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## The effect of professional expectations of tour guiding students on their professional motivation

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### ABSTRACT

Achieving the desired success in tourism is linked to the high expectations and motivations of young people who have received tour guiding training. In light of this, the aim of this study is to determine the effect of the professional expectations of the individuals who receive tour guiding training on their professional motivations. A quantitative research method was applied, and a questionnaire technique was used as the data collection tool. The study concluded that expectations such as suitability of the profession to the individual, working conditions, and professional respect affect professional motivation.

### 1. Introduction

Tourism is an important industry that brings foreign exchange to a country's economy. For this reason, many countries are making significant efforts to improve their share of the tourism market. One of the most important efforts in this regard is education. Adding meaning to organisational activities by having qualified personnel is an important measure of this effort (Hjalager, 2003, p. 27; Ünlüönen & Boylu, 2005, p. 13).

Countries can have a qualified labour force thanks to a good education. This situation provides important advantages for touristic destinations, both in terms of the diversification of touristic products and competitiveness under difficult competitive conditions. Therefore, tourism education aims to provide trained personnel to work in the industry, to instil an awareness and understanding of tourism, providing a management experience to the individuals during their education, and it also serves to train tourism experts to develop the various skills and knowledge needed to adapt to change and modernisation (Çavuş & Kaya, 2015, pp. 105–106). In this sense, the tour guiding has important implications for the tourism industry and therefore needs a strong educational foundation. This position is supported by Jacobson and Robles (1992) who regards tour guiding as one of the most important elements of tourism. In the same study, it was emphasised that tour guiding education should be supported in Costa Rica. It is important that new training on the diversification of tourism be part of these education programs, for example ecotourism, sustainable development, and environmental protection. Thus, better service may be provided to the increasing demand for tourism in rural areas near Tortuguero National Park.

Despite the importance of a qualified labour force for the tourism industry, people do not tend to work much in the relevant sectors of the industry (accommodation, transportation, food, and beverage) due to the poor personal rights of the employees in the industry. However, tour guiding in Turkey is one of the most important business aspects of the tourism industry in terms of economic growth. Although it is tiring, it is a desired profession because of its high profit. In recent years, an increase in the number of educational tourism faculties has led to an increase in the number of tour guiding departments within universities in Turkey. This increase should

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be carefully managed to positively contribute to the tourism industry, and furthermore, the expectations for the future of the young people should be kept at a high level.

It is thought that one of the valuable indicators of the motivation of the young people who receive tour guiding training is their professional expectations of the future. The guide profession, especially, is a difficult profession due to its structure. Even if it provides good financial gain, working conditions are not easy. Also, the way the profession functions may not be appropriate for some people. However, the reputation of the profession in society is still high. Many skills are also required to satisfy the needs of the profession, such as the ability to speak a foreign language, human relation skills, strong communication skills, and personal networks, are necessary for this job. Furthermore, the respectability of the profession at the social level is becoming more accepted. The elements mentioned here, which represent a characteristic of the tour guiding profession, come to the forefront in shaping the professional expectations of young people during their university education in Turkey.

The purpose of this study is to determine the effect of tour guiding students' professional expectations on their professional motivation. In order to increase the level of social functioning and civilisation in a country, it is necessary to have educated individuals. University education especially stands out as an important concept. In this context, there have been developments related to the university education in recent years in Turkey and a significant increase has been experienced in the number of universities. However, there have been some disadvantages. In particular, the increase in the number of individuals studying at the undergraduate level can pave the way for an increase in the future expectations of young people in relation to employment balanced against demand for intermediate staff in the country. In such an environment, scientific studies about students' professional expectations are important for mediating the elimination of problems in practice, in addition to the exploration of theoretical approaches.

## 2. Literature review

### 2.1. Tour guiding education

A tour guiding is defined as "a professional person who often interprets cultural and natural heritage and directs groups (and sometimes individuals) around venues or places such as natural sites, historic buildings, places and landscapes" (Weiler & Black, 2015, p. 1).

The point at which the tourism sector has arrived in the 21st century also necessitates the development of many stakeholders related to tourism in various ways. In this sense, tour guides, which are very important especially for the groups participating in tourism activities, should also have a prescribed level of education. Thanks to this training, tour guides should aim to reach a certain level in terms of skill and qualifications. In addition, the guides should have professional certificates in order to avoid problems before and after the tour. These conditions enhance the need for knowledge and qualified personnel in the tourism industry. In this way, the main responsibilities of the guide, which are to promote the destination, to communicate with local people and to fulfil the responsibilities of interacting with tourists, are performed more easily (Ünlüönen et al., 2010, p. 146; Ulama et al., 2015, p. 341; Lovrentjev, 2015, p. 555). It has been stated in research that tour guides should have a qualified education in order to fulfil the demands of enterprises and visitors (Roney & Öztin, 2007, pp. 4–17; Prakash & Chowdhary, 2010, p. 56).

