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A STUDY ON THE VIEWS OF STUDENTS OF THE TOURISM GUIDANCE DEPARTMENT

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EXTENSIVE SUMMARY

Tourist guides share their knowledge of different branches such as mythology, history of religions, archeology, art history and iconography with tourists by introducing a country or a region to them in the most correct and objective way (Sezen Doğancılı, 2018, p. 18). In this scope, tourist guides play a mediating role in individuals' bonding by emphasizing the significance of the areas, providing an advantage for promotional activities and shedding light on the past, present and future of the society as the window of the region or the country opening outwards.

For specifying the rules and frameworks with respect to the guiding profession, the Tourist Guiding Professional Regulations were as published in the Official Gazette on 26.12.2014 and entered into force. These regulations include certain competency clauses under the title of the authority to open and select the Tourist Guiding Certificate Program. Additionally, it is observed that the exams in the certificate program are classified as general culture, oral foreign language, written foreign language and interview in these regulations. The practical trip which must be attended by those who have been successful in the exams by receiving minimum 75 out of 100 and in the interview by majority of votes is also evaluated within the scope of these regulations.

In Turkey, tourism education started to be given in universities in 1970. After 1990, it came into operation as a department in universities. It was opened as the department of guiding and animation services, and qualified personnel began to be trained. Tourist guiding training courses opened under the name of the Ministry of Culture and Tourism were transformed into departments in universities as tourist guiding education in the second half of 1990 (Ahipaşaoğlu, 2001, p.28).

According to the data of SSPC (Student Selection and Placement Center) 2018, there are 30 universities providing tourist guiding education at the level of bachelor's degree in Turkey. While 5 of them refer to it as the Department of Travel Management and Tourist Guiding, the rest of the universities name it as Tourist Guiding. These departments are spread over many regions in our country.

When we look at the universities which have the department of tourist guiding, it can be said that German and Russian languages are offered as the second foreign language. Japanese, Ottoman and Dutch appear as the least preferred languages. When it comes to semesters of the education, it is seen that Balıkesir University, Anadolu University, Sinop University and Afyon Kocatepe University give compulsory second foreign language education as of the first semester.

Within the scope of the research, the interview method was employed by asking open ended questions to the students who were studying in the Department of Tourist Guiding in Sinop University, which provides education

at the level of bachelor's degree. This method was used with the assumption that the viewpoints would be reflected more objectively. To save time and provide accessibility, the students were selected from the Department of Tourist Guiding of Sinop University as the sample. In this department, 254 students who were actively involved in the 2018-2019 academic year were accessed, and 140 students who wanted to participate in the study were interviewed.

According to the results of the interviews, it is seen that the students of the Department of Tourist Guiding are mostly within the 17-25 age range. 57.35% of these students were female and 42.65% were male. When the income levels of these students are viewed, it is possible to express that the incomes of female students are between 0-500 TL and the incomes of male students are between 501-1000 TL. Besides, it was also examined whether students had prior knowledge about the department of tourist guiding, and it is seen that 1st grade students mostly had knowledge about it, however, approximately half of 3rd grade students did not have any knowledge about the department. In addition, it is seen that the students of the Department of Tourist Guiding preferred the department because of their scores. This is also followed by the factors such as loving traveling, the efficiency of a foreign language and the status of the salaries that will be received in work life.

In the profession of tourist guiding, the elements motivating students to learn rarely known languages were also reviewed, and the factors such as the financial advantages and privileges in graduate studies were addressed. Furthermore, 89 individuals responded to the question "Should the preparatory class be added?", suggesting that the preparatory class should be included in the scope of the Department of Tourist Guiding.

In students' views, 102 individuals adopted positive attitudes towards the practical teaching of the courses regarding the practical consolidation of the lessons in museums, archaeological areas and protected sites. They expressed that the lessons could be better comprehended with practical support. Moreover, in the question where the incomes related to the guiding profession were assessed, 86 people stated that they considered the incomes of the guides sufficient, however, 21 individuals found them insufficient. Besides, it is emphasized that the incomes can be improved in line with students' personal skills and efforts.

It is seen that the biggest concern of the students studying tourist guiding about the profession is their concern about finding a job. This is followed by the fear of being incompetent in the foreign language, however, there are also students concerned at a high level because the profession of tourist guiding is seasonal. Additionally, students find the activities within the school adequate to communicate. The practical trip, which is a prerequisite for the execution of the tourist guiding profession, was considered expensive by the students studying tourist guiding, and it was recommended to be supported by various institutions and organizations.