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Teachers, Leaders, Cultural Ambassadors and Books Uncovering Undergraduate Students' Metaphors about Tourist Guide Concept

Lisans Öğrencilerinin Gözünden Turist Rehberi: Öğretmen, Lider, Kültürel Elçi ve Kitap Olarak Metaforik Bir Yaklaşım

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Öz

Bu çalışmanın amacı, turizm rehberliği lisans programı öğrencilerinin turist rehberliği mesleği hakkındaki metaforik algılarını belirlemektir. Çalışma, iki boşluklu bir cümle ve aynı cümlenin bir örneğinden oluşan çevrimiçi bir soru formu aracılığıyla gerçekleştirilmiştir. Verilerin değerlendirilmesinde fenomenolojik tasarım ve içerik analizi tekniği kullanılmıştır. Eğitimle ilgili metaforlar en sık ifade edilen metaforlar olmuştur. Sonuç olarak, öğrencilerin meslek kapsamında belirli bir bilgi düzeyine sahip oldukları ve mesleği çeşitli şekillerde kavramsallaştırdıkları görülmüştür.

Anahtar Kelimeler: Turist Rehberi, Metaforlar, Lisans Öğrencileri

Abstract

The aim of this study is to determine the metaphorical perceptions of the tourism guidance undergraduate program students about the tourist guide. The study was conducted via an online questionnaire consisting of one sentence with two gaps and an example of the same sentence. Phenomenological design and content analysis techniques were used in the evaluation of the data. Metaphors related to education were the most frequently expressed metaphors. Consequently, it has been observed that students possess a certain level of knowledge within the scope of the profession and conceptualise the profession in various ways.

Keywords: Tourist Guide, Metaphors, Undergraduate Students

1. Introduction

Metaphors are linguistic structures that bridge the human mind and language, offering insights into the cognitive processes underlying communication (Fenwick, 2000). Metaphors have been used for many years to express phenomena (Toker Gökçe & Bülbül, 2014; Teksöz, 2022). Metaphors are expressions used to explain the concepts in the minds of individuals with other concepts that are not related. They are products of individuals' creativity, observations, experiences, knowledge and cultural values (Ekici, 2016). Language and metaphor analyses are becoming more common in political science, sociology, and policy studies because of the linguistic movement in the social sciences, displacing its traditional base in linguistics and the humanities (Cameron & Maslen, 2010). In the field of tourism, metaphor studies could have an importance to explain abstract things and to make them clear for the speakers. Tourist guides have a great role in promoting the resources in tourism (Koroğlu et al., 2007). The success of the tourism sector is linked to the performance of tourist guides who act as ambassadors in tourist destinations (Zhang & Chow, 2004). In addition, it is regarded as a fundamental competence for tourist guides to carry out their profession effectively and to encourage repeat visits by offering tourists diverse and enriching experiences (Guzel, 2007). The determination of the perceptions of the tourism guidance profession by the tourism guidance students is important in terms of knowing their thoughts about the profession and commitment to the profession. The profession of tourist guidance is carried out in different ways compared to other professions. The most fundamental reason for this is that tourist guidance has its own unique characteristics (Ahipaşaoğlu, 1997). It is thought that the study can contribute to the literature to understand how the tourist guides of the future perceive the concept of tourist guide and how they think about their professional role in society. The aim of the students studying in tourism guidance undergraduate programs is to have a work card and to take part in the tourism sector as a tourist guide. Tourist guides are people who are always in direct contact with tourists in the tourism industry. For this reason, the professional unity and professional belief of the tourist guide is very important. The aim of the research is to determine the metaphorical perceptions of the tourism guidance undergraduate program students about the tourism guidance profession. Considering the aim, this research tries to answer the following question: "What are the undergraduate tourism guidance students' metaphors related to the concept of tourist guide?"

