

## USAGE OF INTERACTIVE TECHNOLOGIES IN TOURISM GUIDANCE EDUCATION

### A RESEARCH ON EDUCATIONAL INSTITUTIONS AT THE LEVEL OF BACHELOR DEGREE

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#### ABSTRACT

Tourist guides are officials responsible for effectively promoting tourism destinations to local and foreign tourists. To provide a high quality service is related with the quality of the theoretical and practical training. When tourist guide training is examined within the scope of innovations in the field of education science in Turkey and the World, it has been determined that lessons about technologies using by professional tourist guides are not available in curriculums. According to findings of previous researches, technological applications used in museums have a positive effect on service quality of professional tourist guides. It is stated that, narrations are more fun, memorable and more descriptive with the help of technological applications. The research will focus on interactive technologies and describe how these technologies can be used in tourism guidance education. During the summer holiday of 2016, researchers conducted an online survey to study the acceptance and user experience of interactive technologies on tourism guidance education. This paper reports analyses of quantitative survey data of respondents (Tourism Guiding Lecturers). Technology attitude scale has been used for taking lecturer's opinion about research.

**Keywords:** Interactive Technologies, Tour Guiding, Education, Technology Attitude Scale.

## **1.Literature Review**

### **1.1.Tour Guiding Profession**

Tour guide is responsible for guiding visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area specific qualification usually issued and/or recognised by the appropriate authority (www.wftga.org, 2016).

Basic Functions and Qualifications of Tour Guides' (Yildiz vd., 1997):

<b>Tour Guides' Basic Functions</b>	<b>Tour Guides' Qualifications</b>
<b>COMMUNICATION</b>	✓ Oral and written communication skills (in their own language and at least one foreign language)
	✓ Interpersonal communication skills
<b>MANAGEMENT</b>	✓ Planning
	✓ Organisation
	✓ Coordination
	✓ Leadership
<b>PROMOTION AND INFORMATION</b>	✓ Self-Control Skills
	✓ To promote, comprehend and like tourism destinations with all aspects,
<b>ENTERTAINING</b>	✓ Empathizing and tolerate
	✓ Being humoristic
<b>COPE WITH EXTRAORDINARY</b>	✓ Technical knowledge and skills

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**SITUATIONS**

✓ To keep a level head

**SECURE IN JUSTICE**

✓ Legal Information

✓ Work Ethic and Sense of  
Fairness

✓ To act honestly

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## **1.2. Technological Equipments Used in Professional Tourist Guiding**

Thanks to the developments in information technologies, professional tourist guides make use of devices such as computers, tablets, smart phones as well as printed publications such as books, brochures and magazines during pre-tour preparations. During the tour, apart from the main devices such as microphone, headset, smart phone, different devices have to be used in accordance with the content of tour schedule. For example, equipments are used for climbing and navigating in special interest tours such as hiking, hunting tourism applied within the scope of ecotourism. The ecotour guide is also required to carry a backpack that contains the materials, tools and equipment (binocular, thermometer, tape meter, map, mirror, compass, magnifier, rope, etc.) required during the tour (Ham, 1992: 147). Mostly, museums are places where guides have given their presentations with the help of technological innovations.

Cultural heritage transfer efficiency of mobile guides used in the museums and the professional tourist guides have been compared in another research and it has been concluded that mobile guides are not sufficient and effective in presentation of cultural heritage. These Technologies can only be back-up equipments which enrich the narration of Professional tour guides (Tekin et al., 2015).

Visitors can get information about the museum by means of these devices used by tourist guide's presentations or directly with the help of new interactive applications. Previous surveys findings indicate about the effect of these technologies to service quality on tourist guides that technological devices have a positive effect on service quality of guides.

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3D devices, cartographical information kiosks, slide shows and game based tools attract tourist's attention because they make tour narration enjoyable and more memorable. Instruments used in the exhibition of museums that visualise the narration causes the informations to be permanent (Hacioglu and Tekin, 2016).

The techniques on interactive museum applications has been continuously developing. Some of the systems used in archeological sites and museums within the scope of promotion are listed below (Donmezoglu, 2013):

1. Interactive analysis system applications
2. E-catalog
3. Virtual assistant
4. Transparent LCD Showcases Application
5. Virtual objects
6. Layered hologram applications
7. Archaeological excavations and matching games
8. Video mapping
9. Interactive surface system
10. Land Information System

### **1.3. Education System of Tourism Guidance at The Level of Bachelor Degree**

There are 2 professors, 14 associate professors, 50 assistant professors, 11 lecturers, 1 instructor, 2 experts and 35 research assistants in the Tourism Guidance Departments in Turkey. Additionally, there are tourism guidance departments in various universities such as Faculty of Economics and Administrative Sciences, Faculty of Economics, Administrative and Social Sciences, School of Applied Sciences and School of Tourism Management and

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Hotel Management (www.yok.gov.tr, 2016). There are 1467 student quotas in these colleges(www.osym.gov.tr, 2016).