Tour guiding training may vary from country to country. Tour guiding training was being given in two forms in Turkey until 2012, including formal and informal education. Formal education was provided by universities (associate degree, bachelor's degree, and a master's degree), while informal education was provided through courses operated by the Ministry of Culture and Tourism. However, as of 2012, the Vocational Law No. 6326 on Tourist Guidance restricts informal education. Tour guidance certificates (licensed), language exams, and application tour for Turkey are scheduled under TUREB<sup>1</sup> and TURSAB<sup>2</sup> (Kozak, 2009, p. 2; Ministry of Culture and Tourism, 2019). It is mandatory for tour guides to obtain a certificate (licence) in order to perform the duty of professional tour guidance (Müküs, 2009, p. 17).

With amendments in 2014, courses may be organised by TUREB if needed within the scope of "Regulation for Professional Tourist Guidance". Graduates other than guidance tourism departments are allowed to participate in these courses, provided that they have an undergraduate degree. In addition, anyone who has a master's degree without a thesis and has a score of 90 or higher in the YDS (foreign language exam), and equivalent language exams, can get a tourist guide certificate (Ministry of Culture and Tourism, 2019). This kind of practice could be considered incorrect in an environment where the departments related to tourism lose their significance and are preferred less in Turkey. In a period when graduates of tourism-related departments are finding it difficult to find jobs in different fields, such practices where graduates from different departments can easily find jobs can cause long-term harm to the tourism industry and tourism graduates.

The first tourism education at the undergraduate level in Turkey was started with the opening of the tourism department in the Ankara Commercial Teacher's Training High School between 1965-1966. This institution has survived to the present day and continues its activities as the Ankara Hacı Bayram Veli University Faculty of Tourism, and the same institution provides training at undergraduate and graduate levels, focusing mainly on tour guidance education. Tourism education commenced at Ege University in 1969, Hacettepe University in 1974, Bursa Faculty of Economics and Administrative Sciences in 1975, and Erciyes University in 1982 at both the undergraduate and graduate level, and student numbers have increased gradually (Dağdeviren, 2007, p. 19).

Tour guiding training does not have an internationally accepted standard. Therefore, comparison between countries in the context

<sup>1</sup> Turkish Tourist Guides Association.

<sup>2</sup> Association of Turkish Travel Agencies.

of tour guiding education can help to overcome the shortcomings. Some countries have long-term and detailed education, while others are more flexible. (Lovrentjev, 2015: 3–4). The comparison here should be in the sense of quality. In spite of the importance of the profession of tour guiding, it is accepted that professional training is not compulsory in countries such as the USA, France, and Japan. In addition, training can vary between 3 weeks in South Africa (shortest) and 5 years in Argentina (longest) (Tetik, 2006, p. 38). Information on guidance training in some countries is provided with the help of Table 1 below.

## 2.2. Theoretical background, the research question, and hypotheses

Expectation is defined as “expecting something to happen”, “the individual’s prediction of the forms which certain conditions take or what is expected of him/her” (TDK, 2019). Professional expectations are the demands that people want to have fulfilled in order to get satisfaction from their professions. In particular, the expectations of students about their future professions may have lasting effects on their lives. Academic studies in this area are mostly related to determining the factors that affect these expectations. While the expectations of high school students are generally determined by their families (Raffaelli & Koller, 2005; Uluçay et al., 2014, p. 234), the expectations of university students are determined by their own characteristics, by the sector and business structures, and future working life and social conditions. In support of this, Akman (1992, p. 126) emphasised that the value, worldview, and lifestyles of individuals affect their expectations during their education. Prior and Cox (2014) emphasise that student expectations may differ depending on demographic variables and highlight the gender variable.

In their study of tourism students, Kopt and Strydom (2014) emphasised the fact that the sectors which require industrial skills, are based on inter-individual communication, and have a customer-oriented and labour-intensive operation underlines the expectations of the students. Richardson’s (2009), study of tourism students emphasised that their expectations may have a negative impact on their work experience, even if students’ expectations during education are positive. Chuang et al. (2007) emphasised that students’ expectations may vary according to the timespan of their educational lives. Career prospects can be broader, especially for students who have an internship and workplace experience towards the end of their education. Studies on student expectations in the literature focus more on the factors that affect these expectations. In this sense, it is also important to understand how the professional expectations of the students during their education affect their motivations regarding their future profession.