2. Literature Review

Tourist guides inform travelers about the places they visit and enhance their experience by providing insightful and engaging tours (Değirmencioğlu, 2001). A tourist guide is a crucial career (Yenipinar et al., 2016; Saltık & Kızırmak, 2020). Tourist guides ensure tourist satisfaction and repeat visits to the destination (Çokal & Demirel İli, 2024). Tourist guides as key mediators of local culture (Dahles, 2002); tourist guides have a very important role in promoting history, culture, traditions, customs, cultural heritage elements and other touristic elements of countries and serve as cultural ambassadors (Öz & Ceylan, 2024). Tourist guides have many roles (İrigüler & Güler, 2016). Tourist guides must have the necessary knowledge and skills to serve the interests of tourists (Black, Ham & Weiler, 2001 Güzel, 2007). The tourist guide profession is very valuable for the country due to its position in the process of transferring information to tourists, its impact in terms of

providing experience to tourists, the bond it creates between the tourist and the destination, its role in increasing the promotion of destinations and being the main source of information within the scope of sales (Çakmak & Özkan, 2024). Tourist guiding is a profession with different roles within the tourism industry. Tourist guides are important in ensuring that guided tours are safe and provide a good experience. They act as ambassadors for the country in the eyes of tourists (Rabotic, 2010). The profession of tourist guidance must be carried out in a high-quality manner (Brito, 2020). Thanks to tourist guides, tours have become a unique experience (Ap & Wong, 2001). Tourist guides not only deal with the tangible heritage of the geographical region but also ensure the transmission of local cultural heritage. It is also very valuable in terms of sustainability of cultural heritage (Çamdibi & Zorlu, 2024). The importance of tourist guides lies in their ability to revitalise destinations (Cohen, 1985). Tourist guiding is a multifaceted profession, which is why service quality is also very important (Mak, et al. 2011). The training process for the tourist guiding profession may differ internationally. Within the scope of the study conducted by Öz and Ceylan on this subject, similarities and differences were identified. Within the scope of this study, it is seen that there is no guide training system in Europe and that these training courses are carried out by regional chambers and left optional. In addition, it is among the results that the training provided is theoretical and practical. Both in Turkey and in Europe, to improve the quality of the guide's qualifications within the scope of the guidance profession, the guide needs to be successful in many elements such as receiving training, passing exams and proving foreign language skills (Öz & Ceylan, 2024). Tourism guidance education is a structured and multifaceted process that equips individuals with both theoretical knowledge and practical skills necessary for professional success (Ayaz et al., 2020). However, to gain deeper insight into how this profession is perceived on a cognitive and emotional level, metaphors serve as a powerful analytical tool that reveals underlying beliefs and values (Ayaz et al., 2020; Kalra & Baveja, 2012).

Metaphor is a Greek word meaning transfer (Fenwick, 2000). It is also defined as a term in which a comparison is made between two different things that have something in common (Kalra & Baveja, 2012). In other words, metaphor expresses the unknown in known terms. Therefore, it can be claimed that a metaphor simplifies a specific term tried to be explained for the listener. According to Lakoff and Johnson (1980), metaphor is one of the most important tools for trying to partially understand things that cannot be fully grasped, such as our emotions, aesthetic experiences, moral practices, and spiritual awareness. In a way, metaphors make the communication easy for the interlocutors. The essence of metaphor is to understand and experience one kind of thing in terms of another (Lakoff & Johnson, 1980; Uğurlu, 2024). Metaphors have become a part of the scientific process of thinking. Metaphors provide fresh perspectives on progression in a world of social change that is evolving quickly when conventional vocabulary is insufficient (Adu-Ampong, 2016). People use metaphors to simplify their experiences (Farrell, 2006). According to Senge (1990), metaphors or mental models are "things that people carry in their heads in the form of images, assumptions, and stories... and determine not only how we make sense of the world but also how we act. The reasons for using metaphors in our language can be summarized in three hypotheses: (a) the inexpressibility hypothesis, which suggests that metaphors allow us to express things that cannot be expressed through the use of real language, (b) the compactness hypothesis, which suggests

that metaphors allow for the richness of communication that captures the complexity of experience, and (c) the vitality hypothesis, which claims that the ideas of metaphors are more vivid than the use of real language (Gibbs 1994; Fainsilber & Ortony 1987). Metaphors are used for evaluation by strengthening the ability of individuals to emphasize positive and negative experiences that help them express themselves more freely (Kemp, 1999).

