

CHAPTER 5

RESULTS

5.1 INTRODUCTION

The previous chapter (Chapter 4) gave an explanation of the research methods that were used to achieve the objectives of this study. The aim of this chapter is to present and describe the analysis of the data. The first section (5.2) focuses on the qualitative analysis, the purpose of which is to analyse data collected during the first and the second phases of open-ended interviews. The first phase of open-ended interviews focused on knowledgeable participants' views on what they perceive as critical issues in the delivery of effective interpretation; on the role they play in ensuring effective application of interpretive delivery techniques; and on what they perceive as the training needs of tour guides in interpretation, contributing to the formation of the constructs of the environmental interpretation model proposed in this study. The second phase of open-ended interviews was used as a follow-up session to clarify certain issues, including those that had emerged from the first- phase interview.

The second section (5.3) focuses on the quantitative analysis from which data was derived: on the characteristics of tour guides, tour guides' problems in the application of interpretive delivery techniques and the extent of their training needs in interpretive delivery techniques, and factors that impede the quality of tour guides' interpretive delivery as well as tourists' views on tour guides' application of interpretive delivery techniques. The hypotheses of the study are reintroduced in this chapter for purposes of discussion on whether they were confirmed or rejected by the findings:

H1: Within the South African context tour guides do not effectively apply interpretive techniques in national parks.

H2: Tour guides perceive the provision of continuing education and training in interpretive techniques as essential in improving their effectiveness in interpretive techniques.

H3: Perceived lack of support from management has a strong impact on tour guides' effective application of interpretive delivery techniques.

5.2 QUALITATIVE ANALYSIS AND INTERPRETATION

Six interviews were conducted, with two park managers, two tourism managers and two nominated officials in the park and the extracts of the responses from the interviewees are shown in Appendix E. The summarised version of the interview responses is shown in Tables 5.1 to 5.7 and the main points that were made follow in the section below (refer to Appendix E for extracts from the interview responses).

5.2.1 The primary purpose of environmental and cultural heritage interpretation

Table 5.1 shows responses to the question “What do you see as the primary purpose of environmental and cultural heritage interpretation?” (Question 1).

Table 5.1: Respondents’ views on the primary purpose of interpretation

Question 1 What do you see as the primary purpose of environmental and cultural heritage?	Respondents	A	B	C	D	E	F
Responses							
Cultural and environmental conservation		1	1	1	1	1	1
Tourists' knowledge (cultural and environmental)		1	1	1	1		
Enhance the overall experience		1				1	

The participants had a common understanding of the purpose of interpretation in national parks. All six respondents viewed the purpose of interpretation as being conservation of the natural and cultural environments (Table 6.1). Statements such as, “It adds value to the preservation of indigenous knowledge and the environment”; “Is to ensure that we conserve our environment. We are a conservation body therefore

environmental conservation is our mandate”, were some of the statements uttered by the respondents.

Four of the respondents indicated that the purpose of interpretation is also to help tourists develop environmental and cultural knowledge. That was evident in statements such as, “We capitalise on it as education to visitors so that they could know our past history”; “To instil conservation values”.

Two of the respondents saw the purpose of interpretation as to enhance tourists’ experience as well. A statement made by one respondent was, “It adds value to the tourists’ experience”.

The description of what interpretation is as perceived by the park officials is in line with how it is in the literature on interpretation in national parks (refer to 2.2) and also the results of the study by Ham and Weiler (2003:35) which indicated that managers of the protected areas appreciate the value of interpretation, and see it as a tool to manage the tourists’ behaviour and as a conservation tool.

5.2.2 Minimum requirements for tour guides to operate in the parks

Table 5.2: Respondents’ views on the minimum requirements for tour guides to operate

Question 2 What are the minimum requirements for tour guides to operate in the park?	<i>Respondents</i>	A	B	C	D	E	F
Responses							
Formal qualification/ in guiding NQF2 or NQF4 in a recognized institution		1	1	1	1	1	1
Official registration.		1				1	1
Knowledge of the park area.		1	1		1		
Firearm competency						1	1
Passing of test based on local manual					1		

As shown in Table 5.2, the results of the interviews indicated that all six respondents held the view that guides need to have a formal qualification at NQF Level 2 or NQF Level 4, obtained from a recognised institution of learning. In terms of the Tourism Second Amendment Act, No. 70 of 2000, potential guides in South Africa have to register with the provincial registrar (refer to 3.4.2.2 and Appendix F). The park managers'/tourism managers' responses confirmed that in South Africa, guides are not allowed to practise as tour guides unless they have undergone a process of registration, and it has been approved.

Three of the respondents felt that one of the requirements should be that guides should be very knowledgeable about the park area where they operate. Knowledge of the park encompasses content such as aspects of environmental conservation and/or cultural heritage. It emerged from one of the participants that it is a requirement in their park that guides thoroughly read and understand the contents of the manual of information about the local area and are tested on it. This is one of the strategies for quality assurance that is used in the participant's park, with the understanding that knowing the manual would enhance guides' knowledge about the local area.

Two of the respondents pointed out that firearm competency is also one of the requirements for tour guides to operate in the park. Understandably so, because of the dangerous animals which guides and tourists may come across during the process of interpretation.

Further responses that emerged during the second phase of the interviews about employment of qualified guides were as follows:

- “We always stick to employing only those who qualify---they have to have the minimum of NQF2 in tour guiding and a driver's licence. Fortunately, we have never had a situation when we had to take an unqualified person since I came to this park”.
- “We are not obliged by any policy to employ a person who is not qualified. Anyway, adverts are mostly internal. Remember, field guiding is a specialised field, you cannot just employ a person who does not qualify. There are special requirements such as handling a rifle, NQF2 and so on. Locals are usually considered for jobs like cleaning/house keeping”.

- “The human resource department handles employment and they have to comply with the employment equity policy. First preference should be given to the local people. But it is very difficult to get suitably qualified people around our park communities-----and then we find ourselves employing not so much suitable people. But if it is like that, we do our own in-house training”.
- “We have to comply with the employment equity plan, but at the moment, it is very difficult to get female guides who qualify”.
- “We comply with the employment equity policy, we do not have to employ those that do not qualify”.
- “It is difficult to get field guides here, they come and go to other tour companies and jobs. We do some training in guiding, especially because I am a qualified assessor myself, if we find ourselves employing field guides who don’t have a satisfying qualification”.

SANParks use national transformation employment policies as stipulated by the South African Government. It is evident from some of the responses that it is sometimes a challenge to strictly comply with these policies, e.g. giving the first preferences to the females and the members of the surrounding communities.

The comment about the shortage of female tour guides confirm the results of the quantitative analysis which showed that there were more males than females (Figure 5.2 – see section 5.3). The interview responses further indicate that SANParks’ principle is to employ tour guides who meet the minimum requirement in tour guiding, a mechanism of quality assurance.

What emerged from the interviews was that SANParks is careful to employ tour guides that qualify.

5.2.3 Programmes/actions that ensure continued effective environmental and cultural heritage interpretation by tour guides

A question was asked to establish what programmes/actions they have in their parks to ensure effective continued environmental and cultural heritage interpretive training of tour guides. The summary of the responses is shown in Table 5.3 below.

Table 5.3: Respondents’ views on programmes/actions to ensure continued effective interpretation

Question 3 What programmes/actions do you have in the park to ensure continued effective environmental and cultural heritage interpretation by tour guides?	Respondents	A	B	C	D	E	F
Responses							
Training process exists		1	1	1		1	1
Encourage guides to improve their qualification					1		
Evaluation programme							1

It emerged from five of the respondents that there was training (in various forms) in their parks that was intended to help guides re-skill themselves. For instance, one of the five respondents indicated that the local manual that guides read and are tested on is continuously updated, and that therefore guides constantly have to go through it.

Another type of training that was mentioned by one respondent was what she called “general orientation training of the park”. This general orientation training encompasses *inter alia* policies that guides have to comply with in the park.

One of the respondents indicated that guides have to participate in a refresher course before they can start operating. One of the respondents mentioned that, as a manager, he meets regularly with the skills development officer to identify guides’ general training needs, and that they then organise a relevant workshop based on the identified needs.

This respondent further mentioned that they had been funded by the Provincial Department of Economic Development and Tourism in their park. The funding had been used to train guides in mountaineering skills, customer care and First Aid, Level 2. The responses about some forms of training in the national parks showed that SANParks undoubtedly recognises the need to upgrade the tour guides' competence.

Only one respondent mentioned that, "encouraging guides to improve their qualification", was an action that he used to ensure continued effective interpretation in the park. Another stated that, in his parks, guides were continuously evaluated through what he called "evaluation programmes" with the aim of ensuring their effectiveness in interpretation.

Further clarification was sought during the second phase of the interviews. A specific question that was asked was:

- What measures do you use to monitor and evaluate the interpretive performance of tour guides?

The following are some of the responses:

- "We have a system in place which we use as soon as they are employed (when they are new). We join their game drives so that we observe how they do. If there are problems, we fix the problems accordingly. But besides, before they operate, in the park, they have to write an examination based on our manual on official guiding. They have to get not less than 75% before they start operating. This does not apply to only our field guides. We have a lot of Bed and Breakfast lodges around our park who bring their tourists to our parks. We don't allow their guides to do so unless they have written and passed our examination. We also join their game drives to make sure that they interpret according to our expectation. They are allowed to operate provided we are satisfied with their performance. We do not want outside field guides to misinterpret our park----- Some time ago we tried to use a questionnaire from the tourists. It was problematic to us and a challenge because in most cases tourists are in a rush to go somewhere/ or to join another activity after our 2hour game drive. They do not bother to complete the questionnaires. We realise that we do not have control over them (tourists). Sometimes they return them and sometimes not."
- "There is no performance appraisal system at the level of field guiding in place. We depend on the feedback from the tourists in a form of a questionnaire. They

indicate their compliments or complaints. Then the head guide or the relevant manager has to act accordingly if tourists were not satisfied during the guided activity. ----It is helpful because it gives an indication of how a field guide performs”.

- “Questionnaires are distributed to tourists to comment about their experience, issues with the field guides. I also give a questionnaire to field guides, on monthly basis where they indicate their guiding problems. If there are shortcomings that have indicated by the tourists, I discuss those issues with a particular field guide, and a field guide indicates problems that he/she has with guiding, I act by giving an in-house training. I am a qualified THETA assessor myself. I do an in-house training using my manual which has information on guiding (game drives and walks). Sometimes I participate in SANParks forum. That is where tourists indicate their compliments and complaints on our website when they are gone. We believe this helps because tourists will be in a position to answer when they are free back home, not under pressure”.
- “We use what we call forums on our website. We use this because we believe that sometimes tourists do not have time to evaluate guides immediately after a guided drive. As far as I am concerned, feedback from the tourists is effective”.
- “No measures at the moment. In the past we used to use a general SANParks feedback form. The form was not necessarily about guiding, but it was just a standard form which included questions about accommodation as well. Yes, I have got a problem with it because it is too general. It does not give you specific information about guiding. We need to have regular and quarterly assessment.
- “Guides are supposed to be monitored through the use of SANParks evaluation forms that are completed by the tourists. But that is usually a problem because tourists are always in a hurry after the guided activity. But SANParks has introduced a feedback mechanism in a form of an e-mail for both compliments and problems that tourists may have experienced during their stay at the parks. They write about anything. The form is accessible in the SANParks website. There are forums- that enable people to be openly frank about occurrences (on website)”.
- “-----I do not have any problem with this mechanism (feedback from the tourists). This feedback goes straight to the head office and to relevant sections including the section for guided activities in case there was a complaint or compliment about the guide. It is effective at ground. The supervisor has to ensure that whatever problem that may have occurred is fixed and does not occur again.”