In the literature, it is observed that there are studies on the factors that determine the motivation of students who are trained in tourism-related departments. Aloudat (2017) examined the perceptions of tour guiding undergraduate students in Jordan regarding their career prior to entering the job market. Although tour guiding is a respected profession, in this study it was determined that there are some negative perceptions about the career among students, such as being stressed and tired, employees having an unstable income and negative effects on family life. With such negative perceptions, it causes a decrease students’ motivation towards their future professional life. Hjalager (2003) stated that student gender affects their motivation due to expectations and states that men have more professional motivation in an environment where experience is also taken into consideration. Stansbie and Nash (2016) emphasised that the expectations of students who have received a tourism education may change as a result of an internship, and as a result, this had affected their motivation.

Ekol Bayram (2017, p. 259) stated that expectations, together with limitations and perceptions, are the most important determinants of motivation in the tourism industry. Expectations of students studying in tourism-related departments affect their professional motivations due to reasons such as long working hours, low wages, professional reputation in the sector, lack of a specific job

**Table 1**  
Tour guiding education by country.

COUNTRY	TOUR GUIDING EDUCATION
Germany	In Germany, guides are separated into two: expert guides and those who do not require expertise (Çolakoğlu et al., 2010, pp. 178–179). There are also three different courses to train guides. Certificates are given at the end of the course (Tetik, 2006, p. 42).
Italy	Guide training is organised through state administrations. The states make their own arrangements by following the statutory regulations (Tetik, 2006, p. 40). The guides are required to know at least one foreign language and have sufficient knowledge and skills about national destinations (Arslantürk, 2003: 92).
France	Guide training is provided in courses given by the Ministry and in public schools. Institutions offer undergraduate level guide training. In addition, night education and compensatory guide training is given in private institutions (Esen & Gülmez, 2017, p. 37)
England	This country has the most laborious tour guiding education in the world (Pond, 1993, p. 95). Tourist guides receive certificates in three different ways based on one organisation. Guiding can be achieved at different levels, as in Level 2 (Whitebadge), Level 3 (Greenbadge), and Level 4 (Bluebadge) within the country (Eker et al., 2019, p. 72). In addition, candidates must pass written and oral exams in order to gain these badges (Yenipnar & Zorkirişçi, 2013, p. 130).
Canada	Education in Canada has been officially conducted through the Quebec Institute of Hotel Management and Tourism since 1985 (Temizkan, 2010, p. 73). Canada also launched a licensing program for guide training in 1994 and guides are required to speak at least three languages (McDowall, 2010, p. 6). The guide training period is 7 months and total of 240 h (Çevrimkaya, 2019, p. 25).
USA	In the United States, guide training takes place spontaneously, not under any institution. In short, there is no standard program throughout the country (Gorenak & Gorenak, 2012). Licensing with different interstate practices is mandatory. For example, applicants apply to departments that provide guide certificates in Washington, DC. A fee of \$28 is required for license renewal each year (Pond, 1993, p. 94). Training is undertaken and tested in written and verbal form (Colakoglu et al., 2010: 176).
Hong Kong	In Hong Kong, tour guides are tested before taking training courses. Then, a certificate is given (Zhang & Chow, 2004, p. 86). Anyone, whether native or foreign, can be a tour guiding. However, conditions such as a work permit, a deposit, and having an employer are required. Native guides should be undergraduate graduates, while foreign guides should have a master’s degree. They are also required to know Chinese and English at an E level (Tanrısever et al., 2019, p. 50).

description, and high levels of hierarchy. Muturi et al. (2013) also stated that students' expectations and motivations are related. Cothran and Combrink (1999) emphasised that expectations that determine student motivations in the field of tourism and hotel management related to working life can change at the country (ethnic) level. Studies have also investigated the effect of a lower level of education on the interaction between tourism students' expectations and motivations. Mak and Ng (2014) stated that the expectations and motivations of tourism students at the secondary school level are interactive. Lee et al. (2008) emphasised that the expectations of the tourism students affect their professional preference as well as their professional motivation after education. Neuman et al. (1980) stated that students who receive a tourism education may affect their motivation in relation to certain topics, their expectations and practices such as lifestyle, and their success and diversity related to their profession. Likewise, Kim et al. (2016) state that motivation is an important factor in tourism and hotel management students' choice of department and career choices after education.

