

# The Roles and Responsibilities of Tour Guides in Tanzania

by  
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VANCOUVER ISLAND  
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# The Roles and Responsibilities of Tour Guides in Tanzania

By Brighton Mbilinyi

Presented as part of the requirement for the award of Master of Arts in Sustainable  
Leisure Management within the Faculty of Management at Vancouver Island University

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### Thesis Examination Committee Signature Page

The undersigned certify that they have read and recommend to the Department of Recreation and Tourism Management for acceptance, the thesis title "The Roles and Responsibilities of Tour guides in Tanzania", submitted by Brighton Mbilinyi in partial fulfillment of the requirements for the degree of Master of Arts in Sustainable Leisure Management.



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## Declarations

This thesis is a product of my own work and is not the result of anything done in collaboration.



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## Abstract

The growth of sustainable tourism in the least economic developed countries (LEDCs) has been identified as a vehicle for sustainable development. In achieving the UN Sustainable Development Goals (SDG), safari tour guides have been identified as playing an important role in fostering sustainable tourism. This study explored the roles and responsibilities of safari guides in the Northern Tourism Circuit which acts as backbone of tourism in Tanzania. The study employed a qualitative description design and structured interviews to collect data from 23 participants including: (a) tour guides, (b) protected areas' staff, (c) training institutions, and (d) a tour guide association. Using Cohen's (1985) model of tour guiding, abductive analysis was used to explore roles and responsibilities of the tour guide; and an inductive analysis approach was used to explore the factors hindering guides from acting in sustainable ways.

The findings showed four roles identified in Cohens (1985) model fit into the Tanzanian context; however, the interactional role was extended to include environmental, social, and economic interactions. The factors that hindered guides from acting in sustainable ways included: (a) park rules and regulations, (b) leakage of revenues away from Tanzania, (c) lack of standardized tour guide training, (d) low salary structure and extra expenses downloaded to guides, (f) poor infrastructure, (g) pressure from visitors, and (h) inflexible itineraries.

This research resulted in the development of a new model of safari guiding that highlights the responsibilities of guides, identifies the external factors that influence guides' behaviours, and the potential outcomes for sustainable tourism. This model extends the work of Cohen (1985) as well as that of Weiler and Black (2019) and Randall and Rollins (2009).

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## **Chapter One: Introduction**

Prior to the COVID-19 pandemic the tourism sector was among the fastest growing and largest global force of economic growth, employment, and development (UNWTO, 2020).

Within some low and middle-income countries in the Global South (e.g., Tanzania) tourism is a vital component of the GDP which has led to rapid development (UNWTO, 2020). However, tourism has been criticized for sometimes negatively impacting host destinations in ways that affect local environments, cultures, and economies, giving rise to calls for sustainable tourism.

This thesis examined the role of the tour guide within the sustainable tourism framework, using wildlife safari tourism in Tanzania as a context. This chapter sets the stage for this research and describes how this thesis was organized.

### **Global Tourism and COVID-19**

According to the World Tourism Organization (UNWTO), international tourist arrivals in 2018 grew by 5% to a total of 1.4 billion international tourist arrivals that generated US\$1.7 trillion. This made 2018 the ninth successful year of sustained global tourism growth (UNWTO, 2019). Also, the World Travel & Tourism Council's (2019) revealed that the sector accounted for 10.4% of global GDP and supported 1 in 10 jobs (319 million jobs) worldwide. However, due to the COVID -19 pandemic, international tourism has decreased by 22% during the first quarter of 2020 (UNWTO, 2020), and was estimated to further decline by 60-80% over the year depending on how the crisis unfolds (UN, 2020). A United Nations report says the global tourism industry will continue to face huge losses due to lockdowns and vaccine disparity. Less economically developed countries with low vaccination rates are expected to suffer more. Until June 2021 the reduced travel resulted in an average 5.5% rise in unemployment of unskilled

labor (UNWTO, 2021). Tourism sector workers in countries without welfare schemes are expected to suffer more income loss (UNWTO, 2021)

The tourism sector bears significant weight particularly in less economically developed countries (LEDCs) that have regarded tourism as a means of achieving economic, social, and environmental sustainability (Bricker, 2017; UNWTO, 2015). The Travel and Tourism Competitive Index of 2019 has indicated African states have benefitted from tourism growth whereby 67 million tourists visited the continent, making it the second-fastest-growing tourism region after Asia-Pacific (World Economic Forum, 2019). On those achievements, Tanzania was 10<sup>th</sup> in the tourism growth ranking of over 50 African countries with an estimated 1.5 million tourists that provided 17.2 % of the Gross Domestic Product (GDP) and was the leading sector in foreign exchange earnings (Bank of Tanzania, 2019). In 2018 the tourism industry in Tanzania accounted for generating over \$US 2 billion (about TSh4.6 trillion; Bank of Tanzania, 2019).

### **Concerns About Impacts of Tourism on Host Communities**

Although the economic benefits of tourism have been substantial throughout the world, concerns have been raised about some negative impacts of tourism on local environments, economies, and cultures. Walton (2019) defined tourism as, "...the act and process of spending time away from home in pursuit of recreation, relaxation, and pleasure, while making use of the commercial provision of services at the destination." (p.3). During their stay tourists use community facilities and resources, but also interact with residents in the destination. Through this interaction, tourism impacts occur, both positive and negative.

In a positive sense, tourism can generate revenues that support conservation activities, improve facilities, and engage local communities via local business enterprises with tourists (UNWTO, 2020). Tourism can bring economic stability by acting as a source of foreign

currency, provision of jobs to its residents, improving social interaction through small business enterprises, supporting conservation activities through revenue generation, raising conservation awareness, and increasing community engagement in conservation activities. Tourism can create demand for local food and crafts; thus, improving local business, enhancing local culture to stay alive as an attraction, including traditional dancing, food, arts, and crafts. This also leads to job creation through tourism facilities such as hotels and campsites (BBC, 2020; Chang et al., 2018; Dyer et al., 2003; Lemma, 2014; Tsaur et al., 2006; UNWTO, 2019). However, some tourism activities have been witnessed to cause serious detrimental environment, economic and societal impacts, as outlined in the following.

Negatively, some tourism practices can lead to habitat loss, habitat destruction and the changing of vegetation cover that acts as a shelter for wildlife, changing animal behaviours, and polluting the environments (Aware Impact, 2019; Stainton, 2020; Sunlu, 2003). For example, wildlife can be stressed by tourist vehicles passing very close and it can also impact on predation patterns. Other examples of negative environmental impacts of tourism include soil trampling, soil erosion, loss of vegetation, and forest fires (Stainton, 2020; Tourism and Pollution, 2021). Studies show that many of the negative environmental impacts that result from tourism are directly linked with tourism development which includes the construction of general infrastructure such as roads and airports, and of other tourism facilities, including resorts, shops, hotels, restaurants, and camps (Aware Impact, 2019; Sunlu, 2003; Tourism and Pollution, 2021). Improper management of these impacts may cause self-killing of the tourism industry. The negative impacts of tourism development can gradually destroy the environmental resources on which tourism depends on for its survival (Aware Impact, 2019; Sunlu, 2003).

On a societal level, the residents of a tourism destination can become a victim of tourism activities. One example is acculturation effects, whereby cultural identity is compromised. An example is taken from LEDCs where local communities are confronted with a westernized lifestyle from tourists, and risk losing their natural identities (Postma & Schmuecker, 2017). This has caused extensive impact which is interpreted as moral erosion in some societies, or loss of cultural authenticity. Destination cultures can be negatively impacted by “cultural commodification”, whereby local cultures sometimes adapt new behaviors as way of attracting tourism. A good example was revealed in Tanzania and Kenya using Maasai culture, which has caused even non-Maasai communities to copy the lifestyle of Maasai as it attracts more tourists to gain income (Irandu, 2004). The impact can be extensive as these performers abandon their culture for the value of money.

### **Sustainable Tourism**

Concerns about the impacts of negative tourism has led to the development of sustainable tourism. Sustainable tourism can be defined as, tourism that balances environmental, economic, and socio-cultural aspects while attempting to minimize negative impacts on the environment and local culture and maximize benefits for local communities and conservation (UNWTO, 2019). Foundational to sustainable tourism is using resources for the present while not compromising them for the future. Within sustainable tourism, the sociocultural, environmental, and economic impacts are neither permanent nor irreversible (Johnston, 2015). In this thesis sustainable tourism is explored within the context of nature-based tourism, including wildlife safari tourism, as outlined in the following.

### ***Nature-Based Tourism***

This study focuses on nature tourism in Tanzania, specifically safari tourism, where the viewing of wildlife is central, and the tour guide is pivotal in facilitating the experience. Nature based tourism relies heavily on the natural setting, and so has received considerable attention in the literature describing sustainable tourism. This tourism niche embraces a wide spectrum of activity, including adventure activity (such as sailing, mountaineering, alpine skiing, and scuba diving), nature viewing (where viewing the natural landscape is central, as in viewing volcanoes, old tropical forests, or ocean beaches), or wildlife tourism (where the central feature is viewing exotic wildlife such as elephants, whales, or kangaroos) (Buckley & Coghlan, 2013; Metin, 2019; Tisdell & Wilson, 2012).

However, there is an argument that not all nature-based tourism has proven to be sustainable (Leung et al., 2018; Shen, Sotiriadis, & Zhou, 2020). Ways of limiting negative tourism impacts maybe achieved by setting limits of acceptable change and carrying capacity. Within carrying capacity, the tourism volume is maintained at a limit that cannot cause negative impacts. Destinations that have tried to maximize the profit and ignore carrying capacity and limits of acceptable change, have often compromised sustainability (Leung et al., 2018). For instance, the Ngorongoro Conservation Area Authority in Tanzania, raised the maximum number of vehicles allowed to go down the crater from 200 per day in 2015, to 400 in a day in 2017, to raise revenues (Manongi, 2018). This change has compromised the strategy of managing vehicle numbers to reduce vehicle congestion and pressure on animals (NCAA, 2018)

### **The Emergence of Ecotourism**

Ecotourism is a subset of nature-based tourism and emerged in response to unsustainable impacts within the nature tourism sector (Bricker, 2017; Rollins, Dearden & Eagles, 2008;

Eagles et al., 2010; Van der Meer, 2007; Zwirn et al., 2005). According to these authors, ecotourism has to be characterized by: (a) low-impact visitor behavior, (b) educational components for both the traveler and local communities, (c) sensitivity towards the natural environment, (d) appreciation of local cultures and biodiversity, (e) support for local conservation efforts, (f) sustainable benefits to local communities, and (g) full local participation in decision-making. Other scholars sorted these characteristics into three major categories: (a) sustainable management that involves host local communities (Borrini-Feyerabend et al., 2004; Carrier & Macleod, 2005; Foucat, 2002; Kontogeorgopoulos, 2005; West & Carrier, 2004), (b) tourism that occurs in nature-based environments (Salfi, 2012; Schelhas, 2002); and (c) tourism that includes environmental education (KC, 2017; Stem et al., 2003). Similarly, the International Ecotourism Society (2015) defined ecotourism as “responsible travel to natural areas that conserves the environment, sustains the well-being of the local people and involves interpretation and education.” (p.1).

Orams (1995) argued that ecotourism can achieve *active* and *passive* objectives. Passive objectives within ecotourism focus on minimizing negative impacts in nature tourism, such as reducing environmental impacts by keeping tour vehicles on established roads rather than off roading. Active objectives move beyond minimizing negative impacts and explore how to create positive impacts. For example, an active ecotourism objective could be contributing a portion of tourism revenues toward conservation activities. It can be argued that both active and passive approaches will need to be employed in order to develop truly sustainable tourism.

It has been argued that within the nature tourism field, that the tour guide who applies these ecotourism principles is well positioned to contribute to sustainable tourism (Asaf, 2013; Black & Weiler, 2005; Feray et al., 2016; Kabii et al., 2019, Snyman & Bricker, 2019). Building

on this perspective of sustainable tourism, this thesis explored the role of the tour guide regarding the promotion of sustainable wildlife tourism in Tanzania.

### **Safari Tourism (a.k.a. Wildlife Tourism)**

Wildlife tourism is a form of nature-based tourism that involves viewing animals in their natural habitat (Lilieholm & Romney, 2000). The visitor enjoys the interaction and beauty of nature through exploring wildlife either with assistance (guided) or independently (unguided) (Yamada, 2011). Weiler and Kim (2011a) found that visitor experiences in wildlife tourism benefited from having a skilled guide. Interacting with a guide allowed the visitors to gain more knowledge and improve their experience (Yamada, 2011). However, there were some concerns that wildlife tourism guides did not always provide sustainable tourism experiences.

Wildlife tourism has significant regional differences, with experiences in North America and Europe tending to focus on daytrips and opportunities for self-guided independent travel. There is also greater opportunity for visitors to deal directly with service providers (e.g., wildlife tourism companies) due to the development of tourism and ICT infrastructure. Further, in the Global North, animal populations are significantly smaller and the incidents of human-wildlife conflict resulting in serious injuries are much less (Parks Canada, 2020).

In contrast to much of the Global North, safari tourism in Tanzania is characterized by pre-purchased packaged travel that includes the provision of guiding services (MNRT, 2018; MNRT, 2021; TANAPA, 2021; TTB, 2020). These packages are often sold and resold numerous times leading to revenue leakage at every level. Further, the vast concentration of both prey and predator animals, increases the dangers faced by visitors within the safari tourism experience. This, combined with the multi-day nature of most safari excursions, results in a higher level of

responsibility being placed on the shoulders of the guides (MNRT, 2021; Tanzania Tour Guides Association, 2020; Tanzania Association of Tour Operators, 2019).

### ***The Role of the Tour Guide in Sustainable Tourism***

Scholars have noted that tour guides have been viewed in different ways depending on the context within which they are guiding (Cohen, 1985; Irigüler, 2016; Pereira & Mykletun, 2012; Randall & Rollins, 2009). This study adopts the definition from the European Federation of Tourist Guides Association (EFTGA), as follows:

a person who guides groups or individuals around venues or places of interest such as natural areas, historic buildings and sites, and landscapes of a city or a region; and interprets the cultural and natural heritage inspiringly and entertainingly in the language of the visitor's choice (Federation of Tourist Guide Association, 2013).

Although there is evidence that tour guides play a significant role in promoting sustainable tourism (Pereira, 2015; Pereira & Mykletun, 2012; Sandaruwani, 2016), the role of the tour guide in LEDCs has been less explored, a gap which this study sought to fill through research conducted in Northern Tourism Circuit in Tanzania.

Cohen (1985) described early tour guides as being pathfinders or mentors. He further noted pathfinding was characterized as being highly specialized and grounded in local ecological and cultural knowledge. However, what was less clear are the roles and responsibilities that pathfinders (and safari-guides) have within the tourism experience, particularly within the provision of sustainable tourism experiences.