The above responses indicate that although all these parks belong to SANParks, there is no uniformity in the measures that they use for monitoring and evaluation of interpretive guiding. Diverse opinions emerged about the effective use of tourists' questionnaires. It became evident that using this mechanism is problematic. The fact that the form is not specifically about guiding (it is a general form), may not give a clear

indication about interpretive guiding. What emerged as an ideal mechanism is the one of observing tour guides when they interpret to tourists. However, that may require resources such enough personnel (manpower) and time to do observations.

Questions about other mechanisms for quality assurance, such as affiliation to the guides' association, rewarding tour guides for excellent performance and a code of conduct for tour guides as identified in the literature, were asked. With regard to the awards, the park officials said that SANParks has a general system of recognising the staff members who do well with their jobs, such as "Kudu awards". Some guides have won the awards e.g. at Marakele National Park and Addo. Concerning the affiliation of guides to guides' associations, all interviewees indicated that some tour guides are members, some not. Some of the responses were,

- "Field guide association – It depends on an individual person. It is not compulsory. One of the guides is affiliated"
- "Guides association – In the past most people were members of FGASA, and that enabled them to qualify to practice as field guides. But in the new dispensation, they just have to register with DET (Formerly called DEAT) and comply with the requirements".
- "I am not aware of any of the guides who is a member of a professional association for guides".

They said the situation about affiliation to guides' association is now different from the past (before 1994) when membership was "somehow" associated with a "licence to practise as a guide". That is why in the past many tour guides were affiliated to guides' associations such as the Field Guide Association of South Africa (FGASA), before it became one of the THETA-accredited training providers. The Department of Environmental Affairs and Tourism's (DEAT) /Department of Tourism registration (refer to Appendix F) is adequate as far as many park officials are concerned. Tour guides have to abide by the code of conduct stipulated by the DEAT/DET (refer to Appendix F). The SANParks code of conduct for guides is drawn from the DEAT's code of conduct.

5.2.4 Critical factors for effective interpretation

The respondents were asked to indicate what they see as critical for effective interpretation. The responses are shown in Table 5.4 below.

Table 5.4: Respondents’ views on what they see as critical for effective interpretation

Question 4 What do you see as critical for effective interpretation?	<i>Respondents</i>	A	B	C	D	E	F
Responses							
Communication skills		1	1		1	1	
Continuing education and training				1		1	1
Knowledge of the area of operation			1			1	
Passion for interpretation			1			1	
Knowledge of interpretation		1					
Self-reading							1

In responding to the question, “What do you see as critical for effective interpretation?”(Question 4), four of the respondents felt that good communication skills are important. It was not surprising to receive that response, especially because interpretation is about communicating well with the tourists. One of the four respondents who mentioned communication as being crucial for effective interpretation perceived communication as encompassing self-confidence, interpersonal relation skills, self-esteem and outspokenness. In emphasising these characteristics he said, “Introverts cannot make it in this career....a guide should be a people’s person”.

Three of the respondents viewed continuing education and training as critical for effective interpretation. The need for continuing education and training was evident in statements such as, “We need to arrange sessions for re-training them, once they are registered with the province”. The role of the provincial government in training guides

was also highlighted by two of the respondents, with statements such as, “Even now, the Provincial Department of Tourism assists with, for instance, re-skilling them in various aspects related to tourism”.

Two of the respondents felt that knowledge of the area of operation is crucial for effective interpretation. Knowledge of the area of operation forms part of the content of interpretation, including conservation themes and cultural heritage themes.

Besides the above-mentioned attributes of effective interpretation, one respondent viewed a passion for interpretation as also crucial for effective interpretation, and another one mentioned knowledge of interpretation as crucial. It also emerged from one respondent that it is important that guides develop the habit of regularly reading on their own, in order to broaden their knowledge that could enhance interpretation.

5.2.5 Skills current guides need to develop in order to provide quality interpretation in national parks

The interview participants were asked to mention “What skills they think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites?” The responses are shown in the table below.

Table 5.5: Respondents’ views on guides’ needs for quality interpretation

Question 5 What skills do you think current guides need to develop in order to provide quality interpretation at natural and cultural heritage sites?	Respondents	A	B	C	D	E	F
		Responses					
Communication skills		1	1		1	1	
Language			1				
Safety skills					1		
Knowledge and application of Interpretive techniques		1				1	
Research skills							1

As shown in Table 5.5, four of the respondents mentioned that current guides needed more training in communication skills. Two of the respondents specifically mentioned knowledge and the application of interpretive techniques as skills that currently need to be provided for guides. In emphasising interpretive techniques, they said, “Guides need skills of interpreting topics that may not be of interest to tourists such as soil and grass.-----Therefore, field guides need skills of interpreting such topics or aspects in such a way that the tourists end up thinking that it was indeed worthwhile to be part of the interpretive experience”. One specifically mentioned that overseas tourists are usually interested only in seeing the “big five”. They may lose interest if they do not see them. Therefore, field guides need skills to draw them into an interpretive experience, and gain and maintain their attention during the moments when they are not seeing the animals.

Guides should do a lot of research and reading on their own in order to be effective in interpretation, according to one respondent. That requires them to have research skills.

Another respondent also felt that guides need to learn languages other than English, because sometimes they receive tourists who do not understand the English language. Specifically, this respondent said, “The focus should not be on English only, what about visitors of different languages, e.g. Xhosa. They should cater for different cultural

groups”. One respondent held the opinion that guides need to be knowledgeable about legislative requirements and one mentioned safety skills as also needed for guides.

5.2.6 The responsibility for improving the interpretive competence of tour guides

Question 6 of the interview asked “In your opinion, whose responsibility is it to improve the interpretive competence of tour guides?”

Table 5.6: Respondents’ views on whose responsibility it is to improve the interpretive competence of tour guides

Question 6 In your opinion, whose responsibility is it to improve the interpretive competence of tour guides?	<i>Respondents</i>	A	B	C	D	E	F
Responses							
SANParks/direct supervisor		1	1	1	1	1	1
Guides themselves		1	1		1	1	1

As shown in Table 5.6, six respondents indicated that it is the responsibility of both guides and management to ensure the improvement of guides in interpretive competencies. The respondents went further to indicate that if guides are not good in interpretation, that would have a negative impact on the parks’/organizations’ image. Therefore, inasmuch as the guides’ initiative is expected and important, it is also essential that the organisation ensures guides’ interpretive competency. Five of the respondents further held the view that it is important for guides themselves to take responsibility for improving their competence.

5.2.7 Factors that could improve the quality of environmental and cultural heritage interpretation in national parks

The last question (Question 7) asked during the interview was, “What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in natural and heritage sites?” The results are shown in Table 5.7.

Table 5.7: Respondents’ views on what should be done to improve the quality of interpretation

Question 7 What specifically do you think should be done to improve the quality of environmental and cultural heritage interpretation in natural and heritage sites?	<i>Respondents</i>	A	B	C	D	E	F
Responses							
Continuing education and training			1		1	1	
Availability of interpretation literature/information			1		1		
Interpretation strategy/plan			1				
Develop communication skills							1
Develop indigenous knowledge		1					
Employment of properly trained guides					1		
Introduction of provincial exchange programmes							1

As shown in Table 5.7, three of the respondents asserted that the role of retraining (“continuing education”) of guides should not be underestimated. To them continuing education and training will always help guides to keep abreast of developments in interpretation.

Two of the respondents mentioned that there should be a way of making sure that there is available literature or information on interpretation that could be used by guides from

time to time. The problem of inadequate material on interpretation emerged clearly during the interview.

One respondent mentioned that there should be an interpretive strategy or plan which, in her case, was currently being put together for the park she worked in. One respondent felt that the strategy of employing properly trained guides would help to improve the quality of interpretation in national parks. During the second phase of the interviews, it emerged from the interviews that most park officials are not aware of any interpretive strategy plan. Some talked about their own manuals (locally oriented) instead, when the researcher probed about the interpretive delivery strategy that they use. The other strategies that were suggested by the participants were: to develop indigenous knowledge (1 respondent); develop communication skills (1 respondent); employ properly trained guides (1 respondent); and introduce provincial exchange programmes for guides (1 respondent). A provincial exchange programme for guides, according to this respondent, would mean arrangements by park managers in various provinces to allow guides to exchange with guides from parks of other provinces, in order to share ideas and learn from each other.

5.2.7.1 Section summary

The overall analysis of qualitative interpretation as shown in the above section reflects that managers recognise the purpose of interpretation as promoting the conservation of environmental and cultural heritage, developing tourists' environmental and cultural knowledge, and enhancing tourists' experience. The divergent responses in certain instances during the interview revealed that these parks differ considerably, a view that is shared by Saayman and Saayman (2010:1037).

The following are aspects of interpretive guiding which emerge most frequently from the interview analysis:

- Communication skills;

- Continuing education and training;
- Interpretive content;
- Knowledge of interpretation (techniques and content);
- Evaluation of tour guides (using tourists' feedback form); and
- The fact that there is training in interpretive guiding in most parks.

In summary the role of continuing education and the evaluation of tour guides were highlighted as a way of ensuring quality interpretation. Furthermore, it is the view of managers that SANParks, the direct supervisors, should be responsible for improving the interpretive competence of guides, although it was emphasised that guides should also take the initiative to upgrade their own knowledge themselves. The need to develop communication skills was explicitly stated. The importance of knowledge of interpretive techniques and the content of what is being interpreted also emerged directly from the discussion during the interview. However the aspect of encouragement from park managers/tourism managers to improve qualifications also emerged, although more subtly.

The constructs that were drawn from the interview analysis (1st phase) are illustrated in Figure 5.1.