However, research into the expectations of students studying in tourism-related departments, studies on the interaction between students' professional expectations, and professional motivations are limited. This study provides a valuable contribution by determining the current situation in Turkey, especially as Purcell and Quinn (1996) revealed that students' motivations for the future are not academic but professional expectations. Akıncı et al. (2017) found that the professional perception and expectations of students studying in tourism vocational schools play a determining role in their professional motivation. The way to increase academic achievement in any department is to foster student motivation. Further, motivation is an important and current problem affecting academic success. It is an important source of motivation in students' professional lives after education (Matuga, 2009; Zimmerman, 1990). Motivation in tourism is also closely related to the expectations of students and meeting these expectations (Kim et al., 2007; Lee et al., 2010; Lewis & Airey, 2001). Students studying in tourism departments have little knowledge about the practical aspects of their business career, so the determining elements of their motivation are the expectations and perceptions. Therefore, there is a need for studies that reveal students' professional motivations, expectations, and perceptions (Fraser, 2003; Jenkins, 2001; Kim et al., 2007). In addition, theories about the corresponding interaction between motivation and expectation, and how the two factors influence one another are contained in the literature (Fontaine, 1991; wicker et al., 2004; Yi et al., 2011; Hidayati, 2017).

In line with the purpose and theoretical background of the research, one question and two hypotheses were developed and tested. The research question and hypotheses are presented below:

**RQ:** What is the interaction between professional expectations and professional motivations in tour guiding students?

**H1.** There is a linear relationship between professional expectations and professional motivations in tour guiding students.

**H2.** Professional expectations of tour guiding students affects their professional motivations.

### 3. Methods

#### 3.1. Questionnaire

A quantitative research method was preferred in the study since it was believed that the data would be most suitable for the purposes of the study. In order to obtain the data used in the research, a questionnaire was used. The scale used to obtain the data was used by Terzi and Tezci (2007, p. 603) and then by Şahin and Acun (2016, p. 572) in different samples. The questionnaire consists of 20 expressions measuring students' expectations, 7 expressions measuring students' motivations and 7 questions measuring descriptive statistics of students. The statements organised on the Likert scale were graded from the most negative (1-Strongly Disagree) to the most positive (5-Strongly Agree).

#### 3.2. Data collection

This research is a preliminary study in an area of experimental research. Experimental research in this instance aims to test whether the variables of time and university education determine the professional expectations of students and the effect on their professional motivations. Sakarya University of Applied Sciences and Department of Tour Guiding students were determined as the control group for the research. On the time of the study, there were 100 students enrolled in the department in the 2018–2019 academic year. The goal was to collect data from the whole research population without going into a sample calculation. Data were collected face to face and obtained from 93 students of the research population and participation was voluntary. This number was sufficient based on a 95% confidence interval. This was due to the fact that under these conditions, the sample for a population of 100 people is 80 people (Yazıcıoğlu & Erdoğan, 2004, p. 50; Altunışık et al., 2012, p. 137). While collecting the data, the contact information of the students was taken in order to collect data again four years later from the same control group.

#### 3.3. Analysis

The data obtained within the scope of the research was analysed using the SPSS (Statistical Program for Social Science) program. To assess the reliability of the study, Cronbach's alpha value was examined. This value was found to be 0.962 for the 27 expressions arranged according to the Likert type scale in the study. This value was determined as 0.951 for the expectation scale (20 expressions), and 0.844 for the motivation scale (7 expressions). In terms of social sciences, these ratios demonstrate that the research is reliable (Can, 2014, p. 369). In line with the purpose of the study, two hypotheses were developed and tested. Frequency, factor, correlation, and regression analyses were also conducted.

Factor analysis was conducted to simplify the expression measuring variables and to separate them into dimensions (Child, 1990;

George & Mallery, 2020). Correlation analysis was performed to determine the direction and severity of the relationship between variables (Denis, 2019; Ho, 2018). As a result of the factor analysis, student expectations were collected in three dimensions. Single regression was performed to test the effect of expectation on motivation for each of the dimensions. In order to test the total effect of expectation on motivation for all dimensions, multiple regression was preferred (Pituch & Stevens, 2015; Stockemer, 2019). The results are reported in the findings section.