In countries like Tanzania, where nature-based tourism is one of the most significant economic contributors, tour guides can play a vital role in achieving sustainability and therefore their roles and responsibilities require investigation. This study examined the role of the tour

guide within safari tourism, the preeminent form of nature tourism offered in Tanzania, as described in the following.

### **Context of Research**

Tourism in Tanzania is organized into four major tourism circuits, that are defined geographically as Northern, Southern, Eastern, and Western (MNRT, 2015; Tanzania Tourist Board, 2021; Tourism Master Plan, 2002). In 2017 more than 75% of tourism activities conducted in Tanzania were related to wildlife tourism (Tanzania Tourism Board, 2018). Wildlife tourism includes several categories such as hunting tourism, photographic tourism, and safaris tourism (game viewing; TTB, 2018). The Northern Circuit (see Figure 1) is the most visited because of popular natural areas including the Ngorongoro Crater Conservation Area, Serengeti National Park, and Mount Kilimanjaro (Tanzania Tourism Board, 2018). Safari tourism is the most famous product and accrued more revenue to the government and local communities than other category of wildlife tourism. This study focused on safari tourism as hunting tourism is mostly conducted in Southern Tourism Circuit and photographic tourism is a different tourism experience.

Safari tourism in Tanzania is primarily focused on the Northern Tourism Circuit that generally sees visitors travelling in modified 4x4 vehicles that hold four to seven passengers. This tourism circuit includes multiple national parks that are known for large herds of antelope, elephants, buffalo, giraffe, hippopotamus, and large predators including lions, leopards, hyena, and cheetahs (TANAPA, 2020; Tanzania Tourist Board, 2018). A central responsibility of the safari guide within this wildlife tourism context is to ensure the safety of the visitor from negative human-wildlife interactions. This is particularly important in destinations like Tanzania where animal populations and density are significantly higher than in the countries where most

visitors travel from (NCAA- GMP, 2010; MNRT, 2019; SENAPA, 2015; TANAPA, 2018).

While safety is an important responsibility of the tour guide in Tanzania, it is unclear what other roles the tour guide plays and the implications of these tour guide roles for achieving sustainable tourism.

The popularity of the Northern Circuit has attracted numerous tour operator companies to invest in the area. The Tanzanian Tourist Board (2019) noted that more than 600 companies were in Kilimanjaro and Arusha regions within the Northern Tourism Circuit. These companies employed many people in different roles including safari guides. The structure of the tourism industry in Tanzania is based on selling services in the form of packages. The packages are sold and resold multiple times before they reach the final client (Tanzania Tourist Board, 2020; Tanzania Association of Tour Operators, 2020). The packages (service) can be sold by the company or directly by the safari guide however most clients use companies. In order to increase chances of finding clients, tour companies in Tanzania usually partner with traveler's agencies located in source counties. However, this partnering results in some leakage of tourism revenues (Tanzania Association of Tour Operators, 2020).

**Figure 1:**

*Map of Tanzania Showing the Location of Northern Tourism Circuit*



### **Purpose of Research & Research Questions**

The purpose of this study was to explore the roles and responsibilities of tour guides in Tanzanian wildlife safari tourism, and to identify challenges faced by safari guides in performing their roles in sustainable ways. The following questions guided this research:

1. What were the roles and responsibilities of safari guides on multi-day wildlife tours in Tanzania’s Northern Tourism Circuit?
2. What were the challenges faced by tour guides in promoting sustainable tourism?

## **Thesis Organization**

This thesis contains five chapters, with Chapter 1 providing an introduction to the study, including a discussion of sustainable tourism, the role of the tour guide in sustainable tourism, the research questions, and the context of the study. Chapter 2 provides a review of related literature, including topics such as sustainable tourism and the evolution of the tour guiding including an in-depth exploration of the different models depicting roles and responsibilities of tour guides. Chapter 3 provides a description of the methods used to conduct the study, including sampling and data collection. Chapter 4 presents how data was analyzed, and the findings of the study. The thesis concludes in Chapter 5, which positions the findings within the literature and highlights how the results contribute to the literature on tour guiding and sustainable tourism, while also discussing the strengths and weaknesses of the study, and suggestions for further research.

## **Chapter Two: Literature Review**

The research in this thesis was grounded in the belief that tourism can be used as a vehicle for sustainable development and conservation. Further, the tour guide is seen as a possible factor that may contribute to sustainable tourism. As such, this chapter begins with a discussion of how sustainable tourism is defined, and then develops a conceptual link between sustainable tourism and the roles and responsibilities of the tour guide.

### **Sustainable Tourism as a Vehicle for Sustainable Development**

Tourism has been used as vehicle for economic development all over the world, and is often linked to sustainable development (UNWTO, 2019, 2020). According to United Nation (2015), the Sustainable Development Goals (SDGs) are mainly concerned with human development and advocating protection of resources and education. These SDGs put a greater emphasis on human development that is closely connected to environmental concerns not only in developing countries but indeed everywhere (Global Sustainable Development Report, 2019). Goals addressing sustainable economic development, sustainable use of natural resources, and environmental protection, shall now be pursued simultaneously with goals to prove human needs without compromising the resources (Snyman & Bricker, 2019; UN, 2020; UNWTO, 2020).

Sustainable tourism arose originally from concerns about the negative impacts sometimes associated with tourism development, as outlined in Chapter 1. More recently sustainable tourism has been linked with the concept of sustainable development. Accordingly, sustainable tourism has been defined as tourism that balances environmental, economic, and socio-cultural aspects while attempting to minimize negative impacts on the environment and local culture and maximize benefits for local communities and conservation (UNWTO, 2019). Foundational to

sustainable tourism is using resources for the present but not compromising them for the future (Johnston, 2015).

One example of sustainable tourism relevant to this study is tourism that is undertaken in protected areas, such as Serengeti National Park in Tanzania. In many countries, the income accrued from tourism in protected areas is used to support the management of the protected areas in such ways as: (a) paying of staff, (b) funding infrastructure development, and (c) providing the government with surplus revenue to fund additional development programs (Snyman & Bricker, 2019; UNWTO 2018; UNWTO 2019). Without tourism revenues, sustainable development in most LEDCs would be compromised as they would fail to have the financial resources to sustainably manage natural resources, including PAs. Therefore, in LEDCs, tourism acts as a vehicle for many sustainable development activities (World Bank Group [WBG], 2017; WBG, 2018; WBG, 2019).

Sustainable development goes together with the development of local communities (UNWTO, 2020). To enhance sustainable development through sustainable tourism, community wellbeing is an integral strategy, supporting the achievement of the Global Sustainable Development Goals by conserving nature and benefiting through tourism, and ecosystem services (World Bank Group, 2017).

There is an expectation that sustainable tourism will mitigate negative tourism impacts while enhancing the positive outcomes benefitting local communities and promoting environmental conservation. Within the UN SDGs, sustainable tourism is explicitly linked to Goal 8 – Decent Work and Economic Growth. Target 8.9 indicates that sustainable tourism can be a means of achieving both growth in GDP and in jobs while promoting local cultures (United Nations, n.d.). It is worth noting however, that other SDGs also speak to issues related to

sustainable nature-based tourism (e.g., Goal 15 – Life on Land) such as habitat and biodiversity protection (United Nations, n.d.).

Therefore, this research will focus on the position of the safari tour guide, and the relationship between tour guiding and sustainable tourism. The tour guide is positioned to influence the nature of engagements between the tourist and the host destination, including the natural setting, the cultural setting, and the economic environment. The following discussion begins with a brief historical outline of the tour guiding profession; then moves to a discussion of conceptual models of tour guiding, and recent research concerning tour guiding.

## **Tour Guiding**

Chen et al. (2018) noted that tour guides have existed since the 17<sup>th</sup> century; however, if one considers the reliance on early explorers on local indigenous guides, it can be argued that tour guiding began in the 15<sup>th</sup> century, or even in earlier times. Academics began the empirical investigation of tour guiding, as a sub-field of tourism studies, in the 1980s. A comprehensive review of empirical research on tour guiding revealed that much of the work relied on Cohen's (1985) model of tour guiding, and that existing knowledge did not fully reflect different world views or diverse cultural and political contexts (c.f., Chen et al., 2018).

Scholars have noted that tour guides have been viewed in different ways depending on the context within which they are guiding (Cohen, 1985; Irigüler, 2016; John et al., 2000; Pereira & Mykletun, 2012; Randall & Rollins 2009). For example, Cohen (1985) described early tour guides as being pathfinders or mentors. He further noted pathfinding was characterized as being highly specialized and grounded in local ecological and cultural knowledge. Noting the work of Almagor (1985), Cohen stated that safari guides would fall into this particular view of tour guiding. However, what is less clear are the roles and responsibilities that pathfinders (thus,

safari guides) have within the tourism experience, particularly within the provision of sustainable tourism experiences. In countries like Tanzania, where nature-based tourism is one of the most significant economic contributors, the safari guide can play a vital role in achieving sustainability and therefore their roles and responsibilities require investigation.

### **Historical Development of Tour Guiding**

Tour guiding is not a new career in many destinations and has an ancient history that informs the present day. Pond (1993) provides a general overview on how tour guiding evolved over time, describing four periods of tour guiding history, as outlined in the following.

The first period is described as “Ancient Times” (Pond, 1993, p. 1), from 3000 BC – Ad 500. Pond speculates that in early days, people travelled for necessity, for trade and war, and required “safety escorts to guard against thieves” (Pond, 1993, p. 1). Herodotus, a Greek (550 – 479 BC), recorded his travels through the ancient world in his book history, which contains many references to guides, many of them disparaging. Travel surged in ancient Rome, throughout the Roman empire, featuring guides in great numbers. (Pond, 1993)

The second period of tour guiding is the Middle Ages, from AD 500 – 1500. This period describes the fall of Rome, and how this led to the decay of roads, trade, and economy in general, and a waning of travel (Pond, 1993). However, this period also included the emergence of the Roman Catholic Church, and related pilgrimage travel, such as pilgrimages between Winchester and Canterbury. “References to guides during this period highlight their roles as pathfinders, protectors, safety escorts”. (Pond, 1993, p. 4).

The third period of tour guide history is referred to as the Renaissance (17 – 19 century) and Grand Tour. The Grand Tour popularized during the Renaissance, followed a route through

England, France, Germany, Austria, Switzerland, and Italy. The tour focused on education and cultural awareness. It was led by cicerones, a kind of tour guide, who was expected to be articulate, knowledgeable, and multilingual, with a focus on attending to religion and morality. (Pond, 1993).

This brief historical outline of tour guiding leads to the Modern Age. The modern age begins with travelers to the new world in the 17th and 18th centuries. These travelers were mainly explorers, not pleasure travelers. However, in the 19th century pleasure travel emerged, but mainly accessible only to privileged Europeans. The context of tour guiding began to change in 1856, when Thomas Cook developed his tour guiding in Europe. According to some researchers such as Brodsky-Porges (1981), Cohen (1985), Hilbert (1969), Lambert (1935), and Pond (1993), the role of the modern tourist guide has a direct historic origin in the Grand Tour of 17<sup>th</sup> and 18<sup>th</sup> centuries, and modern tourism has substituted the grand tour in the 19<sup>th</sup> century. According to Pond (1993), the development of group travel was initiated by Thomas Cook who was the tour guide/ tour manager of many excursions. According to Hall (1995), the Cook concept of group travel marked the start of mass tourism. With different needs among visitors, the tour guides had to play different roles, including escorting the groups, and interpreting the natural and cultural aspects of destination areas. Because of these roles, Cook was identified as the patron saint of modern tour guides (Pond, 1993).

At about the same time emerging national park systems in Canada and the United States featured *interpreters*, who aimed to provide tourists with a deeper understanding of the natural setting found in national parks. The first national park guides were in the United States where soldiers at the Yellowstone National Park gave the tour on thermal features (Chittenden,1979). The licensing and officiating of tour guides as a profession started in 1915 under the US War

department (Weiller & Black, 2014). Pond (1993) credits the US National Park Service for promoting the notion of *interpretation* as distinct from providing instruction, as expressed by Tilden 1957 who stated that:

interpretation is an educational activity which aims to reveal meanings and relationships... Information, as such is not interpretation. Interpretation is revelation based upon information... The chief aim of interpretation is not instruction, but provocation (Tilden 1957, p.71-72).

Thereafter it was necessary to understand the role of modern tourism tour guides by considering their cultural backgrounds (Cohen, 1985). Cohen (1985) and Brodsky-Porges, (1981) hinted that the study of tour guides in modern tourism is associated with complexity, because one has to examine several antecedents, including the cultural background that modern tourism has developed from, as illustrated in the following discussion of Tanzania.

During the pre-colonial era explorers and missionaries explored the African continent and developed more interest in East African countries. Tanganyika, known now as Tanzania, was the epicenter in their travel (Lwoga, n.d.). Youths played a part as *pathfinders* helping missionaries and explorers to explore the coast of East Africa by identifying strategic potential areas of interest (Lwoga, 2013; Lwoga, n.d.). From the 1960s after independence, tour guiding in Tanzania grew as a profession, that required training, such as the *ujamaa policy*, whereby special training for wildlife management and tourism started. The Tanzania National Tourist Board (TNTB) was established in 1962; currently known as the Tanzania Tourists Board (TTB), which remains responsible for the promotion of tourism services (Salazer, 2009). In 1963, the College of African Wildlife Management (Mweka) was established to train Tanzanians to manage wildlife resources for tourism and conservation. During this period, tour guiding became a

reliable career, supported by the Tanzania Tour Guide Association (TTGA), which promotes, encourages, and protects the interests of Tanzania tour guides in the business of tourism (TTGA, 2020).

This historical overview of tour guiding provides a background for the academic study of tour guiding, and how tour guiding has been linked with the performance of several roles of the tour guide, and in recent years with sustainable tourism. In the following discussion, three prominent models of tour guiding are described: Cohen (1985); Pond (1993), and Weiler and Davis (1993).

### ***Cohen's Model of Tour Guiding***

Cohen's (1985) foundational description of tour guiding was conceptual in nature, identifying two categories labeled as the 'leadership sphere' and the 'mediatory sphere'. Within these two spheres the guide's role was categorized into four components: (a) instrumental; (b) social; (c) communicational; and (d) interactional. Cohen (1985) argued that to be an effective guide, one needed to have skills associated with all four of these categories, as described in the following.

The instrumental role, as described by Cohen (1985), focused on the management of logistics and travel operations. To be effective in this role guides needed to fulfill three primary duties (a) navigational experts with deep knowledge of the destination, (b) gatekeeper of access to the local culture, and (c) control of the group to ensure their safety and comfort.

Cohen (1985) stated that managing group dynamics and morale was the core of the social role. This role required guides to integrate group members, who may be strangers, and to manage cultural and personality clashes to ensure good group cohesion. Within the model, the social role is completely focused on the guide and visitors and their interactions with each other (i.e., inner-

directed). This social role includes tension management, social integration, maintaining group morale, and facilitating “animation”.

