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**FACULTY OF COMMERCE**

**DEPARTMENT OF TOURISM AND HOSPITALITY  
MANAGEMENT**

**TOUR GUIDES EXPERIENCES WITH TOURISTS WITH  
DISABILITIES IN ZIMBABWE**

*BY*

**NYASHA CHIKANYA**

*Registration number: R122157R*

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*This Dissertation is submitted in Partial Fulfillment of a Bachelor of Commerce (Honors) Degree  
in Tourism and Hospitality Management at Midlands State University*

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## RELEASE FORM

NAME OF STUDENT Nyasha Chikanya

DISSERTATION TITLE Tour guides experiences with tourists with disabilities

DEGREE TITLE Bachelor of Commerce Tourism and Hospitality Management, Honours Degree

YEAR GRANTED 2015

PERMANENT ADDRESS 7 Dobson Place Yeovil Mutare

CONTACT DETAILS +263 774 029 303

EMAIL ADDRESS [nyasharose92@gmail.com](mailto:nyasharose92@gmail.com)

SIGNED.....

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## **DEDICATION**

To my Heavenly Father and my loving family.

## **ACKNOWLEDGEMENTS**

Firstly I would like to acknowledge my loving parents for the support and encouragement that they gave me throughout my Honours programme and supervisor, Dr O. Chikuta for the help and direction he afforded me. Lastly I would like to acknowledge all the respondents in this study who gave their time to attend to my research, setting aside their busy schedules.

## ABSTRACT

The market of tourists with disabilities is rapidly growing globally but little is known about tour guides experiences with people with disabilities. The group consists of a sizeable and escalating percentage of the travel market, implying that there is need for the tour guiding industry to have the capability to cater for them. The study aimed at identifying the experiences that tour guides had when guiding tourists with disabilities, the challenges that they faced and the concerns of the tourists with disabilities during tours. The market of tourists with disabilities seem to have less holiday offers or alternative activities offered in the tour guiding industry and thus reduces the level of experience encountered with them in the tour guiding sector. The developing countries have had very little research on the experiences that tour guides have with tourists with disabilities despite having tourism literature that supports tour guides and their contribution to tourist experience in the industry. Tourists see sites through the eyes of the guide who plays an important role in creating their experience. The study used face to face interviews and also made use of focus groups interviews to get an in-depth understanding from the tour guides. Non-probability, namely convenience and judgmental sampling method was also used with tour guides of museums and national parks. The study findings indicated that tour guiding facilities had limited activities that are offered to people with disabilities, physical disability as the only disability that the sector was currently catering for despite the existence of other disabilities and the main barriers being inaccessible environment and equipment. The study concluded that the industry had inadequate information about tourists with disabilities and thus was failing to fully serve the market which was the reason why it catered for the physically disabled only, experienced such barriers and offered a limited number of activities to tourists with disabilities. Lastly the study recommended that the tour guiding facilities offer training to their guides, provide and create a user friendly environment and equipment so as to cater for all kinds of tourists with disabilities.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This chapter introduces the research and provides the background of the study, statement of the problem, study objectives, research questions, and the significance of the study. It also looks at the delimitations and limitations of the study, as well as definition of terms and chapter summary.

### 1.2 Background of the study

While there are various definitions of a tour guide, an internationally accepted definition given by the International Association of Tour Managers and the European Federation of Tourist Guide Associations (EFTGA) is that a tour guide is a person who guides groups or individual visitors from abroad or from the home country around the monuments, sites and museums of a city or region; to interpret in an inspiring and entertaining manner, in the language of the visitor's choice, the cultural and natural heritage and environment (EFTGA, 1998). Guided tours can be categorised using a number of different criteria, which can either be setting, environment or purpose, length, types of clients and activity of the guiding industry (Black & Weiler, 2005; Pond, 1993). Types of tour guiding can be generalised for mass tourism, escorting for packaged tours, nature based or Eco tour, adventure guiding, heritage and city guiding.

Studies in tour guides experiences have been done all over. Wong *et al.*, (1998) conducted a study on the attributes of tour guiding in Taiwan. It assessed the existing level of professional service standards and identified issues and challenges faced by the profession. Tour guiding issues were identified through a series of in depth and focus interviews of tour guides and tourists and integrating many secondary data. The findings concluded that there was need to establish a service system to ensure high standards of service performance by tour guides. It recognised that the experiences faced by the Taiwanese tour guides are unlikely to be unique and there may be some issues and problems raised that are common to the guiding profession in most other countries. The study spilt factors that satisfy tourists into internal and external factors. The internal factors being psychological feel, knowledge anxiety level and service environment atmosphere; and the external factors being culture impact dimension,

contingency planning and guiding perspective. The research indicates that many engineer designs have been done to improve tour guide service, however engineers design only consider what service process can be changed, and what new technology could be used. However the study findings did not incorporate results from the market of people with disabilities. The challenges identified in this study did not cater for those experienced by tour guides when guiding tourists with disabilities. Also the internal factors and external factors that were discovered did not imply to the disabled market in this study.

In Germany and Denmark, Nicolaisena, Blichfeldta and Sonnenschein (2012) undertook a study focusing on the understanding and facilitation of accessible leisure and tourism for the disabled, using medical and social models of disability in the tourism providers' perspective. It showed underlying reasons why destination marketing/management organisations and tourist destination service providers do not provide accessible services for people with disabilities have largely been neglected (Darcy, 2004; Packer *et al.*, 2008), and inclusion of supply-side orientated research therefore seemed to be a critical step in advancing accessible tourism (Darcy, 2006; Darcy & Harris, 2003). In relation to the study, it noted that disability can be viewed from a variety of perspectives. These perspectives have profound implications for the provision of services for people with disabilities. It implied that there was more complexity in offering tourism product to the disable market than anticipated. Thus, the development of accessible tourism is not only dependent upon the needs and wants of people with disabilities, but also upon the enactment of both the demand and supply sides. Their argument however did not bring out the type of alternative holidays or facilities that can be therefore offered to people with disabilities in order for them to enjoy their visits just as much as the able bodied do and it did not view out their concerns.

Makoni (2006) persists that due to aging, chronic diseases, injuries, accidents and other causes, the World Health Organisation (WHO) (2011) estimated that there are more than 650 million individuals with disabilities and the population is increasing. The rising number of people with disabilities has a great implication on the hospitality industry. UN human rights have been in existence since 1948 and specified that people with disabilities should enjoy the same rights as those without disabilities (UN, 2008). Since Zimbabwe attained independence in 1980, tourism became the fastest growing sector until 2000's economic meltdown. Zimbabwe was one of the first countries to adopt the disability legislation in 1992. It comprises of people with disabilities who need to have facilities readily in place regardless of

its patronage and considering Zimbabwe's tourism industry which has started booming significantly, the probability of receiving long haul of people with disabilities as tourist is high.

The Zimbabwean government has shown concern for the people with disabilities in terms of policy formulation and is a signatory to the convention on the rights of people with disabilities. Policies such as The Disabled Act of 1992 together with other acts like Medical, Dental, Allied professions Act, Education Act of 1987 and the Manpower Planning and Development Act of 1984 have been put in place by the Zimbabwean government. These Acts outlined policies for people with disabilities include building accessibility and provision of services or amenities that are ordinarily provided to mainstream abled people. However some policies are not in full operation due to lack of finances to enforce them. The Zimbabwean tourism industry has not had much research on the experiences of tour guiding with regards to the people with disabilities which is the main aim of this study. Despite having so many Acts that support disabled people in the country there is very little knowledge of how to cater for the disabled tourists, the holidays that can be offered to them and the challenges most likely to be faced whilst doing so in the tour guiding industry.

With such evidence from different parts of the world the researcher was motivated to look into the issue of the experience of tour guides with tourists with disabilities. This study showed to have a gap of the supply side being fully researched.

### **1.3 Statement of the problem**

While most tourism literature supports tour guides and their contribution to tourist experiences, very little in the developing countries has been researched to show experiences of tour guides with tourists with disabilities. There is a knowledge gap of how the interactions between the guide and tourists with disabilities participating in the guided tours influence the tour guides experience. Tourists see sites through the eyes of the guide who plays an important role in creating their experience. The guide is the one who is responsible for the quality of the tour and provides a meaningful performance (Holloway, 1980; Overend, 2012). However little research has been done on the experiences of tour guides with tourists with disabilities.

#### **1.4 Research objectives**

A review of the problem led to the identification of the following research objective:

1. To establish the types of holidays that tour guides have had with people with disability concerns.
2. To explore the concerns that people with disabilities have reported during tours.
3. To find out the challenges that tour guides have encountered when taking people with disabilities on a tour.
4. To provide a set of recommendation on measures that can be taken by the tour guiding industry to better accommodate the disabled tourists market.

#### **1.5 Research questions**

1. What type of holidays do tour guides offer people with disabilities?
2. What challenges have tour guides faced when tour guiding with the disabled tourists?
3. What are the services that are offered to better suit the disabled tourists during tours?
4. What sort of feedback do the tour guides get from the tourists with disabilities?
5. Which actions are being taken to implement and improve the accessibility in tour guiding facilities for people with disabilities?

#### **1.6 Significance of the study**

There is a knowledge gap pertaining to what tour guides experience whilst serving the market of the tourists with disabilities. There is also a gap on tourists or visitor preference when it comes to the activities they can partake in during the tour. Most tour guiding facilities do not have alternative activities for this market to ensure that they enjoy the tour just as much as the able bodied tourist. Therefore the study will assist the industry on how to make properly tailor made tour guides that will deliver the same experience to this market and thus retain return visits. It also gives an analysis of the challenges that the guides encounter during service delivery and how that affects the authenticity of the tour and goes further to give solutions for these challenges. Thus the study will be of great significance to tour guides facilities because it is more based on the supply side and it will provide valuable information that can be used by tour guiding industry to acknowledge and close the gap in regards to serving the market of people with disabilities. The research will also be useful for future reference on other similar researches by other students and to extend the degree of knowledge in the field.



## **1.7 Research Methodology**

The study used face to face interviews with the tour guides. It also made use of focus groups interviews to get an in-depth understanding from the tour guides. Non-probability, namely convenience and judgemental sampling method was also used to select tour guides of museums and national parks.

## **1.8 Delimitations**

The study area of this research was Bally Vaughn Game Park, Antelope Park in Gweru and Gweru Military museum. The study population constituted of the tour guides who had an experience in the field as they had the chance to encounter what is required to better serve tourists with disabilities. The researcher used mostly qualitative and quantitative research method to collect data. On the qualitative side, judgemental sampling was used to select representatives of tour guides who had previous encounters with tourists with disability while convenience sampling was used to select the study sites.

## **1.9 Limitations**

People with disabilities and the aged are a growing market for the tourism market and their potential contribution to tourism is enormous (Darcy, 2010). The knowledge of their lifestyles and trends still remains under different societal presumptions. They remain to be a group that is stigmatised and most people are not comfortable or are uneasy to talk about them and the effects they have on different issues in society. The findings of this study could not highlight the experiences of tour guides from other parts of the developing countries or from developed countries as it was a study on the case of Zimbabwean tour guides only and their experiences with tourists with disabilities.

## **1.10 Definition of terms**

***Tour guide*** - A person, usually a professional, who guides groups or individual visitors or tourists around venues or places of interest such as natural areas, historic buildings and sites, and landscapes of a city or region, and who interprets the cultural and natural heritage in an inspiring and entertaining manner (Black & Weiler, 2005).

***Experiences*** - Overall personal evaluation (Oxford dictionary, 2008).

**Tourist** – A person travelling from their own place of residence for more than a day but for less than a year for recreational purposes (Lockwood & Medlik, 2001).