#### 4. Findings

Table 2 shows the descriptive statistics of the participant students obtained as a result of the frequency analysis. The majority of the students were male. Almost all of the students knew the department in advance. While 86% of the students, which constitute the majority of the participants, did not have any guide or tourism employees in their families and nearly 75% of the students chose the department voluntarily. While these findings obtained from descriptive statistics are very important criteria for a contentment in professional life in the future, they also demonstrate the consistency of the results of this study. In order to determine the socio-economic structures of the participating students, questions regarding parental occupations were included in the data collection form. Of the cohort, 60% of the students' mothers were housewives. This situation can be explained by the obstacles in relation to women's participation in business life in Turkey. For example, according to the study by Kılıç and Öztürk (2014, p. 118), between 2002 and 2008 it was stated as the most important factor preventing the participation of women in the business life was being a housewife with rates ranging from 61.1% to 68.5%. The findings in this research support this situation. Mothers of 40% of students were private or public employees, retired, or workers. Approximately 48% of the fathers of the students belonged to the 'other' group of workers, retirees, or workers. Approximately 20% worked in public institutions, while 31% worked as a permanent staff in the private sector. In addition, in terms of the participating student's family income, two income categories were considered: those with 3000 £ or higher, and those with 3000 £ or less.

The information related to the factor analysis performed regarding the research findings are given in Tables 3 and 4. The ultimate goal here is to reveal the perception of the scale used in the study by the sample and to collect the variables within the scope of the research using a small number of parameters.

The KMO (Kaiser-Meyer-Olkin) sample size test was applied to determine the suitability of the professional expectation scale for factor analysis. The KMO value was determined as 92.5%. Generally, it is accepted that the social science scales with a KMO value above 70% are suitable for factor analysis. In addition, the Bartlett's sphericity test was found to be 0.000 ( $p < 0.05$ ) and it was found that the scale in the study was suitable for factor analysis. Factor loadings for expressions vary between 0.804 and 0.533.

In shaping factor analysis, attention was paid to both statistical rules and logical consistency due to the structure of social sciences. As a result of the factor analysis, a four-dimensional structure was determined. These dimensions were named as "individual suitability", "professional reputation", and "working conditions". It was also determined that the total variance explained for this four-dimensional structure was a high rate of 67.25%. Among the dimensions, "individual suitability" (31.093%) was the dimension with the highest variance percentage. From these four dimensions, the arithmetic means for three dimensions, excluding working conditions, was higher than 3.5, or even closer to 4. However, the dimensions of working conditions were approximately 3.

In particular, the possibility that working conditions could be poor may have led to such an outcome. In addition, it is thought that if the students' occupation is suitable for them in their future professional lives, providing reputation and prestige and high individual occupational motivation within this scope will result in a positive reflection on tourism employment and tourism industry in these regards.

The KMO (Kaiser-Meyer-Olkin) sample size test was applied to determine the suitability of the professional motivation scale for factor analysis. The KMO value was determined as 85.7%. Generally, it is accepted that social science scales with KMO a value above 70% are suitable for factor analysis. In addition, the Bartlett's sphericity test was found to be 0.000 ( $p < 0.05$ ) and it was found that the

**Table 2**  
Descriptive statistics of participants.

VARIABLES	N	%	VARIABLES	N	%
Gender			Guide or tourism worker in family		
Female	39	41.9	Yes	13	14.0
Male	54	58.1	No	80	86.0
Pre-school information about profession			Willingness to enrol in the department		
Yes	82	88.2	Yes	68	73.1
No	11	11.8	No	25	26.9
Monthly average income of family			Mothers occupation		
3000 £ and below	42	45.2	Housewife	60	64.5
3000 £ and above	51	54.8	Public	6	6.5
Fathers occupation			Private Sector	14	15.1
Public	19	20.4	Other	13	14.0
Private Sector	29	31.2			
Other	45	48.4			

**Table 3**  
Factor analysis of expressions regarding student expectations.

Factor dimensions	Explained variance	Mean	Cronbach's alpha	Factor load
Individual suitability	31.093	3.6237	0.950	
I think I have a special gift for guidance.				0.780
I am confident in the requirements of the guidance profession.				0.754
I believe I will succeed in guidance.				0.749
I think guidance is not suitable to me.				0.727
Even the thought of being a guide attracts me.				0.716
I think guidance is not right for my personality.				0.705
I regret choosing the profession of guidance.				0.647
I am pleased to have chosen this department which is about the profession of guidance.				0.620
I think guidance is not the right job for me.				0.606
If I have to choose a profession again, I prefer guidance.				0.598
I think I will be a knowledgeable and qualified guide.				0.589
I believe that I can overcome the difficulties I will face in the guidance profession.				0.533
Professional reputation	23.755	3.7742	0.841	
Being a guide is suitable for me.				0.804
The profession of guidance is boring for me.				0.803
I believe that guidance will make me gain reputation in the society.				0.689
I like to chat with people who are guides.				0.658
The continuity of the guidance profession gives me confidence.				0.559
Working conditions	12.409	3.1290	0.709	
I am concerned that the guidance profession will cause me troubles.				0.790
I would like to guide even under difficult conditions.				0.677
The working conditions of guidance are attractive to me.				0.661