For Cohen (1985) the communicative role was inclusive of both the dissemination of information (e.g., logistical directions) and the interpretation of the destination area. In this instance, interpretation was viewed as the sharing of information in a way that transforms it from mere facts, into knowledge that influences the impressions and attitudes of the visitor. Here the notion of interpretation is implied as being different from mere presentation of information, a concept likely borrowed from Tilde (1957), as discussed above. Interpretation also carries the notion of translating the strangeness of a destination into an understanding that the visitor can grasp. Communication also includes the possibility of misrepresenting a destination, by “fabricating” the impression of a destination.

Finally, the interactional role related to the engagement of the guide as a mediator between the visitors in their group and all other external factors. Specifically, Cohen (1985) suggested that guides mediate the interactions between visitors, local communities, and service providers (e.g., hotels, restaurants, or medical services). It is important to note that Cohen does not appear to address the interaction between tour groups and the natural setting.

### ***Empirical Uses of Cohen’s Model***

Cohen’s (1985) model has been used and supported by a number of scholars. While scholars have used more contemporary terms to describe the guides’ roles, their meanings tend to fit into those originally identified in Cohen’s (1985) model. For example, Hu and Wall (2012) researched the roles of safari guides in Zimbabwe. This study revealed five different roles that align with Cohen (1985) in the following way (a) pathfinder equaled instrumental, (b) representative equaled interactional, (c) salesperson-public relations equaled social roles, and (e)

interpreter equaled communication. They did add the role of entrepreneur which was described as the guide acting as a middleperson between the visitor and merchants and or the guide operating (i.e., owning) a side business that they directed visitors too. It could be argued that this role could be seen as part of the interactional role but focusing on economic interactions between visitors and communities.

Poudel (2013) used Cohen's model to conduct a study involving 230 people who had participated in guided tours in the Annapurna region of Nepal. The questionnaire contained 12 items related to the responsibilities of the tour guide, and respondents were asked to indicate the importance of each responsibility, using a 5-point scale ranging from not important to very important. Factor analysis of the findings provided support for three of Cohen's roles: instrumental, social, and communication. The interactional role was not revealed; however, it was noted that the 12 items used on the questionnaire did not include any items that might relate to interactions.

### **Critiquing Cohen's Model**

Cohen (1985) acknowledged that this model was conceptual and of nature, and not grounded in empirical research, a criticism provided by Weiler and associates (Weiler & Davis, 1993; Weiler & Black, 2014). According to these authors, Cohen was focused on the experience of the tour group and was less concerned about the impacts of tourism on other stakeholders, including local communities and cultures; nor was Cohen (1985) concerned about the environmental impacts of tourism, and how the tour guide could moderate these impacts. In short, Cohen's work did not anticipate the emergence of new concepts such as sustainable tourism or ecotourism. Poudel et al., (2013) echoed this critique while also providing support for the baseline understanding of the role of tour guides as described by Cohen (1985).

Pond (1993) argued that the very foundation of Cohen's model is based on a false dichotomy of the role of the guide being a pathfinder or mentor. She felt that the division between these roles was arbitrary, and that the tour guide needed to be effective in both spheres.

While Cohen's (1985) model provides broad descriptions of the four roles of the tour guide, little detail is provided about the skills, knowledge, and attributes that a guide must possess within each of these (Weiler and Black, 2015). For example, the research suggests that Cohen (1985) does not provide enough detail to differentiate between communication and interpretation.

Despite these critiques, Cohen's (1985) model remains a foundational perspective on understanding the dynamic nature of tour guiding and the multitude of roles guides' fill. The next section will explore more recent models of tour guiding which clearly have been influenced by Cohen's (1985) model, to provide a contemporary conceptual and understanding of the roles and responsibilities of tour guides within the realm of sustainable tourism.

### **Pond's (1993) Model of Tour Guiding**

Pond's 1993 model was adopted directly from Cohen (1985) but suggested the following roles: (1) the leader; (2) the educator; (3) public relations; (4) host; and (5) conduit. These roles are described and critiqued in the following.

The leader role embraces Cohens (1985) instrumental role and social role, including assuming responsibility for making decisions, and responding to challenges. Pond provides several attributes of an effective team leader, including enthusiasm, sensitivity, knowledge, charisma, organizational and management skills.

The educator role compares to the Cohen (1985) model, that helps the guest understand the places they visit. This includes the *teacher* dimension, which provides information (the

cognitive aspect); an interpreter dimension which provides inspiration and appreciation (the affective aspect); and a behavioral dimension focusing on managing visitor behavior. This visitor behavior management role compares with the interactional role described in the Cohen (1985) model. Further, Pond's educator role includes an interpretive dimension that draws on the interpretation concept championed by Tilden 1957 and the US Parks Service.

The public relations role presents a favorable impression of a host destination. According to Pond (1995), this role is somewhat controversial because it invites the possibility of misrepresenting a destination, to conform to the desired image required by a tour company or government official. The public relations role compares to the interactional role and communication roles developed by Cohen (1985).

The host role focuses on social dimensions suggested by Cohen (1985), and includes several dimensions, including mediator, companion, advocate, concierge, and entertainer. The host role emphasizes facilitating, rather than just managing conflict: "A good host knows how to bring out the best in people" (Cohens 1985, p. 82).

Finally, the conduit role focuses on creating the overall experience through judicious use of the above roles. Ap and Wong (2000) describe this as the facilitator role – with the guide knowing when and how to perform the various roles.

### ***Critiques of Pond's Model of Tour Guiding***

The strength of Pond (1993) stands on the extension of some roles identified by Cohen (1985). For example, the concept of interpretation is an extension of the communications role. However, some scholars challenged her suggestions. Gurung et al. (1996) make a distinction between tour management and experience management. They appear to agree with the concept of different roles for tour guides as described by Pond (1993), but they also suggest that a guide's

role should involve both tour and experience management- the organization of itinerary and selection and interpretation of sites in a collaborative process with tourists. Thus, while on one hand tour guides serve as cultural brokers whose pivotal role is to shape the visitors' impressions and attitudes and help enhance their appreciation and understanding of their surroundings; but on the other hand, they serve as a buffer, insulating many tourists from the difficulties (and possibly some delights) of the visited culture. Generally, according to these authors, the communicational role is not clearly seen, and together with the social role in Pond's (1993) model it seems to be blended in public relations role.

### **Models of Tour Guiding Provided by Weiler and Associates**

Using Cohen's (1985) model as a reference, Weiler and associates (Weiler and Davis, 1993 and Weiler and Black, 2014) identified a need to incorporate aspects of sustainable tourism and nature-based tourism impacts, not anticipated in Cohen's (1985) model. To achieve this, a resource management sphere was added to the model (Table 1), resulting in 6 roles. The motivator role focused on management behavior to minimize visitor impacts on a destination, and the interpreter role focused on environmental issues to promote long term responsible behaviors to the environment.

**Table 1:**

*Weiler and Davies' (1993) Modifications to Cohen's Model*

Sphere	Outer-Directed Roles	Inner-Directed Roles
Leadership Sphere	Instrumental	Social
Mediatory Sphere	Interactional	Teacher or Communicator
Resource Management	Motivator	Environmental Interpreter

This 1993 model has been tested in several studies. For example, Randal and Rollins (2009) conducted a study of guided kayak tours in Pacific Rim National Park, located on the west coast of Canada. This study involved the use of a questionnaire measuring the importance of the various roles of the tour guide, as outlined in Table 1 above. High importance ratings were obtained for all six roles, but the authors contend that the two resource management roles could be aligned within the interactional role.

Weiler and Black (2014) revised this 1993 model, in an attempt to move beyond the environmental aspect of sustainability and include the social nature of tourism impacts (Table 2 below). Weiler and Black (2014) contend that the first two spheres (tour management, and experience management) capture the essence of the Cohen (1985) model. The tour management sphere provides pathfinding (Cohen's (1985) instrumental role), and the entertainer role reflects part of Cohen's (1985) social role. The experience management sphere provides fostering and mediating of engagement, although these two roles are not clear from the table. The resource management sphere is intended to address the needs of host communities and their environments, which connects with the notions of sustainable tourism.

**Table 2:**

*Weiler and Black (2014) Modifications to Cohen's Model*

Sphere	Outer-Directed Roles	Inner-Directed Roles
Tour Management Sphere	Organizer	Entertainer
Experience Management	Group Leader	Teacher
Resource Management	Motivator	Nature Interpreter

In this 2014 model, it is argued that the motivator role was focused on influencing visitors' behaviours to reduce environmental and cultural impacts during the trip. The role of environmental interpreter was similarly focused, but more on influencing the visitors' responsible behaviours in the longer term. They also added the descriptor of teacher to the communicative role.

Koroglu and Guzel (2013) used the Weiler and Davis (1993) model and focused on the importance of the role of the guide as a motivator of responsible behaviour and as an environmental interpreter. Their research supports the existence and importance of these roles within the tour guides duties; however, their research does not speak to any additional roles (e.g., logistics management or safety) that were covered by the other researchers.

### ***Critiques of the Weiler and Associates Models of Tour Guiding***

The major contribution of these models has been to incorporate notions of sustainable tourism, to include environmental and social/cultural dimensions. The following points highlights some of the critiques of these models.

According to Poudel et al. (2013), the roles of motivator and interpreter are implicit in the interaction and communication roles, suggesting that the original Cohen (1985) model was sufficient. Similarly, it is not clear why the teacher role is separated from the interpreter role, as both roles seem to reflect the communication role, as described in the original Cohen (1985) model. Further, it is not clear why the entertainer role has been elevated as a separate role rather than remaining within the social role as suggested by Cohen. Further, it is not clear why the organizer role has been split away from the group leader role. Finally, it should be noted that the role labels provided in the 1993 and 2014 versions of this model do not convey the notions of sustainable tourism as intended, either in terms of environmental sustainability, social/cultural sustainability, or economic sustainability.

### **Recent Tour Guiding Research (2014 to Present)**

Moving beyond the three models of tour guiding described above, it is important to review the more recent tour guiding literature since 2014. Of particular interest to this thesis is a study conducted in Tanzania by Melubo and Buzinde, (2016) examining tourism related labor conditions experienced by tour guides. The study used semi-structured interviews on tour guides and a wide range of tourism stakeholders. The findings showed many inadequate working conditions endured by safari guides, including low wages, training issues, and their health care. The findings suggest that tour guides in Tanzania are impacted in their efforts to contribute to sustainable tourism, by virtue of challenging working conditions.

Latkov et al. (2018) conducted a study in Cuba about tour guides roles and their perception of tourism development. The study focused on a guide's role in formulating US tourists' perceptions of Cuba before free market tourism including guiding was allowed. The study used semi-structure interviews. Cohen's (1985) model was used to explore the roles

identified on it. Cohen's (1985) tour guide roles were found amongst the government employed guides except for fabrication. This study relates to my thesis as the roles identified in Cohen's (1985) model was explored in a Tanzanian context where this study was focused.

Chen and Chang (2020) conducted a study on tour guiding in Sanya, a coastal city in southern China. The study used a mobility model to study guides as service providers and cultural brokers whose activities and feelings seem to be subordinate to tourism consumption. It used secondary data, interviews, and participant observation for data generation. The findings show that, tourism plays a great role in shaping the society by providing labor and enhancing youth wellbeing. This study reflect how Tanzanian communities can be shaped through roles played by safari guides.

Ababneh (2017) examined undergraduate's student's perceptions of a tour guiding career. The study was conducted with Jordanian undergraduate students majoring in Tour Guiding, using structured interviews. The findings revealed that, the students considered tour guiding as a potentially interesting career that allows a degree of autonomy, while contributing to the opportunity to gain new knowledge. However, the students considered it to be a weak career in securing their income because tipping and commissions are important sources of income for tour guides. This study is related to this thesis in respect of factors hindering safari guides to be sustainable, as wages can be an issue.

From the studies identified above, the roles of tour guides are explored together with assessing their strength and how it applies in other communities. Most of the studies conducted in other forms of tourism, while nature-based tourism receives less attention. Most of these

studies focused on factors related to how to make good tour guiding, or factors hindering guides from acting in a certain way.

## **Chapter Summary**

Tourism is a significant industry in developed countries and in developing countries, providing many benefits to visitors and host destinations, as well as contributing to GDP. Nevertheless, several negative impacts of tourism have been noted in terms of negative environmental impacts and social/cultural impacts that tourism sometimes creates in host destinations. These concerns have led to the emergence of sustainable tourism. The tour guide is seen as an important contributor to sustainable tourism, particularly in global south like Tanzania, where nature tourism is substantial. Accordingly, this chapter has reviewed the concept of sustainable tourism and the research examining the role of the tour guide.

Cohen's (1985) model of tour guiding has been seen as foundational by most researchers. The four roles identified by Cohen (1985) seem to be relevant in most studies, and in most countries where studies have been conducted. These roles are instrumental (trip organization and management); social (reducing group conflict and maintaining high group morale); communication (providing meaningful information); and interaction (the guide as cultural broker, making the visitor comfortable in an unusual culture). These four roles provide a useful summary of a vast list of guide attributes revealed in other studies.

However, the Cohen (1985) model has been criticized for its focus on the visitor experience, while not fully addressing the social/cultural impacts or environmental impacts on host destinations that can be created by tour groups. It could be argued that the interactional role could embrace these concepts of sustainable tourism, but this was not made clear by Cohen (1985).

Cohen's (1985) model has been useful in the development of subsequent models by Pond (1993), Weiler and Davis; 1993; and Weiler and Black (2014). One of the contributions of Pond (1993) was to elevate the role of interpretation, drawing on the experiences of interpreters within the US Parks Service, and the writings of Freeman Tilden. Interpretation is a form of communication that moves beyond dissemination of information; instead, interpretation involves taking information (cognitive) to the affective domain, seeking to inspire tour groups through evocative messaging.

Weiler and Davis (1993) and Weiler and Black (2014) address the notions of sustainable tourism, noting that the tour guide is in a pivotal role to mediate between tour groups and host destinations in ways that reduce negative impacts, both environmental and social/cultural, that sometimes occur if tours are not managed effectively. These authors acknowledge that their models were derived from limited research and remain somewhat conceptual, but some recent research tends to support the utility of their models. One criticism of the models produced by Weiler and Davis (1993) and Weiler and Black (2014), is the confusion in terms provided for each role, leading some to question that the elements of sustainability could be contained with Cohen's (1985) interaction role, thus providing a less complex model.

Most of these studies were conducted in the Global North and with a few being conducted in LEDCs such as Tanzania. While a number of these studies have focused on nature-based tourism, it is still unclear how well the roles will translate across other tourism and cultural contexts. Further, these studies are predominantly focused on the visitor experience rather than speaking to those who enact the roles or who manage the sites where tourism experiences occur. It has been identified that participants in wildlife tourism place a high level of importance on the content and quality of environmental interpretation provided by their tour guide (Luck, 2003;

McArthur, 1994; Pereira & Mykletun, 2012a; Randall, 2003). Therefore, it is important to better understand a guides' perceptions of this role.

