the response to the study dimensions.

- Note that: the mean used in determining the response to the research dimensions is illustrated as follow:

Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
No.	1	2	3	4	5
Range	1- 1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5

Note that: the range of each level of agreement was calculated as follow:
 $5 - 1 / 5 = 0.80$

RESEARCH HYPOTHESES

The research aims to test the following hypotheses

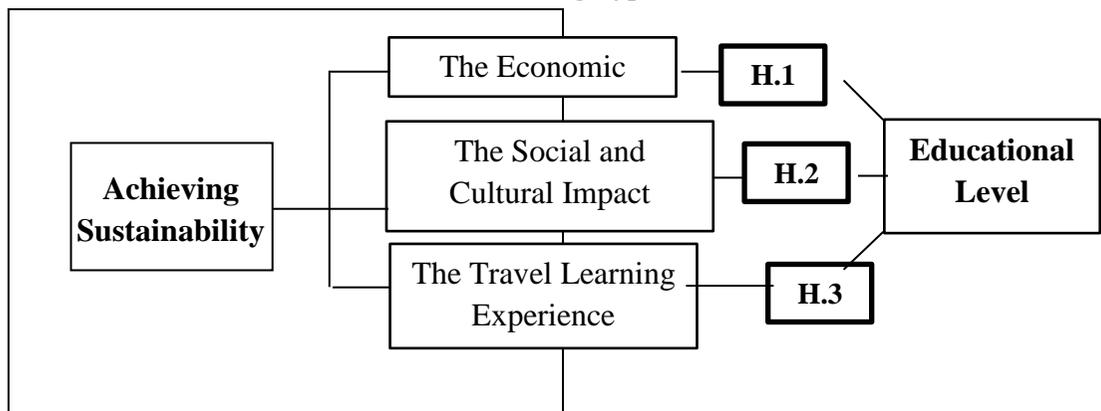


Figure 3: Frame of the Research

H1: There are significant differences among the investigated respondents towards the economic impact of educational tourism refers to educational level at a significance level of 5%.

H2: There are significant differences among the investigated respondents towards the social and cultural impact of inbound educational tourism refers to educational level at a significance level of 5%.

H3: There is significant differences degree among the investigated respondents towards the travel learning experience at Mansoura University refers to educational level at a significance level of 5%.

RELIABILITY ANALYSIS

For all scales, Cronbach's Alpha coefficient was calculated to determine the internal consistency of the scale. The computation of Alpha Cronbach's is 0.971 based on the number of items on the questionnaires. Reliability coefficient of 0.70 or higher is considered "Acceptable" in most social science research (Pallant, 2007). Thus, the Alpha Cronbach's reliability was computed and the co-efficiency calculated which indicated that the

instrument was reliable and still questionable for the respondents.

RESULTS AND DISCUSSIONS

The following part presents the response of the international students regarding the research dimensions. In the first part as seen in Table 1, there are the demographic data, from which we can describe the sample of the study, the second part as seen in table 2 represents the samples responses regards the economic dimension of Edu tourism in Mansoura university, the third part is seen in table 3 regarding the samples responses towards the socio-cultural dimensions of Edu tourism in Mansoura university, and the fourth part shown in table 4 represents the samples evaluation of the Edu tourism experience in Mansoura university.

FIRST: DEMOGRAPHIC DATA

Table 1: The Sample Distribution according to Demographic Data

Demographic Data	Attribute	Freq.	Percent (%)	R
1. AGE	Less than 20 years	16	3.6	3
	20- less than 35 years	287	64.9	1
	35- 50 years	139	31.4	2
Total		442	100.0	-
2. Gender	Male	420	95	1
	Female	22	5	2
Total		442	100.0	-
3. Educational Level	University graduate	77	17.4	3
	Diploma	8	1.8	4
	Masters	178	40.3	2
	PhD	179	40.5	1
Total		442	100.0	-
4. Marital Statue	Single	197	44.6	
	Married	245	55.4	
Total		442	100.0	-
5. The funding agency	Self-finance	323	73.1	1
	Governmental fund	98	22.2	2
	Private fund	21	4.8	3
Total		442	100.0	-
6. Job	None	168	38.0	2

