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**THE ROLES OF INDIGENOUS TOUR GUIDES IN PROVIDING  
AUTHENTIC EXPERIENCE ON GUIDED TOURS IN THE  
CARIBBEAN**

A Dissertation in

Workforce Education and Development

And

Comparative and International Education

by

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## **ABSTRACT**

This present study examined the current roles of indigenous tour-guides on the Caribbean islands of Grenada and St. Lucia. Based on a sample of 471 participants, a mixed methods approach was used to analyze responses from participants who responded to a 15 item Likert-type scale questionnaire administered face to face. The results of the questionnaire revealed that the majority of visitors indicated that the role of their tour-guide was mostly pathfinder followed by entertainer. Further analysis used in-depth interviews from tour-guides and their supervisors to gauge their perception of their roles in the visitors' authentic experience. The interviews indicated that the majority of tour-guides and supervisors saw their roles as pathfinders. The dissertation appendices contain details of the quantitative and qualitative research instruments used in the study.

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## **Chapter 1**

### **Introduction**

Indigenous peoples have served as pathfinders and guides, navigating travelers through the Caribbean since the days of pirates. Today, guides are still operating in the Caribbean guiding small groups of visitors to many local sites. Tourism is the phenomenon that allows people travel to different places to experience its culture, people, place, history and language first-hand. Cohen (1984) characterized tourism as modern leisure activities (p 375). If so, are indigenous people still serving as pathfinders and guides for the modern leisure visitors? What are the new roles of the modern indigenous guide?

Indigenous tour-guides are leaders who play an important role in mediating between the local community and visitors by providing them with information adding cultural meanings to what the visitors are experiencing. Guides provide valuable information of cultural heritage offers the visitors a better understanding of events, food, sites, or artifacts. Holloway (1981) referred to guides as “those (individuals) whose responsibilities are shepherding and marshalling tourists; imparting information while seeing to their needs during a tour (p.380). This happens a lot in the islands of Grenada and St. Lucia.

Grenada is an island nation in the West Indies with the Caribbean Sea on one side and the Atlantic Ocean on the other. According to the 2011 Census, the population of Grenada and two smaller governing islands were about 104,890 residents. Most people live in the capital—St. George. Grenada is 133 square miles with coastlines leading to

great tropical white and black sandy beaches. The island's natural resources include sandy beaches, mountains with fertile valleys, rain forests, lakes, and water falls.

Saint Lucia is also an island nation in the West Indies between the Caribbean Sea and the Atlantic Ocean. According to the 2011 Census, the population was about 176,000 residents. Most live in the capital –Castries. St. Lucia is 237 square miles. The island's natural resources include sandy beaches, rain forests, mineral springs, and geothermal activities.

The present comparative study is important to the people of Grenada and Saint Lucia. Grenada and Saint Lucia are members of the Organization of Eastern Caribbean States (OECS) which draw their social and cultural heritage and current economic prospects from tourism. The (OECS) comprises seven members and two associate members. OECS is an inter-governmental organization whose objective is to promote co-operation among its members and defend their sovereignty and territorial integrity; promote economic integration; and assist them in meeting their international obligations and responsibilities. This understanding can only be achieved by examining the source of the indigenous tour-guides' cultural knowledge; investigating how they interpret the social, cultural, and historical foundations of indigenous knowledge; and studying how indigenously informed heritage knowledge is infused in tour-guide communications. According to researchers, without engaging in a comparison, differences, similarities, co-variations, and causes cannot be observed or concluded

Different claims of authentic heritage abound. Brochures depict places and activities that offer visitors an authentic visit. Is that enough to have an authentic experience? Paper travel guides, news articles and stories also will not give an authentic

experience. Then why do they claim it to be so? To have an authentic experience the visitor must go there, be in that place, and interact with local people, historical sites, and flora and fauna. The visitors must be there to experience the culture and see the historical events and artifacts, be they buildings, ruins, or vegetation. The persisting question is: What role do the tour-guides play to usher this experience?

Tour-guides are intermediaries between the visitor and the authentic experience. They link memories, stories to a place, a neighborhood or a particular location. Through their interpretation of stories of cultural heritage knowledge, indigenous guides can transform the visitors' gaze and wonderment into authentic experiences. Therefore, in the present study I question: 1) What counts as authentic experiences and 2) can a guide contribute to that experience?