As noted by Feray and Mehmet Emre (2016), guides have an important role in connecting visitors to nature through guided activity and targeted interpretation. This connection may ultimately lead to more sustainable tourism operations; however, interpretation and connection to nature are only two of a multitude of roles and responsibilities facing safari guides. A significant gap in the literature exists, as previous research has focused on broad categories of roles without providing a contextually specific examination. Further, there are multiple responsibilities captured within each role and much of the literature does not fully identify what these are. Therefore, it remains necessary to further explore the roles and responsibilities of tour guides in specific tourism contexts (e.g., multi-day wildlife safaris) and within specific tourism management and cultural contexts (e.g., Tanzania).

## **Chapter Three: Methods**

This chapter describes the research approach, methodology, study design, population, and sample. The justification for the choices of each mentioned is provided.

### **Research Approach and Design**

This study used a qualitative description approach which is described as a type of worldview that focuses on obtaining information directly from those experiencing the phenomenon (Bradshaw et al., 2017). In this study, I used qualitative description with an intention of staying as close to the participants as possible in extracting the meaning without further interpretation of their contributions. The approach explores the lived experiences by discovering and understanding a process, phenomenon, or perspectives of the people involved (Bradshaw et al., 2017).

### **Study Design**

The study employed a structured interview, whereby the qualitative data was gathered abductively (Earl, 2020) under the guidance of Cohen's (1985) model but also providing an opportunity to explore beyond the model (Cresswell, 2018). A structured interview involves a conversation whereby an interviewer asks a set of questions to an interviewee in a certain standardized order or form (Cresswell, 2018). Due to the pandemic COVID 19, it was less practical to use face to face interviews because places the researchers and respondents at risk, therefore, mobile phone interviews were employed through WhatsApp calls (Bradshaw et al., 2017). A qualitative data collection technique involves understanding how people experience the world. It gives more chance to retain a rich meaning when interpreted (Cresswell, 2018).

## **Population and Sampling**

The population of this study consisted of tourism officers, managers, tour guides, and tutors in tertiary training institutions that function within the Northern Tourism Circuit. Participants were recruited using purposive sampling with criteria based upon the positions that individuals held within identified organizations (Bradshaw et al., 2017; Parahoo, 2014). Recruitment focused on; (a) tourism service managers in the Tanzania National Parks (TANAPA) and the Ngorongoro Conservation Area Authority (NCAA), (b) members of the Tanzania Tour Guide Association, (c) tutors in tourism training institutions and (d) tourism officers at the Tanzania Tourist Board. Ethnicity, age, gender, and other personal characteristics were not a factor for inclusion or exclusion. The final sample consisted of 23 individuals from these four different organizations; however, each participant shared their own experiences and perspective and did not necessarily represent that organization where they were employed.

## **Data Collection**

Data was collected using a structured interview guide (see Appendix A) which was conducted over WhatsApp. WhatsApp is the software that uses the registered phone numbers on smart phones or computers, requiring internet connection (WhatsApp, 2021). All interviews were audio recorded and then transcribed before being offered to the participants for their final review and approval. Only two of the study participants (n=23) asked for their transcripts prior to analysis.

During the interviews, I also took field notes that were used to assist in the transcription process and to clarify any questions that arose when listening to the interview or reading the transcript during analysis.

## **Ethical Considerations**

Participants in this study faced possible social, economic, and legal risks due to the nature of the questions being asked. Therefore, it was essential to take steps to protect their confidentiality and anonymity in data collection and the presentation of research findings. This process included providing potential participants with a full disclosure of potential risks (see Appendix B) and then confirming whether they would like to be identified in the research documents or have a pseudonym used.

Additionally, data security was maintained through keeping files on password protected computers and by removing any identifying information from transcripts. Once complete the files will be deleted and or stored on secure servers until being deleted.

## **Researcher Positionality**

With a background in Wildlife Management and tourism in Protected Areas in Tanzania, I work as a tourism teacher at the College of African Wildlife Management, Mweka and a Northern Tourism Circuit safari guide. I created a strong link with tour guides, learning institutions, and parks management in Tanzania. This relationship was developed outside the targeted context of this study; however, I cannot reject that this might have influenced and lead to an unintended bias in this study. This experience has increased my understanding on the Tanzanian tourism structure and organization, safari guides behaviours, visitors' behaviours and the authorities governing protected areas and tourism in Tanzania. This experience also increased the strength in my research, through studying the context I now have a better understanding.

I explicitly believe tourism is a vehicle for achieving sustainable development, and safari guides are providing an important element in fostering this achievement. From my experience I have seen tourism examples of sustainable tourism in Tanzania, and unsustainable examples.

With an experience working as a guide, I saw how the supply side of Tanzanian safari tourism failed in supporting guides to act in sustainable ways. I believe safari guides can perform their roles and responsibilities in a more sustainable way if the external factors that hinders them are to be addressed. Finally, I believe tourism can be managed more sustainably than has currently been managed.

## **Chapter 4: Data Analysis & Findings**

The purpose of this research was to explore the roles that safari guides play in safari tourism and how they can affect sustainable development and sustainability within the industry. This chapter explores two research questions: (a) how the Tanzanian safari guides perceive their roles and responsibilities as tour guides; and (b) factors and challenges that contribute to the success of tour Tanzanian safari guides in achieving sustainable tourism.

### **Data Analysis Process**

Data analysis was conducted on the first research question (i.e., roles and responsibilities) and was done abductively; whereas analysis of data related to the second question (i.e., challenges to sustainable behaviours) was done inductively (Earl, 2020). Question one used Cohen's (1985) model of tour guiding as a framework for analysis, but abductive reasoning allowed for the emergence of new ideas. The model and the associated themes that emerged from data analysis, identified four original roles including (a) instrumental role, (b) social role, (c) communication/ interpretation role and, (d) interactional role. However, analysis revealed several extensions and alterations of Cohen's (1985) model.

The inductive analysis for both questions utilized a multi-stage open coding process (see Table 3). This approach fits with the principles of qualitative description in that it considers the perspectives of each participant in their own words. The identified factors were organized into themes and sub-themes using NVivo 12. After refining all factors in themes, all the factors were grouped into four categories based on how they fit together as it applies in a Tanzanian context.

**Table 3:**

*Inductive Analysis Process Used*

<i>Analysis Step</i>	<i>Description</i>
Data familiarization	This was the first stage done by reading all transcripts three times to understand the content of each transcript.
Multi-stage coding	This process followed multi-stage coding and theming. For question one (exploring roles and responsibilities of safari guide) Cohen's (1985) model was used abductively to establish categories. The codes identified in the model were used to create categories within NVivo. For the second question (factors and challenges of safari guides on sustainability), an inductive approach was used to create categories, codes and finally create themes and sub-themes from the data themselves
Creating a mind map	This was done by taking all created codes into Microsoft Word; its purpose was to create a flow of ideas for data analysis, to understand the linkages of the data ( <i>Appendix C</i> ).
Creating themes	The codes were condensed to create themes to be presented, by relating how the emerging data fit within Cohen's (1985) model

**Description of Sample**

The findings presented in this section represent the perspectives of 23 participant (4 women and 19 men) who are currently employed in sectors and positions related to tour guiding including protected area management (n=2), training institutions (n=2), guides association (n=2), and safari guides position (n=17). As seen in Table 4, many participants had employment

experienced various sectors. All participants worked in the Northern Safari Circuit of Tanzania where this study is situated.

**Table 4:**

*Participants Showing their Work Experiences (years) in Different Sectors and Positions*

Names of participants (n=23)	Protected Area Management (Years)	Training Institution (Years)	Guides Association (Years)	Safar Guide (Years)
Ebenezer	3			15
Winfriada				6
Rajab	23	7		
Dunduwale		5		2
Bakari		3		2
Furaha	13		2	
Mangonje				12
Tete		3		1
Amani		19		17
Saitoti				7
Maneno	5	1		
Amina				2
Juma				2
Joshua			7	1
Mlilapi		1		1
Kipara				8
Tembo			8	3
Hashim				15
Sofia	1			7
Salehe				2
Imani				1
Tafuteni	1			23
Kipingi				1

## Findings

In this section, the findings are separated into two main parts focused on each research question. Themes and subthemes are discussed and supported by quotations from interview participants.

***The Roles and Responsibilities of Safari Guides on Multi-Day Wildlife Tours***

Table 5 shows the guide’s roles and responsibilities as identified by Cohen’s, (1985) model and the emerging themes that were identified in these findings. Some of these themes fit within the model, while some are similar yet distinct from the existing model, as will be discussed below. The health and safety keeper role are similar yet distinct from the existing framework, while the ambassadorship role, representing Tanzania to tourists is not in the existing framework.

**Table 5:**

*Summary of the Identified Roles and Responsibilities of Safari Guides and Associated Themes*

Cohen’s (1985) model	Themes from Interviews
Instrumental role	Planning and logistics **Health and safety keeper
Social role	Reducing group conflict Keeping high morale
Communication/ Interpretation role	Providing information about a destination Providing interpretational messages Providing conservation information
Interactional role	Social/cultural interactions with host communities Economic interactions with host communities Reducing environmental impacts of wildlife safaris *Ambassadorship role, representing Tanzania to tourists

\* Not in existing framework; \*\* Similar yet distinct from existing framework

## **Instrumental Role**

The participants described a safari guide as an important element for planning and logistics, providing well organized travel experience to customers, preparing, and reviewing safari itineraries with the tour operators, and being responsible for all health matters and the safety of visitors throughout their visitation. Under this role, participants identified several components that describe this role within a Tanzanian context.

### ***Health Care and Safety Keeper***

In this role a safari guide is described as someone equipped with knowledge, skills, and certification for providing first aid whenever it is necessary in the wilderness. They are responsible for this, since in remote areas it is hard to get a fast response and to save the life of a tourist or fellow guide. To be a certified safari guide in Tanzania it is mandatory to have certified first aid knowledge.

*We safari guides are health care, example we do first aid provision in the field to our visitors...no hospitals in the fields, sometimes needs to go several miles to find service.*

*Visitors depends on us to get some first aid. (Tafuteni)*

*I saved many clients' life in my career, the knowledge I got in my first aid training I do practice very often in a real life. (Sofia)*

A safari guide on the health and safety keeper side demonstrates the best way for the safari guide to assess risks and mitigate incidents which might compromise the safety of tourists. This includes a decision on safety routes, as well as the safety of the vehicles such as inspection and responsible driving. The knowledgeable and experienced guide will also protect tourists from

dangerous animals in the wild. This includes maintaining safe distance from aggressive animals and providing safety measures to the visitors.

*Tour guide is a safe keeper for the client and suggests the safety route. (Kipara)*

*I see a guide as a safety keeper for both sides, local community, and tourists when they are interacting. I work as a guide for two years and with my experience I cannot take my clients to some of attractions because I'm not sure if they will be safe. (Bakari)*

*Safari guides are taking care of visitor's properties and their wellbeing. (Salehe)*

*The role of the guide will be taking the client into the safe route that will catch the attention of tourists based on what they described as their preference. (Kipingi)*

### ***Planning and Logistics Role in a Tanzanian Context***

A safari guide in many companies is involved in the preparation of the itineraries, welcoming the tourists at the entry point such as the airport, hosting them by bringing them to the lodges, taking them for game viewing as per their bookings, and to the point they depart. Due to the nature of the tourism industry in Tanzania, a safari guide is a pathfinder who knows the direction and where the resources are located therefore, helping tourists in navigating through resources that are located within a country which is unfamiliar to them.

*We guides are part of planners for the company but also implementors from the point when the tourists are arriving to the point of departure. (Mlilapi).*

*Safari guides are the in charges of the safari, managing, visitors, resources and working on the planned schedule. (Sofia)*

*Usually, we are responsible to take charge of the group and supervising all the planned activities. (Ebenezer)*

Also, safari guides help the company to review the previous plans and regulations depending on the current situations they encounter in the wilderness.

*The roles of the safari guide in organizing the safaris are mainly during the preparations of the itinerary's, proper selection of the areas or attractions that the tourists have big interests, and on the planning part the guide is the one who is knowledgeable about the area more than the tour operators, therefore, we are responsible on planning the safe routes for the tourists. (Hashim)*

### **Social Role**

A safari guide on the trip is at the head of the group: leading, teaching, reducing group conflicts, and keeping up a high morale for the group. This role is particularly important in the context of the Tanzanian wildlife safari tour, as they are usually multi day experiences with tour groups who typically do not know each other and may be from different nationalities and cultures. The social role has several components, as described below.

#### ***Reducing Group Conflict***

With multi day safari trips where clients are together all the time, interpersonal conflicts sometimes emerge, and must be resolved before the safari experience is compromised.

*...many times, I have to resolve conflict among visitors. Surprisingly sometimes honeymooners get into big arguments, and I have to make them settle their disputes. So don't you see how much we contribute to this industry... (Ebenezer)*

*In a group of 3-7 visitors in one trip, it is more likely for conflicts to rise in multiday safari. Many times, conflicts start because of how visitors differ on preferences and choices. Example, John wants to spend more time when we spot a cheetah, but Jenifer needs more time with giraffe. They start conflicting each other but as guides we manage the tension and reduce possibilities of conflicts to rise by giving equal chances for each group member to experience their preferences. Sometimes it requires a mitigation of conflict because some are difficult to manage when they rise. (Kipara)*

### ***Keeping High Morale***

As well as reducing interpersonal conflict, the safari tour guide in Tanzania is expected to keep high morale within the group, as indicated in the following remarks.

*The role of a guide is to cheer the tourists, entertain them and make them collectively feel comfortable as a group, and this is how we do it. (Joshua)*

*... even if we are disappointed with our families or friends, we always act as if we are happy and humble to initiate the visitors to feel happy and welcomed. All activities in a safari, I make sure all visitors perform with morale and enjoying what they do. (Sophia)*

## **Communication and Interpretation Role**

An important role of the tour guide is that of a communicator, performing interpretation to the visitors throughout the client's visitation. The guide expresses this role during wildlife viewing, normal conversation, interacting with local communities, and accessing social services at a destination. This is essential in helping the tourists understand the significance of attractions during a wildlife safari. Information refers to communicating normal information such as the itinerary for the day, or the location of toilets. This differs from interpretation, which seeks to reveal the magic of a destination, and inspire the visitors to better understand and appreciate the setting.

### ***Providing Basic Information***

It is essential that the tour guide provides information regarding the organization of the basic trip, and visitor comfort, as illustrated with the following comments.

*... we are responsible to provide basic information to our clients from the entry point to the end. Some basic information cannot be provided by others than a guide. we give information such as the daily schedule and updating how we are going to spend the day. Sometimes we call it an orientation for the safari. Informing our clients all basic information that are necessary. (Hashim)*

*...we make visitors comfortable by providing all necessary information they are required to have... (Tafuteni)*

### ***Providing Interpretation***

Participants identified that the understanding of the ecosystem is facilitated by the good interpretation provided by the guide.