It is no doubt that metaphors are very important in understanding how tourism guidance students perceive their role as tourist guides and how this perception is reflected in tourism education. When related literature is examined it is seen that although there is quantitative research on tourism perception, metaphor research aiming to reveal mental formations for tourism phenomenon are very limited. Additionally, a review of existing literature in tourism and tourism guidance reveals a noticeable lack of studies focusing on metaphors within the field. For example, Yenipınar et al. (2016) examined the perceptions of the first-year undergraduate students at a tourism guidance department in Turkey about the tourism guidance profession through metaphors. As a result of the research, it was determined that the positive perceptions of the students towards the tourism guidance profession were high, and their negative perceptions were low. On the other hand, Köroğlu et al. (2018) investigated another concept which aims to determine the perceptions of tourism guidance students about the concept of Turkish Cuisine by using metaphors. In the research, it was seen that a total of 154 metaphors were developed regarding the concept of Turkish Cuisine. It was seen that there were 10 categories for the developed metaphors in their study. Similarly, Ayaz et al. (2020) aimed to determine the perception of destination image of Marmaris from the perspective tourist guide candidates through metaphors. As a result of the research, the most frequently produced metaphor by students was bank. It was followed by jewel, heaven, chameleon and flower, respectively. The next concept related to tourism field was thermal tourism. Bilgen et al. (2014) carried out in order to reveal the perceptions of Vocational High School and Vocational School students about the concept of thermal tourism with the help of metaphors. Another concept that was investigated by the researchers was cultural heritage (Köroğlu et al., 2018). The aim of their research was to reveal the perceptions of the students who receive tourism guidance education about the concept of cultural heritage. As a result of the analysis of the data collected from the students, 106 metaphors and six categories formed by grouping these metaphors according to their common characteristics were determined. In the study, it was determined that the most treasure metaphor was produced for the concept of cultural heritage. Ehtiyar et al. (2019) also studied the concept of female academicians in their study which aimed to determine with which symbols the female academicians working in the field of tourism describe the concept of being a female academician in their minds, through metaphors. The themes that produced the most metaphors were the themes of must struggle, multitasking and female academician as a hard worker. Additionally, a recent study by Saatçi & Aksu (2020) aimed to examine the metaphors developed by foreign students who receive tourism education at the undergraduate level regarding the concept of coronavirus. According to the research findings, the concept of coronavirus was examined in 8 categories. The categories emerged as natural events, health, questioning life, education, death, war, art and innovation. Based on the studies, it is possible to say that there are a very limited number of studies that try to show how tourism guidance students define and perceive their profession through metaphor although

there are studies that try to reveal various concepts for students studying tourism in the field of tourism through metaphor.

3. Method

3.1. Sample and Data Collection

Sampling is a structure consisting of a certain number of elements from the group that can represent the universe for a study. The purpose is to provide the researcher with general information about the population (Altunışık et al., 2010; Demirbilek, 2021). For reasons such as the need to collect detailed data on the subject, the high quality of the data, and the researcher's training in tourism guidance, purposive sampling method was used in this study. Accordingly, the study group was selected. In order to minimize the problems (Coyne, 1997; Creswell, 2012) in the selection of the study group by purposive sampling method, some criteria were taken into consideration. Undergraduate students studying in the department of tourism guidance at universities located in Bolu, Eskişehir and Aydın provinces were included in the sample group due to their easy accessibility. While the population of the research was composed of students who received tourism guidance education at the undergraduate level in Turkey, the sample of the study consisted of the undergraduate students attending at Tourism Guidance department of three different universities in Bolu, Eskişehir and Aydın districts of Turkey. Data were collected face-to-face from students in Bolu. Data except for Bolu were obtained online. The data were collected in December 2020 and January 2021. The sample of the study consisted of 336 undergraduate students (120 first year, 110 second year, 48 third year, 57 fourth year) and 199 of them were female, 137 of them were male.

3.2. Measures and Data Analysis

The study was conducted via an online questionnaire consisting of one sentence with two gaps (A tourist guide is like... because...) and an example of the same sentence (A tourist guide is like sunshine, because s/he lightens the people with knowledge) for the participants to fulfill the task without having difficulty. According to the literature (Inbar, 1996; Linn, et al. 2007), one of the methods frequently used to obtain data in metaphor studies is to give the participant a written statement and ask him/her to fill in the blank. In the studies conducted, a template of this kind was given to the participant and the metaphor was tried to be obtained by asking the participant to fill in the blank. In the creation of the relevant sentence, based on the theoretical explanations of Schmitt (2005) and Pitcher (2013), Yenipinar et al. (2016), Özgürel & Baysal (2020) and Ayaz et al. (2020) studies were utilized. The word "like" in the sentence was created to find the subject of the metaphor, and the word "because" was created to find the meaning and reason attributed to the metaphor in question (Pitcher, 2013). Data were collected face-to-face in 2020-2021 academic year.

