



The impact of behaviors and skills of tour guides in guiding tourist groups

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Abstract

The aim of this study was to reveal the impact of the tour guide's behaviors and skills in guiding tourists groups in an efficient manner. To achieve the aim of the study, a random sample of (117) tour guides were selected and the descriptive approach was applied for the purposes of this study, where the researcher prepared a questionnaire consisting of (25) paragraphs divided into two fields: the behaviors and the skills of the tour guide. After confirming the reliability and stability of the tool it was applied to the sample where the results showed that the behaviors of the tour guides do have an impact on guiding tourist groups, as do their skills. The results indicated that there were statistically significant differences due to the impact of experience and training on the behaviors of the tour guides, while no statistically significant differences were found due to either their experience or training in the skills of a tour guide in guiding tourist groups. The originality of the research is clear given the Jordanian context. In light of these results, the researcher recommended the necessity to prepare evidence which enhances the skills of tour guides and also advises that training courses be conducted to increase the efficiencies of a tour guide's knowledge and skills such steps will hopefully ultimately lead to greater tourist group satisfaction and promote the sustainability of the Jordanian tourism industry.

Keywords: Tour guide, tourism, tourist groups, Jordan, quality experience.

Introduction

Tourism has developed from a simple phenomenon to a major global industry and has its foundations, elements and its various devices which prop it up. Specialized educational institutions have been established, hotels have spread virtually everywhere and the interest in tourist attractions has begun to explode.



Due to this development, countries are competing in providing tourism facilities and appropriate infrastructure to attract a larger number of tourists. Countries are thus competing to highlight their tourism potential as this represents a new attraction for needed tourists (Al Najdawi, et al., 2017; Al-Zaher, 2001).

Jordan is one of the most touristic global attractions and its sites that have made it a place of interest on the world tourists' map. Tourism affects the community of Jordan in that it helps in promoting the exchange between cultures of different peoples and countries, which also then increases tourism awareness among citizens and reduces problems that result from poverty, unemployment and lack of employment opportunities (Khaleefah et al., 2018; Al Najdawi, et al., 2017). Tour guiding is one of the concepts that have become more deeply rooted in the tourism industry. This is due to the interest in tourist destinations in guiding, and in considering it essential to deepen the tourists' knowledge of the places they visit. In addition to that, the tourist's mental picture of the places that are being visited is related to the nature of tour guiding (Ape & Wong, 2001). The tour guides represent the front-face of tour guiding. This requires the preparation of tour guides properly in order to develop their personal and behavioral skills, taking into consideration the tourist market, the requirements, and needs of tourists, so that eventually the tourism sector can be strengthened and increase its polarization rate (Arslanturk & Altunoz, 2012). On the other hand, the tour guide is a person who manages and organizes the tourist's trip and has enough necessary information about the tourist sites and can give the client a sufficiently valid and suitable picture about a destination that the tour guide is leading them to (Cruz, 2008: 2).

Due to the importance of tour guiding the regulations and instructions issued by tourist organizations in various countries are keen on the notion of organizing the career of prospective tour guides so they are not allowed to pursue the profession unless they are in possession of a license issued by the Ministry of Tourism. In addition, the World Association of Tour Guides has stipulated that a guide must have a language proficiency. It is through the mastery of tourist group's languages that a guide can lead a group well and introduce the cultural heritage and tourist site natural elements effectively and meaningfully. In the same context, Baldigara and Mamula (2012), point out that the development of the cognitive and behavioral skills of tour guides contributes in increasing the competitiveness of the tourism sector, where the skills of tour guides contribute in achieving a high degree of satisfaction among tourists, which then in a spinoff effect, encourages the attracting of more tourists, which all then reflects positively on the tourism sector.

The importance of tour guiding is the nature of the relationship between tour guides and tourists, as the tour guide guides the tourists within the period of tourism, and serve as the leader throughout this period. The tour guide takes control, which means that tourists trust the tour guide and this trust creates the personal relationship that the tour guide is trying to create throughout the period of a tourism programme. It is the responsibility of tour guides to provide tourists with information about the various tourist places of interest, which requires the guide to have a good knowledge of historical, archaeological and cultural aspects of tourist places. Furthermore, the tour guide needs to know the general culture, customs, and traditions of different peoples, which are things in general necessary for enhancing the tourists' wishes given that are coming from abroad to know and see tourism places they visit (Al – Ta'ee, 2001).