*Though interpretations most of tour guides don't end by showing path or names of animals, birds, and plants...we transfer knowledge to the client. (Ebenezer)*

*The guides have an interpretative role that helps in educating the visitors through what they see and turning what they see into unforgettable memories. Therefore, a guide knows the path /routes knows where to find animals / knows how to ensure the safety of visitors and knows how to conserve and protect the environment and wildlife while helping visitors to enjoy and experience nature through narration on their interpretation. this is what I always do in my daily routine. (Mangonje)*

*We safari guides are responsible to give adequate information through entertaining interpretation that will turn the visitor from just a normal safari into the good experience. (Saitoti)*

### ***Conservation Information***

The communication role also supports the interaction role in that some aspects of communication are aimed at moderating visitors' behavior on the natural resources to enhance sustainability. Participants described safari guides as an important element that moderates the tourist's behavior throughout their stay and visitation.

*A guide initiates proper communicating to clients about proper ways of behaving while interacting with wildlife, encouraging responsible behavior to clients on their trip for environmental concerns. (Kipara)*

*Guides are there as the moderator and responsible for making sure tourists are behaving and observing all rules and regulations kept by the park. Guides must help clients to do the right things in the field to minimize the negative impacts. Also, the guide must integrate conservation pieces of knowledge while providing interesting interpretations in the field. (Imani)*

### **Interactional Role**

In the customer interactional role, the safari guide moderates the interactions between the tour groups and the host destination. Findings described below indicate that the safari guide in Tanzania is expected to operate the tours in such a way that proper consideration is given to the interactions with the natural environment, the social/cultural environment, and the economic environment. These behavioral factors are often supported by interpretive messaging described above.

### ***The Environmental Interactional Aspects***

Wildlife safari tourism relies heavily on the presence of wildlife, and the protection of the habitat that supports wildlife populations. The northern safari circuit is based on readily observable wildlife, such as lions, elephants, giraffe, and zebras. The behavior of the guide is critical in reducing negative visitor impacts and promoting positive visitor interactions with the natural setting.

*Guides are frontiers of conservation because our life depends 100% on what is in the wilderness, we motivate other guides and tourists to be sustainable to preserve resources every day. (Ebenezer)*

*This is our office; we try to avoid visitors from polluting and damaging resources as much as we can. We lead by example. (Saitoti)*

One of the respondents assured me that they conserve the resources because it brings food to their table. Some parts of the protected areas are not even accessed by park rangers, but guides help in exploring and bringing information that can aid in resource management. In many cases, animals are injured, or poachers are exploiting natural animals, but safari guides have been mentors and key informers to request immediate action from the park management. Furthermore, participants identified that safari guides help by being part of resource management by moderating other guides' behaviors and moderating tourists' behaviors that might be detrimental to natural resources sustainability.

*We consider guides as mentor for natural resources conservation and protection.*

*Through guides role to visitors, we interact with visitors to better understand and appreciate our natural resources. We motivate tourists and other guides to conserve resources. (Juma)*

Not all safari guides perform the resource management role, some act in a very controversial way to this role. Other guides often fail to pass information parking authorities or rangers, which may help in the resource management, so there is misunderstanding between park rangers and safari guides especially for guides who often break the rules and regulations and are subjected to penalty. More of this issue is discussed in the next section of the results chapter, under the heading of Factors that Impact on Sustainability.

*... guides don't play motivator role to conservation and sustainability because we don't have good relationship with park management. (Sofia)*

### ***The Social / Cultural Interactional Aspects***

In this role the safari guide is viewed as an individual who is responsible for helping tourists to interact with the local community, by reducing tensions that may arise during their interaction. This interactional role focuses more on the tour guide's behaviors, compared to what the guides provide through interpretational messaging. The guides can help in moderating a tourist's behavior while interacting with local communities by communicating with both sides to promote peace and harmony. Tourists and the local community may have different cultural backgrounds, but the safari guides can manage these interactions harmoniously while maintaining and respecting their differences. Guides can be an important link due to the language and/ or cultural barriers that may exist and therefore the safari guide can be described as a cultural broker. The safari guide enables the translation of language when the local community in parts of a destination. This helps the visitor to understand the meaning of a local community. Some comments from participants are mentioned below.

*Safari guides are the local culture language barrier solution and culture brokers' They help in joining and linking these two parts together regardless of their differences.*

*Foreign languages can be translated, actions can be demonstrated to make all sides enjoyed. (Amina)*

*I see the guide as a mediator and link between local and clients (tourists) that give all necessary information about a certain culture to attract the interest of tourists to pay a*

*visit but also to control the atmosphere of the local community during visitation, and this is how we do. (Ndunduwale)*

*I see guides through interactional roles they facilitate both sides of the clients and local community to behave well. A guide is there to protect the affairs of both sides. (Winfrida)*

*Guides are leaders; therefore, they lead the group towards the interesting culture, and they regulate how community and tourists behave during their interaction. I see guides that help to brief clients on how to behave in society to avoid misunderstanding. (Saitoti)*

### ***The Economic Interactional Aspect***

In the Tanzanian context, the economic aspect of the interaction role is especially apparent in small business enterprises that are linked to the wildlife safari tourism industry. Communities which form part of the wildlife safari tour depend on a safari guide to drive or walk through with tourists as they are the major source of customers. The safari guides protect the tourists from being tricked with price inflation, but also guides helps tourists to buy products at a reasonable price.

*A safari guide provides proper information to clients, and it reduces the negative impact and enhances good relationship and experience. A guide here needs to be neutral and consider both sides. For example, a product from locally made that was to be sold 5\$ but a local sale 50\$ because it's a tourist, it is unacceptable. A guide has to stand fairly on each side, community, and tourists. (Ebenezer)*

*Guides are helping visitors to communicate with the local community and enjoy their local culture while shaking their hands through buying their handcraft products. (Tete)*

### ***The Ambassadorship Aspect***

Safari guides can be considered as the spokesman of the company and the country when interacting with tourists. They carry the image of the country and making sure the reputation of the country and their companies are well represented. Indirectly guides market the destination through the good services they provide but also, they keep posting their activities on social media which attracts other tourists to come.

*I perceive that a tour guide is the center of experience to the tourist and it's like the image of the country. A guide is an ambassador of the country when the tourists meet with the guide it's like a mirror of how all the people in the country they act, therefore I can just simply say a guide is a center of experience to the tourist but also is the image of the country. (Sofia)*

*I see a guide as a spoken man for the country, but also a spoken man for wildlife, nature, and the local community. When the client interacts with the guide, get the impression of how all people in the country they behave, they interact or knowledgeable. (Salehe)*

*The clients will appreciate Tanzania wildlife ecosystem only through proper, interactive discussion or interpretation given by knowledgeable tour guide. Acted as an ambassador to his company or country. (Hashim)*

## **Summary of Tour Guide Roles**

The above discussion indicates that comments provided by respondents fits within the four role categories suggested by Cohen (1985): instrumental, social, communication/interpretation, and interaction. The interaction role has been expanded beyond Cohen's (1985) focus on how the tour guide moderates social interactions between tourists and host communities. The expanded interaction role developed here includes three dimensions: (a) how the tour guide moderates economic interactions between tour groups and host communities; (b) how the tour guide moderates social/cultural interactions with host communities; and (c) how the tour guide moderates interactions between tour groups and the natural environment. The interactional roles of the tour guide speak to how the tour guide contributes to sustainable tourism, but this study also revealed some of the challenges faced by tour guides in fulfilling these roles.

### ***The Challenges Faced by Tour Guides in Promoting Sustainable Tourism.***

The findings presented in this section are focused on the factors that influence the guides effectiveness in the sustainability sphere. The analysis of this section was done inductively whereby, themes emerged from the data itself, rather from existing theory. Table 6 below provides an outline of this analysis, as discussed in the following.

### **Influences from the Organization of the Industry**

These are regulatory bodies for the tourism industry in Tanzania including the Ministry of Natural Resources and Tourism, Tanzania Tourists Body (TTB), Tanzania National Parks (TANAPA), and Ngorongoro Conservation Area Authority (NCAA). At each division, they are

responsible in either making rules and regulations or overseeing tourism activities that in one way or another influence the activities of safari tour guides.

**Table 6:**

*Summary of Influencing Factors Impacting Safari Guides from Being Sustainable and Responsible.*

Themes	Sub-themes
Influence from the organization of the industry	Enforcement of Rules and Regulations Revenue leakages Desire to reduce costs- Payment by tour operators Inconsistency in training
Influence from the working conditions	Low income/tips Introduced guiding fees Inconsistency in scheduling Pressure from tourists Poor and non-supportive Infrastructures

***Enforcement of Rules and Regulations***

Participants acknowledged that the presence of rules and regulations in the parks help to moderate the guide's and tourists' behaviors which promote sustainability of resources and the safari tourism industry. Rules and regulations have enabled safari guides to be aware of what to be done in the park but also support them in refraining from unacceptable behaviors from tourists. Examples of regulations includes licensing and permits, time of safari guides operations, and acceptable behaviors of park visitors. Some of the procedures and regulations have helped to minimize the possibilities of animal killing because of speeding or habitat destruction caused by off-roading. Guides have been a good watchdog on fellow guides who are breaking the regulations, and this has resulted in good results in resource sustainability.

*.... presence of rules and regulations helps to minimize tourism impacts, in some parks rangers are very active to assist safari guides to follow rules. (Winfride)*

*The regulations in the park helped us to be guided how to behave and how to moderate our clients' behaviors.... (Mangonje)*

However, there are major concerns pointed out by participants that shows that sometimes these organizations hinder guides in performing their roles in a sustainable way because of inconsistency in enforcement of rules and regulations.

*...the rules and regulations they kept, some of them are not practical because the law enforcers they are focusing to give penalty to a guide without helping to understand the law. Same offenses keep happening. (Sofia)*

*The parks rangers created a routine asking for bribe from a guide who breached the law, because they ask for small amount of money many guides break laws because they know they can afford to bribe rangers... (Ebenezer)*

Because of these issues, some of the safari tour guides have decided not to abide willingly to rules and regulations which has resulted in a conflict between game park rangers who enforce and oversee the guides behaviors in parks.

*Every day in my job I observe at least three guides breaking the rules either off roading to approach animals, over speeding, and driving at night inside the park contrary to their*

*permit...our job is talking to them or reporting to authorities however, nothing is done to them. (Tete)*

### ***Revenue Leakages***

This happens to tourism companies that sell attraction packages to tourists and hosting visitors at the destination. Participants in this study claimed that tour operators have been the reason for safari guides not able to be sustainable. However, the root cause is not the tour operator themselves, but the whole process from marketing, selling, and hosting the tourists. Most of the money in this industry within a Tanzanian context, was reported to leak outside of the country because a large percentage of profits are taken by traveler organizers and agents outside of Tanzania.

*...here I would like to share my experience since I worked as tour operator as well, most of tour operators we don't pay well these guides, causing them to depend on tips from clients because, agents take more than 40% of all the money paid by the clients, we fail to pay well our guide while considering giving clients good accommodations and other services. We make tour guides to break some rules, regulations and sometime compromise and put business at risk for aiming to impress the visitors for tips. (Furaha).*

*The tourism business is expensive considering tour operators import majority of things from abroad, also traveler agent and organizers they have their percentages....to run the tourism business forces tour operators either to underpay staffs or use cheap labors. (Rajab)*

### ***Desire to Reduce Costs***

This happens to some operators who use the cheapest guides. The experienced guides, with rich knowledge, demand high pay. The tour companies tend to neglect them and prefer cheap labor to minimize their costs. This has caused a sustainability concern because most of the cheap labor only know how to drive, and they tend to neglect conservation and sustainability while performing their roles.

*Very qualified and experienced guides who demands more pay from the company, will always be ignored or given very few trips. More priority will be given to new workers who agree low pay (Kipingi)*

*... these new guides they only know how to switch on the car and move, we meet with them in the field breaching rules and risking tourists' safety. (Kipara)*

### ***Inconsistency in Training***

The quality of guide education will be reflected by what safari guides are performing in the field. Participants pointed out some colleges are doing incredible work in training safari guides, but many training institutions are not providing good training. The training institutes were identified as some of the factors that hinder the safari guides to perform their roles because of the following.

One issue is the lack of standardized training curriculum across different colleges providing safari guide training. Some colleges offer short courses for safari guides without meeting a certain level of expectations because there is no standardized training.

*...some colleges have been mushrooming and recruiting people that cannot help them to perform their roles in a sustainable way. Guides have been registered in those colleges because of training period length is very short and treated as short courses, costs of tuition fees are very low compared to reputable institutes. (Maneno)*

*It has been a challenge because of no standardized or uniform curriculum that is used to train safari guides across colleges. Many guides underperform and resources conservation is last priority because of trainings. (Juma)*

*There is a need to standardize the trainings for any college to use same content in training safari guides, what is happening now many guides have zero or low understanding of how their career associated to resources conservation and sustainability. (Salehe)*

Other training issues included poor certification, problems with licensing, and lack of categorization in training of safari guides. Currently training institutions in Tanzania provide a training certificate for attending the training; however, the quality and guides levels (stratifications) based on their performances is questioned in this study.

*...We need certification, licensing, and categorization, this will set as a motivation for other low categories to work hard and promote sustainability to achieve high categories. (Mangonje)*

*There has been a noticeable irregularities in tour guides' pieces of training, certification, and grading which resulted in compromising the quality of services. – it is obvious in Tanzania some guides are not even going to school or using their general knowledge to become guides, mostly are lacking knowledge and experience to enable them to perform their duties while abiding by sustainable tourism practices. All guides should be trained well, certified, and licensed. (Dunduwale)*

### **Working Conditions**

The working conditions are the environments that a safari guide works, or phenomenon encountered by the guides while performing their roles and responsibilities. The participants in this study pointed out some challenging conditions that causes many safaris tour guides not to work in a sustainable way.

#### ***Low Income***

The tourism organizations have failed to establish and oversee the tour operators' companies that exploit safari guides either by making them not paid or underpaid, subjecting them to depend on tourists to provide tips that help them in their survival. The safari guides mentioned that some of their fellow guides had worked for their companies for 1-3 years as volunteers with no contract or salary. They have been forced to fulfill all their tourist wishes regardless of how much it will compromise the sustainability of the natural resources and the tourism industry, for the sake of creating environments where they can be tipped as a means of income. To protect their tips, some tour guides allow for off-roading, over speeding to chase animals, saying nothing on tourists feeding animals, and being submissive to tourists polluting the environment.

