

CHALLENGES IN EDUCATION OF TOUR GUIDES AND TOUR MANAGERS

IZAZOVI U EDUKACIJI TURISTIČKIH VODIČA I ORGANIZATORA TURIZMA

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Abstract

The following article examines different educational systems for tour guides in Slovenia as well as abroad. Based on the survey carried out among tour guides and tours managers in Slovenia their opinion on the usefulness of knowledge gained in the process, their viewpoint on the current form of education and the level of difficulty of obtaining a license for a tour guide or tour manager was investigated. In addition, their viewpoint on proposed new contents and forms of education was examined. Finally, a two-way system of education for tour guides, i.e. professional tour guides and part-time tour guides and tour managers, was proposed.

Sažetak

Članak istražuje različite obrazovne sustave za turističke vodiče u Sloveniji, kao i inozemstvu. Na temelju ankete provedene među vodičima i turističkim pratiteljima u Sloveniji istraživali smo njihovo mišljenje o korisnosti znanja stečena u procesu, njihova gledišta o trenutnom obliku obrazovanja i razinu težine dobivanja dozvole za vodiča ili turističkih pratitelja. Osim toga pregledano je njihovo stajalište o predloženim novim sadržajima i oblicima obrazovanja. U konačnici predložen je, dvosmjerni sustav obrazovanja, profesionalnog turističkog vodiča, odnosno skraćeno radno vrijeme turističkog vodiča i turističkog pratitelja.

1. INTRODUCTION

Education of tour guides in Slovenia is confronted with many challenges, as Slovenian market differs greatly from the foreign ones. Slovenians in general like to travel; hence, a huge rise in the number of travels from Asian countries does not come as a surprise. However, for a county with only 2 million inhabitants, Slovenians travel a lot. Unfortunately, detailed information regarding the frequency of travels is virtually impossible to find. Here, Slovenian tour guides and tour managers play an important role. The work of tour guide or tour manager is demanding and tough, and for it a person needs to have some predispositions like, good communication skills, positive work attitude, calm personality, accuracy, good self-organization, ingenuity and an ability of systematic and fluent language skills /1/. A tour guide's or tour manager's job is an interesting yet a demanding one, and due to a variety of skills needed, their education should be well planed and organised. The aim of the following article is to examine how a system for education of tour guides and tour managers can be created, which will give them all the nec-

essary tools to perform their job. The first part of this article examines the current state of education system in Slovenia and some other European Union countries as well as overseas with the objective to find theoretical grounds on which operational changes in education of tour guides and tour managers can be suggested. The second part of this article presents the results of survey made among randomly picked tour guides and tour managers, which were selected from the registry of tour guides and tour managers that is being managed by the Chamber of Commerce of the Republic of Slovenia. The aim of this article is thus to encourage the process of alterations that could be made to the education programme of tour guides and tour managers, which would then improve their competencies, quality of work and their overall customer satisfaction. The quality of work of tour guides and tour managers is strongly correlated to customer satisfaction /2/, /3/, /4/, that is why education of tour guides and tour managers is even more important, given that quality of work is (at least partially) linked with quality of education that tour guides and tour managers receive during this process.

1.1 Education

Education is one of the segments of the socialization process, which comprises of acquisition of knowledge and skills /5/. This definition is more suited for early periods of individuals' life, however, there are some emphasizes that education and learning never apply only to children and youth but to all age groups /6/. Some define education in the broad sense as a planned, long-term process of development of knowledge, abilities and skills of individuals that enable them to interact with others in social as well as professional environment /7/. Moreover some argue that during the educational process individuals learn how to shape their own scientific viewpoint; this process is based on case studies from which individuals learn and receive information /8/. It is also argued that institutionalized transfer of knowledge cannot be sensitive to individuals, society, time or place /9/. Education needs to be timeless and universal. Knowledge that is being transferred by specific industries cannot be directly connected to individuals, their social environment, but has to be more general; it has to meet the standards of objectivity and reliability. These conditions suite the scientific approach to education. Therefore, it is not unusual that formal education is still based on transfer of scientific knowledge. There are also some propositions of new forms of education and they share the opinion that e-learning will inevitably change all forms of learning as well as education in 21st century. The main reason for this, according to authors, will be the accessibility of this form of education as well as price efficiency that will be much better than what traditional education forms are offering /10/. There have been studies of forms of e-learning for tour guides and tour managers by testing various contents of e-learning that can be used by tour guides and tour managers, who wanted to improve their knowledge as well as try themselves out in this profession /11/. The next part of this article presents the educational system for tour guides and tour managers in Slovenia, some European Union countries and other countries.