On the other hand, to maintain the security, safety and property of the tourists are also important duties for the tour guide, as the tourist may be unable to understand some of the social aspects in tourist places, and most tourists are thus unaware of the customs and traditions in countries they visit, which may expose tourists to risks of misunderstanding some of the actions by the members of the community. So the tour guide is then the person who is able to make the tourist trip successful, so that tourists can return to their hometown and have acquired the desired journey components of pleasure and knowledge (Al –



Rawadia). In light of the previous section of the great role played by the tour guide, this study emphasizes the impact of the behavior and skills of the tour guide in the leadership role of tour guiding.

The tour guiding profession is one of the most important professions because of its huge repercussions on the path of a tourist's trip and the consequences of this result may be positive and may also be negative and this is related to the tour guides performance. The resulting behavior or the behavior that affects tourists, according to the tour guide becomes the link between the tourist and the local community, accordingly the problem of this study was determined by answering the following questions:

The first question: What is the impact of the tour guide's behavior on leading the tourist groups?

The second question: What is the impact of the tour guide's skills on leading the tourist groups?

The third question: Does the impact of the tour guide's behavior on leading tourist groups differ depending the two variables: experience and training courses acquisition?

The fourth question: Is the impact of the tour guide's skills on leading tourist groups different depending on the changes in both variables: experience and having undergone training courses?

This study sought to test the following hypotheses:

- 1- There is a positive and significant impact on the behavior of tour guides on leading tourist groups.
- 2- There is a positive and significant impact on the skills of tour guides in leading tourist groups.

This study aims to:

1. Further unpack the concept of tour guidance and its importance and sufficiency.
2. Identify the role of the tour guide skills and behaviors in the tourist trip experience.
3. Identify the differences between the stakeholders within the framework of the behavior and skills of the tour guide in leading tourist groups expertly.

The importance of this study stems from the results of findings on the behavior and skills of tour guide in leading the tourist groups, and the importance of this study can be restricted to the following elements:

- 1 - This study contributes in awareness to the importance of the behaviors issued of the tour guide in dealing with tourists.
- 2 - Providing scientific information about the relationship between the tour guide's behaviors and skills, and achieving a high level of satisfaction among tourists to Jordan and thus reaching a highly competitive level in this vital sector.

The current study had the following limitations:

- A sample of only tour guides for the year 2017 was utilised.
- The publishing of the results of this study is limited to the tool used and the validity and reliability of that tool.

Literature Review

According to Al-Zaher and Elias (2001), who examined tour guides in Jordan for their educational programs and their ability to provide knowledge and skill necessary for the tour guide, the sample included 51 of the total of 680 tour guides in the Kingdom of Jordan. The



evaluation questionnaire was applied to them. The study found that the religious, political, environmental and women's dimensions were not central factors in the frequent questions asked of tourists about their roles. It was noted that tour guides feel there is a lack of information about environmental issues and international organizations and their roles. Furthermore, Lovrentjev, (2015) identified the qualification levels of tour guides by analyzing the educational curricula and systems in use for tour guides in Croatia. The results indicated that the curriculum adopted in Croatia covers two theoretical aspects, where the course included topics related to the knowledge of tourist laws, the sufficiency of knowledge about tourist sites in Croatia, and the way in which to deal with tourists. The scientific aspect included practical training for the guides about how to deal with tourists, in order to ensure the training program's efficiency, and a sample of tour guides (43) were interviewed. The results showed the dissatisfaction of tour guides on the theoretical and practical part of the tour guide course related to communication with tourists. The results also showed that tour guides develop their knowledge and skills through wider reading of relevant literature and via communication with their more experienced colleagues.

Qadoumi (2002), revealed that the identifying reality of tour guides in Palestine were the personal characteristics of the tour guides as viewed by the managers of tourist offices and from the tour guides' point of view. A sample of 52 managers of tourist offices and 112 tour guides were purposively selected to participate in the study. The results indicate that the tour guides have qualifications in tour guiding to a high degree, and the results also indicated that there are statistically significant differences in the competencies of guides due to more than one language available after obtaining their training.

Moreover, Tsai et. al., (2016) showed the relationship between the tour guide's efficiency and his or her experience in increasing tourism marketing, by applying a sample of (65) guides, both male and female in China. The results indicated that personal qualities, enough tourism knowledge and practical experience of the tour guide all have positive effects on tourism marketing and in increasing tourism attraction. In addition, Çetinkaya (2015) sought to reveal the role of tour guides to achieve tourists' satisfaction in Istanbul and determine the level of impact by tour guides on the possibility of attracting tourists to revisit a destination. A sample of (530) tour guides were selected, and the results revealed a significant relationship between the skills of the tour guide and the satisfaction of tourists with their tour.

