Determining the Environmental Attitudes of Tourist Guide Candidates[1]

Turist Rehberi Adaylarının Çevresel Tutumlarının Belirlenmesi

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ABSTRACT

The aim of this study to determine the environmental attitudes of tourist guide candidates. When the literature on this subject is examined, no study has been found on the environment and environmental attitudes of tourist guides and guide candidates. Therefore, with this paper, it is aimed to fill this gap in the literature. The research was designed in the quantitative method. The universe of the research was determined as the students who received education in the top 10 State Universities in Turkey in the 2021-2022 academic year. Data were collected online by the researcher between 01 December 2021 and 03 January 2022. Quota and convenience sampling method was used in the research. A total of 422 questionnaires were collected and used as data in practice. The t-Test was conducted to determine whether there is a significant difference between the "environmental attitudes" and "gender" of the tourist guide candidates. It can be said that "male" tourist guide candidates have negative environmental thoughts. ANOVA test was conducted to see if there is a significant difference between the "environmental attitudes" and "age" of tourist guidance students. According to the ANOVA test, significant differences were determined in the dimensions of "Environmental Behavior", "Environmental Thinking" and "Environmental Emotion".

Keywords: Tourist Guidance, Tourist Guide Candidates, Environmental Attitude, Turkey.

ÖZ

Bu çalışmanın amacı turist rehberi adaylarının çevresel tutumlarını belirlemektir. Bu konudaki literatür incelendiğinde turist rehberleri ve rehber adaylarının çevre ve çevre tutumları ile ilgili herhangi bir çalışmaya rastlanmamıştır. Dolayısıyla, bu çalışma ile literatürdeki bu boşluğun doldurulması amaçlanmaktadır. Araştırma nicel yöntemde tasarlanmıştır. Araştırmanın evreni, 2021-2022 Eğitim-Öğretim yılında Türkiye'nin başarı sıralamasında ilk ona giren Devlet Üniversitesinde öğrenim gören öğrenciler olarak belirlenmiştir. Veriler 01 Aralık 2021 – 03 Ocak 2022 tarihleri arasında araştırmacı tarafından çevrimiçi olarak toplanmıştır. Araştırmada kota ve kolayda örnekleme yöntemi kullanılmıştır. Toplam 422 anket toplanmış ve uygulamada veri olarak kullanılmıştır. Turist rehberi adaylarının "çevresel tutumları" ile "cinsiyetleri" arasında anlamlı bir fark olup olmadığını belirlemek için t-Testi yapılmıştır. "Erkek" turist rehberi adaylarının olumsuz çevre düşüncelerine sahip oldukları söylenebilir. Turist rehberliği öğrencilerinin "çevresel tutumları" ile "yaşları" arasında anlamlı bir fark olup olmadığını görmek için ANOVA testi yapılmıştır. ANOVA testine göre "Çevresel Davranış", "Çevresel Düşünce" ve "Çevresel Duygu" boyutlarında anlamlı farklılıklar saptanmıştır.

Anahtar Kelimeler: Turist Rehberliği, Turist Rehberi Adayları, Çevreci Tutum, Türkiye.

1. Introduction

Tourist guides constitute the most important human resource with the knowledge and equipment of the sector within the tourism sector. Tourists get to know different countries they do not know, under the leadership of tourist guides, from the perspectives of tourist guides. Tourists need help in every aspect to experience these different regions they want to explore. The people who will fulfill this duty properly are the tourist guides of that country. It is also stated that one of the most effective factors in the happy departure of the guests from the tours is the knowledge, skills, attitudes towards the environment and environmentalist approaches of the trained tourist guides (Çetin & Kızılırmak, 2012, s.308). The attitudes and behaviors of tourist guide candidates towards the environment are very important for conscious tourist guides. From this perspective, conscious tourism encourages interactions between the tourism industry, tourist guides and the environment. It is thought that the findings obtained as a result of the research will have positive reflections on the institutions that provide tourism guidance education, tour operators, travel agencies and professional tourist guides, and managers about the environmental attitudes and behaviors of tourist guide candidates, and it is recommended to use by combining this information with effective strategies and quality services.