Within the scope of the research, the expression of the perceptions of the tourism guidance undergraduate students about the tourism guidance profession was taken as the basis. At the stage of determining the concepts expressing these, the phenomenology design, which is among the qualitative research methods, was used. The phenomenology design constitutes a suitable research ground for studies that aim to investigate the phenomena that are known but do not have an

in-depth and detailed understanding (Yıldırım & Şimşek, 2013: 78). In the data analysis included in the phenomenology process, there is the aim of revealing the themes that will define the phenomenon (Yıldırım & Şimşek, 2013: 81). From the phenomenological point of view, there is no single reality; reality is based on personal perceptions and can change over time. In the metaphor analysis of any phenomenon, situation or entity, the subject of the metaphor, the source of the metaphor and finally the features that are thought to be directed from the source of the metaphor to the subject are classified according to their similarities and concluded by creating categories (Özgürel & Baysal, 2020). The researcher is interested in the subjective experiences of the participant and examines their perceptions and the meanings they attribute to events. Phenomenology is descriptive research. In this context, it is important to define the phenomena, not to generalize (Akturan & Esen, 2008). Phenomenological research is defined as focusing on phenomena that are recognized but do not have a detailed in-depth understanding (Yıldırım & Şimşek, 2011).

Content analysis technique was used in the evaluation of the data. The concepts and relationships required in content analysis were revealed. Four steps of content analysis were used in the study to assess the metaphors created by the candidates for tourist guides. (1) Data Extraction Phase: The metaphors developed by the students regarding the tourism guidance concept were examined by the researchers. 36 forms were excluded from the evaluation because the answers that were not included in the evaluation were not completed, and the analysis was carried out on 300 valid metaphors. (2) Stage of Developing Metaphors: A metaphor table was made after the students' metaphors were listed and described. The researchers' chosen metaphors were grouped based on how frequently they were used. At this point, it was discovered that the potential tourist guides had created 300 reliable metaphors. (3) Phase of Category Creation: For the Tourist Guide concept, a total of 10 categories were formed after metaphors were examined in light of their shared traits or resemblances. (4) Validity and Reliability Stage: The credibility of research results is very important in qualitative research (Güzel & Akyurt Kurnaz, 2020). From this point of view, reliability and validity should be ensured. Quantitative and qualitative studies are different from each other in this regard (Yıldırım & Şimşek, 2013; Başkale, 2016). According to the studies of Whittemore, Chase, and Mandle (2001), Merriam (2013) internal validity, external validity, reliability and objectivity should be ensured in qualitative research. Within the scope of internal validity, the researchers searched the relevant literature without prejudice and confirmation of participation was obtained from the participants. Within the scope of the interviews, they were asked to answer the statements in a way that they could feel themselves in a comfortable environment (Güzel & Akyurt Kurnaz, 2020). Purposive sampling was preferred within the scope of external validity, and the participants were given comprehensive information about the research. In the reliability part, the relevant literature was used in the creation of the questionnaire, and the questionnaire was created by taking the support of the expert opinions. It has been the main criterion for researchers to approach the subject in an impartial manner in order to ensure the objectivity process. In addition, the acceptable size of the sample also increases the validity and reliability of the research (Başkale, 2016). Within the scope of the research, expert and consistency analysis were conducted to ensure validity and reliability (Yıldırım & Şimşek, 2013). In the data analysis stages; after separating the common metaphors into conceptual categories, five academicians who are experts

in their fields were consulted. The evaluations were calculated with Miles and Huberman's (1994) formula. The agreement between the evaluations given was calculated as 91%. In this context, validity and reliability were ensured within the scope of the research.

4. Results

4.1. Descriptive Statistics

The findings obtained regarding the metaphors developed by the participants for the concept of tourism guidance were tabulated and analyzed within the framework of the research question.