**Disability** - Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (United Nations, 2008).

### **1.11 Chapter Summary**

The chapter highlighted that there is limited information regarding the experience that tour guides go through with tourists with disabilities. The introduction briefly mentioned the structure of the chapter. The background of the study which showed where the research problem emanated from was explained in this chapter. The problem statement was highlighted being the lack of knowledge of tour guides experiences with tourists with disabilities which gave reason for the research to be done. The research objectives were listed showing what the research seeks to achieve, thereafter the research questions were built up from the research objectives. The limitations of the study like the stigmatisation of people with disabilities and how they still remain to be a topic that brings a lot of agitation for discussion and others were faced in the study and were resolved by holding other factors constant so as to maintain the validity of the research and the delimitations were also stated in the chapter. The chapter offered definition of terms used in the context. Chapter 2 will focus on literature review which will give the philosophies, theories and beliefs that underpin the research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews the literature relative to the experience of tour guides with guests with disabilities. It provides literature from other studies that were conducted to reveal the experiences they encounter in accessible tourism. Furthermore this section exposes the gaps that will be filled by the current study. Lastly the chapter outlines the implication of the literature review.

#### 2.2 Tour guiding: An Overview

A tour guide is described as a leader who directs people through attractions, showing them what to look at, where to position themselves in order to view the attractions and does so in entertaining interpretive ways (Zillinger *et al.*, 2012). At the centre of experience the guide is required to be at once a performer, entertainer and an interpreter (Overend, 2012). The Professional Tour Guide Association of San Antonio believes that the secret for a tour guide to deliver a successful tour is if the tour guide loves and enjoys the subject that they will be presenting to the tourists (The Professional Tour Guide Association of San Antonio website). Professional Tour Guide Association of San Antonio (1997) define a tour guide as a person with an effective combination of enthusiasm, knowledge, personality qualities and high standards of conduct and ethics who leads groups to the important sites, while providing interpretation and commentary. Tour guiding has been an area of research activity for the past years. Robotic (2010) asserts that Cohen (1985) was the pioneer of making tourists guiding a matter of scientific and gave the origins and evolution of the role of tour guides.

#### 2.3 Roles of tour guides

Cohen (1985), identified that tour guides serve four major functions which are: instrumental, social, interactionary, and communicative and he recognises four types of guides which are: Originals, Animators, Tour Leaders, and Professionals. Cohen (1985) claims professionals are similar to mentors, but while the original role of the mentor was spiritual and intellectual guidance, the communicative function of the professional/mentor tour guide has four components:

- (1) Itinerary selection (what to see and experience, as well as what not to see);
- (2) Correct and precise information dissemination;
- (3) Interpretation of what is seen and experienced; and
- (4) Fabrication, which is, presenting fake information as though it were genuine/true.

In agreement with this, Weiler and Ham (2000: 1) believed that the interpretive skills of tour guides can enhance the quality of tourists' experiences as they saw that the interpretation skills lied at the tour guides ability to know what can and should be done. The findings of these authors did not look at the fact that tourists interests can differ and how the functions and the components that make up the tour guiding are applicable to tourists with disabilities.

Cohen produced a 2x2 matrix of tour guide roles. He referred to the outer-directed aspect of the leadership sphere as the instrumental component and the inner-directed aspect as the social component. He called the outer-directed aspect within the mediatory sphere the 'interactional component' and the inner-directed aspect the 'communicative component'. Correspondingly, each of these components was identified with a role name: in order, the pathfinder, the animator, the tour-leader and the mentor. The concrete responsibilities attached to each of these roles are shown in the framework.

**Figure 2.1: Cohen (1985) Tour guide roles Matrix**

	Outer-directed	Inner-directed
Leadership Sphere	<b>Original Guide (pathfinder)</b> (instrumental primacy) a. direction b. access c. control	<b>Animator</b> (social primacy) a. tension management b. integration c. morale d. animation
Mediatory Sphere	<b>Tour-leader</b> (interactionary primacy) a. representation b. organisation	<b>Professional Guide (mentor)</b> (communicative primacy) a. selection b. information c. interpretation d. fabrication

Figure showing the classification of tour guides and the function that lie under each classification.

*Source: adapted from Cohen, (1985)*

### **2.3.1 Tour guides as Originals**

Originals are pathfinders and their primary function is to perform the instrumental function of showing the way. Their main mission is to make sure that tourists reach their destination and return safely. They are often called path breakers because they select the route and the attractions and make them accessible to tourists. However, they point out objects of interest without offering elaborate explanations. Briefly, the pathfinder role relates to the guide's duty to bring about the smooth accomplishment of the tour.

### **2.3.2 Tour guides as Animators**

Animators' task is to perform the social function by interacting and socialising with tourists, being friendly, listening and respecting their preferences. The animator role involves facilitating relationships, bringing cohesion and morale, and creating an entertaining atmosphere within the touring party. For the guide to be effective during interpretation, she/he should organise and convey information in ways that capture and maintain the audience's attention, while at the same time entertaining and inspiring the tourists (Ham & Weiler, 2005). In order to carry out their duties effectively communication competency of tour guides is essential in national parks (Oschell, 2009). Tour guides rely mainly on their experiences to know whether or not they are effective in their interpretation. However the researches do not indicate these experiences in context with people with disabilities. Also, humour, analogies, metaphors, opportunities to ask questions, provision of variety, and structuring logically presented information help to build the interaction links between the tour guide and the visitors.

### **2.3.3 Tour guides as Tour leaders**

Tour Leaders perform the function of facilitating the interaction among tourists and the environment that they will be touring. The distinction between the tour leader role and the mentor role lies in the fact that in the first case, the leader performs social duties of interaction and the mentor is of information dissemination. The guide is then conceptualized as a social middleman when looked at as a tour leader and the mentor role makes them a cultural mediator. As a tour leader, the guide mediates sites and institutions as well as tourism facilities between his party and the local community.

### 2.3.4 Tour guides as professionals

Professionals perform the duty of transferring detailed information to the tourists their function is mainly communicative (*e.g.* telling and explaining to tourists where, when and why they should look at particular items, how to behave) and interpreting attractions, sites and experiences (Cohen, 1985). They also serve as a mentor, and as a mentor, they pass on and mediate information and knowledge to the tourist. Specifically, they point out objects of interest to the touring party and then give explanations by introducing figures or facts about these objects. In cross-cultural settings, they also need to translate any strangeness into a cultural idiom familiar to the client. Nevertheless the matrix does not show where he function guiding tourists with disabilities and being able to provide for their special needs will lie.

Wang *et al.*, (2002) report that tour guides' presentation skills could make or break a tour. Ap and Wong (2001) and Kimmel (nd) believe tour guides' interpretive work plays a vital role in enhancing visitors' experience and understanding of a destination and its culture. Ap and Wong (2001) assert that tour guides, through their knowledge and understanding of a destination's attractions and culture and through their communication skills, transform tourists' visits from tours into experiences. The interpretative skills that make the tour guide as ascribed by these authors did not show how this can be related to tourists with disabilities contexts.

A connection between the information that is being given by the tour guides and the previous knowledge that the tourists had can only be enabled if the tour guide has effective interpretation skills (Moscardo *et al.*, 2004: 13). This can be achieved by using clear, simple explanations to reduce the gap between the information and visitors' current knowledge. In agreement with this Goh, (2008:10) and Carbone (2006) assert that communication competencies are the lifeblood of effective interpretation. It is generally accepted that in order to promote the economic development, environmental quality and conservation and socio-cultural sustenance of tourism of a given site the interpretation that is given to the tourists should be educative, stimulating and entertaining (Moscardo, 1999; Luck, 2003). Interpretation therefore shapes the experiences of the tourist and knowledge of the features of the place as well as their awareness of inappropriate activities they should avoid (Hu, 2007; Ap & Wong, 2001). The interpretation and the issues or matters to be avoided can differ according to the tourists' physical and mental ability but the authors did not look further into that.

Tour guides are the essential interface between the host destination and its visitors. In fact, the delivery of overall impression and satisfaction through their tour guiding services is the responsibility of the tour guide. Researches have indicated that the performance of tour guides is an important attribute to the success of a tour (Geva & Goldman, 1991), while Mossberg (1995) noted that the tour guide was regarded an important element in selecting a charter tour. In essence, the work of a tour guide not only involves the transmission of information, but also presenting it in an interesting and sincere manner (John, 2001). The above authors definitions and explanatory measures they took did not however incorporate the essentiality of the tour guide when then touring with tourists with disabilities which is what this study aims to do.

Pond (1993) asserts that tour guides help tourists to understand the places they visit. Holloway (1981) notes that information giving is of greatest importance in the tour guides' drive for professional status. According to Ap and Wong (2001), interpretive functions that tour guides perform in their work are mediating and culture broking. Tour guides mediate between tourists and locals and the environment. The mediator and cultural broker functions, as suggested by these authors, refers to the interpretive aspects of the tour guide's work which plays a vital role in enhancing the visitors' experience at a destination and their understanding of the destination and its culture.

### **2.3.5 Tour guides as Mediators and Culture brokers**

Mediating is mainly about leading tourists to draw their own conclusions and learn from what the tour guide would have said during the tour. It moves beyond telling tourists how to think and feel about their experiences. Culture broking in tour guiding means taking mainstream values and communicating them to ethnic cultures (Gentemann & Whitehead, 1983). A culture broker links across cultures that facilitate instructional processes through thoroughly understanding different cultural systems, interpreting those cultural systems from one frame of reference to another and mediating cultural incompatibilities (Gay, 1993). Where language is a problem culture broking goes beyond the guide being able to just interpret languages which is an important attribute in cross-cultural situations. Michie (2004) suggests that tour guide culture brokers interpret the culture of a given destination. The above researchers all agreed in the tour guiding being seen through culture broking but their attribute description only limit tour guiding to the heritage tourism industry whereas so many other tourism industries can use tour guiding and they do not incorporate the culture of tourists with

disabilities in their findings. Tourists with disabilities have a different culture from the able bodied tourist but culture broking has not been extended to cover their market.

Tour guide roles are also discussed by Ap and Wong (2001), where they see tour guides as front-line players who are responsible for impressing and transforming tourists from a tour to an experience in the tourism industry. In agreement with this Pond (1993) asserts that the tour guide plays the role of an ambassador and helps tourists to understand the places they visit. In a similar manner Tran and King (2007) see guide's role as a key role in audience engagement. Cross (1991), Mancini (1990) and Pond (1993) provide useful practical hands-on information about tour guiding practice, professionalism, and address issues such as the role of guiding, guiding skills and techniques, and the problems and issues that a guide may face when leading a tour. Pond (1993), for example, indicated that the role of the guide includes one who is:

- (1) A leader capable of assuming responsibility;
- (2) An educator to help the guest understand the places they visit;
- (3) An ambassador who extends hospitality and presents the destination in a way that make visitors want to return;
- (4) A host who can create a comfortable environment for the guest; and;
- (5) A facilitator who knows how and when to fulfil the previous four roles. However in his findings, Pond (1993) did not incorporate the capability of the tour guides to attend to the special needs of tourists with disabilities as a role they are capable of performing.

## **2.4 Types of Tour Guiding**

Guided tours can be categorized using a number of different criteria, including purpose, settings and environment (Pond, 1993; Black & Weiler, 2005), subject matter, length, types of clients and activity, reflecting the heterogeneity of the guiding industry (Weiler & Black, 2014). There is no agreed typology of guided tours based on these or any other characteristics (Weiler & Black, 2014). A number of types of guiding as aligning with well-known tourism genres and settings were presented by these authors, as a typology reflecting a contemporary picture of tour guiding (Weiler & Black, 2014). An individual tour guide can work in more than one genre and perform specific categories as their roles and responsibilities varying with a number of variables, such as site, season or employer (Weiler & Black, 2014).



Generalist’s tour guides have tours based on hours but they never extend to more than 24 hours whilst tour escorting have extended tours and these are both usually done for groups or mass tourism. Nature tour guides are mainly those who guide tourists around natural environments, adventure are involved in adrenaline pumping activities on land, sea and air tourism activities. Heritage are mainly about transmitting historical information of a certain tourist site and city guides are within the urban area that the tourist visit (Weiler & Black, 2014).