2. Literature Review

According to Çalışkan (2002), environmentalist attitude is a way of taking constructive initiatives towards environmental problems. According to Alnıaçık (2010), it is the scope of protection of animal and plant species, historical and cultural areas. According to Schultz et all (2004, s.31), environmental attitude is the individual's beliefs about environmental problems and activities, and it is the accumulation of the effects and behavioral intentions of these beliefs. In this context, even if the attitude does not give definite results from the behavior of the people, it gives an idea about why the person does that behavior (Kağıtçıbaşı, 2010, s.109).

According to Tabak (2017, s.48), the dimensions constituting an environmentally friendly attitude are divided into four: (1) the seriously of being environmentally friendly, (2) the importance of being environmentally friendly, (3) the difficulty of being environmentally friendly and (4) the responsibility levels of businesses.

Although attitudes are indirectly observable, they can be evaluated as a tendency unique to that individual by inferring from the observable behaviors of the individual. Moreover, attitudes can be expressed as the individual's reaction to his preferences in line with his beliefs (Aydın, 2020, s.66-68). According to Yaşaroğlu & Akdağ (2013, s.255), it indicates that environmental education should be given at a very early age in order to have positive attitudes and behaviors towards the environment. Attitude components are divided into three as cognitive, emotional and behavioral components (Baloğlu, 1998, s.211).

The cognitive component includes the individual's unique knowledge and beliefs about an object or situation (Baloğlu, 1998, s.211). With the change of thoughts, beliefs or information, which are the factors that make up the cognitive component, the cognitive component of the individual will also change, which may eventually lead to a change in attitude (Odabaşı & Barış 2016). If individuals' beliefs about the product, situation or environment change, their attitudes and as a result, their behaviors may change.

It includes the individual's reactions to the event or situation in line with his personal feelings. This component is about the values that the individual has. The individual evaluates as having positive or negative feelings towards an object or situation (Aydın, 2020, s.68). Odabaşı & Barış (2016) point out that the emotional component focuses on the emotional reactions that the individual develops in line with their emotions and the values they have.

The behavioral component covers the behavior that the individual performs or thinks to do towards a certain situation, object or place (Aydın, 2020, s.68). Pickton & Broderick (2005) confuse that the behavioral component is related to the individual's taking action depending on the cognitive and emotional component. In other words, it is the tendency of an attitude to turn into a behavior. An individual's attitude can turn into behavior if it is affected by one or both of the cognitive and/or emotional components.

In their study, Odabaşı & Barış (2002) emphasized that the attitudes of individuals, family structures, personalities, lifestyles, values, what kind of cultures they want to learn will be effective in their decisions about purchasing and consumption processes. Therefore, purchasing and consumption will be possible in line with environmental responsibility awareness.

In the study conducted by Kutay (2019) to determine the attitudes of high school students towards the environment, it was determined that the attitudes of the students towards the environment had a statistically significant difference.

According to the results of the study conducted by Asaroğlu (2020) in order to determine the knowledge and attitudes of high school students towards the environment. It has been determined that there are significant differences in the environmental attitudes of the students according to their characteristics such as class, gender and age. At the level of environmental attitude, it was determined that female students had higher attitudes than male students. In terms of age, it has been determined that 14-year-old students have a more positive attitude towards the environment compared to 16- and 17-year-old students. However, it was determined that there was a positive but low level relationship between the cognitive and behavioral sub-dimensions of the environmental attitude scale.

In a study conducted in China by Zhang et all (2014, s.133), they found that the attitude towards the environment is effective on destination belonging. In the study, it was conducted that the awareness of the tourists towards environmental protection increased with the awareness of the environment and the potential of exhibiting environmental

protection behavior in individuals. However, it has been determined that among the factors that are effective in the formation of environmental behaviors, there are gender, age, education, religion, socio-economic status and values.