Table 1: Demographic Information of Tourism Guidance Students

Gender	N	%
Female	199	59,2
Male	137	40,8
Class		
1	120	35,8
2	110	32,8
3	48	14,4
4	57	17

The demographic information of the tourism guidance students participating in the study is given in Table 1. According to the table, %59,2 of the students are female, %40,8 of the students are male. % 35,8 of them are 1st grade students, % 32,8 of them are 2nd grade students, % 14,4 of them are 3rd grade students and % 17 of them are 4th grade students.

4.2. Measurement Results

Tourist guide candidates have developed metaphors for Tourism Guidance concept within the scope of the research. 336 students participating in the research produced 300 valid metaphors for the concept of tourist guide. The most frequently produced metaphor for the concept of tourist guide by students was "teacher" (n=35). Other than that, among the frequently used metaphors were "Mother" (n=15), "Book" (n=15), "Cultural Ambassador" (n=15).

The metaphor categories, metaphors in the category, number of metaphors, and percentages representing them are given in Table 2 in detail.

Table 2: Metaphor Categories

		Number of Metaphors	%
Makers of Life	Patience Stone (1), Knowledge Cube (2), Life Guide (1), Backbone (1), Google (2), Steel (1), Identity Card (1), Time (2)	11	3,7
Forces of Nature	Tree (2), Sun (6), Earth (2), Star (3), Bird (3), Bee (2), Fire (1), Rainbow (1), Moonlight (1), River (1), Pole Star (1), Snowflake (1)	24	8
Keepers of Knowledge	Teacher (35), Encyclopedia (8), Book (15), Library (5), Philosopher (2),	65	21,7

Table 2 Continued

Table 2: Metaphor Categories			
The Guiding Ones	The Sage (6), the Light (9), the Traveler (4), the Leader (10), the President (1), the Oracle (1), the Representative (4), the Directioner (4), the Shaman (2), the Diamond (1), Someone Who Answers Questions (1), Evliya Çelebi (1), Treasury (1), The Messenger of the Future (1)	46	15,3
The Circle of Care	Tourist (1), Mother (15), Friend (3), Host (2), Parent (4), Child (1), Friend (1), Family (2),	29	9,7
Agents of Influence	Babysitter (2), Politician (1), Photographer (1), Translator (1), Economist (1), Advertiser (1), Referee (1), Shepherd (3), Comedian (1), Captain (2), Ambassador (17)	32	10,5
Instruments of Insight	Map (8), Compass (11), Mirror (11), Oil Lamp (2), Dictionary (5), Machine (2), Candle (3), Airplane (2), Navigation (1), Lantern (2), Organ (1), Computer (1), Puzzle (1), Sailboat (1), Magnifier (1), Swedish Army Knife (1)	53	17,7
Structures of Guidance	Lighthouse (3), Road (1), Bridge (3), Castle (1)	8	2,7
Cultural Weavers	Cultural Ambassador (15), Embroiderer (1), Music (2), Artist (1), Historian (1), History (2), Colorful Motif (1), Dialect (1), Theater Actor (1), Philosophy (1), Portrait (1), Movie (1)	27	9
Flavors of Life	Wine (2), Watermelon (1), Salt (1), Buffet (1)	5	1,7
Total		300	100

The metaphors given by the students were divided into 10 categories. The 10 themes obtained and their frequency distributions are shown in Table 2. These categories are Makers of Life, Forces of Nature, Keepers of Knowledge, The Guiding Ones, The Circle of Care, Agents of Influence, Instruments of Insight, Structures of Guidance, Cultural Weavers, Flavors of Life. Table 2 shows that the most metaphors developed by students are related to education (f=21,7). Metaphors in the second category are related to objects (f= 17,7). Metaphors related to given importance given are in the third place (f= 15,3). The themes of knowledge and guidance account for more than half of the total metaphors and are central to the collection. The themes of nature, culture and care are also significant, with both concrete and abstract metaphors strongly represented in these areas. The core values and flavors of life stand out as smaller but meaningful subgroups. There is a rich and varied structure of meaning across the groups, indicating the existence of a comprehensive metaphorical universe

According to the answers obtained from students, the most preferred metaphors and their examples are given in Table 3.