Figure 5.1: Constructs underlying the delivery of effective interpretation

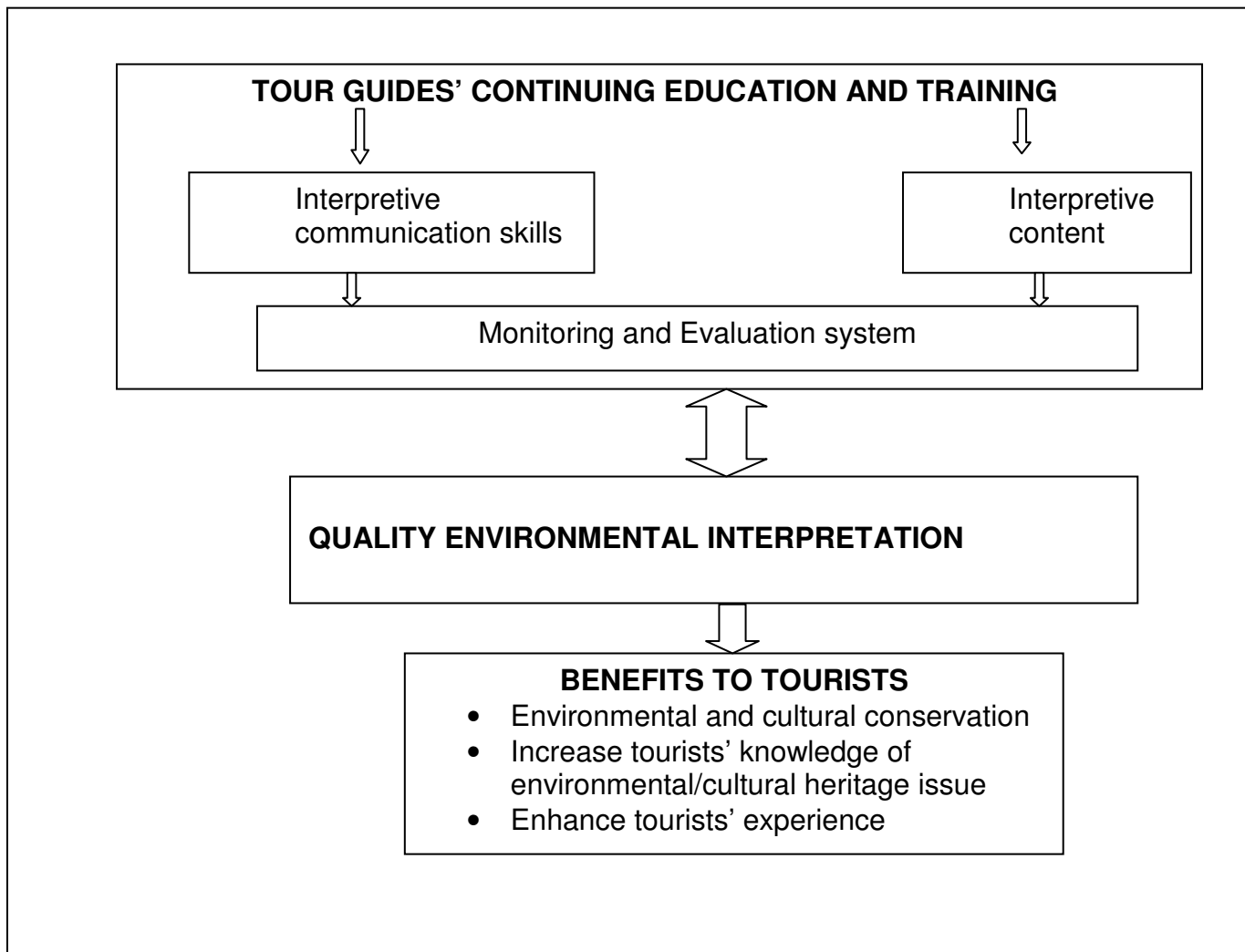


Figure 5.1 shows that continuing education and training, in aspects such as interpretive content and techniques and interpretive communication skills, should always be available in order to ensure quality interpretation. Hence the arrows in Figure 5.1 indicate that training in these aspects of interpretation will always contribute to quality interpretation, further that quality should be monitored and evaluated, and that quality interpretation contributes to environmental and cultural conservation, increases tourists' cultural and environmental knowledge, and enriches/enhances tourists' experience.

The constructs identified through the interviews were incorporated into the tour guides' questionnaires, as indicated in Table 5.8 below.

Table 5.8: Interview responses and questionnaire development (see Appendices A & E)

Interview responses	Questionnaires	Motivation
	Tourists' questionnaire	
Responses to question 1	Q4.1;4.2 and Q4.3	To establish empirically if the purpose of interpretation (to enhance tourists' experience, increase environmental/cultural knowledge) as mentioned during the interview is realised.
Responses to question 4	Q5	To establish the application of interpretive delivery techniques.
	Tour guides' questionnaire	
Responses to question 2	Q9 and Q11	To ascertain the type of interpretive training that guides receive.
Responses to question 3	Q17 and Q12	To ascertain if they have attended any course to upgrade their interpretive guiding skills. To establish the type of evaluation system that is used by tour guides.
Responses to question 4	Q13	To determine the extent to which guides apply interpretive techniques and if they need training in them.
Responses to question 5	Q13 and Q15	To compare if the results from the qualitative interviews on training needs and concerns are similar to those from the guides' questionnaires.
Responses to questions 6 and 7	Q13 and Q17	To identify issues relating to upgrading interpretive skills.

5.3 PRESENTATION OF QUANTITATIVE ANALYSIS

This section provides the analysis and the interpretation of data that was collected through questionnaires from tour guides and from tourists. The first part of this section (5.3.1) describes the analysis and presentation of data that was collected from tour guides and the second part (5.3.2) focuses on the analysis and the presentation of data that was collected from tourists. Both the descriptive data analysis and inferential analysis are presented in this section.

5.3.1 Data analysis for tour guides

The structure of the questionnaire (see Appendix A), which was described in Chapter 4, encompassed the following sections:

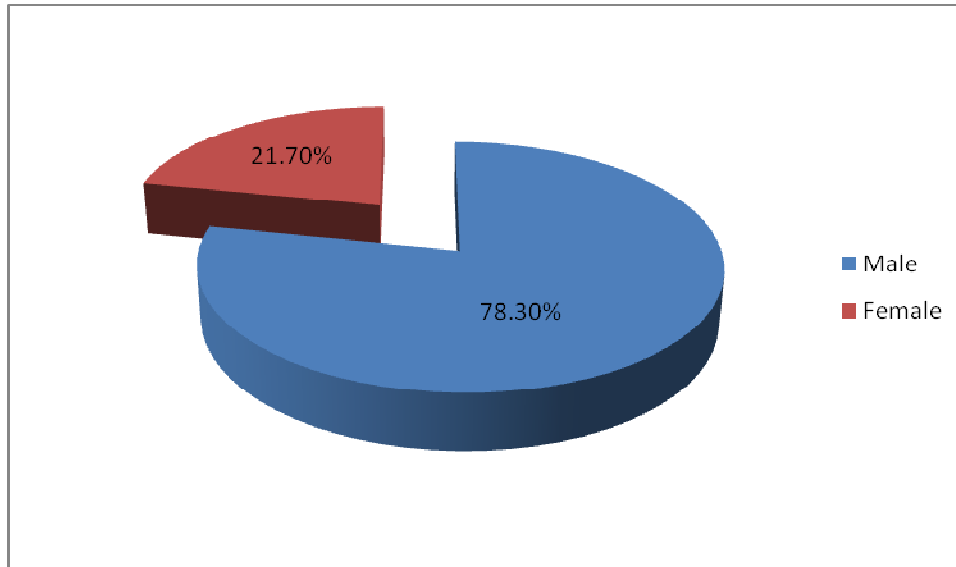
- Tour guides' application of interpretive delivery techniques;
- Tour guides' needs for continuing education and training;
- Constraints that hinder application of effective interpretation; and
- Management support for quality interpretation.

This section begins by presenting the profile of the tour guides. The analysis of the profile of the tour guides provides an overview and general understanding of the characteristics of the participants.

5.3.1.1 Biographical and demographic aspects

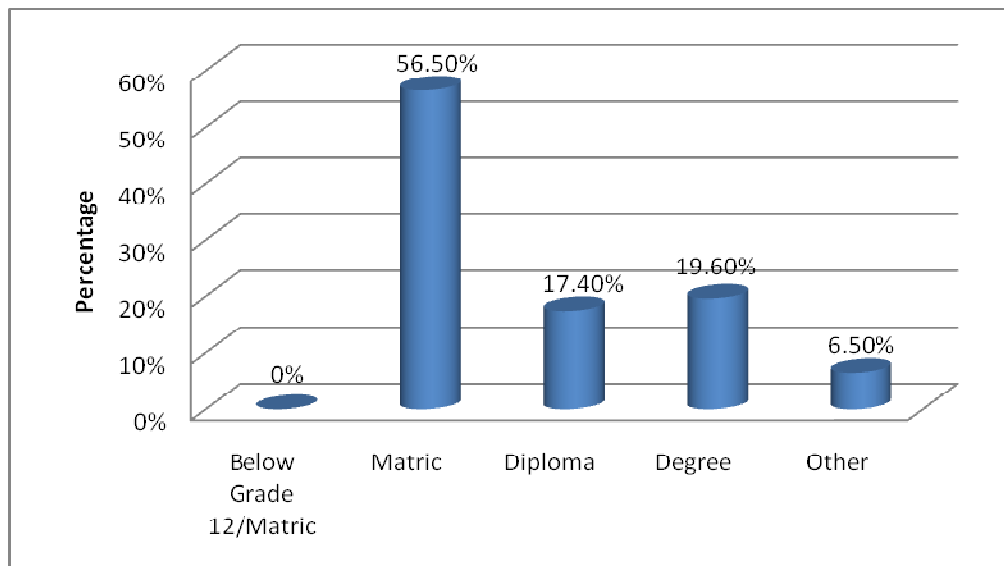
There were 46 (n=46) tour guides who completed and returned questionnaires; and they were all employed by SANParks. No tour operators or guides from other organisations responded.

Figure 5.2: Gender distribution of the respondents



Most respondents were male. The respondents' ages ranged from 22 to 45 years. This seems to suggest that tour guiding in SANParks is still male-dominated despite SANParks' efforts to comply with the Employment Equity Act, No. 55 of 1998 (SANParks, 2008:42). These results showing a minority of females in SANParks further confirm the observation by Paton (2007:246), who states that by 2007 the majority of nature guides were male. The nature of the guiding career in national parks, i.e. exposure to dangerous animals, may be a reason that the profession does not attract many women. The interview responses even revealed the need for tour guides to be competent in handling a firearm.

Figure 5.3: Tour guides' highest academic qualification



The results show that the majority of tour guides (57% n=26) have matriculation (high school certificate) as their highest academic qualification; 17% (n=8) have diplomas and 20% (n=9) have degrees (Figure 5.3). Those with university degrees mentioned degrees such as Bachelor of Environmental Science (B.Sc), Bachelor of Tourism Management and Bachelor of Technology in nature conservation (B.Tech.). An indication should be given that the degrees and diplomas acquired by some others (17.40% and 19.60%) may not specifically relate to interpretive guiding, e.g. B.Sc. in Environmental Management and Diploma in Tourism.