*We will only care for what brings food on our table, the government has failed to help in getting our benefits, we fight for what brings food on our table. we do whatever it cost to bring food home, tourists feed us not companies. (Ebenezer)*

*For many years the ministry said it will recognize and review our benefits, nothing to date. (Saitoti)*

*The government claimed to have salary scale for workers, but tour operators don't implement. We are paid according to the wishes of company owners. (Kipara)*

*Safari guides are not paid well, some do volunteer, some get underpaid, some lost their jobs if they ask for a contract or raise in payment. (Winfriada)*

*..... Money matters, obeying rules comes after. If the company doesn't pay me well, what do you expect? (Tembo)*

### ***Introduced Guiding Fee***

Another significant issue is the introduction of a guiding fee in 2020, announced to be paid at the entrance gates by the safari guides. This fee is excluded from the previous fees that guides were covered by their hiring companies.

*The governing law does not favor safari guides because they added guiding fee that will be covered by the guide at the entry point. Realistically we are already underpaid still they added another fee. (Tafuteni)*

*How can we be able to sustain and take sustainability in action while our benefits are not adequate but also the regulations keep taking from the small amount we make? What about safari guides working as volunteers for 1-3 years with zero payments living by depending on tips? How will they afford paying the new fee at the entrances if not promoting them to act irresponsible and accepting bribes from unethical tourists?*  
(Kipara)

### ***Infrastructure Issues***

Many roads in protected areas are only passable during the dry season and become challenging during the rainy season. This has caused safari guides to travel off-road to find a passage, which has contributed to the destruction of habitat to a large extent. Some areas mentioned to be most affected are the Ngorongoro crater and some parts of Lake Manyara National Park. Also, inadequate facilities like toilets have subjected safari guides to have unauthorized toilet stops for their clients which creates environmental pollution and the possibility of communicable diseases from human to wildlife.

*Infrastructures are not supportive for a safari guide to perform roles in a sustainable way, Ngorongoro crater in rain season is inaccessible in many areas.* (Tete)

*From Ngorongoro Simba A camp to Nabi gate in Serengeti, almost 2 hours' drive with no access to toilets. We stop anywhere as our client's request.* (Hashim)

*...Manyara park from Hippo pool to hot spring, the lake circuit drive has no accessible road in rainy season, forces guide to off road.* (Kipingi)

### ***Scheduling Issues***

Some of the tour operators fail to plan or allow for the safari guide to be prepared ahead of time. Guides have been given late or last-minute information or back-to-back trips. Some guides are forced to work while they are very tired or given very late notice. The same guide can be found a whole month in the wilderness with different clients, without a break. Apart from getting experience, it reaches a point they do not care about sustainability anymore.

*...This job has lost credibility because most of operators don't inform safari guides schedule ahead of time. (Juma)*

*Many guides we do back-to-back, just in few hours then you go back with clients. It has been affecting our performances regardless that we are happy to get more income from tips but it's not working very well most of the time we break rules by using short cuts serving time to rest. (sofia).*

### ***Pressure from Tourists***

Participants described tourists as a reason for the lack of environmental sustainability since they create pressure for demanding things like viewing big five and driving closer to animals. This has created pressure to guides because they are forced to achieve the wishes of the tourists as the reason for them to create chances to get more tips from tourists. Guides can off-road and/or breach park rules to satisfy tourists' demands because of promised incentives such as tips, but also to please them.

*Guides receive pressure from clients who put their expectations either promised by the operators or agency. On the field they want to turn a park into a zoo that you can spot all animals at one locality. Tour guides passes through as very hard time sometimes forced*

*to breach the rules to meet client's expectations. Most of tourists put pressure to see big five and promising guides to be given more tips. (Winfrida)*

*...some of tourists they ask a guide to break the law. They promise to help paying all the penalty and accumulate our tips if we fulfil their wishes. (Joshua)*

## **Chapter Summary**

In this chapter, the roles of safari guides have been explored, as well as the factors hindering performance in sustainability. The findings from the first research question indicate that safari tour guides in Tanzania describe their roles and responsibilities in much the same way as predicted by Cohen's (1985) model, with four categories of roles: (a) instrumental; (b) social (within the tour group); (c) communication/interpretation; and (d) interactional. Further, the interactional role was seen to include 3 components: (a) environmental interactions; (b) social interactions (with host communities); and (c) economic interactions with host communities. These findings suggest that the safari tour guide in Tanzania can support sustainable tourism.

The findings related to the second research question indicate that tour guides are challenged in many ways that make it difficult at times to realize the full potential of how the tour guide might support sustainable tourism. Some of these challenging issues were: (a) pressure from tourists (b) low wages (c) failure of park agencies to enforce rules and regulations and (d) poor infrastructure (roads not always maintained, toilets not readily available, etc.).

## **Chapter 5: Discussion**

This study focused on the roles and responsibilities of safari guides within a Tanzanian safari context. Using Cohen's (1985) conceptual model as a foundational framework, the purpose was to explore how well the roles and responsibilities identified by those working in this industry fit with Cohen's (1985) model, and how the tour guide contributes to sustainable tourism. This study was guided by the following two research questions:

- a) What were the roles and responsibilities of safari guides in multi-day wildlife tours in Tanzania's North Tourism Circuit?
- b) What were the challenges faced by tour guides in promoting sustainable tourism?

This chapter begins with the presentation of a conceptual model representing the main findings revealed through these two research questions; followed by a discussion of implications for practice; limitations of the study; and suggestions for further research.

### **New Conceptual Model for Guiding Sustainable Safaris**

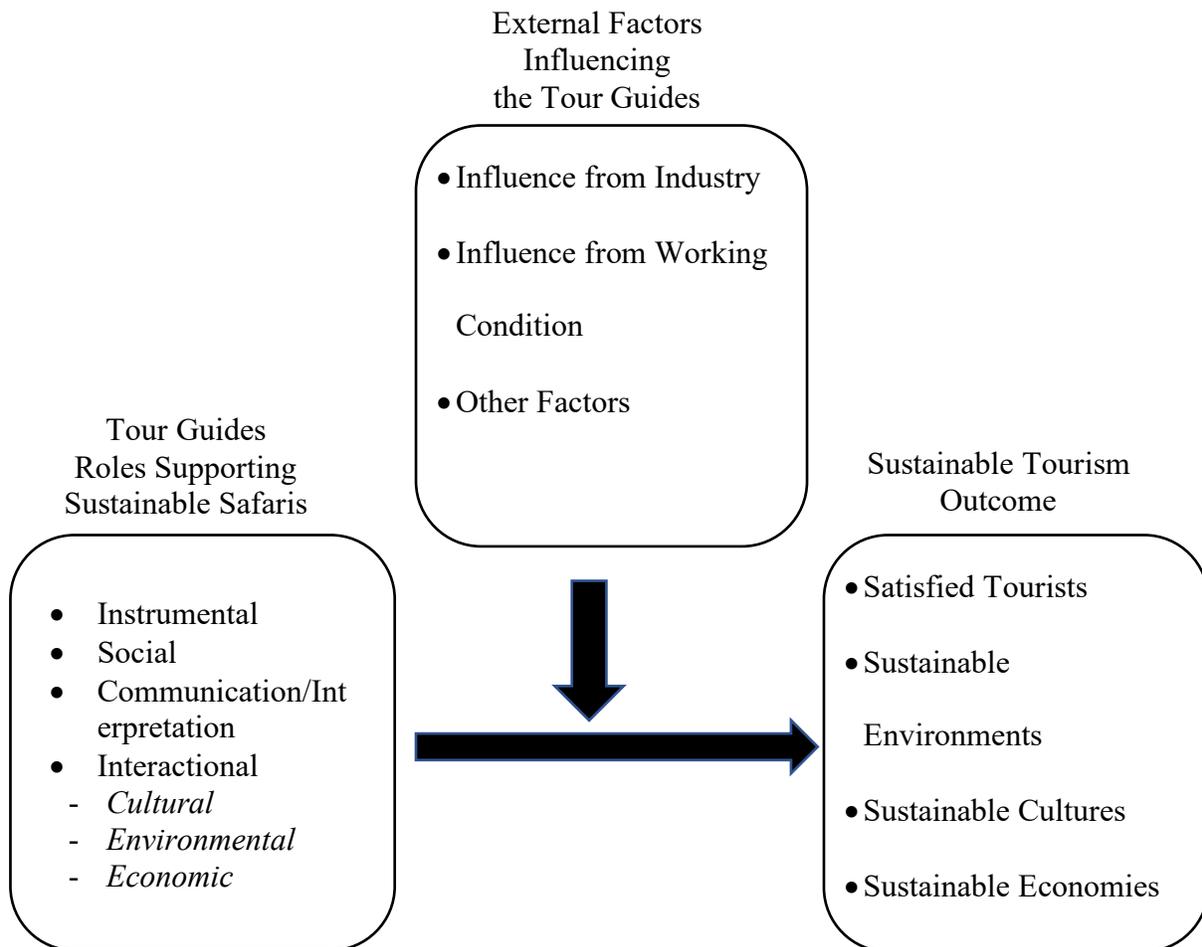
The findings of this study expand on the conceptual model of tour guiding presented by Cohen (1985) and those developed by others (e.g., Pond, 1993; Weiler & Davis, 1993; and Weiler & Black, 2014). As illustrated in Figure 2, the proposed model includes not only the roles and responsibilities of the guides but also notes the factors that mitigate the guides' ability to act in sustainable ways. The final component of the model describes the desired outcomes for sustainable safari tourism; however, these represent the ecotourism ideal, and are not always how a guides' behaviour is directly impacted by the mitigating factors.

Similar to previous models (e.g., Pond, 1993; Weiler & Black, 2014; Weiler & Davis, 1993), the principles of ecotourism are overlaid in the proposed model. Specifically, the model for Guiding Sustainable Safaris focuses on tourism experiences that; (a) are nature based, (b)

contain interpretation, (c) minimize negative impacts on the environment, (d) minimize negative impacts on host communities, and (e) provide economic benefits to local communities (Bricker, 2017; Rollins, Dearden & Eagles, 2008). The proposed model also embraces Oram’s (1995) work that argues that ecotourism can be *passive* (implying reducing negative impacts) or *active* (implying striving for positive impacts).

**Figure 2:**

*Model for Guiding Sustainable Safaris*



### ***Tour Guiding Roles that Support Sustainable Safaris***

The first component of the model for Guiding Sustainable Safaris, lists the roles of the tour guide identified in this study. The instrumental role focuses on trip planning and organization, as described in other models. Similarly, the second role addresses how tour guides manage the social dynamics within the tour group to reduce tension and enhance group morale. The third role speaks to how the tour guides communicate information about the safari tour, particularly the wildlife component which is significant within a Tanzanian context. However, the communication role in the proposed model embraces the notion of “interpretation” as developed by Pond (1993), stressing that tour guides can provide messaging that inspires and motivates the group versus just providing information. The final dimension of the tour guide’s role is the interactional role, and this is where the proposed model differs from previous ones.

Within the Model for Guiding Sustainable Safaris, the interactional role was expanded to explicitly speak to issues of sustainability. This is a departure from Cohen (1985); however, this component does build on the work of Weiler and Davis (1993) and Weiler and Black (2014). Weiler and her associates introduced notions of sustainable tourism into the tour guide role; however, they did not explicitly link these notions within the interactional role. Within the proposed model, the interactional dimension includes three of the sub-components of sustainable tourism including (a) interactions with the natural setting (environmental), (b) interactions with local communities (the cultural/social aspect), and (c) interactions with local economies. Details of the proposed model are described in the following.

#### **Instrumental Role**

Wildlife safaris in Tanzania are typically operated in a circuit which includes visiting multiple protected areas, staying at different hotels, and being on the road from four to seven

days (note: a safari can be a day trip or extended well beyond one week). This has resulted in guides being involved in reviewing and preparing travel itineraries to improve the packages for the tourists.

Safari guides have a strong responsibility for ensuring the health and safety of visitors. Safety in this context is heavily influenced by the nature of transportation infrastructure (e.g., poor road conditions) and the remoteness of many of the key wildlife viewing sites, both of which can impact on access to medical services. While ensuring that visitors were safe was identified by other researchers (Randall & Rollins, 2009; Weiler and Davis, 1993), the findings of this study most closely aligned with Cohen (1985) who explicitly noted that the provision of first aid by guides may be necessary. Within the Tanzanian context the safari guides noted that their responsibilities extended to providing first aid due to the limited access to medical services; however, they also noted that they may need to help navigate access to medical services and provide for translation during treatments.

The findings of this study also highlighted that safari guides were concerned with protecting tourists from animals that are known to be dangerous (e.g., lions and hyenas) and from those that many not be viewed as dangerous (e.g., buffalos and elephants). This is a somewhat unique aspect for the safari guides, as many other wildlife viewing experiences elsewhere (e.g., whale or bear watching in Canada) tend to have shorter periods of interaction with the wildlife and possibly greater separation between the animals and the visitors (Randal & Rollins, 2009).

When integrating Oram's (1995) ideas of ecotourism, the instrumental role can be implemented in a *passive* way, demonstrated when the tour guide merely follows the protocols of the tour operator in terms of logistics, planning, and implementing the itinerary. However, if the tour guide has some latitude to modify the itinerary to better fit the needs and interests of a

specific tour group, then the instrumental roles can be seen as *active*. Some of the guides were involved with the companies in preparing the itineraries as well as having roles in planning and logistics. The extent to which guides were involved was determined by their level of knowledge, experience, and the perceived trustworthiness of the guide. As indicated in the findings, some companies relied on the guides to improve or modify the plans to best suit customer needs. However, not all guides were trusted to this extent, and some are not allowed to change anything in the plan or if they do, they require prior approval. The findings revealed that most guides with more than a year's experience with their company, were trusted to run their planning and logistics either by helping the tour companies or the tour company giving the guide permission to make modifications while on tour.

### **The Social Role**

The social role of the tour guide in the model addresses how the tour guide managed tension that can sometimes occur within a group on an extended multi-day tour. The proposed model expands this role from Cohen (1985) who focused on managing intra-group tension, enhancing group moral in passive ways (Orams, 1995). Within the proposed model, the management of group dynamics includes both the passive approach of Cohen's (1985) social role but expands that role to include active approaches to enhancing the social aspect of an extended tour by animating the visitors' experience. For example, the guide can initiate activities that build a sense of connection between participants, while also exploring ways of meeting their individual needs. This can be particularly important when managing the visitors from various cultures who have different past experiences and expectations, often the situation with wildlife safaris in Tanzania.

## **The Communication Role**

The communication role can also be aligned along the passive – active dimensions described by Orams (1995). The passive dimension of this role is defined by simply providing an opportunity to see wildlife or other features, without providing any interpretation of what is being viewed. Cohen's (1985) original model spoke only of communication without identifying interpretation as a specific form of communication.

The interpretation function of tour guiding was introduced by Pond (1993), who integrated Freeman Tilden's (1957) perspectives of interpretation as used within the US National Parks system. In this instance, interpretation was not just the sharing of information but rather the sharing of knowledge that is intended to provoke the audience to create deeper understandings and appreciation of what is being viewed. This form of communication aligns with Orams (1995) *active* approach and is central to the communication role in the proposed model.