Table 3: Selected Metaphors and Their Examples

Metaphor Category	Example
Makers of Life	<p><i>A tourist guide is like a bright sun, because with his well-equipped knowledge he radiates light.</i></p> <p><i>A tourist guide is like the moonlight, because it conveys its knowledge to the people of different countries and informs the world of history in the best possible way.</i></p> <p><i>A tourist guide is like the world because it can take people to every part of the world.</i></p> <p><i>A tourist guide is like a rainbow because it is representative of many colorful cultures.</i></p>
Forces of Nature	<p><i>A tourist guide is like a stone of patience, because it cannot be broken easily.</i></p> <p><i>A tourist guide is like Google because it has everything you are looking for.</i></p> <p><i>A tourist guide is like time, because it contains the past and the present.</i></p> <p><i>A tourist guide is like a life guide, because he knows as much and maybe more as a teacher in History, English, Mythology, Archeology, Art history and all similar branches.</i></p> <p><i>A tourist guide is like a knowledge cube because he is someone who can describe what he knows in a way that describes it to people who do not know.</i></p>
Keepers of Knowledge	<p><i>A tourist guide is like a teacher because he always teaches new things and always strives for improvement.</i></p> <p><i>A tourist guide is like a book because it contains valuable information.</i></p> <p><i>A tourist guide is like an encyclopedia because you'll find all the answers in them.</i></p> <p><i>A tourist guide is like a walking library because he has knowledge in every field.</i></p> <p><i>A tourist guide is like a philosopher because he has many exemplary qualities.</i></p>
The Guiding Ones	<p><i>A tourist guide is like a light, because it illuminates the chambers in our brain that are waiting to inform.</i></p> <p><i>A tourist guide is like a traveler, because as new discoveries are made, he gets the chance to see.</i></p> <p><i>A tourist guide is like a leader because he directs the tourists in his group in every aspect.</i></p> <p><i>A tourist guide is like a prophet because he foresees every problem that may arise and produces a solution to them.</i></p> <p><i>A tourist guide is like a shaman, because all healing information is hidden in him.</i></p>
The Circle of Care	<p><i>A tourist guide is like a tourist because he wonders and discovers everything.</i></p> <p><i>A tourist guide is like a mother, because she is consulted in the most difficult moments and situations.</i></p> <p><i>A tourist guide is like an all-knowing friend, because he takes care of you sincerely and conveys what you want to learn.</i></p> <p><i>A tourist guide is like a host because he tries to entertain his guests in the best way possible.</i></p> <p><i>Tourist guides are like little children because they try to learn everything and convey everything they teach with the same enthusiasm.</i></p>
Agents of Influence	<p><i>A tourist guide is like a babysitter because he takes care of the tourists.</i></p> <p><i>A tourist guide is like a good photographer because he knows very well how people can make the most of the photos, as he has been to the spots where he offers guide service many times.</i></p> <p><i>A tourist guide is like an economist because he is responsible for doing things that are in the best interest of his country.</i></p> <p><i>A tourist guide is like a shepherd because he has to keep everyone together.</i></p> <p><i>A tourist guide is like the referee because he knows the rules and is impartial.</i></p>

Table 3 Continued

Table 3: Selected Metaphors and Their Examples	
Instruments of Insight	<p><i>A tourist guide is like a map because it shows the way.</i></p> <p><i>A tourist guide is like a compass, because it shows directions where people don't know - on roads.</i></p> <p><i>A tourist guide is like a mirror, because it tries to reflect the country in the clearest way.</i></p> <p><i>A tourist guide is like an oil lamp, because it illuminates the way in the dark.</i></p> <p><i>A tourist guide is like a dictionary, because it contains everything we wonder and informs us.</i></p>
Structures of Guidance	<p><i>A tourist guide is like a lighthouse, because it is a light on our way on the journey into the unknown.</i></p> <p><i>A tourist guide is like a road, because it never stops learning and teaching.</i></p> <p><i>A tourist guide is like a bridge because it connects cultures.</i></p> <p><i>A tourist guide is like a castle because it is the advertisement of the country.</i></p>
Cultural Weavers	<p><i>A tourist guide is like a cultural ambassador because he showcases his country's culture from every angle.</i></p> <p><i>A tourist guide is like music, because as you listen to the guide, it takes you to the past.</i></p> <p><i>A tourist guide is like a creative artist, because he tells people what has happened over time, pushing their limited imaginations.</i></p> <p><i>A tourist guide is like a colorful motif, because it has more or less knowledge about everything.</i></p> <p><i>A tourist guide is like a portrait, because no matter how single it looks from the outside, there is a life full of memories, experiences and experiences in the background.</i></p>
Flavors of Life	<p><i>A tourist guide is like wine because it gets better over the years.</i></p> <p><i>A tourist guide is like a watermelon because you don't know how it will come out.</i></p> <p><i>A tourist guide is like salt on a salad, because it is indispensable for tourism.</i></p> <p><i>A tourist guide is like a buffet, because it has information about all over the world.</i></p>