**Varimax rotation principal components analysis:** Total variance explained: 67.25%; Kaiser-Meyer-Olkin Sample size: 92.5%; Bartlett's sphericity test:  $p < 0.05$ ; df. 190; Chi-square: 1410.154; Rating range for all sizes [1] Strongly Disagree - [5] Strongly Agree.

**Table 4**  
Factor analysis of expressions regarding student motivation.

Factor dimensions	Explained variance	Mean	Cronbach's alpha	Factor load
Professional motivation	60.023	3.8710	0.884	
I'm happy to think I'm a guide.				0.873
I believe I can guide in a professional manner.				0.849
The idea of introducing people to the area they visit makes me happy.				0.836
I sympathise with people who are guides.				0.807
I think guidance will give me opportunities to create and produce something.				0.748
I think that guidance is not suitable for my lifestyle.				0.667
I do not recommend guidance to those who prefer a profession.				0.602

**Varimax rotation principal components analysis:** Total variance explained: 60.23%; Kaiser-Meyer-Olkin sample size: 85.7%; Bartlett's sphericity test:  $p < 0.05$ ; df. 190; Chi-square: 337.765; Rating range for all sizes [1] Strongly disagree - [5] Strongly agree.

scale in the study was suitable for factor analysis. Factor loading for expressions varied between 0.873 and 0.602. As a result of the factor analysis, a one-dimensional structure was determined. The dimension was named as "professional motivation". It was also determined that the total variance explained for this four-dimensional structure was a high rate of 60.23%. From the dimension, the arithmetic means were higher than 3.5, or even closer to 4.

Correlation analysis was conducted to determine the direction and severity of the relationship between the professional expectations and the professional motivations of tourist guidance students. According to Table 5, which shows the results of the analysis, a positive relationship was found between the dimensions of professional motivation and professional expectation. While the relationship between professional motivation and professional reputation was strong ( $r = 0.766$ ), and strong also with individual

**Table 5**  
Relationship between professional expectation and professional motivation (Correlation analysis).

Variables	Mean	Std. Deviation	(1)	(2)	(3)	(4)
(1) Individual suitability	3.6237	0.94310	1			
(2) Professional reputation	3.7742	0.87388	0.700 (**)	1		
(3) Working conditions	3.1290	1.01324	0.620 (**)	0.524 (**)	1	
(4) Professional motivation	3.7742	0.94557	0.696 (**)	0.766 (**)	0.575 (**)	1

\*\* Significance at 0.01 level (99% confidence interval).

suitability ( $r = 0.696$ )-( $0.66 < r < 0.99$ ), the relationship between working conditions ( $r = 0.575$ ) was moderate ( $0.33 < r < 0.66$ ). These strong correlations values show that there is a link between students' future professional expectations and their professional motivation. In this sense, it can be stated that every positive expectation about the future occupations of the students will motivate them more for their profession. In light of this information,  $H_1$  developed within the scope of the research is accepted.

Both single and multiple regression analyses were conducted to reveal the effects of professional expectations of guidance students on professional motivation. The results of single regression analysis are presented in Table 5 and the results of multiple regression analysis are presented in Table 6. When Table 6 is examined, it is seen that individual suitability ( $F:85.479$ ;  $p < 0.01$ ), professional reputation ( $F:129.483$ ;  $p < 0.01$ ), and working conditions ( $F:46.019$ ;  $p < 0.01$ ) were significant in explaining professional motivation.

Considering  $\beta$  and adjusted  $R^2$  values, all three dimensions of expectations are seen to affect certain levels of professional motivation. The most important aspect of professional expectation affecting professional motivation is professional reputation at 58.3%. In this sense, the respectability of the profession and its reputation in the society significantly affects the professional motivation of individuals. Also, the suitability of the job to the person's abilities and characteristics and the positive or negative status of the working conditions can also be mentioned as important factors affecting motivation.