The findings of this study illustrated that to achieve sustainability outcomes, Tanzanian guides should provide interpretive messages related to conservation that inspire tourists to act more responsibly during and after their safari. For example, through interpretation the guide can discuss the decreasing number of Black Rhinos and the causes for their decline. If this is done through engaging interpretation it is more likely to stay in a visitors' memories and may prompt them to support conservation efforts or educate others at home (Powell & Ham, 2008).

The findings of this study revealed that a guide's approach to communication (i.e., active or passive) and their ability to offer quality interpretation is largely influenced by their training and experience. For example, guides with less formal training generally lacked the broad

knowledge necessary to do more than simply identify animals. In contrast, those with greater experience and formal training were able to articulate the importance of interpretation and to highlight the ways that their training provided them with the necessary skills.

The findings of this study revealed another responsibility that was not included in Cohen's (1985) original communication role. Within the Tanzanian context, the *ambassador role* included representing; (a) the guides' companies, (b) the landscapes, wildlife, and natural resources, and (c) all Tanzanians (i.e., presenting the image of what it means to be Tanzanian). This aspect of the communication role was not found in the models put forward by Cohen (1985), Weiler and Davis (1993) or Randall and Rollins (2009). However, Pond (1993) did mention a marketing role that a guide can play; but, in this model, the ambassador role more closely aligns with Hu and Wall's (2012) research that identified a representation role which looks similar to ambassador role.

The communication role is often used to support the interactional roles described below. In this regard the tour guide can include interpretation that is meant to inspire or motivate visitors to behave responsibly towards the natural setting (e.g., a national park), or a cultural setting (e.g., villages visited).

### **The Interactional Role**

In Cohen's (1985) model the interactional role was conceived mainly as managing the interactions with host cultures. The model proposed here expands on Cohen's perspective, to include concepts of sustainable tourism as introduced by Weiler and Davis (1993) and Weiler and Black (2014). The passive – active spectrum of ecotourism (Orams, 1995) is also evident in this role; with passive aspects of interactions seen as trying to minimize negative impacts, and active aspects being focused on ways that guides can influence positive impacts. Within each

dimension of this role, the guide needs to demonstrate sustainable behaviors and not just sustainable messaging (which is part of the communication role).

As seen in the proposed Model for Guiding Sustainable Safaris, the interaction role is divided into three sub-roles: (a) environmental, (b) social/cultural, and (c) economic. The environmental interactional role is seen during interactions occurring between the visitors and their environment, where the guide acts as mentor to facilitate positive interactions while minimizing negative environmental impacts. The social interactional role is demonstrated when the guide acts as a link between local communities and the visitors. For example, many local people only speak Swahili or other tribal languages and therefore, the guide acts as a translator to facilitate both sides understanding each other. Finally, the economic interactional role is when the guide facilitates visitors engaging with local enterprises. Melubo and Buzinde's (2016) research on Tanzanian tour guides offers a detailed description of the economic interactional role that emerged from their study.

### ***Summary of Tour Guide Roles***

As discussed above, the component of the proposed model that speaks to roles and responsibilities of tour guides was inspired by previous models by other researchers (e.g., Cohen, 1985; Pond; 1993; Randall & Rollins, 2009; Weiler & Black, 2014; Weiler & Davis, 1993). More recently, Hu & Wall, 2012). Latkova et al. (2018) further supported Cohen's (1985) model in a study of tour guiding in Cuba, although notions of sustainability were not as prevalent as in the present study. The notion of "long lists of attributes" is common in several studies, as opposed to the use of a model, such as Cohen (1985). However, this is not the case with the two references provided here (Weiler & Black, 2014). The use of the model is useful since it acts as a skeleton and offers guidance for this study.

The model presented in this thesis closely aligns with that identified by Hu and Wall (2012), who also highlighted the importance of the tour guide in achieving sustainable tourism outcomes. While many of the roles identified by them, including the ambassador role, are present in the proposed model, the expansion of the interactional role is unique to the Model for Guiding Sustainable Safaris. In addition, Hu and Wall (2012) focused more on how sustainability concepts can be delivered through interpretation; whereas the findings of this study indicated that sustainability is primarily an aspect of the interactional role but is supported in the interpretive role. Hu and Wall's (2012) work also included income and social status of the guide within a fifth role (entrepreneur). This is another distinction from the current study, which identified income (and poor pay) as a mitigating factor that influenced the guides' abilities to act sustainably.

In summary, the model presented in this thesis acknowledges the four roles established by Cohen (1985) but extends the interactional role to include (a) environmental interactional roles, (b) social interactional roles, and (c) economic interactional roles. The proposed model better suits the Tanzanian context, and that of the greater sub-Saharan Africa safari tourism industry which is characterized by multi-day tours in multiple destinations which are different from those described by Cohen (1985). The role of the tour guide in the African safari context is very different than that of western countries where most of the established models were developed. The Model for Guiding Sustainable Safaris makes the sustainability component more apparent, focusing on the guides' modelling of behaviors (within the interactional component) and their messaging (i.e., including interpretation in the communication role). The model in this thesis contains passive and active dimensions (Orams, 1995) that reflects the different intentions and strategies that can be applied within each of the roles. Finally, the model provides explicit

links to the ecotourism with a focus on learning (interpretation) and sustainable tourism within a nature-based setting.

### ***External Factors Influencing Tour Guides***

The second part of this model focusses on better understanding the mitigating factors that impact safari guides' ability to act in sustainable ways. The safari guides pointed out several factors that hindered their efforts of being sustainable. The Results Chapter organized these factors into two categories: (a) influences from the organization of the industry; and (b) influences from working conditions. The findings related to this question are captured in the second component of the model. It should be noted that not all guides' will face all these factors and the impacts on their behaviours will also vary. Most of these external factors have been corroborated in other recent studies conducted in Tanzania (Cetin & Yacun, 2017; Lekule, 2017; Melubo et al, 2017; and Shidende et al, 2019).

### ***Influences from Industry***

The Tanzania tourism industry is challenged by its structure that includes not only Tanzanian stakeholders but many international companies (e.g., travel agents, hotel properties, and outbound tour operators) are also involved in the selling and delivery of safaris. In fact, a tour purchased by a tourist in the Global North may be resold to an inbound operator who receives only a fraction of the original selling price (Tanzania Association of Tour Operators, 2020). Some of the identified influencers were at different levels starting from attractions management (Ministry of Natural Resources and Tourism, Tanzania Tourists Board, Tanzania National Parks, Ngorongoro Conservation Area Authority, and Tanzania Wildlife Authority) to the individual level. The tourism industry influences guides in the following ways:

### **Salary and Tipping Issues**

Salary and tipping were identified as the most common concerns for most of the safari guides who participated in this study. The local tour operators hire safari guides but offer low pay, and some are working as volunteers without any established salary, causing them to become dependent on tips from tourists. This ultimately challenges their ability to perform their work by abiding to rules and regulations. This is problematic as not all tourists are ethical, and some will bribe safari guides by giving, or promising to provide, more tips if the safari guide will follow their wishes (e.g., driving too close to animals or allowing them to feed animals like birds).

### **Inconsistencies in Training and Certifications**

Training institutions in Tanzania do not have a common training curriculum for safari guides, which has resulted in a lack of consistency in knowledge and skills amongst tour guides who attended different colleges. The standardization of training is the best way to prepare skilled employees to serve different positions within the tourism industry, however, that is not the same in the Tanzanian tourism industry. There is a big gap between students who attended long courses versus short courses in a non-certified intuition. In recent years there has been a mushrooming of training colleges, each using their own curriculum to train safari guides. These colleges are successful in attracting students because they offer courses at a cheap price that are delivered over a short period of time. The outcome is measured by how they perform in the field. As it was revealed by this study, there is a concern that many guides are underqualified, and therefore do not perform their roles in a sustainable way. These findings are corroborated by Shidende's (2019) study of tour guiding in Tanzania who did a study on enhancing tour guides professionalism through a tour guide portal. This study found that many tour guides with different knowledge, skills, attitudes, and experiences are unable to perform to a standard and it

is difficult to identify which guide is the most suitable for a particular tourist destination or activity because of a lack of standardized training.

### **Rules and Regulations**

Some of the rules and regulations governing protected area tourism do not provide an opportunity for a safari guide to act in a sustainable way. As identified by participants in this study, game rangers are obligated to do law enforcement; however, they do not have training in hospitality to handle visitors and their guides in a proper way. There is no friendly environment that enables guides to interact with law enforcers (rangers do not explain what is wrong to the guide or what is needed to be done). Instead, they use their authority to undermine safari guides. Melubo and Buzinde, (2016) acknowledged that this can be a drawback for most safari guides to follow the rules and regulations willingly.

Apart from this, there are some inconsistencies in the enforcement of the rules and regulations by the park rangers. For example guides identified that they are asked to give bribes to rangers in order to trespass in the park. This is also done in front of the visitors, causing unethical visitors to believe they can breach any rule as long as they can corrupt the park rangers.

### **Revenue Leakages**

The Tanzania tourism industry uses travel agencies and travel organizers to bring visitors to a destination. The problem starts from importing technology such as vehicles and other resources from abroad. This study through its findings, was informed that more than 40% of all money spent by a tourist on a package, are retained by the travel agency or organizer outside of Tanzania while the real operation is conducted at the destination (J. Furaha, personal communication, June 18, 2020). This has created pressure on local tour operators to use cheap labor and underpay staff. Most of these companies also pay low wages to workers

(approximately CAN \$250-400 per month), which forces guides to depend on tipping. This is contrary to the situation in Global North (Tanzania Tour Guides Association, 2019). This tendency accelerates many tour guides to act irresponsibly in some cases just to impress the client for tipping while compromising the integrity and sustainability of the resources.

### ***Influence from Working Conditions***

Working conditions in the Tanzanian tourism industry are complex since they are subjected to different economic, social, or environmental conditions. This study revealed influencing factors similar to Melubo and Buzinde, (2016) who found that, working conditions were not friendly to a majority of guides to practice sustainable tourism. This study also discussed several working conditions identified as challenging.

#### **Pressure from Tourists**

The guides are pushed to break the rules and regulations because of the pressure from the visitors. For example, if the visitor wishes to see a lion hunting, and on their visitation saw a lion chasing the prey, and they keep asking the guides to trespass to allow them to observe the hunt. Other visitors promise to give more tips to the guide if they allow them to accomplish their wishes and some tourists are ready to pay the penalty that a guide will be subjected to during these unsustainable practices (Melubo & Buzinde, 2016).

#### **Infrastructure Issues**

The infrastructures in PAs in Tanzania are only well maintained during the dry season and big challenges occur during the rainy season (Melubo & Buzinde, 2016). Guides in this study identified hardships in maintaining responsible behaviors while stuck at the middle of nowhere with visitors in their vehicles. This has led most safari guides to drive on non-designated roads causing vegetation destruction and sometimes killing ground dwelling animals.

For example, in the rainy season, the road facilities in the Ngorongoro crater are not passable, so every driver will establish a new pass way.

Participants also noted that the distance between Ngorongoro and Serengeti at Nabi gate requires at least two hours' drive, with no toilet facilities along the way to help visitors. Guides are forced to stop at any point to allow visitors to use undesignated areas to relieve themselves, which in turn may cause the transmission of diseases from human to wild animals. All this contributes to the unsustainable activities that compromises the sustainable tourism at the destination.

### **Scheduling Issues**

Guides in this study indicated issues emerging from scheduling imposed by tour operators, where operators impose schedules that are inconsiderate for guides who are forced to work long hours, and guides are provided with limited opportunities to contribute to the content of tours. This compares to Cetin and Yarkan (2017) who noted similar issues with tour guides in Istanbul, observing that a power relationship exists between tour guides and tour operators, such that little consideration was given to the needs of guides or clients.

### ***Outcomes for Sustainable Tourism***

This third component of the model for Guiding Sustainable Safaris indicates the desired outcomes for sustainable tourism in Tanzania, such that safari tourism contributes to satisfied visitors, and positive impacts to destination environments, cultures, and economies. This part of the model reveals that the tour guide has the potential to contribute to sustainable tourism if the previous two components of the model align; that is, if the guides are properly trained (the first part of the model) and are not constrained by external forces (the second part of the model), then the outcomes are likely to be more sustainable for the industry, local communities, and the local

environment. Support for tour guides in generating these outcomes is provided in the literature review provided by Prakash et al., (2020), who provides evidence linking tour guide performances with visitor satisfaction, repeat visitation, and the image of tourism destinations. This relationship was also evident in the research conducted by Lekule (2017) who reported that the performance of the tour guide influences perceptions of service quality, customer loyalty, volume of business, and the image of the operation to customers. Hu and Wall (2012) add that sustainability is linked to the interpretive role of tour guides, when active interpretation leads to positive outcomes of the tourist, including changes of in attitudes, values, and behaviors that support sustainable tourism.

### **Limitations**

During the data collection, because of COVID 19, I could not actually involve tourists who would give their contribution in respect of the demand side and therefore, I feel that maybe if visitors were given the chance to participate in this study it may have enhanced some of the findings. This study centered on the supply side and ignored the demand side of the Tanzanian safari tourism. However, according to the nature of my study this has not substantially affected my study.

### **Possible Future Research**

This study came up with a new model for sustainable safari tourism; therefore, I invite other scholars to test and use this model in different study areas with the same nature of tourism but also to extend in other areas such as global north where nature tourism nature different from the global south in some aspects.

To properly assess the roles and responsibilities of the safari guide and how these can facilitate sustainability, future studies should build on the limitations of this study. For example,

further research should consider the assessment of each role played by the safari guide on sustainability by considering contributions from the demand and supply side.

Most of the tour guiding studies have been conducted in the Global North, so more research is needed in Global South countries. Further research should focus on interviews with other stakeholders such as local communities and other tourism operators and service providers including guest houses/hotels, resorts, restaurants, and bars. Future research should assess the performance of each role within a Tanzanian context. Other studies should look at how guides roles and responsibilities are affected by contemporary issues such as politics, and pandemics, such as the recent COVID 19 pandemic.

As observed by Poudel et al (2013) most studies of tour guiding assume that guided tours consist of clients (tourists) who share similar values and expectations of travel and the guided tour, but this has not been examined significantly in the literature. For example, Poudel et al. (2013) examined the views of the tour guiding of visitors to Nepal, and compared responses by demographic variables, and noted several significant comparisons; one being that visitor participating in longer tours (10 or more days) expressed a higher importance for educational roles. Future studies should consider approaches for examining differences of perceptions within subjects. One possible approach would be to examine the importance of tour guides according to levels of specialization, as suggested by Needham et al. (2016). Similarly, Cohen (1985) anticipated that as a tourist destination developed over time that the type of tourist would also change towards a *mass tourism* profile, and the role of the tour guide might change somewhat to adopt the changing set of visitor expectations.