These metaphors are creative and meaningful analogies that describe different aspects of the tourist guiding profession. Each one sheds light on the knowledge, guidance, cultural bridging and human qualities of guides. The metaphors emphasize that the guide is not only a guide, but also a versatile source of information and educator. These metaphors express that the guide is a safe guide who directs, leads, prevents getting lost. It is the greatest assurance of tourists in unknown places. Tourist guides establish a link between cultures. They convey their own culture to tourists of different nationalities in the most accurate and impressive way. Tourist guide is not only professional, but also emotionally close to people and supportive. In line with the metaphors, unknown places gain meaning thanks to the tourist guide. The metaphors obtained from the responses show that the tourist guide carries out his/her professional responsibilities seriously and contributes to the economic dimensions of tourism. The metaphors analyzed in the research show that tourist guiding is multifaceted, deep and creative.

These metaphors reveal that the tourist guide is a multidimensional figure who not only provides information, but also guides, protects, preserves culture, strengthens human relations and makes people experience different flavors of life. This multi-layered approach strongly represents both the tangible and intangible aspects of the guiding profession.

5. Conclusion

Tourism guidance profession, which is in the tourism sector, is a profession that is at the forefront due to its characteristics. Tourist guides are the first to communicate with domestic and foreign tourists. The tourist guide plays a role in solving the problems encountered during the tour. It is located as a bridge between the travel agency and the tourist (Saltık & Kızılırmak, 2020; Çokal, & Demirel İli, 2024). The quality of the tourist guide profession, which is the cultural ambassador of the country, is very valuable in terms of promoting the country (Yenipinar et al. 2016; Özgürel & Baysal, 2020; Ayaz et al. 2020). There are certain requirements to be a tourist guide in various countries. In Turkey, the education for the tourism guidance profession is primarily offered through universities. This study, which includes the metaphors of the tourist guide profession, is important for the awareness of the profession (Köroğlu et al., 2018; Ayaz et al. 2020). Examining the tourist guidance department students' perceptions of their own profession through metaphor reveals a picture of how they see their future professions. In addition, learning how tourism guidance students perceive the tourist guide profession is very important in terms of tourism education for their personal and professional development. Furthermore, its importance is increasing due to the fact that it is a study covering different provinces. Studies involving the explanation of abstract concepts with various metaphors are among the popular studies in recent years.

6. Discussion

Within the scope of the results of the study, it was seen that they had a certain level of knowledge within the scope of the tourism guidance profession and students conceptualized the profession in diverse ways. As seen in Yenipinar et al. (2016)'s study, being conscious was also included in this study. In this respect, the two studies have similar aspects. Within the scope of the research, the question form directed to obtain metaphors was adapted by considering the statements of the studies conducted by Yenipinar et al. in 2016 and Ayaz et al. in 2020. Phenomenology design was used to analyze metaphors. By using the qualitative research method, metaphors and their justifications were analyzed. According to the data obtained, 59.2% of the students participating in the research are girls; 40.8% of them are male students. The fact that the gender results are close to each other shows that the tourism guidance profession is a preferred profession for both genders. In terms of class, 35.8% were first class, 32.8% were second class, 14.4% were third and 17% were fourth class. There were 336 participants within the scope of the research. Since the answers were not in the desired format, 36 answers were excluded from the scope of the research. The metaphors given by the students are divided into categories. When the separated categories are examined, they are stated as 10 different groups. These are Makers of Life, Forces of Nature, Keepers of Knowledge, The Guiding Ones, The Circle of Care, Agents of Influence, Instruments of Insight, Structures of Guidance, Cultural Weavers, Flavors of Life. These categories determined in the study are similar to the studies by Ayaz et al. (2020), Köroğlu et al. (2018) and Yenipinar et al. (2016).

