

THE IMPORTANCE OF TOUR GUIDES TRAINING IN ADJARA REGION, GEORGIA

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Abstract: The aim of the study was to analyze the influence of training on guides' job satisfaction, as well as the relationship between service satisfaction and demographic variables. The research was conducted among independent tour guides, agency-based tour guides, and customers. Although the relationships among these variables have been widely studied by scholars, there is a lack of empirical data specifically in the context of Georgia's Adjara Region. Adjara is one of the most visited destinations in Georgia (Georgian Tourism Association 2024). Considering the region's Geographical, political and diverse religious characteristics, tour guides require relevant qualification, particularly, in terms of providing precise information. It is also quite interesting to examine the international practice about managing tour guides. In various countries, such as Singapore (Board, n.d.), Japan (Huang & Weiler 2010; (Thomson, Tanaka, & Morikoshi, 2021) and so on, tour guides are well-trained and licensed (Huang, S. & Weiler, B. 2010). Empirical findings claim that training influences employee performance and job satisfaction (Nauman, Bhatti, Jalil, & Riaz, 2021) (Okechukwu, 2017). The research employed a mixed-methods approach as it consists of quantitative as well as qualitative components. The collected data was analyzed by widely applied software SPSS that gives scholars the opportunity to process large numerical data through performing various analytical approaches. Despite the contributions of the research, it has certain limitations.

Keywords: tour guides, training, job satisfaction, challenges.

Introduction

The study examines the influence of tour guides' training on the level of their job satisfaction and also the impact of demographic variables on customer satisfaction. Moreover, it was identified certain challenges faced in the sector. There is much theoretical findings describing the relationship, however, research novelty is applying the empirical approach in the specific regional context.

Literature review includes the theoretical overview about the international practices regarding managing guides' competences, the empirical findings about the relationship among job satisfaction and tour guides training, the influence of job satisfaction. The research is designed based on mixed approach, including application of focus groups and surveys. The first hypotheses about the relationship among tour guide training and their job satisfaction. It was also interesting to find the influence of demographic variables on the customer satisfaction.

Despite the research limitations, specifically, the lack of generalizability on the country level, findings can be interesting for the local context and has certain implication for the relevant stakeholders to promote sustainable tourism.

Literature Review

Local Context of Adjara Region

Adjara is an autonomous region located in the southwestern part of Georgia (Georgia, n.d.) near Black Sea and Turkey. It is unique due to its cultural, political, religious context. It combines Georgian and Turkish elements expressed by diverse religions, customs, architecture, cuisine, music and so on. It has a status of an autonomous republic within Georgia. The region itself is diverse in terms of landscape as it consists with mountainous districts. Government of Adjara provides different trainings for hospitality sector, including guides (www.adjara.gov.ge) however, this approach is not obligatory for them, important topics and, finally, there is not utilized by all guides. The city Batumi is strategically important due to tourism, transportation, and trade. Satisfaction level of international tourists was significantly increased from 2022 till 2023. Statistics of international nonresident tourists from 15 years old are increasing from 2022 till 2023 according to (Geostat, 2024). In the first quarter of 2023, 1,208,462 International visits, which is the 74.7% of the data before pandemics 74.7%-00 International practice of managing tour guides (Administration, n.d.)

International Practices

International practices regarding the licensing of tour guides vary significantly from country to country. They ensure that tour guides have the necessary knowledge and skills to provide high-quality experiences for travelers while also upholding safety and professionalism standards. Here are some common examples and practices found internationally:

- The UK has a professional body called the Institute of Tourist Guiding (ITG, 2024), which offers certification for tour guides. Guides can obtain badges in specific regions such as London or Scotland after completing training and passing exams. These badges signify that the guide has met certain standards of knowledge and professionalism.
- In some European countries, tour guide licensing is regulated at the national level, while in others, it may be managed at the regional or local level. The European Federation of Tourist Guide Associations (FEG, 2024) works to promote professional standards and cooperation among tour guides across Europe.
- In Australia, tour guide licensing requirements vary by state and territory. For example, in New South Wales, guides need to complete a training course and obtain accreditation from the state tourism authority. Similar requirements exist in other parts of the country (TGA, n.d.).
- In Japan, tour guide licensing is managed by local governments. Guides must pass exams administered by their local tourism authority and obtain a license to operate legally. The Japan National Tourism Organization (JNTO, 2024) provides information on licensing requirements and training programs for guides.