1.2 Educational system for tour guides and tour managers in Slovenia

In Slovenia, education for tour guides and tour managers is defined by the Tourism Development Act /12/. The Paragraph 39 of this Act says that the work of tour guide or tour manager contains "expert guiding of visitors on pre-set plan." The paragraph further states that this work can only be performed by

those who have passed the exam that proves their skills and has been set by the Chamber of Commerce of the Republic of Slovenia with consent by the Ministry of Labour, Family and Social Affairs, Ministry of Culture and Ministry of Tourism. They can identify themselves with special card issued by the Chamber of Commerce of the Republic of Slovenia. In addition, Paragraph 39 of Tourism Development Act /13/ also states the conditions for applying for this exam such as minimum 18 years of age, secondary school diploma, and knowledge of at least one foreign language. These are formal and legal prerequisites. It consists of three parts, in the first part the candidate must prepare a term paper that includes all aspects of preparation for a single destination, the second part is an oral exam, where the board of examiners interviews the candidate on several topics, i.e. geography, history, ethnology, psychology, art history and organization of work in tourism. The last part is a practical test, where several candidates undertake a one-day tour around Slovenia together with the board of examiners, where each candidate presents his segment of the tour. To proceed from the first to the second and then the third part of the examination, each part must be successfully completed, and once the candidate has successfully completed the entire process, he or she may become a tour guide or a tour manager and get the license from the Chamber of Commerce of the Republic of Slovenia /14/.

Tourism Development Act /15/ further describes some specialties that exceed the scope of this licence, e.g. more or less only certain areas or establishments that tour guides or tour managers are not allowed to guide even with their licence, such as galleries, mountain tours, national heritage sites etc. The question that arises here is whether a tour guide or a tour manager has the necessary knowledge to conduct this work? Škerbinc /16/ clearly states that: *with acquirement of this license you will only do the first step on the long journey of lifelong learning. Having the licence of a tour guide or tour manager only satisfies the minimum conditions that are enforced by the law and does not mean you are a good tour guide or tour manager. To become a good tour guide or tour manager you have to constantly learn new things, and go through years of practice but only if you already possess' competencies for it.* It is a fact that each customer wants to have a good tour guide or a tour manager but can such licence really provide this? This and some other questions we will be dealt with in the empirical part of the article.

1.3 Educational system for tour guides and tour managers abroad

For comparison it seems right to compare the educational system in some other countries, in England for example this is done by The Guild of Registered Tour Guides /17/, that manages the protected brand called Blue Badge Guide that represents tour guides with licence. Basic requirements for applicants are relatively loose and can attract people from various professions. Expected minimum age is 30 years, university degree is not a requirement but it is clearly stated that it is helpful to have it in further process of education. Knowledge of any foreign languages is not a condition but knowledge of other languages helps after you get the licence, since it is easier to find work. The training course consists of two parts. In the first part, which lasts 8 months, candidates are trained in guiding techniques, they take 2 four-hour lectures per week, themes covered include communication skills, presentation skills, conflict management, problem solving, tour planning, customer care, and health and safety. Apart from the lectures, practical training takes place at weekends. In second part, that lasts 6 months, candidates focus on certain areas in England so as to educate them in guiding specific areas in England with special focus on historical sites /18/. Scotland, on the other hand, has a somewhat different program. Licences are issued by the Scottish Tourist Guides Association that has trusted the education process to the University of Edinburgh. Education starts with a 4-day introduction course, which is followed by classes that take place over the next 2 years. Basic segments are three: the first covers core knowledge such as history, geography and society. This first segment has 128 school hours delegated to it. The second segment features guiding techniques and covers various techniques of guiding, this segment has 280 school hours allocated to it. The third segment covers regional studies, focusing on the knowledge of the local environment and history, again with 280 school hours. In addition, theory candidates also do two tours around Scotland that last seven days as well as several one-day trips. For candidates to obtain the licence the candidate must get at least 70% of all possible points in each segment /19/. Icelandic system has several conditions for applicants to be, a university diploma, minimum 21 years of age and proficiency in Icelandic language. The education process lasts one year and consists of 444 school hours that are carried out during 26 weeks in the evening. Themes covered include guiding tech-