In his research, Şama (2003) tried to determine the attitudes of teacher candidates towards the environment. The study was conducted for the first and last year students of Gazi Education Faculty. In a study conducted with 442 pre-service teachers in total, it was determined that female pre-service teachers were more positive than male pre-service teachers in their attitude towards the environment.

Bayrak (2019) carried out a study within the scope of determining the environmental attitudes and behaviors of pre-service science and biology teachers. This study was carried out by applying a questionnaire to 60 pre-service science teachers and 60 pre-service biology teachers studying at Gazi University. As a result of the study, differences in the branch, gender, place of residence and education level of the teacher candidates were revealed. In terms of monthly economic income of the group participating in the research, the income level is close and there is no difference in their attitudes towards their environment.

Işıldar (2008) conducted a study on the evaluation of the effects of environmental education on environmental approaches and behaviors in the dimension of vocational schools. As a result of the study, it was stated that gender was not an effective variable on environmental approaches. There was no significant difference in environmental approaches during the education period and there was only a positive benefit in environmentalist behaviors after graduation.

3. Research Method

This paper aims to determine the environmental attitudes based of tourist guide candidates who are attending tourist guiding programs in Turkey. A questionnaire was developed and a survey was conducted benefiting from quota sampling and convience sampling method.

3.1. Research Hypothesis

H1: There is a significant difference between the demographic characteristics of tourist guide candidates and their environmental attitudes.
H1a: There is a significant difference between the "gender" and "environmental attitudes" of the tourist guide candidates.
H1b: There is a significant difference between the "age" and "environmental attitudes" of the tourist guide candidates.
H1c: There is a significant difference between the "class of education" and "environmental attitudes" of the tourist guide candidates.
H1d There is a significant difference between the "monthly income" and "environmental attitudes" of the tourist guide candidates.

H₁ₑ: There is a significant difference between the "desire to do the job after graduation" and "environmental attitudes" of the tourist guide candidates.

3.2. The Population and the Sample of the Research

The universe of the research is the students of the Department of Tourism/Tourist Guidance at State Universities who carry out Undergraduate Level Tourism/Tourist Guiding Education in Turkey in 2021 and 2022 and are in the top ten according to their success rankings. The questionnaire form was forwarded to the relevant departments of the universities via the internet and delivered to the students. The Universities in question are (1) Akdeniz University, (2) Anadolu University, (3) Ege University, (4) İzmir Katip Çelebi University, (5) Aydın Adnan Menderes University, (6) Pamukkale University, (7) Balıkesir University, (8) Mersin University, (9) Bolu Abant İzzet Baysal University and (10) Samsun Ondokuz Mayıs University. The questionnaires were collected online by the researcher between 01 December 2021 and 03 January 2022. In the research, quota and convenience sampling method was used. A total of 422 questionnaires were collected and used.

3.3. Data Collecting Methodology

In this study, questionnaire (environmental attitude scale) was developed by the researcher based on Uzun & Sağlam (2006) and Bayrak (2019) studies. The questionnaire consisted of totally 15 questions to gather respondents' demographic characteristics such as gender, age, income level and number of class and to rate 40 environmental attitude for the students on a five-point Likert scale (1 = I stongly disagree, and 5 = definetely agree). The questionnaire was applied to students by the researcher between 16 November 2021 and 03 January 2022 via internet. A pilot test was carried with 105 turist guide candidates via internet to make certain the reliability of the scales. The Cronbach's Alpha coefficient of the Environmental Attitude Scale was determined as ,888.