Tour Guides' Competences

There are various references covering various aspects related to the importance of training for tour guides, including interpretation, trip planning, tourism management, tourism impacts, and the role of guides in delivering quality experiences to tourists. The article "The Role of the Tour Guide in Interpretation: A Case Study from the Australian Outback" underscores the importance of tour guides in providing interpretation services that enhance visitor experiences and contribute to the sustainable management of tourism destinations, using the Australian outback as a case study to illustrate these points. (Prideaux & Carson, The role of the tour guide in interpretation: A case study from the Australian outback, 2003). Another piece of empirical work article provides insights into the shifting dynamics of travel planning in the digital age and offers valuable implications for destination marketers, travel service providers, and researchers in the field of tourism. (Xiang, Wang, O'Leary, & Fesenmaier, 2007). The article "Progress in Tourism Management: From the Geography of Tourism to Geographies of Tourism – A Review" offers a comprehensive review of the evolution of tourism management, particularly focusing on the transition from a geographical perspective to a more holistic understanding of tourism as a multidisciplinary field. The author introduces the concept of tourism management and highlights its interdisciplinary nature, drawing from fields such as geography, economics, sociology, and environmental studies. (Leask, 2005). A book "Tourism: Principles, Practices, Philosophies" covers various areas of the tourism, including the diverse practices and components of the industry, such as transportation, accommodation, attractions, tour operations, and hospitality services. It examines the operational aspects of tourism businesses and their role in delivering quality experiences to travelers (Goeldner & Ritchie, Tourism: principles, practices, philosophies, 2009).

Training and Job satisfaction

There are strong empirical findings about the relationship among employee training and their job satisfaction. Zawistowska (2020) explores the potential application of the Sectoral Qualifications Framework for Tourism (SQFT) in developing descriptions related to tourism. It is a comprehensive framework designed to outline the qualifications, skills, and knowledge required for various roles within the tourism sector. It may encompass different levels of proficiency and expertise, catering to the diverse needs of the industry (Zawistowska, 2020). Tour guide training can have a positive influence on job satisfaction by enhancing guides' skills, providing professional recognition, fostering career advancement opportunities, improving performance, promoting a sense of purpose, creating a supportive work environment, and encouraging continuous learning. The article "Effect of tour guide service quality on tourist satisfaction: The mediating role of tourist–tour guide rapport" includes discussion about the implications of the findings for tour guide training and management practices. It emphasizes the importance of equipping tour guides with not only technical skills and knowledge but also interpersonal skills to establish rapport and enhance the overall tourist experience (Li, Wang, Jia, & Li, 2016). The meta-analysis about effectiveness of training provides insights into the overall effectiveness of training programs in organizations. It identifies factors that contribute to successful training outcomes, such as clear learning objectives, active learning methods, and opportunities for practice and feedback (Arthur, Bennett, Edens, & Bel, 2003). Various scholars underline the importance of training for

employee satisfaction (Colquitt, LePine, & Noe, 2000). Noe introduces in his book a comprehensive coverage of employee training and development practices, including the role of training in enhancing job satisfaction, motivation, and performance (Noe, 2013). Numerous authors explore the relationship between tour guide competency, service quality, and tourist satisfaction specifically among Chinese tourists (Ninpradith, Viriyasuebphong, & Voraseyanont).

Customer Satisfaction

In other words, tour guide competence is expected to positively influence tour quality, which in turn enhances tourist satisfaction and loyalty (Wang, Li, Li, & Wang, 2017). Studies state, that tour guide performance has influence on tourist satisfaction (Zhang, Deng, & Wang, 2016) as they are co-creators of tourist experience (Sotiriadis & Shen, 2017). Moreover, Tourists' perceptions of tour guide performance are found to be influenced by factors such as the quality of information provided, the clarity and enthusiasm of delivery, the ability to engage and interact with tourists, and the level of personalization and attention to individual tourists' interests (Kontogeorgopoulos & Palmer, 2010). At the same time, Key factors that contribute to customer loyalty include employees' customer service skills, responsiveness to customer needs, personalized interactions, and the organization's overall commitment to customer satisfaction (Nepomuceno & Laroche, 2014).