niques, presentation skills, group psychology, geology, geography, history, art, foreign languages and first aid training. Each theme segment is done individually and after each segment there is a test. In order to pass candidates must gain at least 70%. At the end of this theoretical part, candidates undertake a 6-day circular tour on Iceland, where they have to show their theoretical as well as practical skills /20/.

Greek system of education for tour guides lasts 30 months. Conditions for applicants are a high school diploma and fluent knowledge of Greek language. Due to its rich history the ratio between techniques and content is roughly 1:10, which means that nearly 10 times more time is dedicated to history and geography of Greece than to techniques as such. Courses finish off with exams as well as a practical test /21/. In the United States of America there is no program at the national level. There are, however, several companies that offer educational services for tour guides, such as International Tour Manager Institute and The International Guide Academy. Both organizations work on the principle of learning by doing or hands on approach, they do not present any special requirements for candidates that would like to apply. International Tour Manager Institute /22/ offers two education options, first is for tour guides and the second for tour directors. To get the title of a tour guide, candidates must pass a 7-day course where they study practical cases in areas like guiding techniques, problem solving, communication management and literature review. The International Guide Academy /23/ has a 10-day-program which is also based on case studies. Themes covered are pre-tour preparation, public appearance, airport procedures, hotel procedures, content research, co-operation with local guides, co-operation with drivers, group psychology, problem solving, and first aid. Finally, there is the World Federation of Tourist Guides Associations /24/ that comprises over 100 different members from countries all over the world. Their view is that general topics covered in any licence program for tour guides should include guiding techniques in different environments, public presentations, organization of work, content topics and working in tourism.

1.4 Key differences and oncoming educational changes

In this part of the article, systems of education of tour guides in various countries mentioned above will be compared. While we can see a lot of similarities in

conditions to apply for a licence there are several differences in other areas. In Slovenia, the only real difference when it comes to conditions to apply, is that an applicant has to have a knowledge of at least one foreign language at secondary school level, but this seems somewhat understandable, since Slovenian language is spoken by roughly 2 million people, and most of other countries in comparison are English speaking countries with English being one of the most commonly spoken languages all over the world. We can also point out the minimum age requirement where there is not much difference, almost all countries have this condition set at around the age of 20 years, England is somewhat different where the age limit is not set but it is suggested, the applicant to have at least 30 years. Duration of education differs greatly; in Slovenia it is not predefined but with conditions given it is safe to say that the process takes at least 2 to 3 months, although the exam tests theoretical knowledge on a single day and the same is done for the practical part. The United States of America also have a relatively short education process of 7 to 10 days; In Iceland the process lasts 12 months, followed by England with 14 months, Scotland with 24 months and Greece with 30 months. Given that the duration process is not being the best measurement, we have also compared the intensity of each program. In Slovenia, it is hard to determine the intensity since it depends on the applicant, in England classes take place twice a week for 4 hours, Scotland, Iceland and Greece have similar programs, with education being done at university level with classes taking place during the week, the United States of America have a highly intense schedule due to a short period program. The last part of comparison investigates two ratio aspects; firstly the ratio between guiding techniques and guiding content, the second ratio between theory and practice. In Slovenia, the ratio between guiding techniques and guiding content is much more in favour of the guiding content because applicants do not deal with guiding techniques at all in the theoretical part; they are just tested in the practical part without any real formal presentation of their guiding techniques. In England, 8 months are devoted to guiding techniques and 6 months to guiding content, applicants can choose what area they wish to specialize when it comes to guiding content; the areas include Northern England, Southern England and the City of London. In Scotland the ratio is equal, guiding techniques and guiding content both get 280 hours of classes, but we have