Figure 5.4: Provinces from which tour guides operated

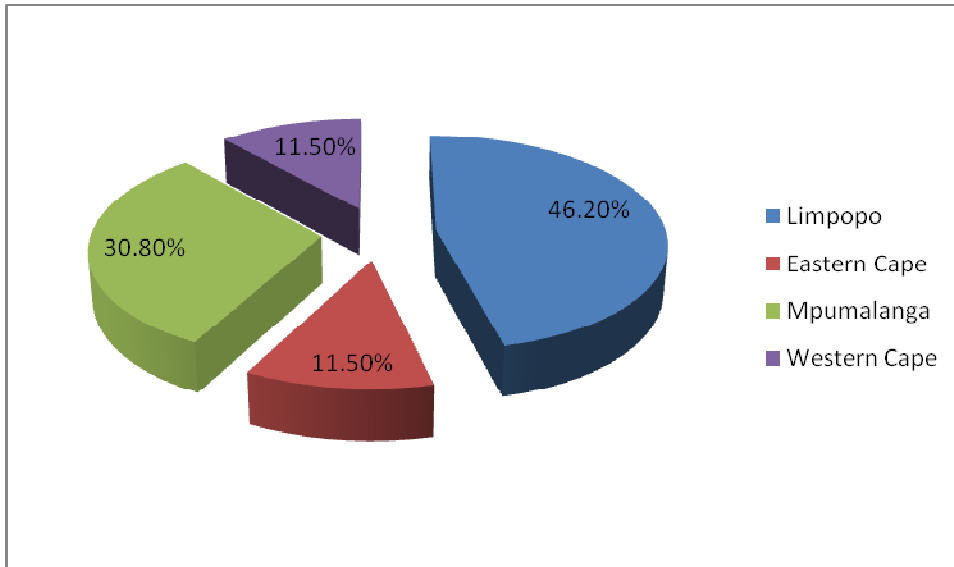
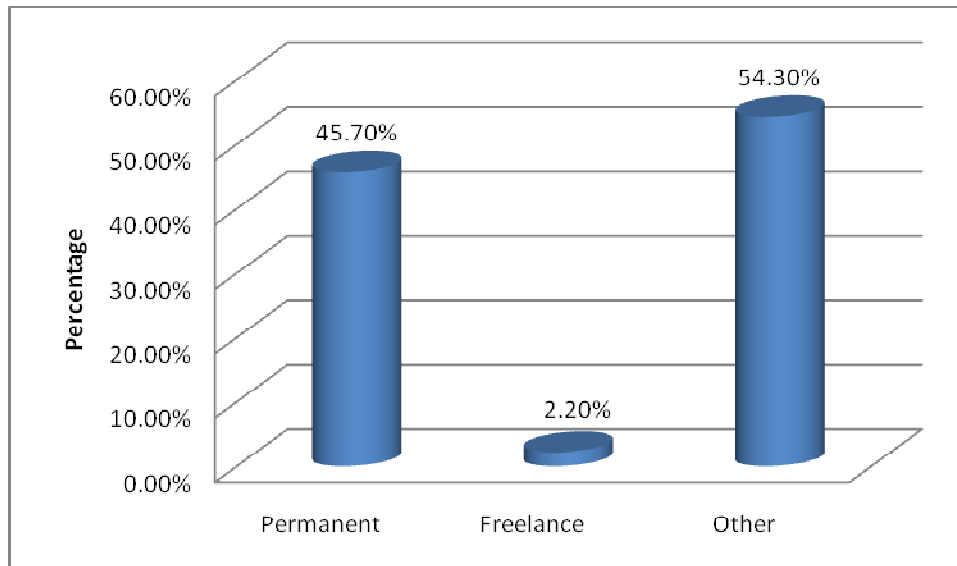


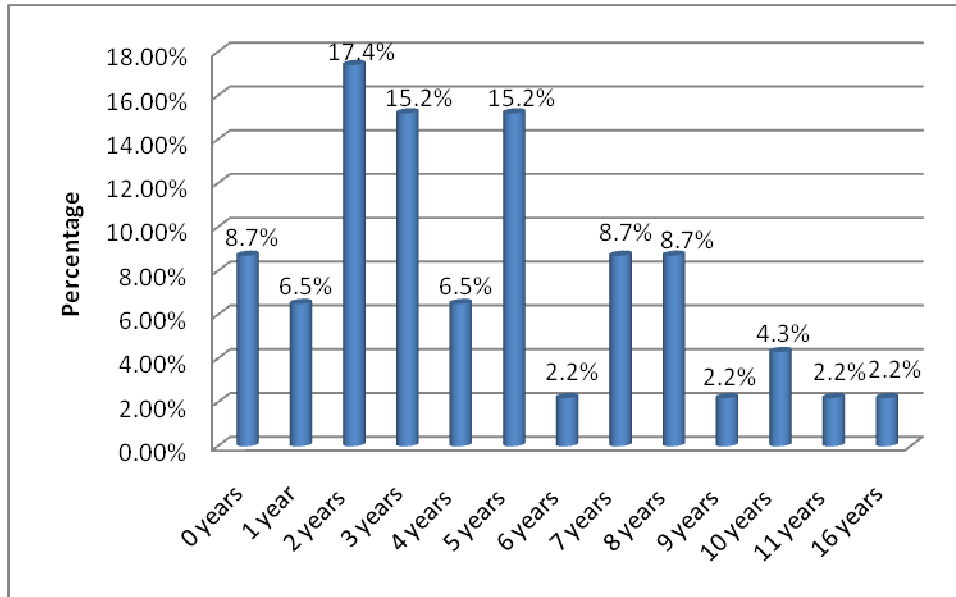
Figure 5.4 shows the provinces in which the guides operated: Limpopo Province had the highest percentage, 46% (n=24), followed by Mpumalanga Province with 31% (n=16). This is attributed to the fact that the Kruger National Park, the largest national park in South Africa falling under the authority of SANParks, extends over both provinces (Limpopo and Mpumalanga), unlike the other parks which are situated in only one province.

Figure 5.5: Employment status of tour guides



Only 45% (n=21) of the tour guides were permanently employed (Figure 5.5). The majority of the tour guides (53% n=25) indicated that they were employed on a contract basis (such as a fixed contact). Only one guide indicated that she/he worked as a freelance or independent guide.

Figure 5.6: Experience as a tour guide



The experience of tour guides ranged from less than a year to 16 years (Figure 5.6). One person (2%) had sixteen years' experience, and 9% (n=4) had less than a year's experience as guides. The majority of the tour guides in SANParks are fairly experienced (it is only about 15.2% of the tour guides that have less than two years' experience). This good experience is in line with Knudson, Cable and Beck's (1995) opinion that effective interpretation is a result of experience gained over time.

5.3.1.2 Interpretive activities

Guides were asked to indicate the interpretive activities in which they were involved, and the results are shown below in Figure 5.7 and Table 5.9.

Figure 5.7: Guides’ types of interpretive activities in the parks

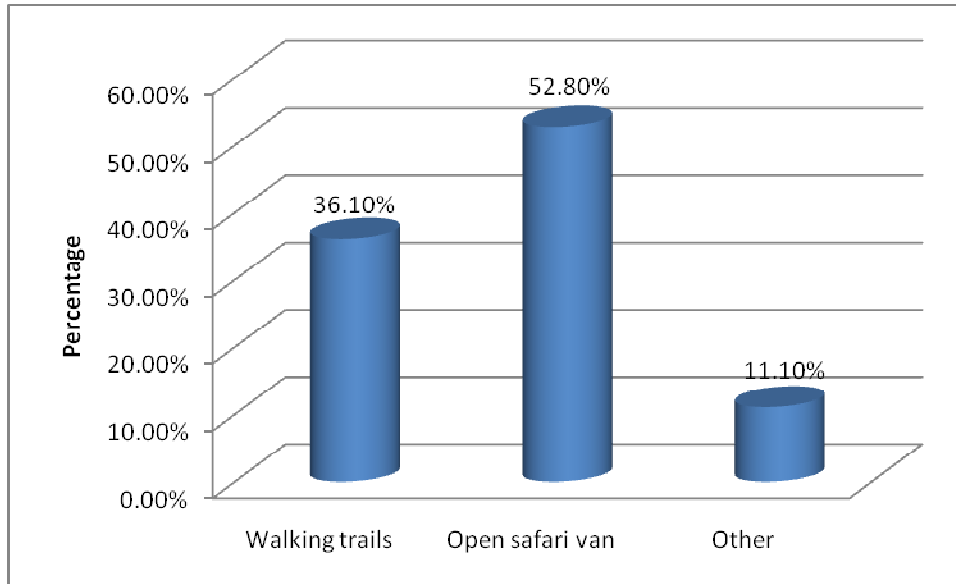


Table 5.9: Guides’ types of interpretive activities in the parks

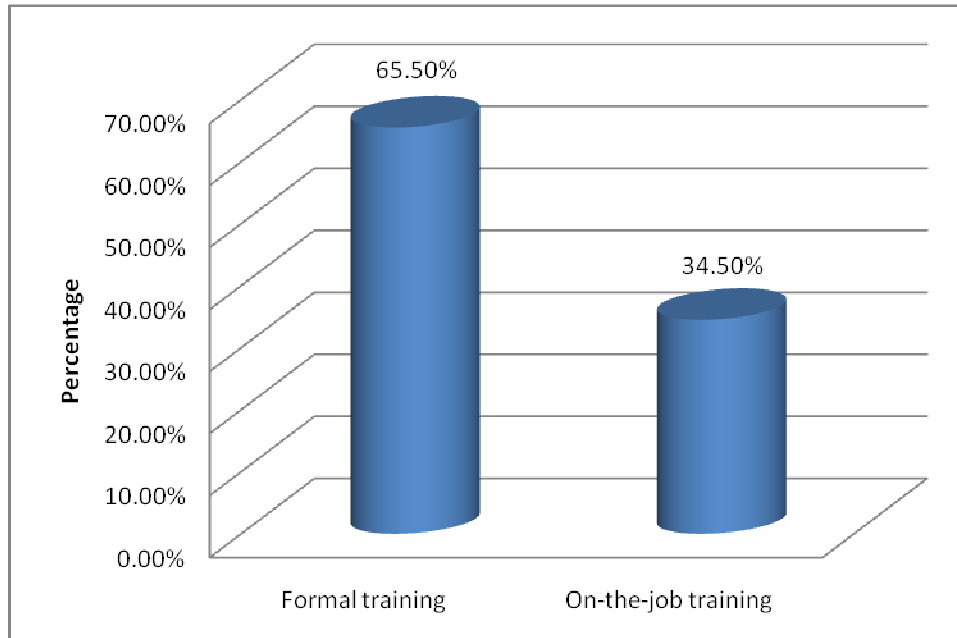
Type of interpretive activity	Frequency	Percentage of tour guides in respective activity	Percentage of cases
Open safari van	38	(52.8)	82.6
Walking trails	26	(36.1)	56.5
Other	8	(11.1)	17.4
Total	72	100	156.5

* Some respondents gave more than one answer

The results as shown in Table 5.9 indicate that the guides are multiskilled and are able to provide a variety of interpretive activities. For example, they work on open safari vans (52.8%), walking trails (36.1%), and in other types of interpretive activities like mountain bike trails, as well as providing general information at a front desk (11%). These results also indicate that SANParks have managed to provide diversity in guided activities for tourists.