Sustainable Tourism and Tour Guides

Different scientific literature is dedicated to supporting guides (Prideaux, The role of the tour guide in sustainable tourism, 2000)). To be specific, "Sustainable Tourism: A Small Business Handbook for Success" (Dodds, 2010) offers practical guidance for small tourism businesses, including tour guides, while, "The Responsible Tourist Guide: Tourism, Responsibility, and Sustainability" examines the role of tour guides in promoting responsible tourism practices and fostering sustainability (Gössling & Hall, The Responsible Tourist Guide: Tourism, Responsibility, and Sustainability, 2010). Moreover, "Tourism and Hospitality: Issues and Developments" edited by Manuel Rivera, Salvador Anton Clavé, and José Luis González-Sánchez (2018) - includes chapters on sustainable tourism and the role of tour guides in destination management and interpretation. It provides insights into the challenges and opportunities facing tour guides in promoting sustainability. A book "Tourism Ethics" (Fennel, 2016) explores ethical issues in tourism, including the role of tour guides as interpreters of culture, heritage, and environmental issues. It discusses the ethical responsibilities of tour guides in promoting sustainable tourism practices and minimizing negative impacts on destinations. Another textbook "Tourism Management: An Introduction" includes a chapter on sustainable tourism management, which covers topics such as destination planning, stakeholder engagement, and the role of tour guides in delivering sustainable tourism experiences (Page S. , 2019). Their role is also important in promoting community-based tourism, ecotourism, and cultural heritage conservation (Mowforth & Munt, 2009) and interpreting environmental and cultural resources (Page S. J., 2011), therefore, it is important to educate tourists about environmental and social issues, as well as engaging with local communities to minimize negative impacts (Gössling & Hall, The Responsible Tourist Guide:

Tourism, Responsibility, and Sustainability, 2010). In order to “ shape destination competitiveness” (Ritchie & Crouch, 2003), tour guide training and certification programs ensure quality standards and professionalism within the tourism industry. To be specific, formal trainings acquire the necessary knowledge, communication skills, and cultural competence to effectively lead tours and enhance visitor experiences (Goeldner & Ritchie, *Tourism: Principles, practices, philosophies*, 2009).

Research Design

The research considered mixed approach as it consisted of quantitative as well as qualitative components. Tour guides Job satisfaction was studied by utilization of a survey (Brayfield & Rothe, 1954) with 19 research items. These criteria aims to determine whether employees experienced job satisfaction. Their performance was measured based on their costumers’ evaluations through filling out the survey (Meng & Sirakaya-Turk, 2010). Training evaluation was assessed by the adapted version of the instrument introduced by Francis (Kabii, Okello, & Kipruto, 2017)

The regional context and challenges characterized for the specific geographical location was identified by approaching focus group of tour guides and tourists. The respondents for focus group were identified with nonprobability approach, specifically, snowball method introduced by Dave Ramsey. Potential respondents received the Informed Consent Letter with description of the research objectives and rights of the respondents. Several research instruments were translated into Georgian language and vice versa, were slightly modified and adapted to Georgian context, several research items were added, specifically, questions about demographic characteristics. As mentioned previously, data was collected from independent as well as agency-based tours guides working in Adjara region and their customers. The respondents for the quantitative data were selected randomly. The links with uploaded research items were sent to potential respondents electronically. The sample size was 190 tour guides and 190 costumers.

Research Ethics

The respondents were sent and asked to sign the form of Informed Consent to approve the participation in the research after obtaining information about the research objectives. The research was conducted based on the research ethical standards.

Data Analysis

Two focus groups were performed with 15 individuals presenting tour guides and costumers. Focus group identified certain challenges and trends faced by the tour guides and tourists to have more comprehensive overview of the situation. There are numerous services and entertainment activities for tourists, but more diverse opportunities for young people. Due to the climate with abundant precipitation in the region, the utilization of outdoor activities becomes limited. Moreover, in some village’s infrastructure is not fully available, specifically, proper roads and bridges limits the inclusive access. Moreover, it was stated, some of the guides had the lack of educational background and experienced lots of challenges related to customer satisfaction. Vast majority of the guides stated that capacity building activities, such as trainings

will promote their performance. One tourist mentioned that some Georgian political facts were misinterpreted, most of them relate low level of their job satisfaction due to their lack of knowledge and proper guidance.

Quantitative as well as qualitative data was prepared, cleaned from missing values as well as outliers and Microsoft Excel file was imported to analyze by widely known and scholarly utilized SPSS to process big numeric data through performing various approaches. The response rate was quite high, specifically, approximately, 65 percent. The respondents were balanced in terms of sex, age, education level, tenure. Fifty percent of the respondents represented tour agency and the rest – individual tour guides. Data was obtained from individual tour guides and the rest of them – from agency-based guides.

Tour guides' job satisfaction

Data was analyzed through different statistical approaches, specifically, descriptive statistics and univariate statistics (frequency, central tendency measurement, variation measurements, T-test, correlation analysis, regression analysis).