6.1. Theoretical Contributions

The fact that there are 300 different expressions within the scope of the mentioned metaphors shows that tourism guidance students have a wide knowledge and

perspective about the profession. In the results of the metaphors analysis, it was determined that the students participating in the research had a positive occupational perspective. Metaphors related to education were the most frequently expressed metaphors. In particular, the metaphor of the teacher and the book is frequently repeated. In this context, the teaching and narrator role of the tourism guidance profession has come to the fore. Metaphors about space and food are among the least expressed groupings. Among the metaphors related to the place, the expression "lighthouse" shows the guiding role of the tourist guide profession. Among the metaphors about food, the expression "wine" is frequently repeated. The experience of the tourism guidance profession has revealed its role. For this reason, tourism educators should pay close attention to the metaphors and categories identified in this study, as they offer valuable insights into how students perceive their educational experiences, the future potential of their profession, and their associated thoughts and emotions. This research is important in terms of both the tourism guidance profession and the analysis of metaphors. Studies of this kind aim to uncover metaphors that help reveal how individuals perceive and make sense of the topic.

The findings obtained within the scope of the research reveal the way students make sense of the tourist guiding profession through metaphors. It also provides important clues about how they see both their individual roles and their functions in society. It is also possible to evaluate these results in terms of social representation theory (Demir, 2021). According to this theory, people's perspectives are important. The tourist guide profession is not only an individual job, but also a profession that takes place in the cultural memory of the society and is attributed to the society.

6.2. Practical Contributions

Tourist guiding is a practically experience-based profession. For this reason, the practical contribution of studies on tourist guidance is quite high. The practical contribution of this study is to know the students' perspective on the profession. Thus, students' thoughts about the profession will be clearly understood. Knowing the metaphors that students use about the tourist guiding profession not only helps to understand their world of thought but also helps to make the education process more effective, targeted and student-centered. This will enable concrete steps to be taken to increase both professional success and sectoral quality.

Metaphors can be an effective learning and evaluation method that can be used in education. The use of metaphors in tourism guidance programs can help to determine subjective perceptions of professions, identify strengths, and determine the place of roles and responsibilities within the profession. It can be used constructively as a feedback factor in education. It is useful in terms of professional identity.

6.3. Limitations

Although this study has some limitations, each one offers a valuable starting point for subsequent research. The main limitation of the study is the programs that provide tourism guidance education for four years. The limitation of the study is that the study data were collected within the scope of the 2020-2021 academic year. In

this context, it may be possible to repeat the study within the scope of the more recent academic year.

6.4. Future Research Agenda

It is possible to make some suggestions for future studies. First of all, future studies that investigate tourist guide students based on larger samples may increase the extension of the current view regarding tourist guide profession. Secondly, other participants from tourism sector may be included in future research to see how they perceive tourist guide profession. Additionally, perception differences can be determined by conducting a metaphor study for students who are in the tourism guidance program in associate, undergraduate and graduate degrees. Metaphor studies can also be carried out in terms of different programs. In addition, it is possible to examine the similarities and differences between the students in the associate and undergraduate tourism guidance programs within the scope of the same university by conducting a metaphor study.

In addition, the following examples can be given as case studies in different fields:

Qualitative research can be conducted to enrich the metaphor choices and interpretations of tourist guides, tourists and sector stakeholders. This will better reveal the meaning and function of metaphors in daily practices. Studies can be conducted on cultural interactions and local perceptions by comparing the metaphor preferences of guides from different geographies. The role of metaphors in the professional identity development of counselors can be examined. Integrating metaphor-based content into educational materials can facilitate learning and strengthen counselors' communication skills. Developing and analyzing metaphors related to technologies such as virtual guidance and augmented reality will provide rich data for the future. By collaborating with disciplines such as psychology, sociology and anthropology, the individual and social dimensions of metaphors can be examined more comprehensively.

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Contribution Rate Table

Reviewer evaluation: External Independent.	Informed Consent Form: All parties participated in the study with their own consent.
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