## **2.Research Methodology**

According to the basic assumption of the research, there is a meaningful relationship between tourism guidance education and interactive technologies that can be used in lessons. Related field research has been done within the scope of this basic assumption.

Questionnaire method was used as data collection in the study. The universe of the study is consisting of the teaching staff who work in Tourism Faculties in Turkey. The sampling method is a simple coincidental sample in which every potential participant composing the universe has equal representation likelihood (Kozak, 2015: 115). In the first part of questionnaire, there are four questions to determine the socio-demographic characteristic of the participants (Gender, Age, Profession Title, Occupation Experience).In the second part, ‘Technology Attitude Scale’ developed by (Yavuz, 2005) has been used. Attitudes about the use of technological tools in education is evaluated by this scale. The scale consists of 5 factors and 19 items, including the ‘non-use of technological tools in the field of education’, ‘the use of technological tools in education’, ‘the effects of technology on educational life’, ‘teaching of the use of technological tools’, and ‘evaluation of technological tools’. There are 13 positives and 6 negatives items on the scale.

After collecting data required for the research, Kolmogorov-Smirnov and Shapiro-Wilk tests were applied before analysis in order to test whether the data distribution was normal or not. In consequence of tests, it was detected that the data distribution was not normal ( $p < 0,05$ ). Differences in the use of interactive technology in tourism guidance training by gender, age, title and professional experience variables were tested with Kruskal Wallis and Mann Whitney U tests which are used for nonparametric datas. The obtained data were analyzed by using statistical software.

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### **3.Findings**

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		N	%
<b>Gender</b>	Female	25	55,6
	Male	20	44,4
<b>Age</b>	20-25	1	2,2
	26-30	19	42,2
	31-35	6	13,3
	36-40	6	13,3
	41-45	5	11,1
	46 -	8	17,8
<b>Academic Title</b>	Instructor	1	2,2
	Res. Assist.	18	40,0
	Lecturer	2	4,4
	Asst. Prof.	13	28,9
	Assoc. Prof.	9	20,0
	Prof. Dr.	2	4,4

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	0-5 years	18	40,0
<b>Professional Experience</b>	6-10 years	9	20,0
	11-15 years	6	13,3
	16-20 years	2	4,4
	20 -	10	22,2

**Table 1: Demographic Variables**

As it is observed in the table 2; according to Kolmogorov-Smirnov and Shapiro-Wilk tests, the data distribution was not normal ( $p < 0,05$ ). For this reason, Kruskal Wallis and Mann Whitney U tests which are used for nonparametric data were conducted.

**Table 2: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Education 1	,300	45	,000	,725	45	,000
Education 2	,266	45	,000	,792	45	,000
Student Motivation	,315	45	,000	,745	45	,000
Technological Equipment	,364	45	,000	,612	45	,000
Dimension 1	,162	45	,005	,861	45	,000
Student Fault	,224	45	,000	,835	45	,000
Student Feedback	,272	45	,000	,750	45	,000

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Research	,326	45	,000	,701	45	,000
Basic Lessons	,258	45	,000	,758	45	,000
Dimension 2	,122	45	,090	,894	45	,001
Different Tech.	,291	45	,000	,794	45	,000
Productive Studying	,313	45	,000	,742	45	,000
Difficult Lessons	,271	45	,000	,788	45	,000
Success for Life	,225	45	,000	,903	45	,001
Dimension 3	,146	45	,017	,965	45	,188
Daily and Annual Teaching Plan	,297	45	,000	,851	45	,000
Technology Supported Education	,304	45	,000	,835	45	,000
Foreknowledge	,308	45	,000	,759	45	,000
Tour Guide Training	,253	45	,000	,740	45	,000
Dimension 4	,143	45	,022	,944	45	,029
All the senses	,285	45	,000	,772	45	,000
Graduation	,341	45	,000	,799	45	,000
Dimension 5	,234	45	,000	,900	45	,001

As a result of Mann Whitney U test which was done to compare Interactive Technology Attitudes in Tourism Guidance Training by Gender (Table 3), it was determined that there were not meaningful differences ( $p>0,05$ ) except from the items of ‘Interactive technology applications should not be preferred because it takes more time in tour guide education’ and ‘Basic courses on interactive technologies should be added to tourism guidance education syllabus’. The female academicians show a positive attitude about the item that ‘Interactive technology applications should not be preferred because it takes more time in tour guide



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education'. And male academicians show positive attitude about the necessity of providing basic lessons about interactive technologies to tourism guidance students.