**Table 2.1 Tour guide types according to tourism genre and setting**

Tourism genre	Setting	Type of tour guiding
General or mass tourism	Any (vary from one hour to day tours)	Generalist tour guiding
Group/ package tours	Any (usually extended and overnight tours)	Tour escorting/ extended tour guiding/ driver guiding
Nature-based tourism	Natural environments both land and marine based, including wildlife attractions such as zoos (vary from one hour to day and overnight tours)	Nature-based/ eco tour guiding
Adventure tourism	Natural environments both land and marine based (day and overnight tours)	Adventure guiding
Heritage/ cultural tourism	Heritage and historic sites Heritage attractions and museums Indigenous sites and host communities (vary from one hour to day tours)	Heritage interpreting/ guiding
City/ Urban tourism	Cities, towns, shopping areas, tourist attractions, industrial sites (vary from one hour to day tours)	City guiding

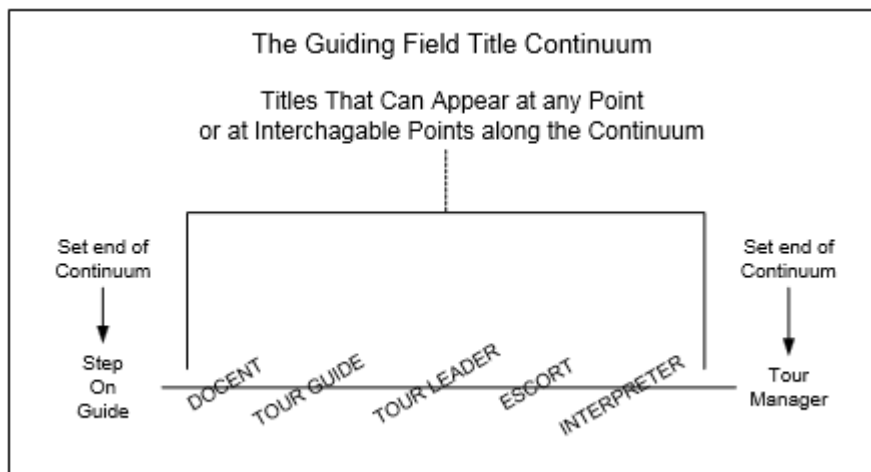
*Source: Weiler and Black, (2014)*

Table showing the types of tour guides according to their setting and tourism genres.

According to Hu (2007) tour guides are also known as tour leaders, tour managers, tour escorts, local guides, docents and interpreters. Various typologies have been provided by academic researchers and industry practitioners with the intention to address the confusion

that arises from the naming that is given to the tour guides. Poynter (1993) presented a guide hierarchy in trying to create an understanding of the types of guides by showing how terms are positioned in the guiding field title continuum (Figure 2.2). Using professional level as the criterion, the continuum starts with the step-on guide, the entry-level position, and ends with the tour manager, the most experienced and professional in the guiding field. Others like docent, tour guides, tour leader, escort and interpreter are located at different points between the ends of the continuum. The continuum did not however place or name tour guides according to their experiences which is a major factor in their qualifications as experience is what is considered the most in the tourism industry and there was no place for the function of guiding with tourists with disabilities.

**Figure 2.2: The guiding field title continuum**



*Source: Poynter, (1993)*

The above figure shows the tour guiding continuum as postulated by Poynter (1993), indicating the hierarchy of guides in the tourism industry. These are stages that the tour guides go through in development of their experiences, responsibilities, duties and positions.

### 2.4.1 Tour guide

Pond (1993) differentiated a tour guide from a tour manager by considering that the major task of a tour guide as to give an in-depth commentary about the destination while a tour manager, as the name implies, manages administrative and logistical aspects of the tour to make certain matters regarding the tour a smooth trip. The guide ensures that the itinerary is followed, that travellers have satisfactory hotel rooms and meals, and that local sightseeing trips and promised events actually happen. Mancini (2001) further pointed out that the term

‘tour guide’ is often used within the industry as a synonym for ‘local guide’, that is, it includes both site-based guides and non-site-specific guides.

### **2.4.2 Tour leader**

Tour directors, the synonym of tour manager, tour leader or tour escort, provides multi-day services with additional planning duties to tourists during a guide. Hounaklang (2004) distinguished a tour guide from other titles by the following descriptions. He saw a tour guide as a person who imparted information during an itinerary and conducted tourists around places of interest in a country. A tour courier’s was distinguished as a person who focused on the welfare of the tourists in terms of their accommodation and transport during their visits and accompanies them everywhere to ensure that is achieved during the tour. A tour manager often combines the above duties, but with an emphasis on courier responsibilities, and works chiefly internationally, accompanying tourists on extended tours of several countries. A guide lecturer accompanies a group of nationally and international tourists and imparts information and giving lectures where appropriate. This type of guide is a person who is a specialist in particular areas or fields of knowledge. And yet again no distinguished title was given to the tour guides according to the duties that they perform when guiding with tourists with disabilities.

According to the nature of employers, the word tour guide may include a wide range of guides such as government guides, business or industry guides, community guides and self-employed guides. Braidwood, Boyce and Cropp (1996) divided the guiding business into two categories: local guides and tour directors. Local guides were further subcategorized into site guides, step-on guides, driver guides and meet-and-greet guides. Usually, they serve no longer than a single day.

### **2.4.3 Site-based guide**

In the case of the site-based guides, also called interpreters, their duties come to an end after their visitors leave the site that the guide is being conducted at. The non-site-specific guide accompany tourists throughout their itinerary until the guests leave the destination area. Mancini (2001) states that on-site guides are based at a specific setting such as a building, limited area or an attraction and conduct tours for specific duration (an hour or more). Tours are usually done by or through a vehicle whereby the guide conducts guiding roles on board as tourists travel around an area. The Kwa Zulu Natal Guide Newsletter (2007) adds that on-site guides do have minimum requirements such as knowledge of the area and it serves as

pre-requisites to guide within that specific area. On-site guides are further divided into subgroups and these are i) docents and ii) personal or private guides (Mancini, 2001).

### **Docents**

Docents are those guides who conduct interpretations and offer explanatory services in confined places such as museums, and historic buildings. Considering the fact that they work in safely homes, historic houses, castles, cathedrals, factories, and other venues for tourists' docents can also be called in-house guides (Collins, 2000). Docents usually work on free of charge basis because most of them work as volunteers. A docent specifically works at a museum. However, due to the growth of professionalism in the travel and tourism industry, in-house guides are now being paid (Collins, 2000).

### **Personal or private guides**

Personal or private guides usually accompany tourists within boundaries of a limited geographical area and have deeper and wider knowledge base of the area in which they execute their duties (Mancini, 2001). The guides will be able to answer any questions that the tourists might have as they will have full knowledge that particular area and its surrounding sites as long as they are in a confined geographical area. The authors were again able to give classification of tour guides according to function but none was given to those that tour with tourists with disabilities.

## **2.5 Understanding People with Disabilities**

Disability can be described as any restriction or lack (resulting from an impairment) of ability that one encounters which hinders them from performing an activity in the manner or within the range considered as normal for a human being (United Nations, 2008). The UK Disability Discrimination Act describes a disabled person as someone who “has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities” (Office of Public Sector Information, 1995). Disability means that a person may have physical, cognitive/mental, sensory, emotional, developmental impairment or some combination of these. Disability can be categorized into four different types: hearing disability, sight disability, physical disability and intelligence deficiency (Daniels, Rodgers, & Wiggins, 2005).

There are two important declarations on the issue of people with disabilities. The first is the Universal Declaration of Human Rights adopted in 1948. It states that all human beings are

born free and are equal in dignity and rights. Moreover, every- one is entitled to all the rights and freedoms set forth in that declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status (article 2). It is also declared that everyone has the right to freedom of movement (article 13) and the right to rest and leisure (article 24) (United Nations, 1948). The second is the Manila Declaration on World Tourism in 1980. It declares that the ultimate aim of tourism is to improve the quality of life and the creation of better living conditions for all peoples (World Tourism Organization, 1980). Despite having all these legal support for people with disabilities in the tourism industry the market still fails to fully supply or cater for their needs and concerns with regard to tour guiding.

### **2.5.1 Travel Trends and Patterns of People with Disabilities**

Research on the needs and experiences of people with disabilities in the hospitality sector has grown rapidly in recent years (Darcy, 2010; McKercher *et al.*, 2003; Poria, Reichel, & Brandt, 2011, 2010). The need for promoting accessible tourism has been realised because of the rising number of people with disabilities, recognition of the potential market for profits and civil right to holidays (Poria, Reichel, & Brandt, 2009). According to the World Health Organization (2007), approximately 650 million people worldwide now have some form of disability, which gives an average of 10% of the population throughout the world. The average rate of disability varies from 10% to 20% of the population in Western developed countries, while in China around 6% of the population have disabilities, representing roughly 83 million people. By 2030, this figure is expected to rise to between 85 million and 87 million (China Disabled Persons' Federation, 2013). The number of people with disabilities is increasing because medical technological advancements now support more of them to survive and live an active life (Saito, 2006). Due to these medical advancements people with disabilities are now capable of travelling even more but the tour guiding industry is failing to have any advancements in order for them to cater for the tourists with disabilities as well.

Studies show that persons with disabilities spend a significant amount of their earning during their trips which indicates their active participation in tourism activities. The EU forum (2001) estimates that 70% of people with disabilities are capable of and desire to participate in tourism activities. Yet, one third of them have never travelled abroad on day trips because of accessibility problems (European Disability Forum, 2001). Another study shows that travellers with disabilities took 31.7 million trips per year in the United States and spent

\$13.6 billion annually. These travellers would double their travel spending if enhancements to accessibility such as service and amenities were made (Open Doors Organization, 2005). Westcott (2004) and Burnett and Bender-Baker (2001) added that customers with disabilities are loyal customers. They often return to places that provide good accessibility and services. All of these studies find that people with disabilities represent a significant yet untapped market. These findings gave reason for the researcher to investigate what tour guiding as an industry is doing to become accessible to tourists with disabilities.

Daniels *et al.*, (2005); McKercher *et al.*, (2003), Shaw and Coles, (2004) increasingly call for research that explores the experiences of disabled tourists – research that goes beyond the study of accessibility. Unfortunately, at present, not much research emphasises travel motivations, experiences, vacation decision-making, of disabled tourists. For example, Yau *et al.*, (2004) note that there is need for the examination of an individual's own tourism career. As such, it seems that more research that focuses on the tourist with disabilities is needed if there are wishes to move research on tourists with disabilities beyond its current state and hence, make it a research topic in its own right. Furthermore the research is very inadequate in relation to tour guiding tourists with disabilities.

## **2.6 Tour Guiding and People with Disabilities**

The experiences of travellers with disabilities can be seen through the museum sector. Poria *et al.*, (2009) investigated barriers that Israelis with disabilities face while visiting art museums using the in-depth personal interview method. Their research results indicated that the staff attitude and the interaction with tourists with disabilities was an important non-physical element to the tour. Those elements were reported as major barriers to achieving a full museum experience. Another study was done on the experiences of tourists with disabilities in remote natural settings (Lovelock, 2010). The study was done through the comparison of attitudes regarding the development of further motorized access to natural and wilderness areas between individuals with mobility disabilities and able-bodied individuals. It was noted that while all respondents experienced access-related problems, the mobility-disability group encountered significantly more challenges when traveling in wilderness areas. Richards *et al.*, (2010) presented a critical analysis of the tourism encounters of individuals with vision impairments and identified a general lack of awareness with regard to the psychological impact of sight loss as a major issue for the hospitality service providers.

Poria *et al.*, (2009) conducted in-depth interviews in Israel with experts including doctors and managers of museums, along with residents with disabilities, and discovered that people with disabilities faced difficulties before, during, and after their visit to museums. This study further supported the previous studies in that people with disabilities faced difficulties related to physical and human environments of museums, which covered staff attitudes and services, information and communication. Examples of specific areas were routes to and from the museums and interpretations of the museum exhibits, and the chances to socialize with other visitors. These studies were able to show the interaction that lies between tour guides and people with disabilities but however it is based on the demand side whereas the study focus on the supply side of tour guiding.