5.3.1.3 Training in interpretation

Figure 5.8: Interpretation training obtained as a guide



The type of interpretation-specific training of guides was also ascertained. The majority of guides had received formal training in interpretation (65.5%) before they started working as tour guides, and 34.5% had on-the-job training, as shown in Figure 5.8. The majority of the tour guides who had formal training had reached NQF 4 (57% n=26) as opposed to 11% (n=6) of those who had NQF 2 (THETA-accredited certificates). Certificate programmes that they had done for formal training were e.g. the National Certificate in Tourism-Guiding, and a Field Naturalist Course.

The tour guides also indicated where they had obtained their qualifications. Various institutions were listed, including Energy Guides, Nature College, African Global Skills Academy, Cape Peninsula University of Technology, Boland College, Tourism World (formerly called People Management Solution), Ekukhanyeni Environment College, Limpopo Field Guiding Academy, FGASA (Field Guide Association of South Africa, which operates as a training provider as well), and INTEC. This variety of names seems to suggest that there are a fair number of training institutions for tour guides in South

Africa. It is a requirement in South Africa that the tour guiding training providers should be THETA-accredited. Insistence on THETA accreditation by the South African government is one mechanism for assuring quality in guiding.

The acquisition by tour guides of formal training in guiding and conservation through THETA-accredited institutions seems to indicate that the provision in South Africa of policies such as RPL, as well as the establishment of sectoral education and training authorities (SETAs) such as THETA, opens up opportunities for both on-the job training and formal training in guiding. Acquisition of THETA certificates in South Africa assists tour guides, particularly inexperienced or untrained personnel, to increase their knowledge of interpretive guiding. In fact, the SETAs, of which THETA is one, were established by the new South African government for the purpose of exposing a majority of the South Africans who were unable to access formal education before (because of the previous government policies before 1994) to further education and training (refer to section 1.2).

It was noted in the responses that some of the tour guides with diplomas and degrees as their highest qualifications had obtained THETA-accredited certificates. Some of the respondents with university degrees may have had good content knowledge (such as conservation aspects), but may have not been trained as tour guides, hence the necessity to acquire a THETA-accredited certificate as well.

The tour guides that had on-the-job training (34.50%) (Figure 5.7) were asked to clarify what formed part of their on-job-training. The majority of them indicated that their on-the-job-training was through apprenticeship (19.1% n=17), followed by those who indicated lecture sessions by a tutor (18% n=16) and lecture materials (18% n=16). The others included mentoring (14.6% n=13), tour manuals (13.5% n=12), tests (13.5% n=12) and other methods (3.4% n=3). These findings about giving opportunities to tour guides who are employed by SANParks and who had on the-job-training is contrary to the findings of the study by Chowdhary and Prakash (2008:293), which indicated that in

India tour guides pointed out that there was no provision for on-the-job training for those without previous experience.

5.3.1.4 Evaluation of guided tours

Evaluation as a crucial aspect of the survival and development of interpretation has been stressed by many authors such as Munro & Morrison-Saunders, 2008:2; Ward & Wilkinson, 2006:223). However, an indication has been made about the fact that it is a procedure that is commonly neglected in interpretation (Ryan & Dewar, 1995:295). The respondents were asked about the methods they use to evaluate their interpretive guided activity and the results are shown in Figure 5.9 and Table 5.10.

Figure 5.9: Methods of evaluation used during and after a guided tour

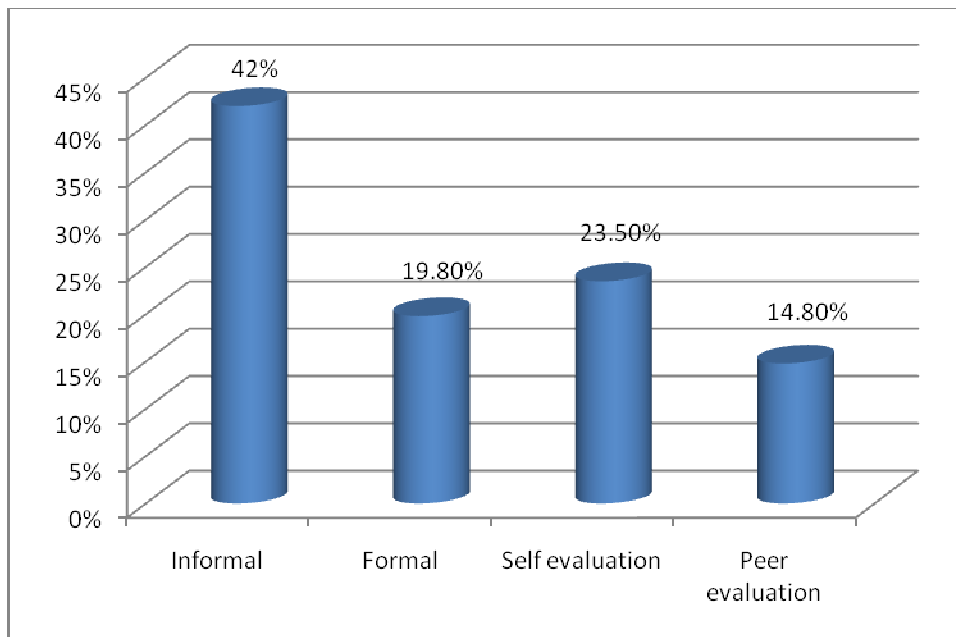


Table 5.10: Methods of evaluation used during and after a guided tour

Type of evaluation	F	%	Percentage of cases
Informal	34	(42)	73.9
Formal	16	(19.8)	34.8
Self-evaluation	19	(23.5)	41.3
Peer evaluation	12	(14.8)	26.1

* Some respondents gave more than one answer

Table 5.10 indicates that tour guides at SANParks use different types of evaluation. The results indicate that the informal method of evaluation (such as simple observation of verbal/body language of tourists) was mostly used by guides (42%), although some tour guides use more than one method as shown in Table 5.10. The formal type that was indicated by 19.8% (n=16) referred to the evaluation done by tourists who visit the park.

5.3.1.5 Factors that affect effective interpretive delivery

This section presents the results of the analysis of the data on interpretive delivery techniques, with a view to establishing how tour guides perceive their own application thereof.

5.3.1.6 Tour guides' problems with interpretive delivery techniques

A detailed explanation of the interpretive delivery techniques has already been given in Chapter 2 (refer to 2.7). Basically, these interpretive delivery techniques emanate from the suggested activities that can be used to enhance effective interpretation according to the EROT (Enjoyable, Relevant, Organised and Thematic) model of interpretive communication. For instance, the three qualities of interpretation (ERO), underpin the necessary task of capturing and maintaining the attention of the tourists. Failing to impart any of these qualities to a tour or commentary may impact upon tourists' attention (Ham, 2003:4).

The Likert scale of 1- 5 was used to establish whether the tour guides had problems with the application of techniques. Merging 1 with 2 to make it “not a problem”, and 3, 4 and 5 (in the Likert scale) to make it “a problem” became necessary for a clear indication of the problems. Table 5.11 also ranks the problems with interpretive delivery techniques according to the mean scores of twelve statements. The mode and the median scores are also reflected.

Table 5.11: Tour guides' perceptions of problems in interpretive delivery techniques

	Not a problem		Problem		Mode	Median	Mean	Rank
	f	%	f	%				
Problems in interpretive delivery techniques								
Addressing tourists by their names.	24	(52.2)	22	(47.4)	1	2.0	2.543	1
Using five senses (such as touching an interesting texture, smelling a plant).	32	(69.6)	14	(30.4)	1	1.0	1.804	2
Gaining the attention of tourists.	38	(82.6)	8	(17.4)	1	1.0	1.739	3
Encouraging participation of tourists through questioning them.	38	(82.6)	8	(17.4)	1	1.0	1.739	4
Presenting the content in a simple manner so that it does not take a lot of effort from the tourists to follow the presentation.	36	(78.3)	10	(21.7)	1	1.0	1.717	5
Maintaining the attention of tourists throughout.	39	(84.8)	7	(15.2)	1	1.0	1.652	6
Simplifying technical information (using explanations).	37	(80.4)	9	(19.6)	1	1.0	1.653	7
Presenting in such a way that the tourist understands the broader theme or context of the topic (for example the role of an animal in its habitat or the history of a heritage site).	38	(82.6)	8	(17.4)	1	1.0	1.586	8
Presenting to tourists in such a way that you relate to things familiar in their daily lives (e.g. by comparisons).	38	(82.6)	8	(17.4)	1	1.0	1.543	9
Presenting in such a way that there is a clear introduction to what I am going to say, the content is comprehensive and I provide some conclusions and insight at the end.	40	(87)	6	(13)	1	1.0	1.500	10
Entertaining tourists (using stories, humour, jokes).	40	(87)	6	(13)	1	1.0	1.478	11
Using eye contact as far as possible.	39	(84.8)	7	(15.2)	1	1.0	1.434	12

* f = Frequency

As indicated in Table 5.11, the mean rankings given to each item of problems in interpretive delivery techniques ranged from 1.43 to 2.54. The mean scores as presented in Table 5.11 seem to suggest that the responses to most items (which are interpretive delivery techniques) were positive.

It is important to highlight that the two interpretive delivery techniques that achieved the 1st and the 2nd highest mean scores regarding the application problems seemed so because tour guides mostly guide tourists on open safari vans (refer to Table 5.11). That is why they responded that it was not possible to address tourists by their names because of the large number of tourists who join open safari vans. This reason seems to apply to problems with “encouraging tourists to use five senses” (especially touch), where it was indicated that this was not possible on open safari vans.

The minority of tour guides who had problems with some of the interpretive delivery techniques specifically mentioned some of the reasons why they had problems, as mentioned in Table 5.12 below.

Table 5.12: Tour guides’ reasons for their inability to apply interpretive delivery techniques

Interpretive delivery technique	Problems indicated
Gaining the attention of tourists.	<ul style="list-style-type: none"> • Tourists are naturally and easily distracted. • Some tourists cannot be attentive because they do not understand English.
Encouraging participation of tourists through questioning them.	<ul style="list-style-type: none"> • They (some of them) as tour guides are introverts. • Some tourists do not understand English, it becomes impossible to encourage them to participate.
Presenting the content in a simple manner so that it does not take a lot of effort from the tourists to follow the presentation.	<ul style="list-style-type: none"> • It is not easy to present to tourists who do not understand English. • They (some of the tour guides) are fast speakers.
Maintaining the attention of tourists throughout.	<ul style="list-style-type: none"> • It is not easy on guided walks because the walking pace of some tourists is slow.
Simplifying technical information (using explanations).	<ul style="list-style-type: none"> • Their inability to simplify technical information is because they are too used to scientific language because of their training which exposed them to scientific language, especially in a degree programme.
Presenting in such a way that the tourist understands the broader theme or context of the topic (for example the role of an animal in its habitat or the history of a heritage site).	<ul style="list-style-type: none"> • Inadequate books and other resources.
Presenting to tourists in such a way that you relate to things familiar in their daily lives (e.g. by comparisons).	<ul style="list-style-type: none"> • No reason was given.
Presenting in such a way that there is a clear introduction to what I am going to say, the content is comprehensive and I provide some conclusions and insight at the end.	<ul style="list-style-type: none"> • No reason was given.
Entertaining tourists (using stories, humour, jokes).	<ul style="list-style-type: none"> • Reasons such as “language barrier, if tourists do not understand the language used by a tour guide”, “being an introvert, as a guide”, and “sometimes tourists do not want to participate” were among those that were given.
Using eye contact as far as possible.	<ul style="list-style-type: none"> • It is not always possible to maintain eye contact while driving in an open van.