H¹: The relationship of tour guides training and their job satisfaction.

Table 1.1 Distribution of Parameters and mean

	1	2	3	4	5	6	7	6+7, in inverses1+2	The mean characteristic is reversed in inverses
Q1.1 There are some conditions concerning my job that could be improved	0.0%	0.0%	0.0%	0.5%	18.0%	53.4%	28.0%	81.5%	6.1
Q1.2 My job is like a hobby to me	0.0%	0.0%	0.5%	23.3%	42.9%	15.3%	18.0%	33.3%	5.3
Q1.3 My job is usually interesting enough to keep me from getting bored	0.0%	0.0%	1.1%	11.6%	24.3%	39.2%	23.8%	63.0%	5.7
Q1.4 seems that my friends are more interested in their jobs	19.0%	39.2%	32.3%	9.5%	0.0%	0.0%	0.0%	58.2%	5.7
Q1.5 I consider my job rather unpleasant	40.2%	37.0%	20.1%	2.1%	0.0%	0.5%	0.0%	77.2%	6.1
Q1.6 I enjoy my work more than my leisure time	5.3%	7.4%	19.0%	34.9%	24.3%	8.5%	0.5%	9.0%	3.9
Q1.7 I am often bored with my job	37.0%	28.6%	18.5%	12.7%	0.0%	3.2%	0.0%	65.6%	5.8
Q1.8 I feel fairly well satisfied with my present job	0.0%	6.9%	10.1%	36.0%	31.2%	6.9%	9.0%	15.9%	4.5
Q1.9 Most of the time I have to force myself to go to work	35.4%	38.6%	21.2%	1.1%	0.5%	0.0%	3.2%	74.1%	5.9
Q1.10 I am satisfied with my job for the time being	0.0%	0.5%	5.3%	16.9%	26.5%	26.5%	24.3%	50.8%	5.5
Q1.11 I feel that my job is no more interesting than others I could get	10.1%	11.1%	28.6%	22.8%	16.4%	7.9%	3.2%	21.2%	4.4
Q1.12 I definitely dislike my work	53.4%	40.2%	2.6%	0.5%	0.0%	0.0%	3.2%	93.7%	6.3
Q1.13 I feel that I am happier in my work than most other people	0.0%	0.0%	3.7%	19.6%	33.9%	32.8%	10.1%	42.9%	5.3

THE IMPORTANCE OF TOUR GUIDES TRAINING IN ADJARA REGION, GEORGIA

Q1.14 Most days I am enthusiastic about my work	0.0%	0.0%	7.9%	29.6%	40.2%	14.8%	7.4%	22.2%	4.8
Q1.15 Each day of work seems like it will never end	30.2%	41.8%	16.9%	7.9%	2.6%	0.0%	0.5%	72.0%	5.9
Q1.16 I like my job better than the average worker does	0.0%	0.5%	3.2%	10.1%	38.6%	33.9%	13.8%	47.6%	5.4
Q1.17 My job is pretty uninteresting	45.5%	38.6%	13.2%	2.6%	0.0%	0.0%	0.0%	84.1%	6.3
Q1.18 I find real enjoyment in my work	0.0%	0.0%	0.0%	16.9%	30.7%	36.5%	15.9%	52.4%	5.5
Q1.19 I am disappointed that I ever took this job	60.8%	38.1%	1.1%	0.0%	0.0%	0.0%	0.0%	98.9%	6.6

Here are inverse parameters, where 1 and 2 answers are positive. From the first table, it can be seen that the problematic parameters are:

Table 1.2

	6+7, in inverses 1+2	The mean characteristic is reversed in inverses
Q1.6 1.6 I enjoy my work more than my leisure time	9.0%	3.9
Q1.8 1.8 I feel fairly well satisfied with my present job	15.9%	4.5
Q1.11 1.11 I feel that my job is no more interesting than others I could get	21.2%	4.4
Q1.14 1.14 Most days I am enthusiastic about my work	22.2%	4.8
Q1.2 1.2 My job is like a hobby to me	33.3%	5.3
Q1.13 1.13 I feel that I am happier in my work than most other people	42.9%	5.3
Q1.16 1.16 I like my job better than the average worker does	47.6%	5.4
Q1.10 1.10 I am satisfied with my job for the time being	50.8%	5.5

From the 19 parameters mentioned above, we created a job satisfaction index, which becomes a minimum value of 0 or a maximum value of 1. The average value of the job satisfaction index is equal to: 71.46% - which is high enough. Let's find its average characteristic in terms of trainings:

Table 1.3

Having received training on tour planning and pricing	Job satisfaction (JS)
1 Yes	75.07%
2 No	69.66%
Total	71.46%
p	0.001

The index of job satisfaction among respondents who have undergone trainings is 75.07%, and the index of job satisfaction among respondents who have not undergone trainings is equal to 69.66%. That is, the satisfaction index among trained respondents is 5% higher, and this difference is statistically significant $P=0.001<0.05$.