## **2.7 Concerns of People with disabilities in Tour Guiding**

A number of scholars have also investigated leisure constraints by demographic features such as age and types of disabilities. One example is the study of Sparrow and Mayne (1990), which explored the recreation patterns of 18-35 year-olds with intellectual disabilities. The study took note of various constraining factors, including limited access to facilities and transportation services, financial constraints, distances to recreation locations, and attitudinal barriers. Wilhite and Keller (1992) studied the leisure involvement of older adults with developmental disabilities, and the most predominant leisure constraints reported in the study were limited access to transportation services, financial constraints, limited physical accessibility, and concerns about their behaviour and discomfort in large public groups. The study did not however look at the experiences of tour guides with tourists with disabilities.

Turco, Stumbo, and Garncarz (1998) pointed out that people with disabilities are capable of participating in tourism activities. However, for that to be possible there was need for arrangements that would allow them to be included in tourism activities. These arrangements included tourist attractions, information resources, and transportation, accommodation, and food and beverage facilities transformation in order to cater for tourists with disabilities. Some countries have made legal regulations about this issue. According to Miller and Kirk (2002), the USA enacted into Law the Americans with Disabilities Act (ADA) in 1990, and the UK passed the Law of the Disability Discrimination Act (DDA) in 1995; both play important roles, especially in the tourism industry. Turkey passed “the Law for Disabled People” in July

2005. The aim of this law is to help disabled people in the following areas: health, education, rehabilitation, employment, and care and social security problems. The law also serves to provide assistance in every area and aspect of their lives, by taking measures to remove any obstacles and by making appropriate arrangements for the coordination of these services. These would include easy access to public buildings, roads, sidewalks, pavements and other properties deemed to be in the public realm. The laws that were applied were not enforced in the tour guiding industry to ensure that people with disabilities would get access in this industry.

Accessibility barriers are considered as one of the major determinant that can affect the travel incentive and experience of people with disabilities, thus the term “accessible tourism” has been advocated in many tourism studies. Accessible tourism can be implemented if more details are allowed for understanding of the needs of people with disabilities (Darcy, 2010). Yau *et al.*, (2004) asserts that tourism for people with disabilities do not only look at removing the physical barriers but ensure quality through the provision of meaningful experiences. Social perceptions about people with disabilities has changed rapidly around the world cause of the contribution that has been given to ensuring that change by researchers. The studies indicated that people with disabilities are also concerned with tourism facilities knowing the needs that they require this is a gap that the tour guiding industry has that this research is seeking to fill.

People with disabilities are a social class which requires exploration in relations to their interests in travelling and their attitudes towards the involvement levels that they have in the tourism activities. Most of the scholarly studies attempt to generalise the perspectives of people with disabilities and look at them as market group with low differentiation and little distinct needs. However, as previously mentioned, the group of people with disabilities that require accessibility in order to participate in tourism activities include those with physical impairments such as mobility and manual dexterity conditioned and / or wheelchair users, sensory, learning and mental impairments. Furthermore these impairments create sub-segments of their own which creates a distinction of the needs and requirements of each of the various sub-segments. In addition, even people with the same disability may not have the same level of functioning. Burns, Paterson and Watson (2009) point out that people with disabilities are quite diverse group in terms of experiences, views and needs and nature of the disability. People with specific impairments may encounter specific barriers. As a result, it is



necessary to identifying different customers' needs and provides more detailed information about accessible facilities. The tour guiding industry has not been able to take this differentiation as it still assumes that tourists with disabilities all require the same needs.

According to Cavinato and Cuckovich (2002), as essential need for people with disabilities is the availability and reliability of information about the tourists' attractions. The lack of reliable information is one of the major causes that prevent disabled people from traveling (Darcy 1998; Stumbo & Pegg 2005). In a study by NOP (2003), participants stated that credibility needs to be established through a three stage process to fulfil their travel needs. First, standards have to be set by respected disability organizations. Second, the assessment of facilities against these criteria ought to be conducted by an independent authoritative body and third, the subsequent information dissemination has to include clear descriptions on the criteria that lead to accreditation (NOP 2003). Most tour guiding facilities do not apply for this accreditation as they are not even aware of it.

## **2.8 Challenges faced by Tour Guides**

The professional status and issues faced by tour guides have had very little studies that have been reported in the English-based literature (Holloway, 1981; Ap & Wong, 2001). Zhang and Chow (2004) have also reported that there have been very few research studies on tour guides which has been done by authors such as Almagor (1985); Cohen (1985) and Fine and Speer, (1985). However, there have been comments and observations by a few researchers but not exactly while studying challenges faced by tour guides. This on its own becomes a challenge for the tour guiding industry as they do face challenges in their duties. Furthermore the tour guides serve people with disabilities in their industry and the challenges that they encounter whilst they do have not been investigated which is what this study seeks to do.

Chowdhary and Prakash (2010) undertook a study of the challenges that were faced by tour guides in India. They identified five broad categories of challenges that the tour guides presumably faced. These included general tourism environment; working conditions of tour guides; their relationships with local authorities; their relationship with trade intermediaries; and problems in handling tourists/ customers. Their study did not include people with disabilities as part of the sample and whether these broad categories of challenges also applied in the case of people with disabilities. Unethical industry practices posed some risks to the profession of tour guiding as well (Chowdhary & Prakash, 2010).

Tour guides have the responsibility of addressing multiple stakeholders simultaneously. An enjoyable visit, rewarding experience and health and safety issues are the concerns of the visitors which they require the tour guides to make a priority. Some of the visitors may have special needs and expectations associated with their particular cultural background, their physical and intellectual capabilities, and their passions and interests in particular subject matters (Weiler & Ham, 2002). At the same time employers expect the guide to provide high-quality service to visitors in order to meet these expectations, as well as to manage the group, the itinerary and other logistical aspects of the experience to maximise not only visitor satisfaction but also profit margins (Cohen, 1985; Pond, 1993). These become a challenge to the tour guides to satisfy all stakeholders especially in the case where the visitors have special requirements as mentioned before.

Challenges faced by tour guides can come from both within and outside of their areas of operation or their operating context. The internal challenges that they may face are personal limitations of skills and competences inadequacy challenges. Externally, they must also subscribe to rules and regulations of their areas of operations, their employers and their clients. The guides are often pressed for time, caught between their obligation to please their employers and the tourists, and subject to government regulations (Dahles, 2002). The tour guides face a lot of incompetence and skills in serving the market of the tourists with the disabilities. This study then aims to show the skills required to serve the tourists with disabilities.

Summarising their study on tour guiding in Hong Kong, Ap and Wong (2001), identified that levels of professionalism in terms of recognition image building were affected there was no training course for new entrants and there was a lack of training opportunities for existing tour guides. Other challenges that they discovered included potential problems which resulted from unhealthy industry practices; need for a certification, registration or licensing system; absence of any monitoring of tour guide performance; and more active and visible role to be taken by the local tour guiding association. They also identified that professionalism was lacking because of lack of knowledge and communication skills. Their study did not relate any of these challenges to guiding tourists with disabilities.

Another challenge that tour guides face is the management of tourist experience due to shortage or unavailability of required facilities to support tourist experience (Robotic, 2010). Most of the tour guiding facilities face equipment challenges especially for people with

disabilities in their service provision. Tour guides then face challenges in service delivery because of this barrier.

Tour guides complain that they do not get constructive criticism from tourists to enable them change if need be in order to satisfy visitors. The challenge to get comments come in because there is no system put forward for tourists to channel their grievances and obviously due to lack of time by tourists to route complaints. The unavailability of such a channel gives guides no opportunity to improve if they were underperforming. However some literature points out that during interactions between guests and tourists, feedback is given and this includes criticisms and appreciation of the role played by tour guides (Baum *et al.*, 2007). Not getting feedback or criticism on the other hand could mean that the services offered were rightly delivered. This challenge is highly experienced in the case of people with disabilities as the feedback form them is very limited.

Disability access have been the subject of a great deal of government regulations and coordination through building codes, awareness training and state-based tourism marketing authorities and policy engagement. Yet the supply-side perspective of industry responses to this consumer group has been under researched (Darcy & Pegg, 2011). This led to the study that was done in Northern Australia which aimed to redress this omission through examining the attitudes and experiences of tourism operators towards people with disabilities the results of the study showed that, while the macro policy environment is conducive to having an accessible built environment, transport and service sector, the level of engagement by the tourism industry still involves an ad hoc process of trial and error on the part of individual operators. The experiences of the majority of participating tourism operators testified that there were still weak demand from the accessible tourism market and a lack of awareness of existing product offerings. There was the challenge of accordingly defining target groups so as to embrace various segments with similar needs, such as people with disabilities, seniors and families with push chairs and prams.

## **2.9 Implications of the Literature Review**

While tour guides have existed practically as long as there has been travel, tour guiding has received relatively little attention in the tourism literature (Ap & Wong, 2001), and there is a dearth of theoretical literature in this field. However, a number of authors including Cohen (1985), Geva and Goldman (1991), Pond (1993), Weiler and Ham (2001), and Ham and Weiler (2002), have elucidated the important roles that tour guides can play in tourists'

experience. However there is a gap in literature that shows the voice of the tour guides enlightening on the experiences that they go through specifically with tourists with disabilities. The main aim of this research therefore was to be the voice of the tour guide and elaborate that besides the researches that have been done to create good experience for the demand side it is necessary to investigate the experiences that tour guides have when catering for the tourists with disabilities.

Due to the fact that research on mobility-tourists with disabilities is at an early stage, the purpose of this study is to contribute to a prosperous future for this research area by means of identifying research themes of relevance, that is themes that transcend the accessibility issue and hence enlighten the experiences that tour guides undergo when serving the market of people with disabilities and thus deliver same service as given to the able bodied tourist. In order to contribute to a more comprehensive understanding of tour guides experiences with tourists' with disabilities feelings and thoughts on tourism, this research draws focus on the feelings and thoughts of the tour guides in the tourism industry.

On the aspect of the aspect of the various disabilities that the literature review managed to highlight, it has pointed the need of doing this research as the researcher would want to examine the conveniences and sufficiency of existing infrastructure in tour guiding facilities to cater for this market and enhance the experience of the tour guides.

## **2.10 Chapter summary**

The chapter has been able to give an insight of the origins and make up of tour guiding as shown by Cohens (1985) models. These models have been modified to still apply up to date. Due to the differences in roles that the tour guides can perform the chapter highlighted the various types of tour guides that are found in the industry giving also the activities, skills and roles that they perform in their different settings. The travel patterns of the tourists with disabilities have been seen to have a positive escalation however their needs and concerns are still being inadequately met by the industry. An understanding of what disability is was given indicating on the forms that exist in today's society however the chapter also highlighted that despite the existence of these disabilities the desire and need for travel, embarking in tourism activities and taking tours is an existent factor that this segment also desires and evidently is becoming a growing market. However the tour guiding industry on its own still seems to be

facing challenges in the provision of tour guides to tourists with disabilities. In this chapter there has been an overview of the tour guiding industry and what scholars confine it to be as well as an overview of people with disabilities. Chapter 3 of the research will look at the research methodology.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The main focus of this chapter is to outline the research methodology used by highlighting the data collection procedure that was employed by the research in investigating and gathering data. The adapted research design is explained, and the sampling methods used are given. Sources of data are also highlighted in this chapter. More so the instruments used for collecting data and data analysis are described in this chapter. The chapter also indicates the advantages and disadvantages of using various data collection methods and the chapter summary is also given.

#### **3.2 Research design**

A research design is a general plan of action that will give direction to the research enabling it to be conducted in a systematic manner. It is plan that guides the researcher in data collection, analysis and interpretations. According to Cooper, (2003) research design is a plan, structure and strategy of investigating so as to answer to research questions or problems. The research employed descriptive research design which would allow the investigation of the profile of tour guiding experiences with tourists with disabilities. This research design was adopted for this study as it obtained complete and accurate description of the tourists' experiences with tourist with disabilities. This research design enabled the researcher to answer the research questions and attain its objective. The descriptive research design was conducted at Bally Vaughn Game Park in Shamva, Harare, Antelope Park in and the Military museum in Gweru. These two sites were of relevance to the study as they both had a reach of the tourists with disabilities and had been functional tour guiding facilities for years.