From the results as presented in Tables 5.11 and 5.12, it is clear that not all of the interpretive techniques are applicable in every situation. Their applicability depends on the circumstances.

The respondents were asked to rank the five aspects which in their opinion are most important in effective interpretive delivery, by indicating “most important”, “second most important” to the “fifth most important”. Of forty-six (n=46), the majority (n=11) ranked “Gaining the attention of tourists” as the “most important” one, followed by nine respondents (n=9), who gave the “most important” ranking to “Presenting to tourists in such as a way that you relate to things familiar in their daily lives”. Seven (n=7) respondents perceived “Presenting the content in a simple manner” as the third most important. Three techniques that got high rankings have to do with enhancing the attention of tourists. The response by the tour guides indicates that they acknowledge the importance of tourists’ attention when dealing with a non-captive audience such as tourists.

While the findings about the application of interpretive delivery techniques have been presented in this section, conclusions about whether to reject or accept Hypothesis 1 (H1), “Within the South African context tour guides do not effectively apply interpretive delivery techniques in national parks”, will be made later in this document after comparison of the tourists’ responses.

The following section ascertains how far tour guides needed training in each delivery technique.

5.3.1.7 Training needs in interpretive delivery techniques

The Likert scale of 1 – 5 was used to establish to what extent the tour guides needed training in interpretive delivery techniques. Merging 1 and 2 of the Likert scale to make it “no need”, and 3, 4, and 5 to make it “some need” became necessary for a better clarification of the needs in interpretive delivery training. The results, in the form of the

frequencies, are shown in Table 5.13. The mode, median and mean scores were computed and the tour guides' responses regarding interpretive training needs were ranked according to the mean scores as shown in Table 5.13. The mean rankings for the interpretive delivery training needs were calculated in order to establish the aspect of interpretive delivery techniques in which tour guides need training and the aspect of training in interpretive delivery techniques that was less needed.

Table 5.13: Tour guides' training needs in interpretive delivery techniques

Training needs in interpretive delivery techniques	No need		Some need		Mode	Median	Mean	RANK
	F	%	f	%				
Addressing tourists by their names.	22	(47.8)	24	(52.2)	1	3	2.609	1
Maintaining the attention of tourists throughout.	27	(58.7)	19	(41.3)	1	2	2.478	2
Gaining the attention of tourists.	27	(58.7)	19	(41.3)	1	2	2.478	3
Presenting the content in a simple manner so that it does not take a lot of effort from the tourists to follow the presentation.	28	(60.9)	18	(39.1)	1	2	2.435	4
Simplifying technical information (using explanations).	28	(60.9)	18	(39.1)	1	2	2.435	5
Encouraging participation of tourists through questioning them and interacting with them.	28	(60.9)	18	(39.1)	1	2	2.413	6
Entertaining tourists (using stories, humour, jokes).	28	(60.9)	18	(39.1)	1	1	2.370	7
Presenting in such a way that the tourist understands the broader theme or context of the topic (for example the role of an animal in its habitat or the history of a heritage site).	30	(65.2)	16	(34.8)	1	1.5	2.304	8
Presenting in such a way that there is a clear introduction to what I am going to say, the content is comprehensive and I provide some conclusions and insight at the end.	30	(65.2)	16	(34.8)	1	1.5	2.217	9
Presenting to tourists in such a way that you relate to things familiar in their daily lives (e.g. by giving examples and comparisons).	30	(65.2)	16	(34.8)	1	1.5	2.109	10
Using five senses (such as touching an interesting texture, smelling a plant).	32	(69.6)	14	(30.4)	1	1	2.087	11
Using eye contact as far as possible.	33	(71.8)	13	(28.2)	1	1	2.043	12

* f = Frequency

The mean rankings of the training needs in interpretive delivery techniques ranged from 2.04 to 2.61. “Addressing tourists by their names” had the highest mean score (2.61), as it had in the mean rankings of the problem in interpretive delivery techniques, whereas the aspect of “using eye contact” had the lowest mean score of 2.04. The lowest mean score for this item seems to suggest that tour guides did not perceive training in “using eye contact” as needed. It should be highlighted that while the mean cannot strictly be used as a ranking tool under these circumstances, the mode and median scores do support this.

The overall results as presented in Table 5.13 indicate that the number of tour guides that perceived interpretive delivery training as not needed was higher than the number of tour guides that felt training was needed. The mode scores for all the interpretive delivery techniques seem to confirm this. It was noted that the mean scores of the training needs were slightly higher than the mean scores of the interpretive delivery problems. The increase in the number of those that needed training when they did not seem to have as much concern about the application of the techniques seems to suggest that they would however not hesitate to avail themselves of any training opportunity in these techniques.

It is noted that there was a sizeable number of tour guides who needed training in “maintaining the attention of tourists throughout” and “gaining the attention of tourists”. These training needs (which have to do with communication competence) may be because of the non-captive nature of tourists, so that a particular kind of training will be needed to enable tour guides to maintain their attention. This confirms Ryan and Dewar’s (1995:301) assertion which stresses that communication competence assists in retaining the interest of tourists.

Further information on training needs was sought by posing an open-ended question that aimed to find out about any other type of training that they needed in order to improve their interpretive delivery techniques. The results of the response are shown in Table 5.14 below.

Table 5.14: Other training needs of tour guides

Other types of training you personally need to improve your delivery techniques.	F	%
Guiding	11	(23.9)
Communication	3	(6.5)
Nature conservation	9	(19.6)
Other (e.g. first aid, customer care, hospitality management and 4x4 courses for road)	23	(50)
Total	46	100

* f = Frequency

Table 5.14 indicates that 50% of the tour guides (23.9%; 6.5%; 19.6%=50%) had training needs related to interpretive guiding. Training needs in this aspect did not come as a surprise, considering what guiding is. Guiding means being an effective interpreter with appropriate communication skills. It has to do with accurately understanding the sites, resources and products, hence the need for nature conservation training. Guiding also encompasses understanding of tourists' needs and desires and language (Yamada, 2011:148). The increase in the number of tourists who are interested in learning about and understanding conservation issues and their role as visitors (Eagles, McCool & Haynes, 2002:109; Moscardo, 1999:11) necessitates a thorough training in guiding, which calls for continuous professional development in order to address gaps.

An independent two-sample T-test was computed to establish if the views on the interpretive delivery training needs and views on the problems with interpretive delivery techniques differed according to academic qualifications (Matric, Diplomas, Degrees), i.e. between those who had matriculation and those with a higher qualification. The results indicate that there was no significant difference between the views of those who had matriculated (mean=26.50; SE=3.031) and those who had a higher qualification (mean=29.70; SE=3.290) with regard to interpretive training needs and problems with interpretive delivery techniques ($t = -711$; $df = 44$; $p = 0.481 > .05$). This seems to confirm an observation that was made earlier in this document that having qualifications higher than matriculation (such as university degrees) does not necessarily mean having been exposed to interpretive training. These guides would then need specific training in interpretive guiding. Those with post-matriculation diplomas and degrees might still

need training to beef up their content (conservation). The same inferential results applied to perceptions of problems with interpretive delivery techniques versus academic qualifications. An independent two-sample T-test was performed to determine if there was a significant difference between the tour guides who had matriculation as their highest academic qualification (mean=20.19,SE=1.433) and those who had academic qualifications higher than matriculation (mean=20.65,SE=1.431), in respect of how they perceived problems relating to interpretive delivery techniques. The results showed no difference in perception of problems with interpretive delivery techniques between the tour guides who had matriculation as their highest academic qualification and those tour guides who had a higher qualification ($t = -.222; df=44, p= 0.825 > .05$). These findings may have also been influenced by the a fairly long experience which many of SANParks' guides have as well as the on-job-training that many of them have been exposed to.

In summary, it may be concluded from these findings that the tour guides see training as a way of enhancing their interpretive delivery. The findings therefore confirm Hypothesis 2 (H2), which states "Tour guides perceive the provision of continuing education and training in interpretive techniques as essential in improving their effectiveness in interpretive techniques".

5.3.1.8 Other concerns with regard to effective interpretive delivery

This section, which was divided into two, intended to find out what tour guides perceived as aspects that impede their quality of interpretation. This section also aimed to obtain information on whether the guides had attended any upgrading courses on interpretive guiding.

5.3.1.9 Aspects that impede effective interpretive delivery

This section aimed to establish to what extent tour guides felt that the statements in Table 5.15 had a negative effect on the quality of their interpretive delivery.

Table 5.15: Aspects that impede effective interpretive delivery

Item	Agree		Disagree		Mode	Median	Mean	Rank
	F	%	F	%				
Lack of skills in planning interpretation.	8	(17.4)	38	(82.6)	5	4.0	3.848	1
Lack of time to design interpretation programmes properly.	15	(32.6)	31	(67.4)	5	4.0	3.522	2
Too many other responsibilities apart from interpretive guiding (e.g. compiling tourists' itineraries).	13	(28.2)	33	(71.8)	Multiple	3.0	3.217	3
Financial constraints in providing effective interpretive delivery.	19	(41.3)	27	(58.7)	Multiple	3.0	2.957	4
Lack of support from tour operators/park management in further training.	22	(47.8)	24	(52.2)	1	3.0	2.696	5
Not enough materials to improve the interpretive delivery.	23	(50)	23	(50)	1	2.5	2.696	6
Language problems. Please specify with which language/s you experience the most problems.	27	(58.7)	19	(41.3)	1	2.0	2.370	7

*Key: f = frequency

Table 5.15 compares the mean scores of the statements, ranking them according to the statement with which most respondents disagreed. When comparing the mean scores of the statements on the aspects that have a negative effect on the quality of their delivery techniques, it is evident that the statement with which most tour guides agreed was “language problems” (mean=2.370), followed by “not enough materials to improve the interpretive delivery” (mean=2.696).