The existing literature shows that there is a paucity of studies that deal with the behavior and skills of the tour guide. As discussed, some studies state that there is a direct relationship between the behavior and skills of the tour guide and in achieving the satisfaction of tourists and thus attracting more new tourists, which increases the competitiveness of the tourism sector. Previous studies have also varied in the methodologies used to reach the results, although most of these studies used a questionnaire as a tool for collecting information, the current study is complementary to previous studies, especially in the Arab environment in general and the Jordanian environment in particular where studies are still based on the behavior and skills of the tour guide and the implications for tourists. Nicolaidis (2008) states that service quality in any tourism venture can only succeed where the behavior and skills of employees are at an optimum level of suitability to tasks at hand and thus supports this study. Employers of guides expect the guide to provide top quality service to tourists so as to meet these expectations, as well as to manage the group and their travel itinerary well.

Methodology

The present study followed an analytical descriptive approach. The analytical descriptive approach is the method that studies a phenomenon, event or issue that currently exists,

from which information can be obtained that answers given study questions without the intervention of the researcher through his or her own opinion. The purpose of the methods is to describe “what exists” with respect to the two stated situational variables.

A sample of the study

The study population of all the tourist guides in Jordan for the year 2016/2017, where the researcher chose a random sample consisted of (117) of them on the following table (1).

Table no. (1): Study Population

	Category	Frg.	%
Years of experience	Below 5	63	0.53
	Over 5	54	0.47
Training courses	Have not attended	44	0.38
	Attended	73	0.62
	Total	117	%100

To achieve the aim of the study, the researcher used to the theoretical literature and previous studies related to the study, and then developed a questionnaire directed to the sample of study participants who were of tour guides and the questionnaire consisted in its final form of two aspects:

The first aspect: the behavior of the tour guide and the impact thereof in leading tourist groups and this aspect had (10) questions.

The second aspect: the skills of the tour guide and the impact thereof in leading tourist groups and this posed (8) questions.

The study was verified by presenting 60 ‘arbitrators’ with a Ph.D. in either measurement, evaluation and public administration, or marketing, from faculty members in Jordanian public universities, with the questions. The researcher asked them to write down their observations and opinions on the validity of the questions and their representation for the purpose for which they were prepared, and the extent of appropriateness of each question in the field in which it was placed. The addition or deletion of any paragraph they deemed appropriate was allowed. After the questionnaires were finalized, the arbitrators' observations were used to amend the questions. To verify the stability of the study tool, the test-retest was verified by applying the questionnaire and re-applying it two weeks later on as a pilot study to another group, consisting of (15) tour guides.

The Pearson correlation coefficient was calculated between the estimates of exploratory sample in both periods on the tool of the study as a whole, and on the fields, ranging between (0.87 - 0.93). The stability coefficient was calculated in the internal consistency method according to the Cronbach alpha formula for the fields and for the tool as a whole, ranging from 0.80 to 0.86. These ratios were considered suitable for the purposes of this study; the following table shows these transactions

Table no. (2): Pearson correlation coefficient and the internal consistency method

Field	Internal consistency	Reliability (Test. Retest)
Tour guide's behaviors and their impact on the leadership of tourist groups.	0.80	0.87
Tour guide's skills and its impact on the leadership of tourist groups.	0.86	0.93



Study procedures

To conclude the results of the study, the researcher undertook the following procedures:

- 1- Defined the aim of the study, which is to reveal the behavior and skills of the tour guide and his or her impact on leading tourist groups.
2. Build the study tool in the light of the theoretical literature and previous studies related to it, and then verify its validity and stability in accordance with the scientific procedures followed in building tools and verifying the indicators of validity and stability.
- 3 - Selecting the sample members and then explain the study aim for them.
- 4 - Distributing the study tool to the study sample members.
- 5 – Filling out the necessary data by the study members and then answering the paragraphs of the tool as they see fit expressing it from their point of view with all sincerity and objectivity, after being informed that their answers are confidential and will only be used for scientific research purposes.
6. Collect data and then enter this into the computer memory, and then use the statistical program (SPSS) to analyze and extract the results. After which they discuss and interpret it and present recommendations and suggestions.