The researcher also used qualitative research in the course of the study. It aimed to develop an understanding of the context in which phenomena and behaviours of the tourists with disabilities had an impact on tour guides experiences. It focused mainly on experiences and emotions and as it is designed to be probing in nature, thus encouraged informants to introduce concepts of importance from their perspective, rather than adhering to areas that have been pre-determined by the researcher. Qualitative research offered an in-depth representation of the tour guides experiences and afforded the researcher with an insight of exploration of the experiences faced when serving tourists with disabilities. Qualitative

techniques were more suitable and appropriate in examining the underlying issues that are the challenges that are encountered when guiding the tourists with disabilities.

### 3.3 Sampling strategy

This shows the study population that the research was focused on and why this population was chosen. It also gives details of sampling designs that were used their relevance to the study as well as the advantages and disadvantages of the sampling designs.

#### 3.3.1 Study population

A study population refers to a collection of unbiased, well-defined target or subset of respondents or objects from which a research sample is selected. The study population for this study was Bally Vaughn tour guides, Antelope park tour guides and Gweru military museum tour guides as they reflected an in-depth understanding of the experiences that were faced in guiding tourists with disabilities in the tour guiding industry. The study population was highly vital for the researcher to come up with a balanced sample and validity in the findings of the study.

**Table 3.1 Sample population**

	<b>Population</b>	<b>Sample</b>	<b>Sample technique</b>
Tour guides	30	20	Convenience and Judgemental technique

*Source: primary data*

#### 3.3.2 Sampling design

Sampling is the process by which a researcher selects a representative subset or part of the total population that can be studied for the research so that they will be able to draw conclusions regarding the entire population. Conclusions and generalisations made are only as good as the sample they are based on (Robson, 2002). Samples have the advantage that the smaller the number of people to be studied make the research more manageable and potentially more accurate as there may be very little diversity in the responses. Sampling designs can be classified into probability and non-probability sampling.

The researcher made use of non-probability sampling in this study. Non- probability sampling is defined as sampling where it is not possible to specify the probability that any person or other unit on which the survey is based will be included in the sample (Saunders *et*

*al.*, 2003). It allows researchers to select samples purposively and it removes the chances of the information being invalid. The researcher is not so much interested in working out what proportion of the population gives a particular response but rather in exploring the idea of the range of responses on ideas that people have. Thus non-probability sampling was chosen as it was the most appropriate sampling design to bring out the experiences that tour guides had with tourists with disabilities.

The researcher therefore used judgemental sampling in selecting the study population. Judgemental sampling which can also be called purposive or expert sampling is a sampling technic where participants are handpicked from the accessible population. It is an appropriate sampling technic for the study as it selects a sample from the rest in terms of appropriateness or relevance to the study, either because of knowledge or experience. This sampling technique was chosen to select senior tour guides as their position gave them the interaction with the tourists with disabilities and thus would have the necessary information to answer the research questions. Judgemental sampling was also used in selecting only those tour guides that had experiences with touring with tourists with disabilities, those that did not have that experience were not part of the study population.

Also the researcher made use of convenience sampling which refers to when participants are selected according to their convenient accessibility. The tour guide samples were also selected because of the convenience, accessibility and proximity to the researcher. According to Kalofu *et al* (2007) convenient location and proximity to the researcher are the consideration made when selecting the elements for the sample. This study technique was used to select Gweru Military museum as it was within reach to the researcher as well as Antelope Park and Bally Vaughn Game Park as it was accessible during the time the study was conducted.

### **3.4 Data collection**

These are the data sources that the researcher used in collecting the data. The researcher used both primary and secondary data to gather content for the research. These two were used so as to gather as much information as possible to answer the research questions and to attain the research objectives.

#### **3.4.1 Primary data**



The scholar used primary data in the course of the research. The primary data was obtained through face to face interviews with the targeted population. The purpose of collecting primary data was that it possessed authenticity since it was first-hand information, up to date and collected from a primary source in tour guiding industry. Primary data permitted the researcher to get first hand evidence providing in-depth analysis, high accuracy and reliability in answering the research question.

### **3.4.2 Secondary data**

The researcher also used secondary data and made use of textbooks and e-journals for the purpose of attaining information which related to tour guides experiences with tourists with disabilities. Secondary data can be defined as data that is accessible, previously collected, analysed and scrutinized by other scholars. The justification for using secondary data was that it proved to be reliable, well accepted for its efficiency in time utilization and cheaper in terms of financial requirement to access the information. However the secondary data did not cover the required information by the study, which was the experiences of tour guides with tourists with disabilities.

## **3.5 Research instruments**

The research instrument that the researcher used was face to face interviews that were conducted with the tour guides of the study population. It also made use of focus groups so that the tour guides could build on each other's responses giving them further meaning, validity and clarification.

### **3.5.1 Face to Face Interviews**

Interviews are a systematic collection of data through asking questions, then carefully listening to and recording or noting down the responses concerning the research topic. The data collection technique provided access to a range of experiences, situations and knowledge and provided opportunity to explore issues that tour guides faced when guiding tourists with disabilities. The interview allowed the informant to describe private or sensitive behaviours that happened when tour guiding with tourists with disabilities. Interviews provided information for the meanings and definitions that the tour guides gave to events and behaviours that they encountered during their guides with the tourists with special needs or requirements. This was useful in understanding how things are done in different contexts, gave room for clarification in questions and answers. The researcher was guided by a list of

main themes called probes so that the interviews would not solicit unnecessary data or go off topic.

The researcher made use of semi-structured interviews in order to collect information from the tour guides. Semi-structured interviews stroked the balance between a broad investigation, through using unstructured interviews on one hand and using a very structured explanatory/descriptive interview approach on the other. This interview technique was used to find out what was happening, searched for new insights, identified general patterns and understood the experiences that tour guides had when guiding tourists with disabilities. It allowed the researcher to have a list of questions, and have greater freedom in terms of sequencing questions and modifying them according to the flow of the conversation. Some questions were open ended, with some having probes that allowed deeper investigation of the topic. According to Robson (1993), interviews are capable of exposing non-verbal cues thus helping to get a deeper understanding and reading of the verbal responses which may give a different understanding to the common responses and giving added meaning. The researcher was able to read those non-verbal cues from the interviews and drew conclusions from them.

Challenges of rescheduled appointments in the case of the interviews were encountered as some tour guides needed to attend to business issues like meetings and their guiding duties hence the researcher changed that by shifting their appointment to times and dates that avoided disruption of their daily operations. Some respondents were not open to disclose information due to confidentiality and sensitivity of information pertaining to tourist figures, their own views of the organisation, whilst others did not have any interest or were not willing to be interviewed. This had an effect of reducing the study population but did not affect the validity of the information from those that did participate.

### **3.5.2 Focus groups**

The researcher also made use of focus groups to conduct the face to face interviews with the tour guides. These consisted of 4 -6 tour guides for group depth interviews among the tour guides. It took advantage of the interaction between the tour guides, allowing the respondents to build on what others would have said thus generated more insightful information and encouraged the respondents to give more candid answers. However the focus groups had some tour guides that dominated the interview making others feel unease and not contributing much. Also the data was heavily dependent upon the structure and directedness of the session as conducted by the researcher.

### 3.6 Data analysis

Content analysis was used in analysing the data from the researcher's interviews. Content analysis is when the researcher identified in text the existence and frequency of concepts, whether in simple words or phrases (Hsieh and Shannon, 2005). Content analysis was a valuable analysis method in identifying important themes or categories within the information gathered from the data sources. It provided a rich description of the social reality of the experiences that the tour guides had with tourists with disabilities. In order to identify the occurrence of terms related to the concept, even if it appeared implicitly semi structured interviews were analysed using content analysis technique. Content analysis allowed for the systematic coding and categorizing approach to explore the large amounts of textual information from the interviews to determine trends and patterns of words used, their frequency, their relationship and the structures and discourses of communication (Mayring, 2000; Pope *et al.*, 2006; Gbrich, 2007).

The researcher also made use of thematic analysis of the data collected. Thematic analysis is mainly described as a method for identifying, analysing, and reporting patterns within data (Braun & Clarke, 2006). This analysis technique was suitable for analysing data from the interviews conducted with the tour guides. It organised and described the data in the research and discovered an account of the emerging themes as they were necessary to account for the process of analysis. It had the advantage that themes captured the essence of the data in relation to the research questions and objectives as it offered an accessible and thematically flexible approach to analysing the qualitative data.

Moreover the researcher made use of Creswell's six steps of data analysis. These steps helped on the procedure of analysis and interpretation of the data that was collected. The steps helped to give a continual reflection, analysis and adjustment of the research data as well as making sense out of the data recorded. Creswell's steps gave the researcher a guideline on data analysis:

1. The researcher organised and prepared the data from the interviews for analysis.
2. Read through the data that was gathered from the interviews.
3. Gained a general sense of the information and reflected on the overall meaning.
4. Analysis was conducted basing on the other data analysis strategies that were chosen (content and thematic analysis).

5. The researcher then generated a description of the setting and identified themes and their connection from the coding.
6. Lastly the researcher represented the data in the research and interpreted the larger meaning of the tour guides experiences with tourists with disabilities (Creswell, 2009).

These analysis techniques allowed the researcher to identify the major themes in the study, minimally organize and describe the data researched and captured the essence of the data in relation to the topic whilst representing a pattern of the data. The data collected was then edited and checked for any possible errors. The research was also checked for eligibility, consistency, validity and reliability to ensure that it answered the research questions while addressing the research objectives.

### **3.7 Chapter Summary**

This chapter gave an insight into the research methodology used in the study by the researcher to examine the problem. The sampling techniques that the researcher employed were also discussed highlighting their relevance to the study. The researcher also provided justification for the use of the non-probability sampling techniques that was used. Primary and secondary sources of data collection were stated in the chapter, highlighting their relevance and usefulness to the study. The challenges of using those research instruments were also mentioned in the chapter and the remedies that were taken by the researcher to eliminate those challenges. The data presentation and analysis plans were described highlighting their relevance to the study. The next chapter will present and analyse the findings from the field research.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter focuses on the data presentation, analysis and discussion of the data collected for the research. The data is presented through the use of tables, pie charts and graphs in the chapter. This chapter also uses Creswell's six steps of data analysis making use of thematic and content analysis techniques. Content analysis was used to analyse the information that was received from the respondents whilst thematic analysis was used to analyse data and themes that were interlinked to the research topic and its objectives.

#### 4.2 Response rate

**Table 4.1 Interviews response rate**

<b>Respondents</b>	<b>Targeted respondents</b>	<b>Respondents interviewed</b>	<b>Response Rate</b>
Tour guides	30	20	67%

*Source: Primary data*

The 67% response rate may be attributed to the issue that most of the tour guides to the facilities visited could not make out time to be interviewed as they had tourists to attend to and guides scheduled for them to do. Interviews were conducted with tour guides of the Gweru Military museum, Antelope Park and Mwanga lodge and Bally Vaughn Game Park. Their participations intensely highlighted on the experiences that the tour guides had whilst guiding tourists with disabilities. According to Cochran (2010) a response rate of over 55% is a factual depiction of the target population sample and can be used irrefutably for a study.

#### 4.3 Demographic profile of respondents

The interviews had targeted to interview 30 respondents from the tour guiding field or industry but only managed to get information from 20 interviewees. This was due to the

reason that most of the tour guides at the facilities visited were busy guiding tourist and could not make out time to be interviewed by the researcher. The interviews conducted by the researcher consisted of both male and female respondents. The respondents were categorised into age groups that were ranging from 18-25 years, 26-33 years, 34-42 years and 43 and above years. This helped the researcher in determining the level of experience that the respondents had in the field of tour guiding and thus reach a consensus on the maturity or information they would have acquired during the course of their work. Most of the respondents ranged from 18- 25 years (40%) and 26-33 years (50%). These demographic implied that the study had both the information from new tour guides which gave current experiences and that of much more qualified tour guides that had managed to identify trends of tourists with disabilities. The demographics are also in this order as the tour guiding facilities require guides that have more experience in the field when hiring.

**Table 4.2 Age distribution of respondents**

<b>Age range</b>	<b>Number from respondents</b>	<b>Percentage</b>
18-25 years	8	40%
26-33 years	10	50%
34-42 years	1	5%
43 years and above	1	5%

Table showing the age distribution of tour guides at the tour guiding facilities.