Table 7 presents the results of a multiple regression analysis, in which the effect of professional expectation on professional motivation is tested as a model. For the three professional expectation dimensions, the model of affecting professional motivation ( $F:55.568$ ;  $p < 0.05$ ) is significant. As a model, the three dimensions of expectations affect occupational motivation by 64.0%. In this sense, it can be stated that the increase in the expectations of people related to their profession leads them to be more motivated to continue with their profession. Considering the information given in Tables 6 and 7, the  $H_2$  hypothesis developed within the scope of the research is accepted. The research model summarising the results of the research is presented in Fig. 1 below.

## 5. Discussion and implications

### 5.1. Theoretical implications

There is a positive and linear relationship between the professional expectations of students and their motivation towards the profession they will follow after graduation. In this context, the increasing professional expectations of students causes them to be more motivated in their future jobs. Köroğlu (2014) also obtained findings that support these results. It was revealed that tour guiding students have a positive attitude towards their profession and are motivated to follow their careers after graduation.

There is a strong correlation between the professional expectations determined within the scope of the research. The professional expectation that has the strongest relationship with students' professional motivations is reputation. Another professional expectation that has a strong correlation with professional motivation is if the profession is appropriate for them. There is a positive relationship between the expectations of the participants in touring guide training regarding the working conditions of the profession and their professional motivations. However, the strength of the relationship here is lower than that for professional reputation and individual suitability. The fact that the effect of working conditions on professional motivation are lower than other aspects can be explained by difficulties arising from the profession. Some of these difficulties are long bus trips, constant walking and talking, irregular sleep and other physical demands, and the lack of a regular family life. Tolga et al. (2015), in their research on tour guiding students, considered working conditions in relation to the nature of the work and emphasised that the profession has some difficulties due to its nature. Students who are trained in tour guidance expressed that these are difficulties related to the nature of the profession. Aloudat (2017) determined these results in a study of tourist guidance undergraduate students in Jordan.

The results of this study also contribute to the theoretical background in the literature. The strong and linear relationship between expectation and motivation is frequently covered in the literature (Yi et al., 2011; Ellingsen et al., 2016). In fact, Hidayati (2017) stated that if the expectations of the students are met, passion and motivation will arise, if they are not met, frustration is likely. Fontaine (1991) considered anxiety and expectation to be the most important factors determining motivation. Scott et al. (2019) also stated that the expectations of students are effective in their preferences, while the realisation of expectations positively affects motivation. According to Vroom's (1964) expectancy theory, motivation is one of the most important results of the expectations related to the topics such as fulfilling the need, reward and performance (Van Eerde & Thierry, 1996). Linear relationships between expectation and motivation, which are widely covered in the literature, have also been identified in this study.

### 5.2. Practical implications

It can be said that there are many factors that determine the expectations of students receiving tour guiding education. In fact, it is very important to set expectations, not only for tour guiding students, but for all students. This is because this enables early detection of

**Table 6**  
Effects of professional expectation on motivation (Single regression analysis).

Independent Variables	Beta	Std. Error	Std. Beta	t	Sig.	Adj. R <sup>2</sup>	F	Sig. (Model)
Individual suitability	0.698	0.075	0.696	9.245	0.000	0.479	85.479	0.000
Professional Reputation	0.829	0.0733	0.766	11.379	0.000	0.583	129.483	0.000
Working conditions	0.537	0.080	0.575	7.962	0.000	0.324	46.019	0.000

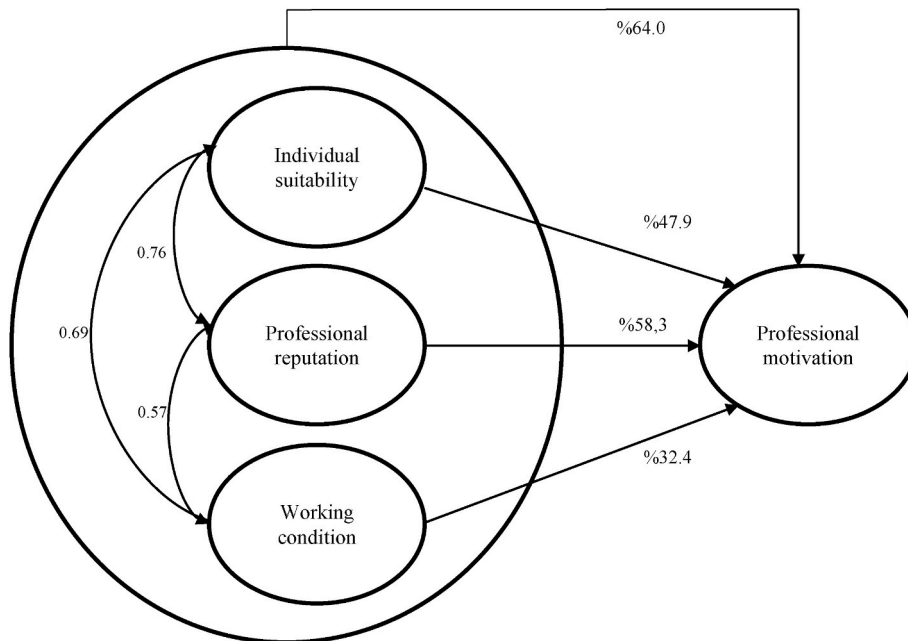
**The dependent variable:** Professional motivation.