To answer the study questions, appropriate statistical methods such as means and standard deviations were applied. In addition, the independent sample t-test was used to detect the differences due to the study participants' variables.

Results

The aim of this study was to reveal the effect of the behavior and skills of tour guides in guiding tourist groups. The results of the study were as follows:

Question One: What is the impact of the tour guide's behavior on guiding tourist groups?

To answer this question, the means and the standard deviations of the effect of the tour guide's behavior were extracted on guiding tourist groups as shown in the table below.

Table (3): The arithmetic average and the standard deviations of the items.

Rank	No	Item	Mean	St.d	Degree
1	9	The tour guide has a strong personality, which helps him be able to face problems and solve them.	3.91	.820	High
2	10	The tour guide has the general good-looking, the satisfied form, the elegance and simplicity.	3.88	.820	High
3	8	The tour guide is keen to take into account the tone of his voice so that it will be an appropriate one to ensure the success of the tourism program.	3.87	.757	High
4	6	The tour guide avoids exploiting tourist groups, reflecting the image of a tourist civilization.	3.83	.758	High
5	3	The tour guide is committed to the time-tables specified in the tourism program enhances the confidence of tourists.	3.77	.588	High
6	2	The tour guide respects the customs and traditions of tourists and contributes to encouraging more tourists to repeat tourist	3.75	.578	High

		visits.			
7	7	The tour guide is keen to respect tourists equally to earn their trust	3.75	.724	High
8	1	The tour guide is committed to ethical standards that reflect the cultural image of the community.	3.72	.700	High
9	4	The tour guide is pliable and accepts tourist groups' critics that makes the tourist program succeed.	3.69	.600	High
10	5	The tour guide is committed to listening to tourists during tours that contributes to the satisfaction of tourists.	3.68	.712	High
Tour guide's behaviors as a whole			3.79	.497	High

Table (3) shows that the arithmetic average is (3.68-3.91) and the two paragraphs number (9) which states: "The tour guide has a strong personality, which helps him to face problems and solve them." is high with an arithmetic average of (3.91). While paragraph number (5) states "the tour guide shall commit to listening to tourists during the tours that contribute satisfaction of tourists" was at the bottom with an arithmetic average of (3.68). The arithmetic average of the field as a whole is (3.79). According to the hypothesis testing, "there is an effect on the tour guide's behavior on leading the touristic groups". The arithmetic average of the field was compared with the standard mark (3) - the accepted standard of the hypothesis - using the One Sample *t*-test as shown in the table (4).

Table (4): Means, Standard deviations and One sample *t*-test for the first hypothesis.

Tourist guide's behavior	N.	Mean	St.d	t-value	Df	Sig.
	167	3.79	0.497	20.507	166	0.000

Table (4) shows statistically significant differences ($\alpha < 0.05$) between the mean and the standard mark (3) where the value of "*t*" is at (20.507) and statistical significance is (0.000). So, the hypothesis is accepted. In a sense then, there is an impact of the behavior of the tour guide on guiding tourist groups.

Question Two: What is the impact of the skills of the tourist guide on guiding tourist groups?

To answer this question, the means and the standard deviations of the effect of the guide's skills on guiding tourist groups were extracted as shown in the table (5) below.

Table (5): The arithmetic average and the standard deviations of the items for the second hypothesis.

Rank	No.	Item	Mean	St.d	Degree
1	4	The tour guide has full knowledge of the laws and regulations related to recreation, tourism and organized tourist travel, which increases the effectiveness of tourism programs.	3.98	.791	High
2	5	The tour guide has full knowledge of financial and banking matters, especially banks, exchange of currency and cash.	3.88	.751	High
3	1	The tour guide has knowledge about the tourist attractions in the town to be able to answer tourists' questions.	3.86	.778	High
4	2	The tour guide has the capacity of culture to help him deal with others, especially foreigners.	3.82	.779	High
5	7	The tour guide has the skill to convey the	3.73	.681	High



		correct information with absolute objectivity to the tourist looking for the facts away from distortion or adding personal thoughts and opinions which earns the confidence of tourists.			
6	6	The tour guide has mastered the basics of dealing, and protocol ceremonies.	3.71	.614	High
7	8	The tour guide has an integrated knowledge of the country, especially the main and distinctive attractions and details of the types of tourism product available in it.	3.71	.721	High
8	3	The tour guide has a personality that makes him able to guide others and motivate them towards execution and commitment.	3.65	.631	High
The tourist guide's skills			3.74	.469	High