*Source: Primary data*

#### **4.4 Findings**

From the data gathered by the researcher the type of tour guides that are there in the industry are mainly heritage and culture (occupying 35%) for the museum industry of tour guiding. This confirms the notion that that was made by Poria *et al.*, (2009) of museums being high representatives of the tour guiding industry. The game parks industry of tour guiding mainly offered nature and wilderness guides to the market of tourists with disabilities, which had 30% and 25% respectively. Also from the data elicited from the research it pointed out that not much of adventure guides are present for the tourists with disabilities in the tour guiding industry as this had the least percentage of 10%. This was attributed to the fact that accessible activities that the adventure guides could offer to the tourists with disabilities in the tour

guiding industry were very limited despite having a range of adventure activities available in the industry for example, cannoning; jet skiing elephant riding and horse swimming. The types of tour guides that the research discovered were in agreement with the categories that were identified by Pond (1993) and Black and Weiler (2005) in the literature review.

**Table 4.3 Tour guide types from available respondents**

<b>Tour guide types</b>	<b>Number from respondents</b>	<b>Percentage</b>
Heritage and Culture guides	7	35%
Adventure guides	2	10%
Wilderness guides	6	30%
Nature guides	5	25%

Table indicating the types of tour guides that are found in the industry.

*Source: Primary data*

#### **4.4.1 Types of disabilities that the facilities mainly receive**

The researcher elicited information pertaining to disabilities that the tour guides had experienced in their field of tour guiding. The results from the interviews highlighted that mainly those with physical disabilities were the ones that the guides had encounters with. They constituted 55% and were amongst the ones to be referred to as those that took part in most of the tour guiding activities as they had a limited restriction as compared to others. Being on wheel chairs, using crutches, limping legs, physical deforms and having one arm or leg were the main disabilities that were mentioned by the tour guides as the disabilities that most tourists with physical disabilities had. Both the game parks and the museum tour guides had more tours with tourists that are physically disabled as compared to the rest of the classes of disability. This was seen to be so as these tourists usually had a wider range of activities to take part in at the facilities as compared to others thus obtaining the higher percentage. This disability confirmed the findings that were made by Daniels, Rodgers, and Wiggins, (2005) that indicated the types of disabilities that were found in today’s society.

The other disabilities that the tour guides had encountered which also agree with the above mentioned authors when guiding with tourists with disabilities in order of their presence in the tourists were deaf and dumb tourists (20%), blind tourists (15%) and mentally disabled tourists (10%). The findings indicated that the museum never had any tourists that had visual

impairments as all the services that it offered did not cater for this market segment. This further supported Richards *et al.*, (2010) findings of lack of awareness with regards to the needs of tourists that have visual impairment. The deaf and dumb tourists are another market that the museum did not cater for because of the communication barrier that the tour guides experience thus reducing the name of tourists with this disability that visit the facility. This again highlights the importance of communication competency that was highlighted by Goh, (2008:10) and Carbone (2006). This also indicated the failure of tour guides in performing their function of culture broking which expects them to be good communicators and interpreters across various cultures (Gentemann & Whitehead, 1983).

The game parks had a variety of tourists of the tourists with the above mentioned disabilities visiting the tourism sights. However the mentioned disabilities faced issues of safety in the tour guiding industry thus limited the activities that they could also take part in at the facilities. As stated by Weiler and Ham, (2002) safety is a concern that tour guides will have towards their guests and will restrict the activities that they can take part in.

**Figure 4.1 Interviewees disability encounter responses**

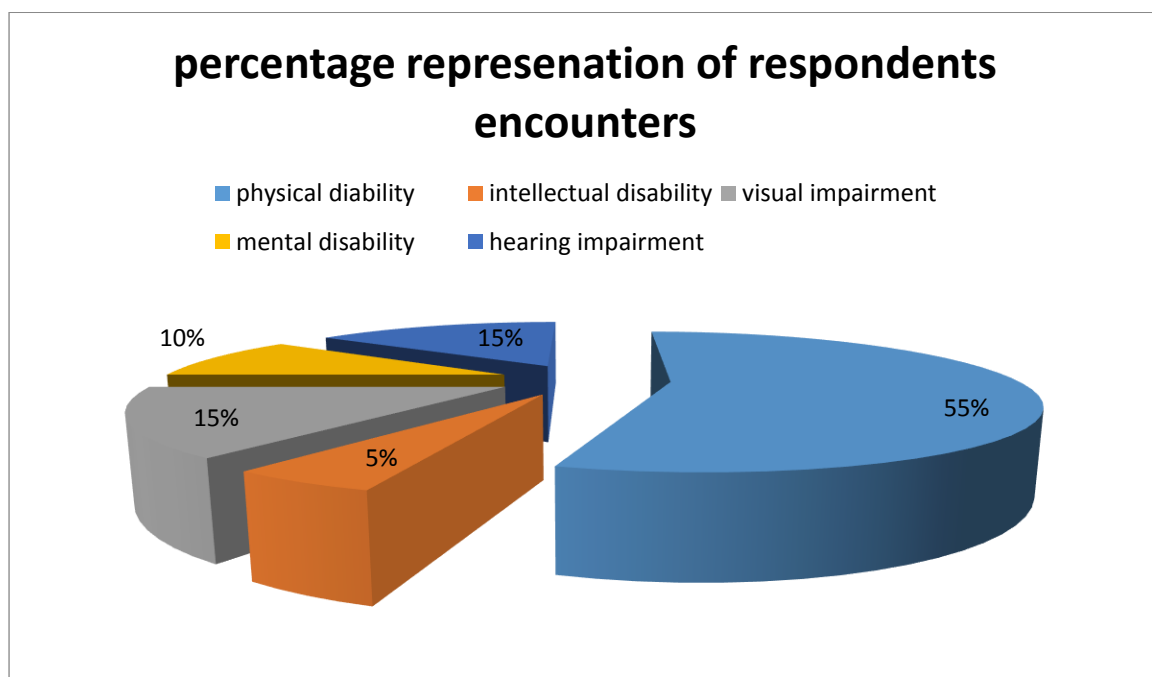


Figure indicating the percentage rate of the disabilities encountered in the tour guiding industry. Despite having situations were tour guides had encounters with tourists with various disabilities the above figure only indicates the disability they encountered the most.

**Source: Primary data**



As people with different impairments have different information requirements, customer-oriented services and tailor-made information represent a crucial part for the fulfilment of individual needs, which the museums and game parks at present fail to provide. Currently, there is a clear bias towards considering the needs of mobility impaired people. The game parks and museums provide information for persons using a wheelchair or mobility aids about their facility and what activity they can take part in. Visually impaired persons and deaf or hard of hearing citizens are only partly covered by the tour guiding facilities that the researcher managed to visit. Information for people with hidden disabilities such as asthma, allergies or intellectually impaired individuals is missing and does not have any of the facilities catering for the needs of these tourists during tours. As asserted by Burns, Paterson and Watson (2009) people with disabilities are quite diverse group in terms of experiences, views and needs and nature of the disability and the findings of this study managed to highlight the conclusions of their study.

#### **4.4.2 Facilities and activities offered by the Military Museum.**

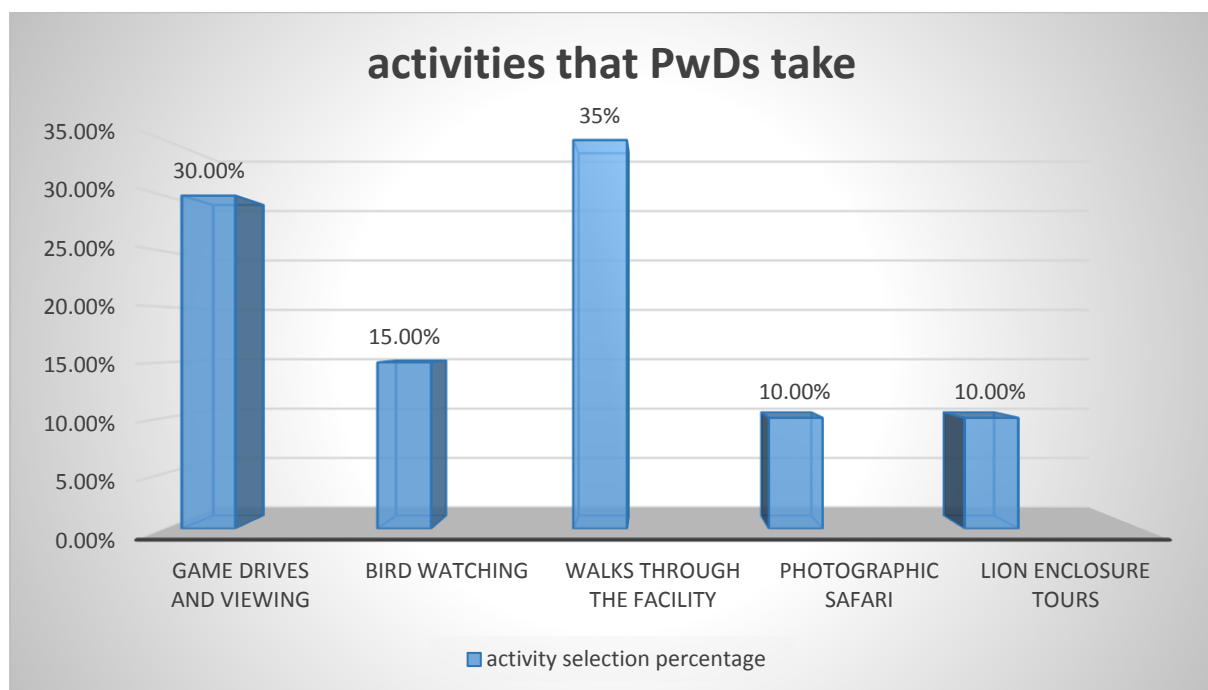
The findings from the research showed that the museum offered guided tours or walks to the tourists with disabilities. During the tours the tourist were allowed to read through the templates of some of the artefacts that were found in the museum, felt some of the exhibits that were not in sealed consignments and watched a video after the tour was over. However the findings showed that these are activities that mainly tourists with physical disabilities only could take part in at the museum. The museum was not able to cater for the tourists that were blind as there were no brails at the museums that would allow them to read through the artefacts that were at the museum and also know their heritage and culture. This highlighted the findings of Sparrow and Mayne (1990) which indicated the limited access to facilities in the tourism industry.

In order to bridge the gap between the message and the visual input and to present the visited site as it once was, the guides employed not only models exhibited in the gallery, but also some useful “props” such as plans, drawings or other illustrations showing the scientifically proved or presumed original appearance of the main monuments. They also made use of videos that they played for the tourist so as to know the history of the artefacts that they would have seen in the museum. All these could only cater for the tourists with physical disability and other disabilities had no measures or methods that were put in place to cater for them as well.

### 4.4.3 Activities offered by the Game Park

The game parks offered a host of activities that included canoeing, boat cruises, bird watching game hunting, horse and elephant riding and lion walks among many other activities. These activities became very limited when guiding tourists with disabilities. The tourists could then only take part in bird watching (15%), game drives and viewing (30%), photographic safaris (10%) and lion enclosure tours (10%) as stated by the guides that toured with them. The game park activities that tourists with disabilities were offered were monotonous as they were the same and were given as the only activities that the game parks could provide at both Antelope Park and Bally Vaughn Game Park. This showed that tourists with disabilities had a limited variety of choice as they could only experience the same things or activities but only in a different setting, no new activity could be given or offered to them.

**Figure 4.2 Activities that tourist with disabilities are offered**



*Source: Primary data*

The figure shows the activities that the tourism facilities offer to tourists with disabilities. The above mentioned percentages which are also stated in the figure indicate the rate at which tourists with disabilities partake in the activities that are offered to them.

#### 4.4.4 Activities that tourist with disabilities choose

The findings of the study indicated that the tourists had a very small variety of choice from the activities they chose during the guided tours. The tourists that visited the game parks mainly chose game viewing and game drives from list of activities were on offer. This converges with Wilhite and Keller (1992) when they indicated that serving tourists with disabilities usually had constraints of offering very limited facilities at a tourism site.