In current study, 422 questionnaires were collected back and 422 questionnaires were considered valid and used in the necessary analysis. In the study, the standard deviation of the mean and descriptive statistics were used for the analysis of the data. In addition, t-test, ANOVA and factor analysis were also utilized. Factor analysis was performed for the construct validity of the Environmental Attitude Scale. It was determined that the KMO sample adequacy of the "Environmental Attitude" scale was 50%. Bartlett's Test of Sphericity 185,007. It was determined that the degree of freedom was 3 and the level of significance was ,000. According to Field (2000), 0.50 should be the lower limit for the KMO test. Environmental Attitude Scale consists of 40 items and three sub-dimensions. Environmental Attitude Scale explains 53,289% of the total variance. Dimensions of the scale; (1) environmental behavior, (2) environmental thinking and (3) environmental emotion

4. Findings

4.1. Demographic Characteristics of Tourist Guide Candidates

The demographic characteristics of the tourist guide candidates participating in the research are given in Table 1. 53.1% of the tourist guide candidates were women and 46.9% were men. When the students are evaluated in terms of their age, it is seen that 42.4% of them are in the "18-20" age range, 30.8% are in the "21-23" age range and 26.8% are in the "24 and over" age range. When the monthly income distribution of the participants is analyzed, it is seen that 13% of them are "0-500TL", 14% are "501-1000TL", 19.4% are "1001-1500TL" and 53.6% are "1501TL and above".

When the ratios regarding which class the tourist guide candidates study are examined, it has been found that first classes have 35.8%, second classes 21.1%, third classes 25.1% and fourth classes 18%. However, 84.1% of the tourist guide candidates participating in the research chose the department willingly. While the rate of tourist guide candidates who want to guide after graduating from the department is 82.2%, the rate of candidates who do not want to guide was 17.8%.

Table 1. Demografic Characteristic of Participants

	F	%		F	%
Sex			**Age**		
Female	224	53,1	18-20	179	42,4
Male	198	46,9	21-23	130	30,8
Total	**422**	**100**	24 +	113	26,8
			Total	**422**	**100**
Class					
1. Class	151	35,8	**Status of doing the guidance profession after graduation**		
2. Class	89	21,1			
3. Class	106	25,1			
4. Class	76	18,0	Yes	347	82,2
Total	**422**	**100**	No	75	17,8
			Total	**422**	**100**
Choose willingly the department			**Your University**		
Yes	355	84,1	Akdeniz	37	9,7
No	67	15,9	Anadolu	34	8,1
Total	**422**	**100**	Adnan Menderes	61	15,0
			Bolu Abant İzzet B.	52	12,3
Income level			Ege	32	8,7
0-500TL	55	13,0	İzmir Katip Çelebi	19	5,0
501-1000TL	59	14,0	Mersin	113	28,5
1001-1500TL	82	19,4	Pamukkale	17	4,0
1501TL ve üstü	226	53,6	Samsun On Dokuz Mayıs	32	8,7
Total	**422**	**100**	**Total**	**422**	**100**

4.2. H1: There is a significant difference between the demographic characteristics of tourist guide candidates and their environmental attitudes.

In order to determine whether the difference between the environmental attitudes and demographic characteristics of the tourist guide candidates is statistically significant, the findings for the hypotheses created depending on the H1 main hypothesis are given below.

H_{1a}: There is a significant difference between the "gender" and "environmental attitudes" of the tourist guide candidates.

The t-Test was conducted to determine whether there is a significant difference between the "environmental attitudes" and "gender" of the tourist guide candidates participating in the research (Table 2). Accordingly, it was determined that there was a significant difference in a single factor (Environmental Thinking) and that the "Male" tourist guide candidates agreed with the statements in the environmental thinking factor more than the "Female" tourist guide candidates. From this point of view, it can be said that "male" tourist guide candidates also have negative environmental thoughts, since the expressions in the environmental thought dimension are negative compared to the "female" tourist guide candidates.