Table 5.15 seems to confirm that the majority of the tour guides felt that language had a negative impact on the quality of their interpretive delivery. Only 41.3% (n=19) disagreed, feeling that language did not have a negative effect on the quality of their delivery. The languages that were mentioned included French, Italian, German, Afrikaans, Spanish, Chinese, Xhosa, English and Zulu. The mode and the median computed confirmed that there was generally a problem with language. The problem of language in interpretive guiding has been reflected in literature. The findings of the study by Chowdhary and Prakash (2008:293) reflected that there are inadequate facilities for learning foreign languages.

Fifty percent (n=23) of the tour guides seem to agree that there is a problem of inadequate materials, which, if they were adequate, could help to improve their interpretive delivery. The problem of inadequate material had emerged when tour guides explained the reasons for their inability to apply interpretive delivery techniques (refer to Table 5.12).

The majority of the respondents seem to disagree that “lack of skills in planning interpretation” (82.6% n=38), “lack of time to design interpretation programmes properly” (67.4% n=31), being overloaded with “responsibilities apart from interpretive guiding” (71.8% n=33) impact negatively on the quality of their interpretive delivery. These results are contrary to the views held by Hall and McArthur (1996:92) that there is

resistance to more formal planning of interpretation because of time and resource constraints.

About 58.7% (n=27) of the tour guides disagreed and 41.3% (n=19) agreed that “financial constraints” had a negative impact on the provision of effective delivery techniques. These results indicate that financial constraints especially regarding upgrading do not seem to be a big issue. This may be because the skills development policy in SANParks may have exposed some tour guides to free upgrading programmes. It emerged from the research that one of the challenges of interpretive guide training is making it affordable to those who have the most to gain from it.

What should be highlighted is the result of the response regarding tour guides’ views on the “lack of support from ... management”, in which a sizeable number of tour guides (47.8% n=22) indicated that lack of management support for further training seemed to have a negative effect on the quality of their interpretive delivery.

Despite the responses indicating lack of managerial support, one cannot conclude that the tour guides lack support from their management (SANParks or individual parks) and that this has had a negative impact on tour guides’ effective application of interpretive delivery techniques.

It became essential to find more information on whether tour guides have upgraded their interpretive delivery skills, since upgrading is one of the key issues in effective interpretation, as explained in the following section.

5.3.1.10 Tour guides’ information on upgrading interpretive skills

Guides were asked if they had attended any upgrading training course on interpretive guiding since they started working as guides, and the results (Figure 5.10) show a fairly

equal split. Tour guides who had not attended any upgrading course since they started working as guides were asked to give reasons (Figure 5.10).

Figure 5.10: Have you ever attended any upgrading training course on interpretive guiding since you started working as a tour guide?

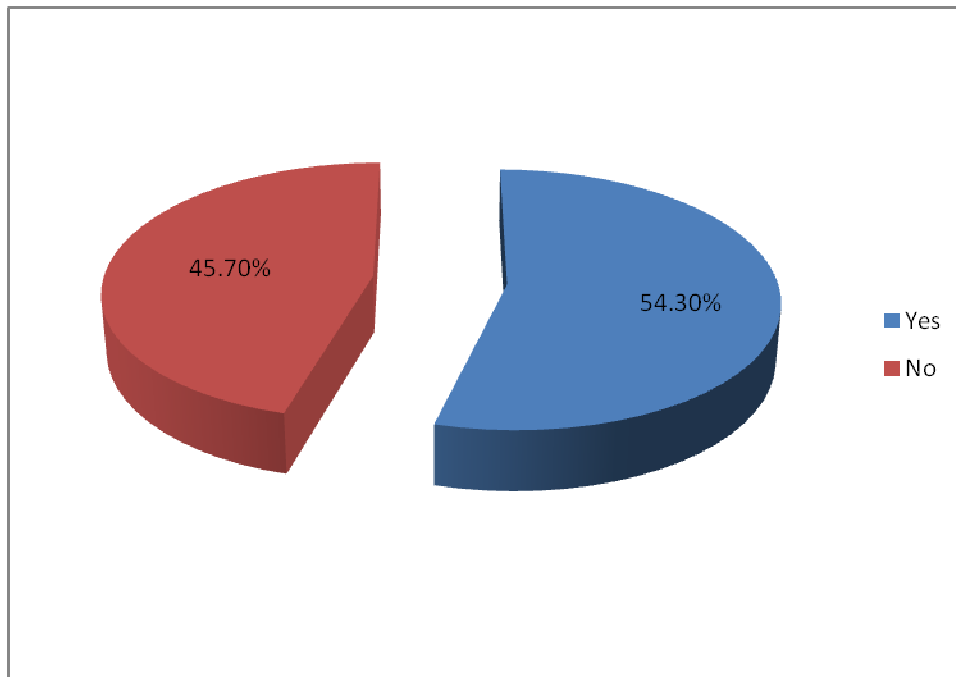
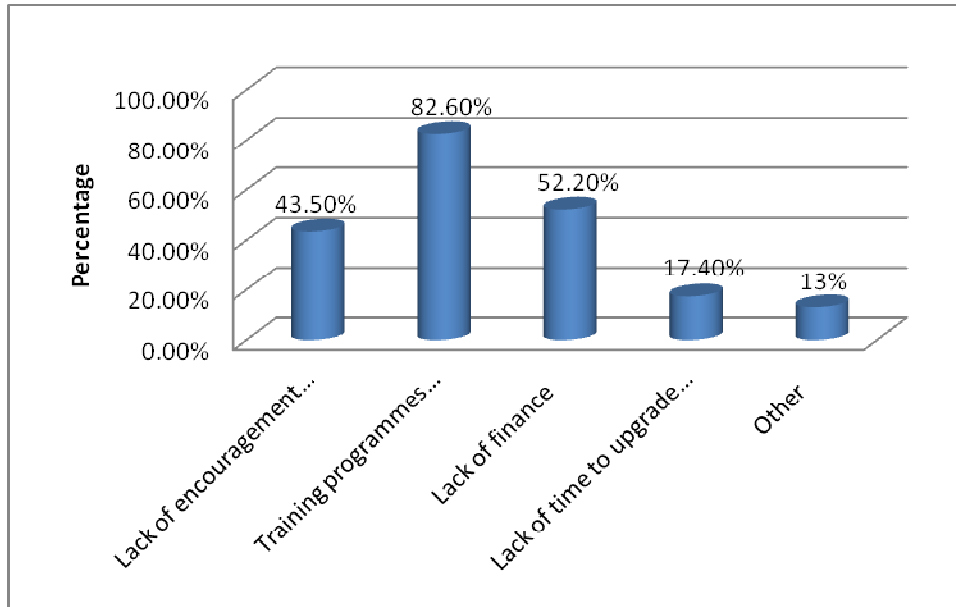


Figure 5.11: Reasons for not attending guiding courses



Highlighted here is that only 50% (n=23) of the guides gave reasons why they had not upgraded themselves through doing courses. Nonetheless out of the 50% of the guides who gave reasons why they had not upgraded themselves, a minority indicated “lack of time” as a reason, compared to a majority of 82.60% who gave “the scarcity of training programmes” as a reason. The reason regarding the scarcity of training programmes contradicts the earlier observation which the researcher has made about several THETA-accredited training providers in guiding that are available in South Africa. This suggests that awareness of THETA-accredited training providers should be promoted, and tour guides themselves should be proactive in themselves looking for information about guiding institutions.

5.3.2 Data analysis for tourists

This section presents and describes the analysis of data of tourists who participated in the study. The aim of this analysis is to give an overview of tourists’ perceptions on whether they had enjoyed their experience, if they were generally satisfied with the way the guides had presented the material and if their experience of the guides’

presentations had increased their knowledge of environmental/cultural issues. This section further aims to provide an understanding of how tourists perceived the guides' application of interpretive delivery techniques. To begin with, the analysis of the tourists' profile.

5.3.2.1 Tourists' profile

The usable questionnaires which were completed and returned by tourists totalled 169 (n=169). The age distribution, gender and nationality of the tourists who participated in the study are shown in Figures 5.12, 5.13 and 5.14.