Finally, it appears that most studies of tour guiding have employed qualitative techniques which would seem appropriate for the early explorations of this topic. However, very few studies

have employed quantitative techniques; two exceptions being Poudel et al. (2013) in their examination of tour guiding amongst trekking groups in Nepal; and Randall and Rollins (2009) who examined guided kayak tours in British Columbia, Canada. Further research seeking to validate the result of this study, or to explore the importance of specific roles, should consider using quantitative or mixed-methods and a larger sample.

### **Implications for Practice**

Governing laws which focus on the salary scales need to be reviewed and implemented. For guides to show full support to the government and be responsible in their profession, this is a call to the government to consider safari guides benefits and their wellbeing. This industry has been perceived as a free market where employees (tour operators, travel agencies) exploit tour guides.

Tourism infrastructure needs to be improved to enhance the tourism industry. Roads within protected areas are only passable during dry season, making it difficult for tour guides during the rainy season to act in a sustainable way. Poor roads force them to venture and start new undesignated roads which affect the vegetation cover. It is a call for respective authorities (park agencies) to reconstruct and improve infrastructures in parks.

It is important for government and industry to understand how guides are an important element for achieving tourism sustainability. This career has been treated as low profile and the government has not considered the rights and wellbeing of guides. This is a call to the government to consider this career in an appropriate manner.

This study revealed an issue with the leakage of revenue, whereby the travel organizers get a bigger portion of the money than the companies and guides who really deal with tourists. The industry must oversee the flow of revenue to maximize benefits to tour guides. Further, to

avoid other forms of revenue leakages, the government need to implement ways of using local materials found within the country, rather than importing all tourist's needs such as wine, and other hotel needs.

This study is a call to standardize the training and make a standard curriculum that will be used across colleges to minimize the gap that respondents identified between big reputable colleges such as Mweka and NCT from other small colleges. All tour guides regardless of colleges or institutions should have a standard competency in guide knowledge and skills.

Shidende et al., (2019) recommended a “tour guiding portal” for Tanzania, that would enhance tour guide performance, and provide benefits for tourists as well. His survey of guides and tourists indicated many benefits anticipated for tour guides, such as: a learning library, posting of job opportunities, discussion forums, destination information, and guide license applications. For tourists, the portal would provide many services, including: a way to search for guides; information on guide competence, and a discussion forum.

### ***Chapter Summary***

Safari tourism in the global south is characterized by a multi-day trip that usually requires a guide with knowledge, skills, and familiarity of the area. This positions the tour guide to interact with tourists more than any other individuals involved in the tourism industry, contributing to satisfactory and safe visitor experience. Further, the tour guide has the potential to support sustainable tourism, through the way the guide controls the interactions between the tour group and the local environment, local cultures, and local economies.

Hence, the purpose of this study was to explore the roles and responsibilities of tour guides in Tanzanian wildlife safari tourism, and to identify challenges faced by safari guides in performing their roles in sustainable ways. Data for this study was collected through telephone

(WhatsApp) interviews with safari guides, tourism related training institution, Tanzania protected area tourism officers, and tour guides association officials.

This chapter described how the findings of these interviews were used to construct a new model called the “Model for Guiding Sustainable Safari Tours.” This model identifies three elements: (a) tour guides roles and responsibilities supporting sustainable safaris, (b) external factors influencing the tour guides and, (c) sustainable tourism outcomes.

The first part of this model supports and elaborates on Cohen’s (1985) model of tour guiding, which contains four components: instrumental, communicational, social, and interactional roles. The new model expands on the interactional role to capture the three elements of sustainable tourism that are under the influence of the tour guide: interactions with the environment, social/cultural interactions with local communities, and economic interactions. In this way, the new model builds on the thinking of Weiler and Black (2014) but is presented in a way that more clearly indicates the three pillars of sustainable tourism. In the new model the interactional role focusses on the behavior of the tour guide in supporting sustainable tourism (what the tour guide does), as opposed to the interpretive role (what the tour guide says) which may contain information that supports sustainability. Further the new model suggests that each of the four roles can be performed along a continuum from passive to active, where the passive approach reflects minimum actions by the tour guide (e.g., reducing negative interactions, such as reducing litter), whereas the active approach suggests contributing more substantially or in more positive ways (e.g., providing litter containers). Finally, the new model builds on the communication aspect of the tour guide role, embracing the notion of “interpretation” as developed by Pond (1993), stressing that tour guides can provide messaging that inspires and

motivates the group (an “active” dimension) versus just providing information (a “passive” dimension).

The second part of the new model addresses the external factors influencing the tour guides, focusing on forces that can hamper efforts of the tour guide to operate tours in sustainable ways. These external factors reflect discussion from subjects who indicated that tour guides are often constrained from behaving in a sustainable by several factors that involve influences for industry and influences from working conditions. Industry influences include low salaries, inconsistent training of tour guides, and lack of enforcement of rules and regulations by park rangers. Factors related to working conditions include pressure from tourists, infrastructure issues, and scheduling issues.

The final part of the model outlines what sustainable tourism looks like, if the tour guide performs well in all four dimensions, and if constraining factors are reduced or eliminated. This final aspect of the model describes sustainable tourism outcomes, including satisfied tourists, sustainable environments, sustainable cultures, and sustainable local economies. This aspect of the model specifies the kind of outcomes that are critical in the Global South where economic development has not always been smooth.

In summary this new model provides a more comprehensive outline of the relationship between safari tourism guiding and sustainable tourism in Tanzania. Presumably this model can be applied to other forms of tourism, and in other destinations elsewhere in the world. Echoing comments by Weiler and Black (2014), it is hoped that this model will contribute to further scholarly activity in tour guiding and draw attention to commonalities in tour guiding regardless of context. Further it is hope that this model will contribute to the development of training curriculum for tour guides. For example, Weiler and Black (2014) note that most studies of tour

guiding curriculum indicate a tendency to focus on the instrumental role, where safety and organization are paramount. However, research suggests that all four roles are thought to be important by tourists (Randall & Rollins, 2009). Finally, it is hoped that the constraining conditions for effective tour guiding identified in this study, and other studies (e.g., Cetin & Yacun, 2017; El Kafy (2020); Shidende et al, 2019; Melubo et al, 2017; Lekule, 2017; Latkova, 2018) will be addressed in Tanzania, and elsewhere.

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## **Appendix A: Interview Questions**

### **OPENING Statement (after consent process)**

Hello, thank you for agreeing to this interview today. As you know, the purpose of this study is to explore what you believe to be the roles and responsibilities of tour guides in Tanzanian safari tourism. I am interested in how these roles and responsibilities relate to tour operations, responsible tourism, and sustainability.

I would like to remind you that you may skip any question or end the interview at any time. Your response is confidential and at no time will I attach your name to the study unless you agree to it. This interview will take approximately 1:00 hours. With your permission, I will start recording this conversation. Do you have any questions before we begin?

### **Introduction questions:**

1. Can you please tell me a little about your current position and how it relates to tour guiding?
  - a. Is the position related to: training, regulation, promotion, certification?
2. Prior to holding this position, how else have you been involved in tourism or tour guiding?
  - Probe: Please describe the kinds of tourism related positions you have held
  - Probe: Please describe your education and any tourism related training
  - Probe: Please describe any training you may have received in tour guiding

### **Your perceptions about the roles and responsibilities of tour guides in the Tanzanian context**

Next, I would like to ask about your professional opinions about the various roles and responsibilities of tour guides.

3. What do you think is the role of the tour guide in organizing and planning the route and preparing the logistics of a guided safari tour?
4. How do you see the role of the tour guide in providing opportunities for guests to SEE and APPRECIATE local cultures? (What do you do)
  - a. What do you see as their roles regarding how visitors behave in local communities and villages?

5. We know that wildlife tourism is the more popular tourism product in Tanzania. What do you see as the roles and responsibilities of the guide in helping visitors to see wildlife?
  - a. Do you think there is pressure to guides to ensure that visitors see the Big-five?  
Who do you think applies that pressure?
6. What role do tour guides play in educating visitors about responsible behaviors regarding the viewing of wildlife?
  - a. Do you think that there should be limits (time/number of vehicles/park entrants/distance) on visitors' interacting with wildlife?
7. What do you think about the role of the guide in helping visitors to better understand and appreciate the wildlife and ecosystems in Tanzania?
8. Please describe your opinion about the role of the tour guide in promoting conservation.
9. What do you think guides should be doing to help visitors to minimize their negative impacts on wildlife and protected areas?
10. Sometime visitors can act inappropriately while in local communities or in villages. What do you think that tour guides can do to help reduce the negative impacts of village/community tours?
11. Guided tours can involve small, medium, and even large groups; what do you think the role of the guide is in ensuring that those groups travel well together? (Manage social interaction in a group)
12. In what ways does the role of the tour guide differ from the role of the tour operator?
13. Are there any other roles and responsibilities of the tour guide?

### **Guide Governance & Oversight**

13. Thinking about the roles and responsibilities of tour guides as you've just described them...
14. Who is most responsible for overseeing guide behavior?
15. Who is most responsible for overseeing visitor behaviour?
16. Which groups/organizations have the greatest influence on guides behaviour?
  - a. Why?
17. How important is it that guides model and promote responsible visitor behaviour?
18. How important is it that guides model and promote sustainable tourism in Tanzania?

19. Could you describe some of the challenges tour guides face in promoting responsible and sustainable tourism?

**Tour guide training**

20. As you reflect on the role of tour guides in Tanzania, can you provide any suggestions for improving tour guide training

21.

**Closing the interview**

This concludes this interview. Is there anything else you would like to add?

Thank you again for participating in this interview. As I said at the beginning, I will be sending you a written transcript of this interview, and I would encourage you to review it, and provide any edits, additions, or changes. You will have 3 weeks to review the transcript and send me any changes, you can also choose to withdraw from the study until that time. If I do not hear from you, I will assume that you approve the transcript and wish to stay in the study.

Asante Sana! ☺

## Appendix B: Consent Form



### *Exploring the Roles and Responsibilities of Tanzanian Safari Guides*

<b>Principal Investigator</b>	<b>Student Supervisor</b>	<b>Committee Member</b>
Brighton Mbilinyi	Dr. Aggie Weighill	Dr. Masuruli Baker Masuruli
Dept. of Recreation & Tourism	Dept. of Recreation & Tourism	Dept. of Wildlife Tourism
Vancouver Island University	Vancouver Island University	College of African Wildlife Man.
Nanaimo, BC, Canada	Nanaimo, BC, Canada	Mweka, Tanzania
<a href="mailto:brightonfrancis91@gmail.com">brightonfrancis91@gmail.com</a>	<a href="mailto:Aggie.Weighill@viu.ca">Aggie. Weighill@viu.ca</a>	<a href="mailto:bmasuruli@mwekawildlife.ac.tz">bmasuruli@mwekawildlife.ac.tz</a>
	<b>Co-supervisor</b>	
	Rick Rollins	
	Professor Emeritus, VIU	
	Vancouver Island University	
	Nanaimo, BC Canada	
	<a href="mailto:rick.rollins@viu.ca">rick.rollins@viu.ca</a>	

I am a student in the Master of Art in Sustainable Leisure Management at Vancouver Island University (VIU), in Canada. My research aims to explore the roles and responsibilities of tour guides in Tanzania's safari travel industry as they related to travel operations, responsible tourism, and sustainability. The research will help to inform safari guide education and training.

Research participants are asked to participate in a phone interview (approximately 60 minutes). If you agree, you would be asked questions concerning your perceptions and opinions about the roles and responsibilities of tour guides Tanzania. If you agree to participate in this study, there is a possibility that the information you provide might compromise your identity. We will likely quote you in the products of this research but will use a pseudonym (not your real name) to protect your identity. However, based on the nature of the research, your identity will be at risk of being indirectly known. As strategies to manage these risks, you have the option of not having your personal identity revealed in the products of the research and providing a pseudonym of

your choice which will be used in the interview as well as linked to the copy of your audio file. With your permission, the interview would be conducted using WhatsApp, audio-recorded and transcribed into writing. You will be provided a copy of the transcript and have three weeks to change or withdraw any statements you made.

All records of your participation would be confidential. Only myself and my supervisor team will have access to the information you provide. Electronic data (audio recordings and transcripts) will be stored on my password-protected computer. Verbal confirmation of consent will be noted in my research journal and on the audio recording transcripts; however, information linking transcripts or pseudonyms to specific participants will be kept in hardcopy in a secure location in my home. Audio recording will be deleted after transcripts have been verified by participants and paper records shredded approximately in 2 years.

Electronic data will be stored on password-protected computers that only myself or my supervisor committee has access to. Your verbal consent form will be recorded in my research journal and on the audio recording, and paper copies of interview transcripts will be stored in a locked file cabinet in my home. Audio recordings will be deleted after transcripts have been verified and all other data will be deleted or shredded one-year after the project ends, approximately June 30, 2022.

The results obtained from this study will be published in my master's thesis, and may also be used for conference presentations, and published in peer-reviewed journals. It is my intention to provide a summary report to: a) participants, b) Tanzania National Parks, C) Ngorongoro Conservation Area Authority, d) Tour Guide Association, e) College Of African Wildlife Management, Mweka, and f) the Ministry of Natural Resources and Tourism.

Your participation in this study is completely voluntary. You may stop or withdraw from the study at any point until the period for transcript review ends, for any reason, and without explanation. You will be provided an opportunity to review and potentially make changes to the transcript of the interview, and you may withdraw up to three weeks from the time of being provided an electronic copy of the transcript. If I do not hear back from you, I will assume that you have no changes to make and your data will be included for analysis. If you choose to withdraw from the study, all information you provided during the interview will be withdrawn from the study and destroyed.

I have read and understand the information provided above, and hereby consent to participate in this research under the following conditions: Please note: You will be asked to provide verbal consent at the beginning of the interview. If you consent to being audio recorded it will be after the recording starts, if you do not consent to the audio recording, I will make note of your answers in my research journal.

**Limits of confidentiality:** The data will be kept confidential to the extent possible. However, given the nature of your position and the small sample size you may be revealed through your responses. Interviews will be conducted using WhatsApp which provided end-to-end encryption and information is only stored on the devices used. More information can be found at: <https://www.whatsapp.com/privacy>

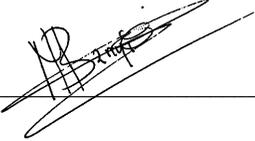
I have read and understand the information provided above, and hereby consent to participate in this research under the following conditions.

*I consent to the interview being audio recorded.*  Yes  No

*I consent to having my personal identity disclosed in the products of the research.*  Yes  No

*I consent to being quoted in the products of the research.*  Yes  No

I, Brighton Mbilinyi, promise to adhere to the procedures described in this consent form.

Principal Investigator Signature  Date 05 / 23 / 2020

If you have any concerns about your treatment as a research participant in this study, please contact the VIU Research Ethics Board by telephone at +1 250-740-6631 or by email at [reb@viu.ca](mailto:reb@viu.ca).

## Appendix C: The Data Analysis Mind Map Illustration.