Table (5) shows that the arithmetic average are (3.65-3.98) and paragraph (4) that states "The tour guide has full knowledge of the laws and regulations related to promotion, tourism and organized tourist travel, which increases the effectiveness of tourism programs" is at the top with an arithmetic average (3.98). While paragraph (7) that states "The tour guide has the skill to convey the correct information objectively to the tourist who is looking for the facts away from distortion or adding personal thoughts and opinions which earns the confidence of tourists." This was at the bottom with an arithmetic average of (3.65). Whereas, the total arithmetic average of the field as a whole is: (3.74). However, regarding hypothesis testing, "the effect of the tour guide's skills on leading the touristic groups", The arithmetic average of the field was compared with the standard mark (3) - the accepted standard of the hypothesis - using the One Sample *t*-test as shown in the table (6).

Table (6): Arithmetic average, standard deviations and one sample *t*-test for the second hypothesis.

Tour guide's skills	N.	Mean	St.d	t-value	Df	Sig.
	167	3.74	0.469	21.789	166	0.000

Table (6) shows statistically significant differences at ($\alpha < 0.05$) between the arithmetic average and the standard mark (3) where the value of "*t*" is (21.789) and statistical significance at (0.000), indicating that the hypothetical mean is less than the critical arithmetic average, therefore the second hypothesis is accepted.

Question Three: "Does tour guide's behavior have an impact on the guiding tourist groups differently depending on the experience and training courses variables?"

To answer this question, the arithmetic average and deviations were obtained for the effect the tour guide's behavior on guiding tourist groups according to the experience and the training courses variables. To illustrate the statistical differences between the arithmetic average, the independent sample *t*-test was applied for the experience and training courses as tables 7 and 8 show.

First: Experience

Table (7): The results of "*t*" test for the impact of the experience.

Tour guide's behaviors	Experience	N.	Mean	St.d	t-value	df	Sig.
	Less than 5	54	3.76	0.957			
	More than 5	63	3.88	0.934			

Table (7) shows statistically significant differences at ($\alpha < 0.05$) attributed to the impact of experience to favor of (less than 5 years) by arithmetic average (3.76) but arithmetic average for (More than 5 years) was (3.88).

Second: Training Courses

Table (8): The results of "t" test for the impact of the training courses.

Tourguide's behaviors	T.Cs	N.	Mean	St.d	t-value	df	Sig.
	Have not attended	73	3.70	0.938	3.154	341	0.002
	Have attended	44	4.02	0.937			

Table (8) shows that there are statistically significant differences at ($\alpha < 0.05$) attributed to the effect of training.

The fourth question: "Do the tour guide's skills impact on the tourist groups guiding and vary according to the variables: experience and training courses?"

To answer this question, the arithmetic average and deviations for the effect of the tour guide skills on guiding the tourist groups according to the experience and training courses variables, and to show the statistical differences between the arithmetic average, the "t" test was applied for all experience, training courses, as shown in Table (9).

First: Experience

Table (9): The arithmetic average, the standard deviations, and the "t" test of the impact of experience on the effect of the tour guide's behavior.

Tour guide's skills	Experience	N.	Mean	St.d	t-value	df	Sig.
	Less than 5	63	3.69	0.986	1.559	341	0.120
	More than 5	54	3.92	1.017			

Table (9) shows that there are no statistically significant differences at ($\alpha < 0.05$) attributed to the impact of the experience.

Second: Training Courses

Table (10): The arithmetic average, standard deviations and the "t" test of the impact of the training courses.

Tour guide's skills	T.Cs	N.	Mean	St.d	t-value	df	Sig.
	Less than 5 years	63	3.67	1.024	1.337	341	0.182
	More than 5 years	54	3.83	0.981			

Table (10) shows that there are no statistically significant differences at ($\alpha < 0.05$) attributed to the impact of training courses.

Discussion

The aim of this study is to reveal the effect of the skills of the tour guide in guiding the tourist groups. The following is a presentation of the main results:

Discussion of the results related to the first question: What is the impact of the tour guide's behavior on guiding tourist groups?

The results of the study showed that the tour guide's behavior has influenced guiding tourist groups. This result may be attributed to the fact that the tour guide has been entrusted with guiding the tourist tour and thus represents the honest guiding for tourists according to the ethical and professional standards governing such work. Basically, this implies that the



availability of the basic conditions in the tour guide, especially guiding the tourist groups, following up on the problems and controlling of the rhythm of the movements of the members of the tourist groups, is important. In addition to the ability of the tour guide to manage well and maintain harmony among tourists and offer good treatment that allows the guide to gain the tourists' esteem and accept what is released with joy, reducing the problems that tourists may encounter during their visit to tourist attractions is a critical need.