According to the findings, respondents indicated that they have not received training on tour planning and pricing (65%). They think that training in history and culture(65%), foreign language (66%) reptiles and marine ecosystems (51%), eco-tourism (62%), customer service, communication (82%) and computer (56%) skills can improve their job performance. It can be seen that the majority of the respondents evaluate the trainings positively.

Let's take a look on demographic data:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 18-24	41	21.7	21.7	21.7
	2 25-34	57	30.2	30.2	51.9
	3 35-44	59	31.2	31.2	83.1
	4 45-54	23	12.2	12.2	95.2
	5 55-64	9	4.8	4.8	100.0
	Total	189	100.0	100.0	

Table 1.4. Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Competed basic education	35	18.5	18.5	18.5
	3 BA	97	51.3	51.3	69.8
	4 MA	57	30.2	30.2	100.0
	Total	189	100.0	100.0	

Table 1.6 Educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 From 2 up to 5 years	64	33.9	33.9	33.9
	3 From 5 up to 10 years	98	51.9	51.9	85.7
	4 More than 10 years	27	14.3	14.3	100.0
	Total	189	100.0	100.0	

Table 1.7 Tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I am tour agency-based guide	95	50.3	50.3	50.3
	2 I am an independent guide	94	49.7	49.7	100.0
	Total	189	100.0	100.0	

Table 1.8 Choose one from the following list

Relationship of the job satisfaction index with demographic variables:

Age group	JS/Job Satisfaction
1 18-24	69.19%
2 25-34	70.47%
3 35-44	72.49%
4 45-54	83.65%
5 55-64	50.20%
Total	71.46%
P	0.001

Table 1.9 Mean

Tenure	JS/ Job satisfaction
2 From 2 up to 5 years	68.47%
3 From 5 up to 10 years	72.32%
4 More than 10 years	75.44%
Total	71.46%
P	0.01

It can be seen from the table that respondents aged 45-54 have the highest job satisfaction (83.65%), and respondents aged 55-64 have the lowest satisfaction (50.20%).

The more experience the guide has, the higher the satisfaction with the trainings. Job satisfaction does not have an influence on gender, profession, education, type of guide.

Table 1.10

THE IMPORTANCE OF TOUR GUIDES TRAINING IN ADJARA REGION, GEORGIA

Costumers Satisfaction

H^2 : The relationship of Costumers' satisfaction and demographic variables.

Univariate analysis and Statistics

	2	4	5	6	7	6+7	Mean
Attending my needs promptly	0.00%	1.05%	32.11%	47.37%	19.47%	66.84%	5.85
Interested in solving my problems	0.00%	0.53%	26.84%	53.16%	19.47%	72.63%	5.92
Understanding my specific needs	0.00%	0.00%	16.32%	48.95%	34.74%	83.68%	6.18
Made traveling more enjoyable/	0.00%	0.00%	17.37%	47.37%	35.26%	82.63%	6.18
Pre-tour briefing (references to shopping; food, fees etc.)	0.00%	0.00%	11.58%	42.11%	46.32%	88.42%	6.35
Visiting scenic spots (manner and content of the guide's interpretation of scenic-spots, additions or deductions of scenic-spots)	0.00%	0.00%	8.42%	43.68%	47.89%	91.58%	6.39
Got things right first time	0.00%	0.00%	23.68%	49.47%	26.84%	76.32%	6.03
Travel guide never too busy to respond	0.00%	0.00%	17.89%	46.32%	35.79%	82.11%	6.18
Delivered services on time	0.00%	0.00%	8.95%	42.63%	48.42%	91.05%	6.39
Knowledgeable guide	0.00%	12.11%	38.42%	34.21%	15.26%	49.47%	5.53
consistently courteous	0.00%	0.00%	7.37%	40.53%	52.11%	92.63%	6.45
guide made me to feel secure	0.00%	0.00%	9.47%	42.11%	48.42%	90.53%	6.39
Staff always willing to help	0.00%	0.00%	6.84%	48.42%	44.74%	93.16%	6.38
Travelers' best interests at heart	0.00%	0.00%	10.53%	38.42%	51.05%	89.47%	6.41
Individualized attention to travelers	0.00%	4.74%	13.68%	42.11%	39.47%	81.58%	6.16
Guide kept customers informed	0.53%	4.74%	13.16%	42.63%	38.95%	81.58%	6.14
No excessive waiting time	0.00%	0.00%	12.11%	44.74%	43.16%	87.89%	6.31