	Governmental sector	197	44.6	1
	Private sector	45	10.2	3
	Private business	32	7.2	4
Total		442	100.0	-
7. Studying specialty	Medical sector	76	17.2	3
	Educational sector	47	10.6	4
	Engineering sector	20	4.5	5
	Agriculture sector	19	4.3	6
	Tourism and Hospitality sector	143	32.4	1
	Arts and Sports sector	8	1.8	7
	Legal and Law sector	129	29.2	2
Total		442	100.0	-
8. Length of stay during studying*	Less than 6 month	48	10.9	2
	Less than 1 year	29	6.6	3
	More than 1 year	365	82.6	1
Total		442	100.0	-

As seen from the previous table and regarding describing the sample of the study, it is shown that the majority of international students in Mansoura university represented in the sample are between the ages of 20-35. About 95% of the sample were males, as for the studying level, it is seen mostly in the masters and PhD degrees. Regarding their social status, more than half of the sample were married and having their own families. About 73% of the sample were financing their education travel by themselves, and about 22% were financed through their government. About half of the sample have governmental jobs, while about the other half don't work. Regarding the studying specialties, the rates were in favor for; first tourism and hospitality, second for law and legal studies, third for medical studies, and fourth for educational studies. The majority of the sample stated that they stayed for more than one year during their studying experience.

SECOND: THE DIMENSIONS OF RESEARCH

A: THE ECONOMIC IMPACT OF INBOUND EDUCATIONAL TOURISM

Table 2:

Statements	Mean	SD	Sig.	R	5-Point Likert Scale (%)				
					1	2	3	4	5
1. I've bought or rented an accommodation while being here for studying.	3.77	1.213	.000	6	12.4	2.0	6.8	53.6	25.1
2. I've used various transportation facilities while being here for studying.	3.82	1.230	.000	3	11.5	3.2	7.5	47.5	30.3
3. I've been to a lot of restaurants and cafés while being here for studying.	3.83	1.078	.000	2	3.8	11.8	9.5	47.3	27.6
4. I've taken several tourist trips while being here for studying.	3.81	1.106	.000	4	3.8	12.4	12.2	42.3	29.2
5. I've brought my family with me while being here for studying.	3.10	1.422	.001	10	14.0	30.3	11.3	20.4	24.0
6. I've attended several scientific conferences while being here for studying.	3.47	1.159	.000	8	5.7	19.2	16.3	40.5	18.3
7. I've bought all my necessities for living from the locals while being here for studying.	3.93	1.053	.000	1	1.8	11.5	13.8	38.0	34.8
8. I've bought gifts and souvenirs for family and friends while being here for studying.	3.74	1.149	.000	7	5.4	11.3	15.4	39.1	28.7
9. I've recommended Egypt and Mansoura university for friends and family to study.	3.43	1.332	.000	9	13.1	12.4	17.6	32.4	24.4
10. I've subscribed in local cellphone services and Internet networks while being here for studying.	3.79	1.222	.000	5	10.0	3.2	17.6	36.0	33.3
11. In my opinion studying fees is appropriate and acceptable.	2.86	1.497	.026	11	27.6	17.2	17.4	17.6	20.1
General Mean	3.59	0.88	-						

N.B: SD, "Standard Deviation", R, "Ranking", 5= "Strongly Agree", 4="Agree", 3="Neutral", 2="Disagree", 1="Strongly Disagree"

Regarding the above table about the economic benefits of Edu Tourism as stated from the random sample of international students in Mansoura university, showed that these benefits varied and included buying all necessities from locals and though refreshing the local economy, as well as eating in restaurants and cafes, therefore benefiting the food and beverage sector, using transportation and accommodation facilities is a common benefit, also the sample referred to using local services and facilities regarding communications was a must during their educational visit. The sample also mentioned taking various tourist trips during their stay for educational purposes, therefore promoting and benefiting other tourism types and tourism areas. All of the above mentioned benefits were agreed upon through the study of (Ritchie, 2003).**B: The Social and Cultural Impact of Inbound Educational Tourism**

Table 3:

Statements	Mean	SD	Sig,	R	5-Point Likert Scale (%)				
					1	2	3	4	5
1. Travelling for learning helped me gain skills.	3.75	1.047	.000	15	4.1	12.2	9.5	53.4	20.8
2. Travelling for learning helped me to learn and know different cultures.	4.06	.962	.000	2	2.9	3.6	14.7	41.6	37.1
3. Travelling for learning helped me know different tradition and habits.	4.10	.898	.000	1	2.0	3.6	12.7	45.7	36.0
4.Travelling for learning helped me make friendships.	4.01	1.005	.000	7	4.1	2.3	18.8	38.7	36.2
5.Travelling for learning helped me learn new languages.	3.39	1.223	.000	16	11.8	6.3	33.9	26.9	21.0
6. Travelling for learning helped me to be more independent and responsible.	4.01	1.071	.000	6	5.0	3.2	17.2	34.8	39.8
7.Travelling for learning helped me build positive attitudes towards the destination.	3.84	1.029	.000	13	4.8	3.8	21.9	41.4	28.1
8. Travelling for learning helped me exchange information and experiences.	3.90	.990	.000	11	4.5	2.0	20.8	43.7	29.0

9. Travelling for learning helped me feel belonging and proud of identity.	4.05	1.025	.000	5	5.0	2.7	12.2	43.0	37.1
10. Travelling for learning helped me respect the others.	3.99	1.043	.000	8	4.1	5.4	14.3	40.3	36.0
11. Travelling for learning helped me protect heritage and culture.	4.05	.968	.000	4	2.0	5.4	16.1	38.9	37.6
12. Travelling for learning helped me respect and value other cultures.	4.06	1.007	.000	3	3.6	3.6	15.4	38.2	39.1
13. Travelling for learning helped me gain cultural exchange.	3.95	.994	.000	9	2.7	3.6	24.9	33.7	35.1
14. Travelling for learning helped me to help in environment conservation.	3.93	1.156	.000	10	4.8	8.6	16.3	29.9	40.5
15. Travelling for learning helped me participate in, acknowledge, involve, and address global issues.	3.75	1.137	.000	14	6.6	6.8	20.6	37.6	28.5
16. Travelling for learning helped me obtain desired knowledge.	3.89	.898	.000	12	1.8	3.6	24.4	43.7	26.5
General Mean	3.91	0.79	-						

N.B: SD, "Standard Deviation", R, "Ranking", 5= "Strongly Agree", 4="Agree", 3="Neutral", 2="Disagree", 1="Strongly Disagree"

Regarding the previous table, it can be noticed that the most important socio-cultural benefits of Edu Tourism from the point of view of respondents were: Learning and knowing different and new cultures, traditions, habits, respect the others, value and protect various cultures and heritage, improving and gaining skills, languages, knowledge, awareness, and being responsible and independent.

These benefits shown by the responses of the random sample of the study were agreed upon through the study of (Juvan & Lesjak, 2011).

C: Assessment of the Travel Learning Experience at Mansoura University

Table 4:

Statements	Mean	SD	Sig.	R	5-Point Likert Scale (%)				
					1	2	3	4	5
1. I enjoyed the travel for studying experience.	3.69	1.215	.000	10	10.4	6.8	11.5	46.4	24.9
2. I benefited from travelling to study on both the personal and scientific sides.	3.90	1.025	.000	3	5.4	2.7	17.2	45.7	29.0
3. I achieved the desired goals from travelling to study.	3.98	1.061	.000	1	5.4	2.0	18.6	37.1	36.9
4. I found the courses keeping pace with the requirements of the times.	3.53	1.174	.000	15	7.5	11.5	23.8	34.8	22.4
5. I found that the quality of the studying experience is equivalent to the money paid.	3.03	1.439	.003	17	23.8	12.2	19.7	26.0	18.3
6. I found the teaching staff well experienced in their specialization.	3.89	1.154	.000	4	7.5	2.9	19.0	34.4	36.2
7. I found all the studying specialties available.	3.84	1.036	.000	5	4.5	5.7	18.6	43.7	27.6
8. I was very welcomed and felt the hospitality of the locals and the university members.	3.79	1.194	.000	8	7.2	7.7	17.2	34.4	33.5
9. I found all the facilities and equipment needed for the studying process available	3.60	1.101	.000	13	5.7	9.3	26.7	36.2	22.2
10. The university offers a variety of services and	3.58	1.227	.000	14	10.6	5.7	24.2	34.2	25.3