Thus, this result is consistent with previous studies such as Tsai et. al., (2016) and Cetinkaya & Oter (2016). These studies show that the competencies of the tour guides have a role in achieving the satisfaction of tourists and encouraging them to visit the same sites again in the future. Also, the performance of the tour guide also has a significant direct impact on the satisfaction of tourists with guidance services (Nicolaidis, 2011;Huang, Hsu & Chan, 2010).

Discussion of the results of the second question: What is the impact of the tour guide's skills on guiding tourist groups?

The results indicated that his skills influenced guiding touristic groups. This result is due to the fact that the qualified and knowledgeable guide is able to deal with tourists in a precise manner and can also convey the appropriate information about the tourist sites at the same time. The tour guide is invariably an educator who assists tourists to understand inter alia, the society, culture, religion of a country. He or she is also a 'diplomat' extending hospitality. The guide needs to be a very caring host, mentor and even serves a mediator generating a contented environment for tourists (Nicolaidis, 2011).

Additionally, Chiang and Chen (2014) and also Nicolaidis (2008) have indicated that the impressions of tourist guides as perceived by tourists may influence the personal interaction quality, where this can subsequently influence the knowledge gained and the pleasure experienced simultaneously. A skillful guide is one of the most treasured assets a tourism company has. The guide is the face of a country and tourism company. Many foreign visitors are inclined to assess their tour guides as representatives of the county (Nicolaidis, 2012).

Discussion of the results of the third question: "Do a tour guide's behaviors impact on the guiding of tourist groups differently depending on the experience and training courses variables?"

The results indicated that there are statistically significant differences at ($\alpha < 0.05$) due to the impact of experience, and for those who are more experienced, as well as training for who are trained. The previous results can be attributed to the fact that the guides who are fully experienced in the field of tourism guiding, as well as those who have trained, are mostly able to deal with tourists in a suitable manner that takes into account the leisure and cognitive needs of tourists. This may contribute to the formation of a positive mental image in tourists from the sites they have visited, thus, prompting more tourists to visit the sites again, which increases the efficiency of the tourism sector and also then raises the level of competitiveness.

Discussion of the results of the fourth question: "Do the tourist guide's skills impact on guiding of the tourist groups differently according to the experience and training courses variables?"

The results showed that there are no statistically significant differences at ($\alpha < 0.05$) due to the impact of experience or training courses. This result may be attributed to the keenness of the tour guides to be positive about themselves, because they reflect the tourism image of their country, and he/she are then also the link between tourists and the community, so it is



normal for those who practice the profession of tourism guiding to possess the skills required to do so. This is critical since Sandaruwani and Gnanapala (2016) have revealed that many tourist guides are less educated and not trained and thus exhibit a low service quality (Nicolaidis, 2012) which is contrary to the desired service excellence that is sought. Nicolaidis (2016) also asserts that in any service encounter there must be a moral integrity base. This includes how tour guides conduct themselves when dealing with tourists.

Conclusions and Recommendations

This paper has reported the findings to of research aimed at monitoring the development, delivery and outcomes of training programs and upskilling of tour guides in the Kingdom of Jordan. The relationship between tour guide training and skills in supporting tourism growth is important. Tour guides, as a core components of the tourism industry cannot be effective in performing their many tasks without apposite training and suitable behaviour and the necessary skills and capabilities to meet and exceed tourist expectations. Tourist guides require positive individual, principled and moral characteristics including uprightness, diffidence, self-esteem, and dependability. They also need to be well versed in the history etc. of their country and must able to communicate well and present relevant and accurate facts in the visitor's language.

Based on the results, the researcher recommends that it is a necessity to prepare tour guides in Jordan very well so as to enable them to deal with tourists skillfully and professionally. Moreover, holding training courses for tour guides on how to guide the tourist groups, and deal with them to achieve their desired satisfaction levels is highly recommended. Finally, conducting further studies on the competencies and cognitive and behavioral attitudes of guides to get a suitable perception of their training needs is a necessity. Tour guides need to embrace their responsibility to improve their moral, intellectual and professional abilities. They thus need to meet the expectations of all stakeholders and this will assist them to meet and exceed the needs of all the relevant stakeholders.

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