Table 2. Tourist Guide Candidates' Environmental Attitudes and t-Test Table by Gender

	Sex	N	Mean	S. deviation	t. value	Sig.
Environmental Behavior	Female	224	2,6762	,90272	,544	,587
	Male	198	2,6243	1,03969		
Environmental Thinking	Female	224	1,2147	,38884	-2,938	**,004**
	Male	198	1,3581	,58175		
Environmental Emotion	Female	224	4,5854	,53204	1,758	,079
	Male	198	4,4839	,63974		

Note: $p<.05$; $p<.01$; $p<.001$

H_{1b}: There is a significant difference between the "age" and "environmental attitudes" of the tourist guide candidates.

ANOVA test was conducted to see if there is a significant difference between the "environmental attitudes" and "age" of the tourist guidance students within the scope of the research. The test results are shown in Table 3. According to the test results, it was determined that there were significant differences in all three dimensions. The multiple comparison test Scheffe was used to determine between which age ranges there were significant differences for all three dimensions. According to the Scheffe test, significant differences were found between the students in the "21-23" age group and the students in the "24 and over" age group in the "environmental behavior" factor.

Accordingly, it was determined that the students in the age range of "24 and over" agreed with the statements loaded in this dimension more than the students in the age range of "21-23". In the "environmental thinking" factor, it was found that there were significant differences between the "18-20" age group and the "21-23" age group, and that the students in the "18-20" age group agreed more with the statements loaded on this dimension than the students in the "21-23" age group. In the "Environmental Emotion" dimension, it was determined that the significant difference was between the "18-20" age group and the "21-23" age group. Accordingly, students in the "21-23" age group agreed more with the statements loaded on this dimension than the students in the "18-20" age group.

Table 3. Tourist Guide Candidates' Environmental Attitudes and ANOVA Table by Age

	Age	N	Mean	S. deviation	F value	Sig.
Environmental Behavior	18-20	179	2,5948	,88421	3,403	**,034**
	21-23	130	2,5562	1,05339		
	24 +	113	**2,8523**	,97437		
Environmental Thinking	18-20	179	**1,3616**	,54460	4,511	**,012**
	21-23	130	1,1972	,35618		
	24 +	113	1,2534	,52806		
Environmental Emotion	18-20	179	4,4403	,60624	4,988	**,007**
	21-23	130	**4,6481**	,49983		
	24 +	113	4,5653	,62547		

Note: $p<.05$; $p<.01$; $p<.001$

H_{1c}: There is a significant difference between the "class of education" and "environmental attitudes" of the tourist guide candidates.

According to the variance analysis performed to see whether there is a significant difference between the "environmental attitudes" of the tourist guide candidates and the "class", it was determined that there were significant differences in the "Environmental Thinking" and "Environmental Emotion" factors (Table 4). According to the Scheffe test, there are significant differences in the "Environmental Thinking" and "Environmental Feeling" factors. "First class" tourist guide candidates participated more in the items loaded on the "Environmental Thinking" factor. It was determined that "second class" tourist guide candidates participated more in the items loaded on the "Environmental Emotion" factor.

Table 4. Tourist Guide Candidates' Environmental Attitudes and ANOVA Table by Class

	Class	N	Mean	S. deviation	F value	Sig.
Environmental Behavior	1.Class	151	2,6740	,87394	,941	,421
	2. Class	89	2,5929	1,08614		
	3. Class	106	2,5682	,97090		
	4. Class	76	2,7935	,99966		
Environmental Thinking	1.Class	151	1,3871	,55808	3,875	**,009**
	2. Class	89	1,1941	,38841		
	3. Class	106	1,2221	,44608		
	4. Class	76	1,2596	,50183		
Environmental Emotion	1.Class	151	4,3849	,62542	6,027	**,001**
	2. Class	89	4,6594	,44554		
	3. Class	106	4,6415	,55079		
	4. Class	76	4,5543	,64115		

Note: p<.05; p<.01; p<.001

H$_{1d}$ There is a significant difference between the "monthly income" and "environmental attitudes" of the tourist guide candidates.