to point out that there are also two 7-day trips and several one-day trips that are done which test both guiding techniques as well as guiding content. Iceland does not have a system that would separate guiding techniques from the guiding content, but from what we could find, it seems that guiding techniques get slightly more attention than guiding content. Greece, on the other hand, is different. Here, we can clearly see that more time is devoted to guiding content than guiding techniques. Finally, for the United States of America we can observe that there is no special time devoted to guiding content, there are, however, some lectures on how to find suitable literature that can prepare the applicant for certain destinations, here we could argue that almost all time is devoted to guiding techniques. Based on this comparison, we can determine that systems of education are much more sophisticated and complex in other countries compared to Slovenia, systems also emphasize other seemingly more important contents like guiding techniques than in Slovenia. Development of competencies that could be defined as core competencies of every tour guide or tour manager ought to be at the top of the priority list, and guiding techniques should belong to that category, whereas guiding content should come second, not that it is not important, but the area of knowledge here is so broad, thus making it impossible to teach students everything about anything, as the environment is constantly changing and tour guides and tour managers must constantly renew their knowledge. This finding is also supported by practices abroad. Analysis and evaluation of the most important core competence of a tour guide or a tour manager is communication competence /25/. There has also been pointed out that when it comes to communication competence, there is not just verbal communication but also non-verbal that is just as equally important /26/. There is also the challenge of presentation of certain culture to other travellers and found that knowledge of local environment is of key importance to tour guides and tour managers, because only this way they can avoid any difficulties and present this culture to their customers /27/. In this way, tour guides and tour managers need to be "glocalized" and need to perform globally in local environment /28/. But the suppression of local cultures on the count of globally established standards is not suitable, and the question here still remains to what extent a tour guide or a tour manager should follow the local trends and where he or she still needs to allow local specialities

/29/. The challenge of Slovenian education system is how to prepare tour guides and tour managers for the work abroad and what local knowledge to give them so that they can do their job well at the local level. This also poses another question whether Slovenia is big enough for only local knowledge or should it be done at a more European-regional level?

2. METHODOLOGY

For the purpose of this article a survey was conducted among tour guides and tour managers in Slovenia. Subject of our research was the educational system for tour guides and tour managers in Slovenia, the goal of the research was to find out how tour guides and tour managers, who have undergone this process evaluate current form of educational system for tour guides and tour managers, with emphasis on the question if this current form provided them with enough knowledge and skills to perform their job to their best abilities. For the needs of the research we have set up two hypotheses:

H₁: Tour guides and tour managers evaluate that current content of education process is suitable and provides them with sufficient knowledge.

H₂: Tour guides and tour managers evaluate that the current content should include content on practical knowledge, especially guiding techniques.

To confirm or reject the given hypotheses we have identified variables to evaluate suitability of current content of education such as; increase in the level of knowledge, usefulness of gained knowledge, need for more knowledge and content difficulty. For new proposed content we have identified variables such as: new practical content and new theoretical content. For the survey, a questionnaire was designed and divided into several parts. The first part investigated how tour guides and tour managers evaluate the current form of education in relation to their work; the second part asked them to suggest improvements of the education system and to evaluate what they think the current system lacks the most. In the second part, emphasis was on practical knowledge regarding guiding techniques as these seem to be absent in current system. The questionnaire also included some general demographic questions such as gender, age, level of education and work experience including license type, number of days they work per year and so on.

Interviewees were asked to respond to all questions except those referring to demographic information on a 5 stage response scale, where grade 1 meant

they do not agree at all with the statement, grade 5 meant that they agree completely with the statement, grades 2, 3 and 4 provided intermediate values.

Empirical data used in this article forms a part of a wider research that was carried out between 1 February 2010 and 1 March 2010. Research was conducted among 600 randomly selected interviewees, selected from the Chamber of Commerce's registry of tour guides and tour managers, which is published on Chamber of Commerce's web page /30/. Randomly selected interviewees were also contacted via e-mail to inform them with the research and to ask them to participate in a specially designed online survey.