The table shows the preferred activities by tourists with disabilities at the tourists' sites. These preferences are made from the activities that are on offer at the facilities that were previously mentioned above. The table also gives the percentage representation of the preference rate. The number of respondents per activity is given out the total number of tour guide respondents (20).

**Table 4.5 Preferred activities by tourists with disabilities**

<b>Activity</b>	<b>Number of respondents</b>	<b>Percentage representation</b>
Game drives and game viewing	9	45%
Walks through the facility	7	35%
Bird watching and photography	4	20%

*Source: Primary data*

#### 4.4.5 Concerns of people with disabilities

The findings from the research indicated that the major concern of the tourist with disabilities was lack of activities (35%) to take part in at the facilities. The tour guiding facilities had high restrictions or barrier in what they offered to the tourists with disabilities. The study Sparrow and Mayne (1990) also highlighted that people with disabilities were concerned with lack of activities in the tourism industry for them. This then removed the zeal or excitement that the tourists with disabilities could experience thus making the tour guide to under deliver and provide services that were below the expectations of the tourists. The wow element of the tour would be completely eluded due to the lack of activities that were offered.

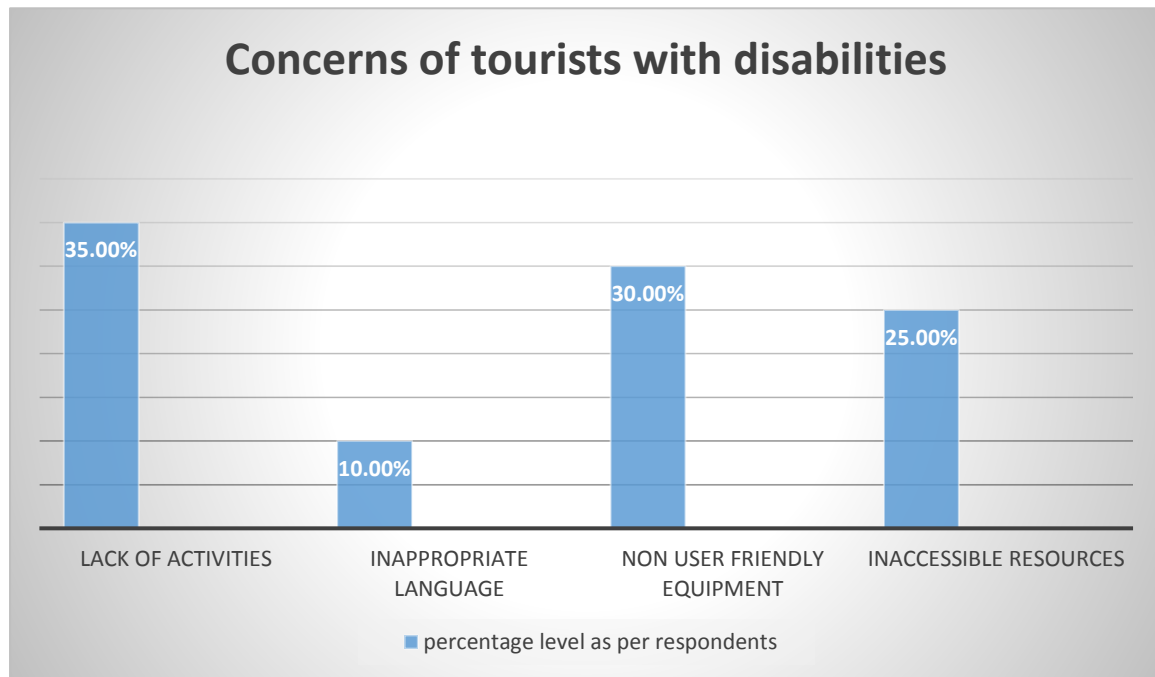
Another major concern that the research obtained was that of non-user friendly equipment (30%), as stated by the guides that were given feedback by tourist with disabilities. These facilities had equipment that was of easy access for the able bodied only giving much attention to accessibility concerns of the tourists with disabilities. The vehicles used for the game drives had side ladders that would require one to climb on their own. The research conducted by Sparrow and Mayne (1990) also highlighted that transportation was a concern that tourists with disabilities had. The vehicle design then required the tour guide at the game parks to give assistance whether through a shove, push or carrying the tourist with disabilities to enter the vehicle. This was one of the major dislikes of the tourists with disabilities, being seen as if they were helpless in even the simple things. The nature guide at Bally Vaughn Game Park stated that:

*'People with disabilities do not enjoy being regarded as helpless and being assisted with every little thing even those which they could have been capable of doing on their own, they want to be independent self-reliant people'.*

The vehicles also had cramped space such that those with wheelchairs and crutches could not bring their aids along with them for the game drives such that when the other tourists left the vehicle for walks or for a closer look at the animals the disabled tourists were left to sit in the vehicle and not take part in what the other tourists would be doing. Lovelock (2010) also highlighted the issue of mobility problems in transportation for the tourists with disabilities.

Furthermore the research found out that tourist with disabilities were also concerned about inaccessible resources that were found at the tour guiding facilities. It was not that the game parks and the museums did not have activities or resources that would be able to wow the tourists but the resources and activities would just be inaccessible to the tourists with disabilities. The museums were filled with artefacts and exhibits but because they did not have any other means of information dissemination except through the interpretation of the tour guide those with visual or hearing impairment could not use their senses so as to better understand what they were experiencing during the tour. Regardless of all the activities and resources that the game parks had the tourists with disabilities could not access all of them. This finding is supported by the literature of Darcy (2010) and Yau *et al.*, (2004) which stated that accessibility barriers were concerns of the tourists with disabilities and were considered as one of the major determinant that affects the travel of the tourists. The above information was represented in the graph that follows:

**Figure 4.2 Tourists with disabilities concerns according to feedback given by guides**



*Source: Primary data*

#### **4.3.6 Challenges faced by tour guides when guiding tourists with disabilities**

The challenges that tour guides faced when guiding tourists with disabilities were mainly about time management, language selection, equipment barrier and environment barrier. Robotic, (2010) asserted that equipment barrier was a challenge that tour guides experienced when guiding tourists with disabilities. Equipment barrier had the highest respond rate of 45%, which indicates that the equipment used in the industry is inadequate. This had the highest percentage as the equipment that the tour guiding facilities had were not tailor made for use by tourists with disabilities. This made it hard for the delivery of service during the tour as the tour guide will not have user friendly equipment that makes access easy for the tourists with disabilities.

Environment barrier is another challenge that tour guides faced when guiding tourists with disabilities. This had a percentage of 25% as from the responses gathered form the tour guides. The tour guiding industry had environment barriers to tourists with disabilities as they could not have free movement around the facilities but required special pavements or pathways around the facility which ruined the authenticity of the environment making it too artificial and not being the natural nature it was. Chowdhary and Prakash (2010) undertook a

study that concluded that some environment settings were a barrier to guiding with tourists with disabilities.

The guides were forced to only resort to activities they saw to be safe for the tourists, such that in the worst situation that could possibly happen protecting the tourists with disabilities would not be too hard to do. This put pressure on the tour guide as the tour would be heavily reliant on what they chose for the tourists with disabilities risking not complying with what the tourists want. Game parks tour guides were not done in one confined area but would require long walks or drives to the sites that the tourists would be able to see the game.

Language selection was the least challenge that tour guides had from their experiences with the disabled tourists. Communication, interpretation and dissemination information was a challenge that the guides faced when guiding tourists with disabilities such as visual and hearing impairment. According to guides at Gweru Military Museum,

*'It is not that the museum does not wish to fully accommodate this market segment but the tour guides available do not have the necessary skill and expertise required to serve the tourists with these disabilities. It will be hard putting across the information about the artefacts in the museum as sign language is a skill that none of the tour guides have. During videos as well it is very difficult to be telling the story of the video so the guides rely heavily on the tourists having to make their own understandings from what they will be seeing '*

These guides views elaborate on the findings of Wang *et al.*, (2002) which reported that tour guides' presentation skills could make or break a tour as their interpretive work played a vital role in the visitors experience and through having such skills can transform tours into experiences.

The deaf and dumb tourists had no means of understanding what the tour guides would be saying as none of them knew sign language so as to effectively communicate what they would be saying to the tourists with hearing impairment, again failing to perform the role of culture broking, (Michie, 2004). Thus when the tourist with this disability visited the tour guides let them have their own walks and they would rely heavily on reading templates that would be placed on the exhibits if they were literate. They also could not take part in the video watching that was offered at the museum because the videos did not have subtitles for them to read and understand what would be appearing on the video.

The table below highlights the percentages of the challenges that the tour guides experienced when they guided tourists with disabilities.

**Table 4.6 Interviewees challenges faced when guiding tourists with disability**

<b>Challenges</b>	<b>Number of respondents</b>	<b>Percentage representation</b>
Time management	4	20%
Language selection	2	10%
Equipment barrier	9	45%
Environment barrier	5	25%

*Source: Primary data*

#### **4.4.7 Positive and negative experience encountered when guiding tourists with disabilities**

The research brought out the experiences that tour guides had when guiding tourists with disabilities. These were sub-divided into positive and negative experiences. According to the findings of the study the respondent had both sided experiences at both the game parks and the military museum.

##### **Positive experiences**

The research brought out the positive experiences that tour guides experienced when guiding with tourists with disabilities. The findings elaborated on how the tourists with disabilities were always eager to learn as compared to the average able bodied tourist. A tour guide at Antelope Park made this assertion and explained that the tourists were not as hard to get along with as the perceptions that people had of tourists with disabilities his view agreed with Burns, Paterson and Watson (2009) who stated that the general assumption that tourists with disabilities were given were different from how they actually were. One wilderness tour guide at Antelope Park asserted that,

*“I had a guide with a blind tourist and the first day I was told to take personalised tours with her I could not imagine how that would be possible as she would never be able to see what I would be showing her at the game park. Upon touring with her for a few hours struggling to explain myself to her I realised how excited she was and eager to be given the description of what lied in front of her. Touring with her became easier as we used the sense of hearing and*

*feeling for her to fully enjoy the tour. She enjoyed her tour and promised to return as she appreciated that I allowed her to enjoy the tour through my eyes'*

Other tour guides emphasised that the tourists with disabilities had the zeal, passion and appreciation to the services that they were offered. Having a greater appreciation to life itself the tourists with disabilities were more grateful for whatever service the tour guide managed to deliver during the tour. Another positive experience gained by the tour guides when touring with tourists with disabilities is that it taught them how to be sincerely patient with the market segment.

The tourists with disabilities participated a lot more during tour guides through asking questions, making suggestions and giving compliments through the tours. They expressed their concerns as the tour was carried out which made it easier for correction so as to meet their needs and did not wait for it to be a conflicting issue with management.

### **Negative experiences**

The tour guides mainly had negative experiences when touring with tourists with disabilities that were in groups or part of a tour group with able bodied tourists. According to one nature tour guide at Bally Vaughn Game Park,

*'When guiding tourists with disabilities who are part of a group of able bodied tourists shifting attention becomes a problem. The able bodied tourists may not like the fact that the tourist with disability will be getting more attention from the guide as they all expect to get their value from the money they would have paid for the tour. In other cases they may complain of the tour being too slow as the pace of the guide will be to accommodate the tourist with disabilities especially if they are guided walks through the facility/site. Even some of the tourists with disabilities become too difficult to handle when they realise that they are being treated differently from the rest of the guests as they do not want to be seen as burden therefore prefer being tough'.*

The tourism industry has the motto that the customer is king therefore what the king wants the king must get. However the tour guides were faced with situations whereby they had to deny some of the requests that were made by the tourists with disabilities with the consent of their safety. This created situations whereby the tour guides would get negative feedback from the tourists, risked losing return visits or had moods among the tourists that ruined the guide. It also raised the issue of failing to deliver the appropriate service so as to wow the



guest during the tours. As stated earlier on in the chapter Weiler and Ham (2002) elaborated on the issues of safety and on the part of feedback Baum *et al.*, (2007) noted that tour guides may fail to have constructive feedback or criticism. This may be due to some of the decisions they make during the itinerary of the tour.