ANOVA test was conducted to determine whether there was a significant difference between the "environmental attitudes" and "monthly income" of the participants (Table 5). According to this test, significant differences were determined in the "Environmental Thinking" and "Environmental Emotion" factors, and it was determined that the significant difference in both factors was between the students with a monthly income of "0-500TL" and the students with a monthly income of "1001-1500TL".

Table 5. Tourist Guide Candidates' Environmental Attitudes and ANOVA Table by Monthly Income

	Income level	N	Mean	S. deviation	F value	Sig.
Environmental Behavior	0-500 TL	55	2,8797	,72822	1,654	,176
	501-1000 TL	59	2,5997	,88271		
	1001-1500 TL	82	2,5122	1,14212		
	1501 TL +	226	2,6607	,96801		
Environmental Thinking	0-500 TL	55	1,6397	,49422	13,425	**,000**
	501-1000 TL	59	1,3267	,46573		
	1001-1500 TL	82	1,1630	,42418		
	1501 TL +	226	1,2265	,48623		
Environmental Emotion	0-500 TL	55	4,1852	,70874	10,073	**,000**
	501-1000 TL	59	4,4269	,51632		
	1001-1500 TL	82	4,6357	,55013		
	1501 TL +	226	4,6170	,54961		

Note: $p < .05$; $p < .01$; $p < .001$

H_{1e}: There is a significant difference between the "desire to do the job after graduation" and "environmental attitudes" of the tourist guide candidates.

In order to see whether there is a significant difference between the "environmental attitudes" of the tourist guide candidates and their "willingness to do the profession after graduation". The t-Test was conducted and significant differences were determined in the dimensions of "Environmental Thinking" and "Environmental Emotion ". The findings for these analyzes are given in Table 6. According to the table, it was determined that the significant differences in both dimensions resulted in favor of the tourist guide candidates who want to pursue the profession after graduation.

Table 6. Tourist Guide Candidates' Environmental Attitudes and t-Test Table by Their Desire to Work After Graduation

	Willingness to Do the Profession	N	Mean	S. deviation	F value	Sig.
Environmental Behavior	Yes	347	2,6908	,96868	1,780	,076
	No	75	2,4718	,95386		
Environmental Thinking	Yes	347	1,2332	,44882	-3,651	**,000**
	No	75	1,5079	,61732		
Environmental Emotion	Yes	347	4,5784	,53453	2,473	**,015**
	No	75	4,3500	,76014		

Note: $p < .05$; $p < .01$; $p < .001$

5. Conclusion And Recommendations

When the demographic characteristics of the tourist guide candidates participating in the research were examined. 53% of the participants were "women" and 47% "men". It was determined that 42.4% of the students were in the age range of "18-20", 30.8% were in the age range of "21-23" and 26.8% were in the age range of "24 and over". When the class of tourist guide candidates is taken into account, it has been determined that the rate of first graders is 36%, second graders 21%, third graders 25% and fourth graders 18%. It was determined that 84% of the tourist guide candidates chose the tourism guidance department willingly and the rate of the tourist guide candidates who wanted to guide after graduating from the department was 82.2%.

The H1 hypothesis was developed to determine the differences between the environmental attitudes and demographic characteristics of the tourist guide students participating in the research. The t-Test was applied to determine the difference between the "environmental attitudes" and "gender" of the participant students and it can be emphasized that there is a significant difference in the "environmental tinking" factor and that "male" tourist guide students have more environmental thoughts than "female" tourist guide students. Based on this finding, the H1a hypothesis under the "H1 Main Hypothesis" was partially accepted. While this finding supports the study of Kement & Demirci (2017), it does not support the study of Hess-Quimbita & Pavel (1996).