The annual report about tour guide and tour managers licences for the year 2009 states that on the date of 31 December 2009 there were 1649 registered tour guides and tour managers in Slovenia. Our sample of 600 presents 36, i.e. 38% of total population, altogether, we have received 246 responses what presents 41% of all interviewees or 14.92% of the whole population of tour guides and tour managers in Slovenia /31/.

Data were analysed using descriptive statistics, factor analysis, t-test, variance analysis and Persons correlation coefficient analysis.

3 ANALYSIS AND INTERPRETATION

3.1 Demographic data analysis

Of 246 interviewees there were 93 (37.8%) male and 153 (62.2%) female interviewees. According to age they were divided into five age groups: 37 interviewees (15.0 %) between ages 18 to 25 years formed the first group, 112 interviewees (45.5%) aged 26 to 35 years formed the second group, 39 interviewees (15.9%) aged 36 to 45 years belonged to the third group, the fourth group consisted of 30 interviewees (12.2%) aged 46 to 55 years, whereas the last group featured 28 interviewees (11.4%) aged over 55 years.

In terms of education level, 71 interviewees (28.9%) have a secondary school diploma, 61 interviewees (24.8%) have a college diploma, 96 interviewees (39.0%) have a university diploma and 18 interviewees (7.3%) have a post-graduate diploma. Of 235 interviewees who answered the question regarding their licence type, there are 189 tour guides (76.8%) and 57 tour managers (23.2%). Interviewees were also asked about the length of their work experience, where 98 (39.8%) responded that they have been in this profession up to 5 years, 76 (30.9%) responded that they have been in this profession between 6 and 10 years, 39 (15.9%) have been in this profession be-

tween 11 to 20 years, 21 (8.5%) have in this profession between 21 to 30 years and 12 (4.9%) have been in this profession for over 30 years. The last demographic question referred to the average number of days per year that the interviewees perform their job, whereby 91 (37.0%) responded that it was up to 25 days per year, for 48 (19.5%) it was 26 to 50 days per year, 21 (8.5%) responded that it was 51 to 75 days per year, 32 (13.0%) responded that they work 76 to 100 days per year and 54 (22.0%) responded that they work over 100 days per year. We have also tested the validity of the questionnaire; Cronbach's Alpha test showed the result of 0.910, which shows a very good validity /32/.

3.2 Creation of variables

For all six areas in which tour guides and tour managers are currently educated in Slovenia (geography

with cartography, history, ethnology, group psychology, art history and organization in tourism), we asked interviewees to evaluate, on 1 to 5 scale, how much of the new knowledge was gained in a particular area, how useful the knowledge of a particular area was, whether more knowledge was required for a particular area and how difficult they thought a particular area to be. Results were combined into new variables that were named: **new knowledge, usefulness of gathered knowledge, need for more knowledge and difficulty of content.**

We also incorporated 8 questions regarding the new forms of education in further analysis. Factor analysis showed that we have two factors that explain together 59.6% of variability. Results are shown in Table 1.

Table 1: Results of factor analysis

VARIABLE	FACTORS	
	Factor 1 (45. 91%) New practical contents	Factor 2 (13. 69 %) New theoretical contents
Simulation of tough costumers	.918	
Critical situations case studies	.836	
Simulation of tough co-workers	.821	
Knowledge of public appearance	.647	
Practical use of maps and GPS systems	.356	
How to find proper literature		.942
How to prepare proper notes		.840
Intense local guiding studies Slovenia		.467

In the first factor we have variables that indicate educational content linked to practice, this is why we have named the first factor **New practical contents**. With this first factor we can explain 45, 91% of variability. In the second factor, we have variables that indicate educational content linked to theory, this is why we named the second factor **New theoretical**

contents. With the second factor, we can explain further 13.69% of variability. For research purposes, we chose two new variables named **New practical contents** and **New theoretical contents**.

Table 2 shows us average values of all newly created variables.

Table 2: Average values of newly created variables.