facilities to international students.									
11.The administrative body deals well with international students.	3.68	1.205	.000	11	8.8	10.2	10.2	45.9	24.9
12.I advise others to pursue their studying in Mansoura university.	3.61	1.353	.000	12	14.0	7.9	10.9	37.8	29.4
13. The quality of the experience of studying in Mansoura university is high.	3.75	1.185	.000	9	9.3	4.8	16.1	41.9	28.1
14. I gained so much knowledge from my studying abroad experience.	3.98	1.069	.000	2	5.4	4.1	13.3	41.6	35.5
15. I wish to continue studying in Mansoura university.	3.81	1.277	.000	6	10.4	5.0	14.9	32.1	37.6
16.I gained and earned a lot of benefits from the studying abroad experience.	3.80	1.001	.000	7	4.8	4.8	19.5	48.2	22.9
17. I faced some obstacles while studying abroad in Mansoura University.	3.29	1.196	.000	16	8.4	20.6	20.4	35.3	15.4
General Mean	3.69	0.92	-						

N.B: SD, "Standard Deviation", R, "Ranking", 5= "Strongly Agree", 4="Agree", 3="Neutral", 2="Disagree", 1="Strongly Disagree"

The above mentioned table shows the main outcomes and overall evaluation of the studying in Mansoura university, from the perspectives of the international students, these included: gaining the desired knowledge, valuing the staff members and the administrative bodies in Mansoura university, reaching the objectives needed, having international experience, recommending Mansoura university for others as an Edu tourism destination. The results of this table can assure the advantages of Mansoura University as an Edu Tourism destination, as the responses of the random sample of the study confirmed as a fact that the positives of studying in Mansoura university overwhelmed the negatives.

TESTING RESEARCH HYPOTHESES

H1: There are significant differences among the investigated respondents towards the economic impact of educational tourism refers to educational level at a significance level of 5%.

H2: There are significant differences among the investigated respondents towards the social and cultural impact of inbound educational tourism refers to educational level at a significance level of 5%.

H3: There is significant differences degree among the investigated respondents towards the travel learning experience at Mansoura University refers to educational level at a significance level of 5%.

TESTING RESEARCH HYPOTHESES

DIFFERENCES AMONG RESEARCH VARIABLES

To test the differences among research variables Mann-Whitney and Kruskal-Wallis tests were used to examine the differences among respondents with regard to the other variables. Mann-Whitney test was used to compare just two groups, while Kruskal-Wallis test was used to compare three or more groups. The two tests were used at a significance level of 5%.

H1: There are significant differences among the investigated respondents towards the economic impact of educational tourism refers to educational level at a significance level of 5%.

Kruskal-Wallis test was used to examine the differences among respondents' awareness and interest in career development management refers to job title.

Table 5: Differences among respondents toward the economic impact of educational tourism refers to educational level

Variables	Categories	Ranks		Test Statistics		
		N	Mean Rank	(x2)	p.value	Sig
Educationa l Level	College degree	77	177.49	17.38	.001	H.S
	diploma	8	119.00			
	Master	178	232.93			
	Ph.D.	179	233.65			
	Special Programs	-				

Significant at $P \leq 0.05$ N. S= Non Significant H. S= High Significant
 To determine sources of differences, the researcher conducted Mann-Whitney test for each two groups as shown in Table 6.

Table 6: Sources of differences among the investigated respondents towards the economic impact of educational tourism refers to educational level.

Demographic Data	Categories	Ranks		Test Statistics		
		N	Mean Rank	(z)	p.value	Sig.
Educational Level	College degree diploma	77 8	44.32 30.25	1.546 -	.122	N.S
	College degree	77	103.38	3.513	.000	H.S
	Master	178	138.65	-		
	College degree	77	107.79	2.941	.003	H.S
	Ph.D.	179	137.41	-		
	College degree	77	39.00	-	-	-
	Special Programs diploma	8	42.75	2.732	.006	H.S
	Master	178	95.78	-		
	diploma	8	55.00	2.089	.037	H.S
	Ph.D.	179	95.74	-		
	diploma	8	4.50	-	-	-
	Special Programs	0	.00			
	Master	178	177.50	-.275	.783	N.S
	Ph.D.	179	180.49			
	Master	178	89.50	-	-	-
	Special Programs	0	.00			
	Ph.D.	179	90.00	-	-	-
	Special Programs	0	.00			

Significant at $P \leq 0.05$ N.S= Non Significant H.S= High Significant χ^2 =Chi-Square

H2: There are significant differences among the investigated respondents towards the social and cultural impact of inbound educational tourism refers to educational level at a significance level of 5%.