**Table 3: Comparative Analysis of Interactive Technology Attitudes in Tourism Guidance Training by Gender**

	Gender	N	Mean Rank	Sum of Ranks	p
Education 1	Male	25	20,74	518,50	
	Female	20	25,83	516,50	
	Total	45			,157
Education 2	Male	25	19,76	494,00	
	Female	20	27,05	541,00	
	Total	45			,047
Student Motivation	Male	25	21,68	542,00	
	Female	20	24,65	493,00	
	Total	45			,403
Technological Equipment	Male	25	20,32	508,00	
	Female	20	26,35	527,00	
	Total	45			,069
Dimension 1	Male	25	20,00	500,00	
	Female	20	26,75	535,00	
	Total	45			,081
Student Fault	Male	25	23,70	592,50	
	Female	20	22,13	442,50	

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	Total	45			,672
Student Feedback	Male	25	22,38	559,50	
	Female	20	23,78	475,50	
	Total	45			,693
Research	Male	25	25,72	643,00	
	Female	20	19,60	392,00	
	Total	45			,076
Basic Lessons	Male	25	26,22	655,50	
	Female	20	18,98	379,50	
	Total	45			,044
Dimension 2	Male	25	25,28	632,00	
	Female	20	20,15	403,00	
	Total	45			,187
Different Tech.	Male	25	23,54	588,50	
	Female	20	22,33	446,50	
	Total	45			,735
Productive Studying	Male	25	23,50	587,50	
	Female	20	22,38	447,50	
	Total	45			,749
Difficult Lessons	Male	25	23,92	598,00	
	Female	20	21,85	437,00	
	Total	45			,566
Success for Life	Male	25	24,20	605,00	

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		Female	20	21,50	430,00	
		Total	45			,477
Dimension 3		Male	25	24,72	618,00	
		Female	20	20,85	417,00	
		Total	45			,318
Daily and Annual Teaching Plan		Male	25	23,76	594,00	
		Female	20	22,05	441,00	
		Total	45			,638
Technology Education	Supported	Male	25	22,96	574,00	
		Female	20	23,05	461,00	
		Total	45			,980
Foreknowledge		Male	25	23,50	587,50	
		Female	20	22,38	447,50	
		Total	45			,742
Tour Guide Training		Male	25	23,66	591,50	
		Female	20	22,18	443,50	
		Total	45			,678
Dimension 4		Male	25	22,78	569,50	
		Female	20	23,28	465,50	
		Total	45			,899
All the senses		Male	25	23,94	598,50	
		Female	20	21,83	436,50	
		Total	45			,549

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Graduation	Male	25	22,38	559,50	
	Female	20	23,78	475,50	
	Total	45			,696
Dimension 5	Male	25	22,98	574,50	
	Female	20	23,03	460,50	
	Total	45			,991

**Table 4: Comparative Analysis of Interactive Technology Attitudes in Tourism Guidance Education According to Professional Experiences**

	Professional Experience	N	Mean Rank	p
<b>Technological Tools</b>	0-5 years	18	20,17	
	6-10 years	9	26,67	
	11-15 years	6	35,00	
	16-20 years	2	15,00	
	21 -	10	19,20	
		45		,022

As it can be seen in Table 4, as a result of Mann-Whitney U test it has been concluded that there is a meaningful difference between professional experience and interactive technology attitudes. Academicians had 11-15 years of professional experience show a positive attitude about the item that ‘Technological tools don’t have to be used in lecture presentation.’

In addition to those, there is not meaningful difference between the title of academicians and interactive technology attitudes. The results of the Kruskal Wallis test for the purpose of determination the difference between Interactive Technology Attitude and the age of academicians indicate that there is not meaningful difference between interactive technology attitudes and different ages of academicians ( $p > 0,05$ ).

#### **4. Conclusions**

Tourist guides inform visitors about any destination's historical, cultural and natural properties. They have a key role in effectively promotion of touristic attractions. Innovations are important for enhancing quality of service. Academician's views about interactive technologies used in expressions of professional tour guides have been examined in this study. The impacts of this innovation to the quality of tourist guidance education have been evaluated. The study identified that the female academicians think 'Interactive technology applications should not be preferred because it takes more time in tour guide education'. And male academicians show positive attitude about the necessity of providing basic lessons about interactive technologies to tourism guidance students. Another conclusion of the research that academicians had 11-15 years of professional experience think that 'Technological tools don't have to be used in lecture presentation.' The most important source of tourism sector is human power. And sector needs qualified work force in order to cope with the international socio-economic crises in recent years. All these requirements can be implemented if innovations in the sector and tourism guidance education improve at the same time.

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