Variable	Average value	Standard deviation
New knowledge	3.99	0.83
Usefulness of gathered knowledge	3.82	0.86
Need for more knowledge	3.66	0.81
Difficulty of content	2.80	0.65
New practical contents	4.19	0.67
New theoretical contents	3.81	0.83

We established that interviewees evaluate the variable *difficulty of content* somewhat below average, post variables are evaluated as expected, only the variable *new practical contents* is evaluated above average.

3.3 Identifying statistically significant differences

Furthermore, we tried to establish statistically significant differences between newly created variables and the type of licence that certain interviewees have. With the help of t-test we have determined that the only difference occurs at variable **Difficulty of con-**

tent ($t=-2,650$; $p=0,009$) where interviewees who have tour guide licence evaluate this variable lower (2.74) than interviewees who have tour manager licence (2.98), this is somewhat interesting since in the current system tour guide licence has more content to go through than tour manager licence.

With the help of variance analysis we found that there are some statistically significant differences between some newly created variables on one hand, and age and number of working days per year, on other hand. Results regarding age are shown in Table 3.

Table 3: Statistically significant differences regarding age

Variable	F	p	Mean value		
			Average mean value	Group mean value	
Usefulness of gathered knowledge	2.58	.038	3.83	18 to 25 years	3.72
				26 to 35 years	3.70
				36 to 45 years	3.82
				46 to 55 years	4.14
				over 55 years	4.10
New theoretical contents	3.21	.014	3.81	18 to 25 years	3.54
				26 to 35 years	3.76
				36 to 45 years	3.75
				46 to 55 years	4.16
				over 55 years	4.07

As we can see from Table 3, older interviewees evaluate above average, usefulness of gathered knowledge and also that new theoretical contents are more suitable.

Regarding the number of working days per year we have found that there is statistically significant difference with this variable and variable **Need for more knowledge** ($F=2.61$; $p=0.036$; average mean value 3.66). This variable was evaluated below average by interviewees, who work less than 25 days per year (3.53), also by interviewees who work between 26 and 50 days per year (3.59) and also between those interviewees who work between 76 and 100 days per

year. Above average grade was given by interviewees who work 51 to 75 days per year (3.72) and those interviewees who work over 100 days per year (3.95). We can say, we found that interviewees who work more days per year also say that they would need more knowledge in areas, which are currently a part of the education system in Slovenia.

3.4 Correlations analysis

With the help of Pearson's correlation analysis we tried to identify correlations between certain demographic variables and newly formed variables. Results are shown in Table 4.

Table 4: Correlation between demographic and some newly formed variables

Variable	Age	No. of years working	Average No. of days worked per year
New knowledge	.141*		
Usefulness of gathered knowledge	.183**	.147*	
Need for more knowledge			.176**
Difficulty of content	.126*		
New theoretical contents	.203**	.158*	

** $p < 0.01$; * $p < 0.05$

We have found that older interviewees more frequently report that they have gained new knowledge during the current form of education for tour guides and tour managers, and also that new knowledge is useful at their work compared to younger interviewees. Older interviewees also found contents more difficult and evaluated new theoretical contents as useful, as opposed to younger interviewees. We have also found that interviewees who have more work experience as tour guides or tour managers more frequently report that they found new knowledge useful and they also evaluate that new theoretical

contents will be useful than interviewees with less work experience. The last finding in this part was also somewhat interesting; interviewees who work more per year said that they feel they would need more knowledge than the ones who work less.

Further on, we wanted to see if there is any correlation among newly formed variables. Results show some positive correlation among them and are shown in Table 5.

Table 5: Correlation among newly formed variables

Variable	New knowledge	Usefulness of gathered knowledge	Need for more knowledge	Difficulty of content	New practical contents	New theoretical contents
New knowledge	1					
Usefulness of gathered knowledge	.699**	1				
Need for more knowledge	.325**	.268**	1			
Difficulty of content	.300**	.214**		1		
New practical contents	.252**	.247**	.212**		1	
New theoretical contents	.396**	.319**	.278**	.134*	.472**	1

** p < 0.01; * p < 0.05

We have found that interviewees who more frequently report that when they passed the education process for tour guides or tour managers, gained new knowledge also more frequently report that they found new knowledge useful, that they would need even more knowledge and that both new practical as well as theoretical contents are important.