Table 2.1

From listed provisions, three research items received a relatively low rating

	6+7 sum of evaluation percentage	mean
Knowledgeable guide	49.47%	5.53
Attending my needs promptly	66.84%	5.85
Interested in solving my problems	72.63%	5.92
Got things right first time	76.32%	6.03

The rest of the provisions received a fairly high rating. Accordingly, the index consisting of these 17 variables received a sufficiently high value of 6.19 on a 7-point scale, i.e. 77.38% of the maximum value - which is quite a high indicator.

Table 2.2

Job Satisfaction Index		
Mean	6.19	77.38%

Table 2.3

Consider the correlation of the satisfaction ratio with demographic data:

		age_gr 18. Please indicate the Age group/
Satisfaction	Pearson Correlation	-0.197
	Sig. (2-tailed)	0.01
	N	190

**. Correlation is significant at the 0.01 level (2-tailed).

The satisfaction index has a statistically significant correlation with age ($P=0.01<0.05$), while the correlation coefficient is negative $r=-0.197$, that is, a negative relationship with age means that respondents of younger age are

more satisfied.

Table 2.4. Correlations

The satisfaction index has a statistically significant correlation with age ($P=0.01<0.05$), while the correlation coefficient is negative $r=-0.197$, that is, a negative relationship with age means that respondents of younger age are more satisfied.

	Satisfaction Index
1 Female	6.20
2 Male	6.19
Total	6.19
P	0.76

The average index of satisfaction in women is 6.2, and in men 6.19, the difference between them is not statistically significant $p=0.76>0.05$. That is, satisfaction does not differ by gender.

Table 2.5 Sex

Table 2.6 Please choose one from the options below

	Satisfaction Index
1 Service was provided by independent guide	6.19
2 Service was provided by tour agency-based guide	6.20
Total	6.19
p	0.74

Satisfaction index in relation with a1.20 is not statistically significant as $p=0.74>0.05$ and are not different.

Distribution of Demographic research items

Table 2.7 Age group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 18-24	44	23.2	23.2	23.2
2 25-34	23	12.1	12.1	35.3
3 35- 44	52	27.4	27.4	62.6
4 45-54	38	20.0	20.0	82.6
5 55-64	9	4.7	4.7	87.4
6 65+	24	12.6	12.6	100.0
Total	190	100.0	100.0	

Table 2.8 Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Female	94	49.5	49.5	49.5
2 Male	96	50.5	50.5	100.0
Total	190	100.0	100.0	

Table 2.9 Please choose one from the options below

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Service was provided by independent guide	95	50.0	50.0	50.0
2 Service was provided by tour agency-based guide	95	50.0	50.0	100.0
Total	190	100.0	100.0	

Research Findings and Implications

According to the findings, there is higher level of job satisfaction for those that have undergone the trainings compared with others. Only age influences the level of costumers' satisfaction. The findings can be interesting and beneficial for representatives of the management of the tourism sector in Adjara region to plan the relevant intervention or prevention mechanisms to promote development of tourism in Adjara region.

To conclude, there can be drawn several recommendations to promote sustainability.

- To provide relevant Infrastructure, roads, bridges in rural areas to make the destinations inclusive.
- Managing the competencies of independent as well as agency-based tour guides. If we consider, that in Adjara region, there is a high demand of providing service for international tourists, it is crucial to equip guides with proper information about our history, political, cultural contexts.
- Introducing mandatory training and certification courses for guides.
- Performing research systematically to focus on total quality control and improvement of guides' service.
- Providing more diverse touristic services for older generation.

Limitations and Future research

Despite the reliability and validity of the research instruments, as they have been utilized in other studies, major limitation is about the sample size, which is not significantly big. Even though all the statistical procedures were performed properly, there is still the issue of social desirability of the tour guides that could negatively influence the responses. Also, the findings are relevant for regional context and might need additional research in different context. Moreover, the qualitative instrument, discussion plan about the challenges in the field is created by the author and has lack of generalizability as well as validity.

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