Another negative experience that tour guides had when touring with tourists with disabilities was the issue of having to plan out the tour. As researched by Turco, Stumbo, and Garncarz (1998) special planning is required for tourists with disabilities to take part in activities. From the findings of this research these tourists would require the tour guides to have a well-planned out itinerary for the tour which suited their needs. The planning for the tourists with disabilities thus required more time. Lastly the tourists with aids that would be complicated and disturbed the service delivery of the tour, for example, those that had complicated wheelchairs, oxygen supply pumps or voice vibrators would create a negative experience as they were difficult to give necessary comfort through the guide.

#### **4.5 Chapter Summary**

This chapter focused on data presentation, analysis and interpretation of all data from the field research and discussed the results of the research. The research findings were mainly of the experiences that the tour guides had when touring with tourists with disabilities. These included the major disability that the tour guiding sector was capable of catering for, limited activities that were offered to tourists with disabilities, environment and equipment barriers that the guides faced during the tours. The study was also able to ascertain the challenges that the tour guides faced whilst guiding and the concerns of the tourists with disabilities. Chapter 5 will conclusively give an overall view of the study, propose recommendations and draw attention to areas of future research.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses on summarising, concluding and making recommendations to the study based on the findings of the research which had aimed to answer the research questions and achieve the objective of the study. The summary of this chapter gives an outline of the entire research and the measures that were taken to reach the findings that it has. Conclusions are drawn from the findings that the research has. Also recommendations to what can be done to improve tour guides experiences when guiding with tourists with disabilities are provided in the chapter as well as suggestions for further studies that can be conducted.

#### 5.2 Summary

The research addressed and enumerated the experiences of tour guides with tourists with disabilities. It was conducted with an elaborate reference to Gweru Military Museum, Antelope Park and Bally Vaughn Game Park. The study population consisted of tour guides who had experiences of guiding tourist with disabilities from these tour guiding tourism facilities. The study aimed to establish the holidays that tour guides offered tourists with disabilities, the concerns of the people with disabilities, challenges faced whilst guiding them and recommendation for those challenges. Moreover the study was the driven by the study gap of lack of information on the experiences that tour guides had when guiding tourists with disabilities. The market of people with disabilities is rapidly growing but there is inadequate information in the tour guiding sector on how to cater for them the same way able bodied tourists are attended to in the sector. The study sought to add on literature of the experiences that tour guides in Zimbabwe had when guiding tourists with disabilities. The research made use of descriptive research approach where interviews and focus groups were used as instruments for data collection to expand the information on the experiences that tour guides had when touring with tourists with disabilities. It also made use of non-probability sampling techniques for the selection of the study population, these were convenience and judgemental sampling techniques. The analysis of data in the research was through Creswell's six steps of data analysis using also content and thematic analysis designs.

### **5.3 Achievement of research objectives**

The first objective of the study was to establish the type of holidays that tour guides have had with tourists with disabilities.

The research managed to elicit the types of holidays that the tour guides have had with tourists with disabilities as it clearly stated the activities that the tourists with disabilities did at the study sites of tour guiding. The research also managed to get information on the activities that the tourists with disabilities did the most from those activities that were offered by Bally Vaughn, Antelope Park and Gweru military museum.

The second objective was to explore the concerns that people with disabilities have reported during tours.

The research succeeded in obtaining the concerns that people with disabilities had reported during tours, being mainly lack of activities to take part in at the tour guiding facility, non-user friendly equipment and an inaccessible environment. These three attributes seemed to be their major concern during the guides they would take. There was very little for them to do despite the game parks and museum having a variety of activities to do.

The third objective was to find out the challenges that tour guides have encountered when taking people with disabilities on a tour.

The study managed to find out the challenges that tour guides have encountered when taking people with disabilities on a tour. These included time management, language selection, equipment barrier and environment barrier. The non-user friendly equipment was the major challenge that the tour guides had as it hindered the service delivery.

The fourth objective was to provide a set of recommendation on the measures that can be taken by the tour guiding industry to better accommodate the disabled tourist market

The research managed to source out recommendations on the measures that can be taken by tour guiding industry to better accommodate the tourists with disability. These recommendations will be highlighted later on in this chapter.

The study also managed to give improvements of the measures that were already being done to try and cater for the disabled tourists at the tour guiding facilities. Again these will be elaborated later in the chapter.

### **5.4 Conclusion**

The following conclusions were drawn after careful and systematic consideration of the research findings.

The main category of tourists that travelled were those with physical disabilities, which meant the tour guiding industry failed to cater for a wider range of tourist with disabilities that occupy the world. Physical disability is seen as an impairment that is easier to handle and give options to many of the activities that the tour guiding facilities offer. However that is not so, tourists with other disabilities are more than capable of taking part in tour guiding activities as long as the tour guides know how best to serve them.

The main challenge that the tour guides experienced when touring with tourists with disability was inadequacy in the equipment that they used to fully cater for the tourists with disabilities during their guided tours. Most of the equipment was user friendly for those that were able bodied only.

The tour guiding industry had a limited number of facilities that could cater for the tourists with disabilities as they all considered it to be a very expensive market to cater for due to the fact that they had lots of special requirements. The equipment and environmental changes that the facilities would have to change would costs a lot for the tour guiding facilities inorder to fully cater for the tourists with disabilities.

The concerns of the tourists with disabilities were the same throughout all facilities yet very little had been done to see that a change had been implemented on the feedback that they gave. For both the museum and the game parks the tourists with disabilities always reported having lack of activities to take part in. Non-user friendly equipment and environmental barriers were concerns at both of the tour guiding sites.

## **5.5 Recommendations**

Tour guides still required training in the industry so as to be able to attend adequately to tourists with disabilities during a tour. The training would enable them to still deliver authentic services during their guides. Lack of knowledge would then be removed if the tour guides were trained and equipped with information that were relevant to serving tourists with disabilities. Tour guides should have training programmes that equip them with the necessary knowledge on how to treat tourists with disabilities during a tour. These training sessions can incorporate basic sign language, handle and care procedures of different disabilities, appropriate communication skills and health concerns of the tourists with disabilities. This

recommendation was also stated as a requirement by Ap and Wong (2001), were they asserted training was required to attain professionalism.

The environment at all facilities should be able to incorporate both the abled and disabled tourists. Facilities should then make sure that for every area that they create access for the able bodied at the guiding facilities same accesses is made for the disabled tourists. This could be the restrooms, pavements, entrance and exits, rails in rooms that they use and easy accessible pathways to all tour guiding areas. The cinema area for the museums where tourists watch all historical films can be reconstructed to have more space so as to allow everyone to fit and those with wheelchairs to have access into the room (Darcy, 2010 and Yau *et al.*,2004).

The equipment that the tour guides use need to be user friendly and tailor made for accessibility for the tourists with disabilities. For example the facilities can have brails that will cater as information sources for tourists that have visual impairments. Sound booths, textile exhibits and interpretations centres for the museums. The vehicles that the tour guides use need to be accessible to the tourists with disabilities allowing them to board as easily as the able bodied tourist can. Extra equipment should also be kept at the tour guiding facilities, this includes wheelchairs, crutches, walking stick and portable ramps. The equipment for the tourists with disabilities should just be as important to have as the medical kit that the facility is required to have. Canoeing boats can be tailor made so as to allow for space, safety and use by the tourists with disabilities (Robotic, 2010).

## **5.6 Suggestions for further research**

This study took focus on the tour guiding experiences of tour guides in Zimbabwe. Further studies can be done on an international level, looking at the developed and the developing countries.

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# APPENDICES

## Appendix 1



**Midlands State University**

**P. Bag 9055, Gweru, Zimbabwe**

**Tel: +263 54 260283, 260641**

**Fax: +263 54 260233/260068**

Faculty of Commerce

DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT

Date \_\_\_\_\_

Dear Sir/Madam

### **RE: LETTER OF INTRODUCTION**

This letter serves to introduce **Nyasha Chikanya** final year student at the above institution. She is doing a Bachelor of Commerce (Honours) Degree in Tourism and Hospitality Management. He is undertaking a research titled: **TOUR GUIDES EXPERIENCES WITH TOURISTS WITH DISABILITIES** as part of her degree program.

The department therefore kindly asks for your assistance in this regard. Please note that the information you shall provide will be used for academic purposes only and will be treated with utmost confidentiality.

Your cooperation will be greatly appreciated.

For any inquiries please contact the undersigned.

Yours faithfully

Dr O. Chikuta

(Chairperson: [chikutao@msu.ac.zw](mailto:chikutao@msu.ac.zw)/ +263 913 094 501)

## Appendix 2

### Interview guide for the tour guides at the Military Museum in Gweru

I am Nyasha Chikanya a fourth year student at Midlands State University currently studying a Bachelor of Commerce Honours Degree in Tourism and Hospitality Management. I am undertaking a research entitled “*Tour guides experiences with tourists with disabilities* ” as a requirement in partial fulfilment for my degree program. Please be informed that all the material, information or responses provided to the researcher for this study will be treated with confidentiality and used for academic purposes only.

1. What is your age range?
2. What type of tour guiding do you provide at the museum?
3. Have you ever guided tourists with disabilities?
4. What were their disabilities?
5. What activities are offered at the Military museum to tourists with disabilities?
6. Are they designed to fully cater for tourists with disabilities and how?
7. What activities do tourists with disabilities like most and why?
8. What are the activities that tourists with disabilities cannot take part in at your facility and why?
9. What are the concerns that the tourists with disabilities have reported during tours?
10. What are the challenges that you have encountered whilst guiding tourists with disabilities?
11. Describe the most positive and negative experiences that you have encountered with tourists with disabilities?
12. What do you suggest should be changed in order to have tours with tourists with disabilities?

*Thank you for your assistance and cooperation*

### Appendix 3

#### Interview guide for the tour guides at Antelope Park in Gweru

I am Nyasha Chikanya a fourth year student at Midlands State University currently studying a Bachelor of Commerce Honours Degree in Tourism and Hospitality Management. I am undertaking a research entitled “*Tour guides experiences with tourists with disabilities* ” as a requirement in partial fulfilment for my degree program. Please be informed that all the material, information or responses provided to the researcher for this study will be treated with confidentiality and used for academic purposes only.

1. What is your age range?
2. What type of tour guiding do you provide at the game park?
3. Have you ever guided tourists with disabilities?
4. What were their disabilities?
5. What activities are offered at the game park to tourists with disabilities?
6. Are they designed to fully cater for tourists with disabilities and how?
7. What activities do tourists with disabilities like most and why?
8. What are the activities that tourists with disabilities cannot take part in at your facility and why?
9. What are the concerns that the tourists with disabilities have reported during tours?
10. What are the challenges that you have encountered whilst guiding tourists with disabilities?
11. Describe the most positive and negative experiences that you have encountered with tourists with disabilities?
12. What do you suggest should be changed in order to have tours with tourists with disabilities?

*Thank you for your assistance and cooperation*

## Appendix 4

### Interview guide for the tour guides at Bally Vaughn Game Park in Shamva, Harare

I am Nyasha Chikanya a fourth year student at Midlands State University currently studying a Bachelor of Commerce Honours Degree in Tourism and Hospitality Management. I am undertaking a research entitled “*Tour guides experiences with tourists with disabilities* ” as a requirement in partial fulfilment for my degree program. Please be informed that all the material, information or responses provided to the researcher for this study will be treated with confidentiality and used for academic purposes only.

1. What is your age range?
2. What type of tour guiding do you provide at the game park?
3. Have you ever guided tourists with disabilities?
4. What were their disabilities?
5. What activities are offered at the game park to tourists with disabilities?
6. Are they designed to fully cater for tourists with disabilities and how?
7. What activities do tourists with disabilities like most and why?
8. What are the activities that tourists with disabilities cannot take part in at your facility and why?
9. What are the concerns that the tourists with disabilities have reported during tours?
10. What are the challenges that you have encountered whilst guiding tourists with disabilities?
11. Describe the most positive and negative experiences that you have encountered with tourists with disabilities?
12. What do you suggest should be changed in order to have tours with tourists with disabilities?

*Thank you for your assistance and cooperation*