The other finding in this case is that interviewees that have reported that they need more knowledge also evaluated both new practical as well as theoretical contents as important.

3.5 Hypothesis testing

For analysis of empirically gathered data we have tested research hypothesis. Based on this, the first hypothesis entitled: "Tour guides and tour managers evaluate that current content of education process are suitable and give them enough knowledge for their work" can be **confirmed**. We have tested this hypothesis using the analysis of average values that we got from interviewees from six content areas, which are currently used in education process of tour guides and tour managers in Slovenia. The average

value of the variable "new knowledge" was 3.99, variable usefulness of gathered knowledge got the average grade 3.82 and variable difficulty of content got average grade 2.80. Two out of three areas were evaluated above average. Further analysis that support this conformation of hypothesis was done with correlation analysis that showed positive correlation between age and usefulness of gathered knowledge (r=0.183; p=0.01) and correlation between age and new knowledge (r=0.141; p=0.05). correlation was found between new knowledge and usefulness of gathered knowledge (r=0.699; p=0.01) as well as between new knowledge and difficulty of content (r=0.300; p=0.01). The second hypothesis entitled: "Tour guides and tour managers evaluate that to the current content of education process there should be contents regarding practical knowledge added, especially guiding techniques" can also be **confirmed**. In addition, this hypothesis was tested using the analysis of average values that we got from interviewees in six content areas, which are currently used in education process of tour guides and tour managers in Slovenia. The average value for the variable "need

for more knowledge" was 3.66, 4.19 for new practical contents and 3.81 for new theoretical contents. We have determined that all three areas are evaluated above average. Further analysis that support this confirmation of hypothesis was also conducted using correlation analysis that showed positive correlation between average number of working days per year and the need for more knowledge ($r=0.176$; $p=0.001$). We identified positive correlation between the need for more knowledge and new practical contents ($r=0.212$; $p=0.001$) as well as new theoretical contents ($r=0.278$; $p=0.01$).

4. INTERPRETATION AND SUGGESTIONS FOR PRACTICAL USE

The purpose of this article was to find out how tour guides and tour managers evaluate current content of the educational process which is being implemented in Slovenia as well as how they evaluate new ideas regarding the improvement of this system. Based on theoretical findings and gathered empirical data we can determine that current content of education is evaluated relatively well by tour guides and tour managers, as they have positively influenced them in acquiring new knowledge (average value 3.99). Tour guides and tour managers also evaluate that new knowledge is useful (average grade 3.82) but they still say that they would need even more new knowledge (average grade 3.66). When talking about new knowledge, tour guides and tour managers indicated that they would like to see more practical knowledge being incorporated into the new system (average grade 4.19). We can say that current content is not bad but tour guides and tour managers clearly indicated what they are missing in the current system, this was especially strongly suggested by those who work permanently in this job. Based on the findings we suggest a comprehensive evaluation of the current system of education for tour guides and tour managers in Slovenia. This should be done based on the comparison analysis of other systems in the region and the European Union. Regardless of the results, some Slovenian local specifics will have to be incorporated in the renewed system. For those that already have a tour guide or a tour manager licence we recommend an introduction of a control system that would verify their knowledge every couple of years in order to renew their licence, this would serve as a career counselling for those that are already working as tour guides or tour managers. For new applicants, we recommend the introduction of a two-

path system, one for professional tour guides that would consist of 18 month intense course after secondary school diploma. The ratio between theory and practice should be set at 1:2, e.g. more in favour of practice which ought to be done in co-operation with tourist agencies. The second option in this two-path system would be for part-time tour guides that would be limited to maximum 50 working days per year. For this system, we recommend an intense 3-month education process with the same ratio between theory and practice 1:2, this practice would also need to be done with co-operation with tourist agencies.

The findings clearly indicate the need for renovation of current educational system for tour guides and tour managers in Slovenia that would respond to the needs of post-modern society where customers are becoming more and more demanding. It is now roughly ten years since the first tour guide and tour manager licences were issued in Slovenia, and after ten years it seems more than the right time for a revision of the system.

Notes

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