Figure 5.12: Age distribution of tourists

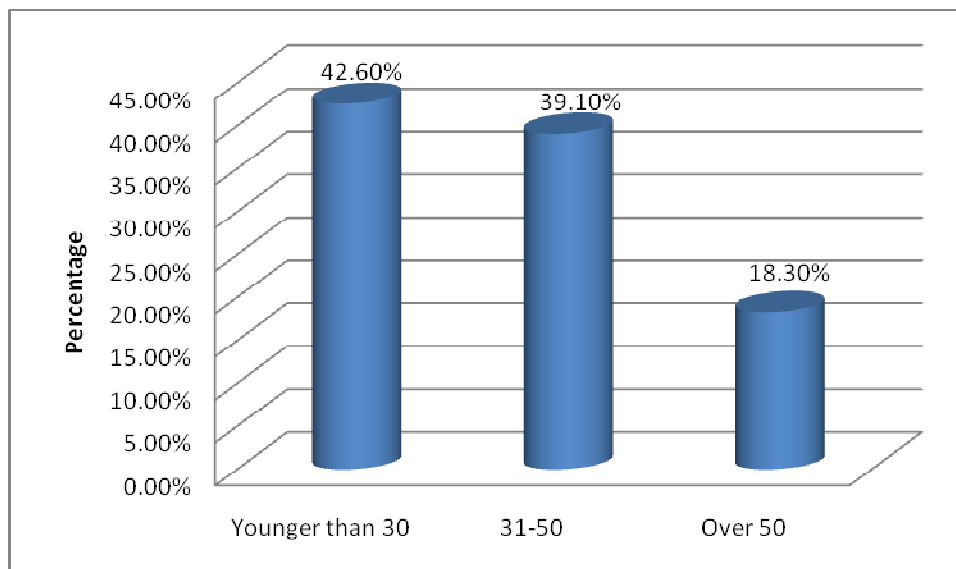


Figure 5.13: Gender

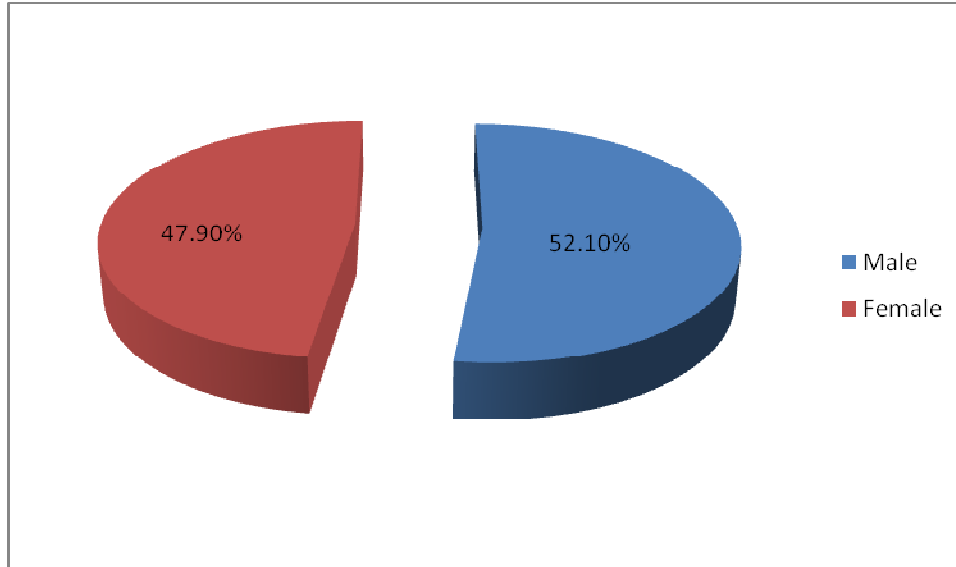
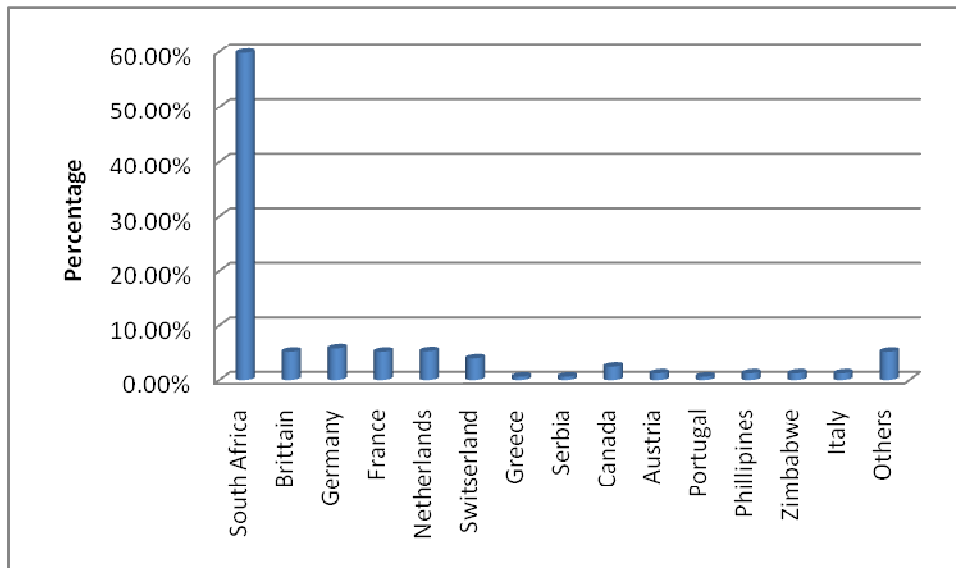


Figure 5.14: Nationality of tourists



About 43% (n=72) of the tourists who participated in this study were younger than 30 years, 39% (n=66) were between 31 and 50 years, and 18% (n=31) were over fifty years old, as shown in Figure 5.12. Of the 169 tourists, about 52% (n=88) were males and about 48% (n=81) were females (Figure 6.13). Most of the tourists who participated

were South Africans, followed by German (6%, n=10) and British (5%, n=9) tourists, as shown in Figure 5.14. The rest were from France, the Netherlands, Switzerland, Greece, Serbia, Canada, Austria, Portugal, the Philippines, Italy, Zimbabwe and other countries. The noticeable number of South African tourists may have been as a result of SANParks present drive to increase the number of domestic tourists.

5.3.2.2 Perceptions on general satisfaction of tourists with the guides' presentation

Following the tourists' profile was a question that was meant to establish the tourists' general experience (experience, satisfaction and gaining of cultural/environmental knowledge), and the responses are shown in Table 5.16.

Table 5.16: Tourists' views on general experience

Item	Very much		Not sure		Not at all		Mode	Median	Mean
	f	%	F	%	F	%			
The experience from the guide has increased my knowledge of environmental issues/cultural heritage.	145	(85.8)	11	(6.5)	13	(7.7)	1	1.0	1.591
I was generally satisfied with the way the guide presented.	146	(86.4)	12	(7.1)	11	(6.5)	1	1.0	1.550
I enjoyed my experience.	153	(90.5)	9	(5.3)	7	(4.2)	1	1.0	1.450

Key: f = frequency

According to Table 5.16, it appears that the majority of tourists enjoyed their interpretive guided experience (91%, n=153). The response reflected a high level of satisfaction with the guide (86%, n=146) and it was evident that the tourists felt that the guides had increased their knowledge of environmental issues and cultural heritage sites (86%, n=145). Noted in this section of the questions are the high modes, median and mean scores computed for each of these items, which are indicative of positive perceptions. However note should be taken of the tourists who were neutral and gave low scores in these items.

Cross-tabulations were constructed and Chi-square test statistics calculated to establish if there was an association between age and the views on tourists' general satisfaction with the way the guide presented. Conclusions based on Fisher's Exact test ($Test\ statistic=0.496, p=0.765 > .05$) show that there was no statistical association between the age groups and the satisfaction levels, as well as gender and tourists' satisfaction. This seems to suggest that views on how satisfied they were with the way the guide presented did not differ according to whether a tourist was female or male. Conclusions drawn from the Fisher's Exact test ($Test\ statistic = 0.011, p > .05$) confirm this suggestion that there was no statistical relationship between gender and tourists' views on their satisfaction about the way the guide presented. The Fisher's Exact further indicated that there was no statistical relationship between nationality and views on tourists' satisfaction about the tour guides ($p > .05$).

Cross-tabulations were constructed and Chi-square test statistics calculated to establish if there was an association between the responses to the question, "I enjoyed my experience" and "I was generally satisfied with the way the guide presented".

According to the results based on Fisher's Exact test, there is a significant association between the responses regarding the tourists' enjoyment and their general satisfaction ($test\ statistic = 10.56, p < .001$). Of the 153 respondents ($n=153$) who said they had enjoyed their experience, 146 (95.4%) also mentioned that they were generally satisfied with the way the guide presented. However, the remaining seven respondents (4.6%) of those who said they had enjoyed the experience were not generally satisfied with the way the guide had presented. The standardised residual value of -3.0 of those who said they were not generally satisfied with the way the guide presented indicates that fewer respondents than expected were dissatisfied.

The conclusion drawn from these results is that there was a likelihood that the tourists who enjoyed the experience would be generally satisfied with the way the guide presented. Therefore the quality of the guides' presentation enhances the tourists' experience.

The results of the cross-tabulation indicate that there is a significant association between tourists' views about whether or not their experience of the guide had increased their knowledge of environmental issues/cultural heritage, and the view that they were generally satisfied with the way the guide presented ($p < .001$ from Fisher's Exact Test, value = 8.160). The association is evident in the cross-tabulation results that show that of the 145 respondents who agreed that their experience of the guide had increased their knowledge of environmental issues/cultural heritage, 138 of those (95.2%) also said they were generally satisfied with the way the guide presented. However, seven (4.8%) of those said they were not satisfied with the way the guide presented. The smaller number of dissatisfied tourists is reflected by the standardised residual of -2.9.

Following the item on the general tourist experience were the questions on tourists' perceptions of the application of interpretive delivery techniques by guides, as explained in the following paragraphs.

5.3.2.3 Tourists' perceptions of the application of interpretive delivery techniques by tour guides

The tourists were asked to indicate on a Likert scale (1 = never to 5 = always) how they perceived tour guides' application of interpretive delivery techniques during interpretation. The results are shown in Table 5.17 below.

Table 5.17: Tour guides' application of interpretive delivery techniques as perceived by tourists

Items	Never		Not sure		Always		Mode	Median	Mean	Rank
	f	%	f	%	F	%				
The guide presented clearly and logically.	15	(8.8)	8	(4.7)	146	(86.4)	5	5.0	4.414	1
The guide made eye contact with me/us (where applicable).	16	(9.5)	14	(8.3)	139	(82.2)	5	5.0	4.379	2
I was able to gain the guide's attention when needed.	15	(8.9)	14	(8.3)	140	(82.8)	5	5.0	4.355	3
The guide managed to hold my attention.	17	(10)	11	(6.5)	141	(83.4)	5	5.0	4.308	4
She/He presented in a simple and understandable manner.	13	(7.7)	19	(11.2)	137	(81)	5	5.0	4.308	5
She/He simplified technical information (using explanations).	15	(8.9)	18	(10.7)	136	(80.5)	5	5.0	4.225	6
She/He encouraged participation from us by using questions and by interacting with us.	23	(13.6)	14	(8.3)	132	(78.2)	5	5.0	4.201	7
The guide entertained me by using stories and making jokes.	22	(13)	17	(10.1)	130	(76.9)	5	5	4.160	8
There was a central theme throughout her/his presentation.	24	(14)	21	(12.4)	24	(14.2)	5	5.0	4.124	9
I could relate to things from my daily life through examples and comparisons which she/he gave.	23	(13.6)	38	(22.5)	108	(64)	5	4	3.905	10
She/He encouraged me/us to use five senses, where applicable (such as touching an interesting texture, smelling a plant).	21	(18.4)	27	(16)	111	(65.6)	5	4.0	3.863	11
The guide addressed me by my name (where applicable).	55	(32.6)	28	(16.6)	86	(50.9)	5	4.0	3.385	12

* 1=never to 5=always

Table 5.17 shows that tourists' perceptions of tour guides' application of interpretive delivery techniques is mostly positive, except for "the guide addressed me by my name (where applicable)". The mode and median scores confirm this overall positive perception. It is important to highlight that while the mean cannot strictly be used as a ranking tool under these circumstances, the mode and median scores seem to support this. The technique which was highly rated by tourists was "The guide presented clearly and logically", whereas the one that was rated lowest was "The guide addressed me by my name". The number of tourists who reflected that the tour guides never applied specific interpretive delivery techniques is noted. The number of tourists who were uncertain about the guides' application of the interpretive delivery techniques seems to indicate uncertainty on their part about whether the guides were able to apply specific interpretive delivery techniques.

It may be deduced from the above that the findings reject hypothesis 1 (H1) which states, "Tour guides do not effectively apply interpretive techniques in national parks.

5.3.2.4 Section summary

In concluding this section, it is important to highlight the fact that there was a positive perception of the guides' application of interpretive delivery techniques by tourists. It should however be noted that there were some tourists who gave a low score to the tour guides' application of interpretive delivery techniques and some who were uncertain about the guides' application of these techniques.

5.4 CONCLUSION

This chapter (Chapter 5) presented and interpreted the results of the qualitative (interviews) and the quantitative studies. The results from the qualitative study revealed that there is a need for continuing education for tour guides in order to improve their communication skills and interpretive content. There were indications that there are problems with regard to the evaluation of interpretation. The quantitative analysis further

confirmed the need for continuing education by highlighting the areas of communication and content (conservation) as areas where they need training. However the results indicated that tour guides have a fair ability to apply interpretive delivery techniques, the view that was confirmed by the tourists. Special note should be taken of a few tourists who showed some dissatisfaction with some tour guides.

The next chapter (Chapter 6) concludes the study by discussing the conclusions drawn from the results, which then lead to the development of environmental interpretation that is proposed in this study. Thereafter, the chapter discusses the recommendations based on this study, the limitations of the study, the contributions made by the study and the directions of future research.