**Table 7**  
Effects of professional expectation on motivation (Multiple regression analysis).

Independent variables	Beta	Std. Error	t	Sig.	R <sup>2</sup>	Adj. R <sup>2</sup>	F	Sig.
Individual suitability	0.235	0.097	2.433	0.017	0.652	0.640	55.568	0.000*
Professional reputation	0.562	0.096	5.854	0.000				
Working conditions	0.147	0.075	1.951	0.054				

\*significance at p < 0.05 level.

The dependent variable: Professional motivation.



**Fig. 1.** Correlation and regression values of the tested variables.

whether students are likely to be happy or unhappy in their future profession. Countries taking precautions according to these expectations can be more productive via a more productive workforce. According to the results of this research, the professional expectations of tour guiding students consist of aspects such as professional reputation, individual suitability, and working conditions. The students have an important expectation in regard to the social respect of the tour guiding as a profession. There are studies in literature where students perceive professional reputation as an expectation (Zhao, 1991; Şahin et al., 2011).

Another professional expectation of students is that the profession they will enter into after graduation is suitable for them. Çatı and Bilgin (2013) determined the individual suitability of the profession as one of the most important factors that determines students' perceptions of tourism. It makes sense that tour guides, who should have basic skills and knowledge such as a foreign language, good human relation skills, communication skills, and persuasion ability and diction, would have such an expectation. Working conditions are another issue that students expect.

One of the most important results of this study is that the professional expectations of students affect their professional motivation. In this sense, the professional expectation that explains the professional motivation most strongly is reputation. In other words, the profession's high reputation in the society motivates students towards this profession. Güzel et al. (2014) found that tourism students, who think that their profession does not have a good reputation in society, have low professional motivations and tend to change professions. The professional expectation dimension that explains the motivation most strongly after reputation is the individual's suitability to the profession chosen. People act with higher professional motivation to do the jobs that suit them. Korukoğlu (2003) and Jiang & Tribe, 2009 also found similar results. The least explanatory expectation for motivation was working conditions. The fact that the tour guiding profession has some difficulties due to its structure can be considered as one of the most important factors that reduce this motivation. Various research studies such as those by Fraser (2003), Duman et al. (2006), Türkay and Yağcı (2007), Kolt and Strydom (2014), Zengin et al. (2017) have also determined that the positive or negative working conditions are determinant to affect professional motivation. These relationships between students' professional motivations and professional expectations have been identified in many different studies (Zhao, 1991; Airey & Frontistis, 1997; Huyton, 1997; Lewis & Airey, 2001; Kim et al., 2007; Lee et al., 2008; Lee et al., 2010).



### 5.3. Conclusions

According to the results of the study, the professional expectations of tour guiding students affect their professional motivations. As expectations such as suitability, reputation, and working conditions increase, so too does motivation increase. Since this study is an experimental study, a limitation was made in the sample as well as in the variables. This is because, as reflected on the theoretical background of this research and as evidenced by field research, the motivation of students has an important place in achieving academic success in departments related to tourism, especially in tour guidance. In addition, decision-making mechanisms (public authority institutions and organisations) on the subject should establish legal structures regarding the realisation of student expectations that affect the determined motivations.

### 5.4. Limitations and future studies

Although this study was a preliminary test study for an experimental study that aimed to test education and time variables to determine the professional expectations and professional motivations of the students, the sample of 93 was the major limitation of this research. Therefore, it is thought that it would be beneficial to conduct studies with a larger sample in which the expectations of the students are tested. It is possible to test whether the expectations of the students and the effects of these expectations on motivation change according to the countries by performing research in different countries. This is because the development status of the countries can have a determining role in the professional expectations and professional motivation of students. Different studies can be conducted using more variables that test the factors that determine students' motivations.

### Author statement

Ümit Şengel: Formal analysis - original draft. Mustafa Çevrimkaya: Writing. Burhanettin Zengin: Data collecting.

### Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.jhlste.2020.100293>.

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