Kruskal-Wallis test was used to examine the differences among respondents' awareness and interest in career development management refers to job title.

Table 7: Differences among respondents toward the social and cultural impact of inbound educational tourism refers to educational level.

Variables	Categories	Ranks		Test Statistics		
		N	Mean Rank	(x2)	p.value	Sig
Educational Level	College degree	77	222.77	5.884	.117	N.S
	diploma	8	250.50			
	Master	178	236.38			
	Ph.D.	179	204.86			
	Special Programs	-	-			

Significant at $P \leq 0.05$ N. S= Non Significant H. S= High Significant

H3: There is significant differences degree among the investigated respondents towards the travel learning experience at Mansoura University refers to educational level at a significance level of 5%.

Kruskal-Wallis test was used to examine the differences among respondents' awareness and interest in career development management refers to job title.

Table 8: Differences among respondents toward the travel learning experience at Mansoura University refers to educational level.

Variables	Categories	Ranks		Test Statistics		
		N	Mean Rank	(x2)	p.value	Sig
Educational Level	College degree	77	244.03	25.96	.000	H.S
	diploma	8	106.00			
	Master	178	247.08			
	Ph.D.	179	191.53			
	Special Programs	-	-			

Significant at $P \leq 0.05$ N. S= Non Significant H. S= High Significant

To determine sources of differences, the researcher conducted Mann-Whitney test for each two groups as shown in Table 9.

Table 9: Sources of differences among the investigated respondents towards the travel learning experience at Mansoura University refers to educational level.

Demographic Data	Categories	Ranks		Test Statistics		
		N	Mean Rank	(z)	p.value	Sig.
Educational Level	College degree	77	45.39	2.777-	.005	H.S
	diploma	8	20.00			
	College degree	77	125.94	-.294-	.769	N.S
	Master	178	128.89			
	College degree	77	150.70	3.151-	.002	H.S
	Ph.D.	179	118.95			
	College degree	77	39.00	-	-	-
	Special Programs	0	.00			
	diploma	8	33.50	3.230-	.001	H.S
	Master	178	96.20			
	diploma	8	61.50	1.739-	.082	N.S
	Ph.D.	179	95.45			
	diploma	8	4.50	-	-	-
	Special Programs	0	0			
	Master	178	200.99	4.018-	.000	H.S
	Ph.D.	179	157.13			
	Master	178	89.50	-	-	-
Special Programs	0	.00				
Ph.D.	179	90.00	-	-	-	
Special Programs	0	.00				

Significant at $P \leq 0.05$ N.S= Non Significant H.S= High Significant χ^2 =Chi-Square

The main results show that Mansoura university is a well-known Edu Tourism Destination, it has a lot of advantages as it offers a good educational experience for international students through various programs, services, facilities. The various benefits resulting from Edu Tourism in Mansoura university on the economic, social, cultural and environmental aspects can be used to achieve more sustainable tourism with more goals on various levels and dimensions.

Therefore, Mansoura University can promote Edu Tourism as a tool to obtain sustainability.

Recommendations: some recommendations were suggested to improve and enhance Edu Tourism in Mansoura university Specifically and in Egypt in General:

- Conscious promotional efforts have to be undertaken to raise public awareness of available Edu Tourism opportunities.
- Universities will have to collaborate with tourism stakeholders to design and create Edu tourism programs.
- The government should provide the infrastructure and super structure needed to facilitate the operation of Edu tourism.
- Stakeholders in the tourism field should offer appropriate tourism services and facilities such as lodging, transportation, tourism attractions...to Edu Tourists.
- Universities have the responsibility of providing facilities, equipment, and expertise of high quality, besides the necessary academic environment.
- Other suggestions might include the interaction and integration of the role of the Ministry of Tourism, Travel agencies, and the universities, in order to develop a complete Edu Tourism and travel experience well planned and organized.

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