According to the analysis of variance, it was determined that the significant differences between the "environmental attitudes" and "age" of the tourist guide candidates occurred in all dimensions. In the "environmental behavior" dimension, it was determined that the tourist guide candidates in the age range of "24 and over" exhibit more "environmental behavior" than the tourist guide students in the other age range. In the dimension of "environmental thinking", it has been determined that the tourist guide candidates in the "18-20" age range have more "environmental thinking" than the tourist guide candidates in the other age range. On the other hand, in the dimension of "environmental emotion", it was determined that tourist guide candidates in the age range of "21-23" have a more emotional attitude towards the environment. From this point of view, the H1b hypothesis, which is under the "H1 Main Hypothesis" of the study, was accepted. This finding supports the study of Triandis & Suh (2002).

It was found that there was a significant difference in two dimensions between the "environmental attitudes" of the candidates included in the sample and the "class they studied". Advanced statistical Scheffe test was used to determine the differences between the candidates studying in which class. Accordingly, it was determined that "first class" candidates value "environmental thinking" more than candidates studying in other classes. On the other hand, it was determined that "second year" candidates value "environmental emotion" more than candidates studying in other classes. According to these findings, the H1c hypothesis, which is under the "H1 Main Hypothesis" of the study, was partially accepted. While the obtained finding supports the study of Köroğlu (2014), it does not support the study of Çeşmeci et all (2020).

Analysis of variance was conducted to reveal the significant difference between the "environmental attitudes" and "monthly income" of the tourist guide candidates. According to the results of the analysis, significant differences were found in the dimensions of "environmental thinking" and "environmental emotion". According to the Scheffe test, it was determined that the tourist guide candidates with a monthly income of "0-500TL" participated in the "environmental thinking" dimension more than the tourist guide candidates with other monthly income levels. On the other hand, it has been determined that the tourist guide candidates with a monthly income of "1001-1500TL" participate more in the "environmental emotion" dimension than the tourist guide candidates with other monthly income levels. Therefore, the H1d hypothesis developed under the "H1 Main Hypothesis" was partially accepted. While the finding is similar to the study of Karakuş et all (2016), it is not similar to Özoğul's (2017) study.

The t-Test was conducted to determine the significant differences between the "environmental attitudes" of the students participating in the study and their "willingness to do the job after graduation" and it was determined that there were significant differences in two dimensions. It was determined that the significant differences in the dimensions of "environmental thinking" and "environmental feeling" resulted in favor of the students who want to do the profession after graduation. According to this result, the H1e hypothesis, which was developed based on the "H1 Main Hypothesis", was partially accepted. The finding supports the study of Buchta & Skiert (2009).

As a result, the H1a, H1c, H1d and H1e hypotheses created based on the "H1 Main Hypothesis" developed for the environmental attitudes and demographic characteristics of the students participating in the research were partially accepted and the H1b hypothesis was accepted.

In terms of the sustainability of tourism, the environmental attitude is closely related to all stakeholders. It is very important for the tour guides to have an environmental attitude, to be sensitive to the environment, to be aware of up-to-date information about the environment in order to be presented to the tourists and to share the positive aspects of the environmental attitude with the tourists. Knowing the environmental attitudes and behaviors of the tour guide can lead the individuals participating in the tour to behave environmentally friendly towards their environment, nature and ecosystem. Tourist guides can help tourists adapt how they are on vacation. Thus, tourists can experience more conscious and responsible behavior towards the environment. As a result, it is believed that knowing the environmental attitudes of tourist guide candidates will help all service providers in the tourism industry that will offer job opportunities to tourist guide candidates.

Suggestions for future researchers as a result of the research are as follows;

One of the limitations of the study is that the research was conducted for tourist guide candidates. Therefore, the same work can be done with graduate tourist guide students, with active and inactive tourist guides. In this study, it was designed as a quantitative

research method and data were collected by convenience sampling method. In the future, studies can be conducted with different sampling techniques, as well as by designing a qualitative research method, and more detailed studies can be conducted on the environmental attitudes and behaviors of tourist guides. On the other hand, due to the limited number of studies on this subject in the national field, the study of this subject by researchers may contribute to the literature.

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