### **Historical Perspectives**

The work of indigenous tour-guides in the Caribbean has not been widely publicized or recognized. The tourism literature on the relationship between the roles of indigenous tour-guides and interpretation of heritage knowledge or the tour-guides' role and visitor's authentic experience is limited. This gap is surprising, especially since professional tour-guides have operated in the Caribbean nations of Grenada and St. Lucia from the time of the sugar plantations. This research examined the foundations of heritage knowledge garnered by tour-guides of these two nations and how they interpret the social, traditional, and historical facets of indigenous knowledge to enrich and enhance the experiences of tourists or visitors. In this study, interpretation of heritage knowledge is critical since interpretative efforts and communication prowess are vital

roles in the authentic experience and in visitors' understanding of the heritage and culture of Caribbean nations as a destination Cohen (1988).

According to Ap and Wong (2001), tour-guides need knowledge and understanding of a destination's attractions and culture; using their knowledge and communications skills they transform tourists' visits from tours into experiences. Likewise MacCannell (1973) conjectured that visitors receive an authentic experience from the places they visit and the locals they encounter. Historically, the roles played by guides have included pathfinder and mentor that - leading travelers through unknown places, destinations and uncharted territories. Modern guides work in places like museums, national parks, historical buildings, holy sites, rain forests and other areas. Tour guides working in such often use many skills to interact with visitors. This variety led Cohen (1985) to use function to identify four types of guides: originals, animators, tour leaders, and professionals. There have been many studies of the roles of tour guides, such as in intercultural settings in China (Yu et al., 2001); in tourist satisfaction (Huang et al., 2010); in national parks (Christie & Mason, 2003); and in indigenous locations (Howard et al., 2001). These studies reveals that tour-guides continue to reinvent themselves and that varieties of guides abound based on tourists' ongoing and new needs. Tour-guides have been described as information givers, sources of knowledge, mentors, surrogate parents, pathfinders, leaders, mediators, interpreters, culture brokers and entertainers. However, Reisinger and Steiner (2006) argued that finding a role for tour-guides in authentic tourism requires another look at the tour-guides' functions. And that is the present study to examine the qualities of authentic guides.

This study examines what counts as visitors' authentic Caribbean experience and analyzes the characteristics of provider of such experience. Some pertinent questions arise: Do the interactions of indigenous tour-guides with tourists and the way they interpret heritage knowledge to visitors count as authentic experience? As suggested by Reisinger and Steiner (2006), must the authentic tourism functions of tour-guides in relation to the roles described in 1985 by Cohen be revised?

### **Definition of the Research Problem**

The purpose of this comparative study was to examine the roles of indigenous tour-guides on guided tours in Grenada and Saint Lucia and how they interpret the social, cultural, traditional, and historical facets of indigenous knowledge to enrich and enhance tourists' and visitors' authentic experiences. In the Tourism Highlights report on growth trends, the United Nations World Tourism Organization (UNWTO) predicted that the tourism industry would experience at least 2.2% growth per year between 2010 and 2030 with developing economies having greater growth of about 4.4% (UNWTO, 2012). This growth would be beneficial to the developing countries of Grenada and Saint Lucia. Between 2011 and 2013 there were about 60 million visitors to the Caribbean; over 1.2 million visited both islands of Grenada and Saint Lucia. The report stated that international tourism is the second most rapidly growing industry in the world topped only by oil production (UNWTO, 2012). There are many players in the tourism industry, the government, non-government organizations, tourism developers, tour operators, tour-guides, tourists, and visitors. In this study indigenous tour-guides were defined as native guides who provide valuable interpretations of heritage and cultural information to



visitors. Ap and Wong (2001) wrote that tour-guides need knowledge and understanding of a destination's attractions and culture; using that knowledge and their communications skills, these guides transform tourists' visits from tours into experiences. Tour-guides are individuals who, according to Baum (2007), must be recruited, trained, educated and valued, especially if their goal is to transform tourists' visits into authentic experiences. McDonald et al. (2003) reported that the quality of tourism employees determines to a great extent the growth in the levels of visitor arrivals.

Research studies on tourism in the islands indicated that group tours are a prominent form of sightseeing for visitors. Indigenous tour-guides are tourism industry employees who interact with visitors daily and interpret the island's heritage knowledge to facilitate their authentic experience. Research studies on group tours and tour-guiding indicated that service rendered by their tour-guides is a factor in the visitors overall tour experience Holloway (1981). Why then, because of the extraordinary roles played by these guides in tourism, is their overall work and specifically in the Caribbean, not widely examined? This study sought to identify the role of indigenous tour-guides; to find out how the guides interpret cultural heritage information; and to report on the visitors' perception of an authentic experience in the Caribbean nations of Grenada and Saint Lucia.

### **Study Context**

According to Steiner and Reisinger (2006) authentic tourism experience is an individual personal experience that can add to one's sense of identify and connectedness with the world. There have been many studies of authentic tourism, including those about

place (Carrier, 2004); destinations (Cohen, 1998); and adventures experiences (Kane, 2012); authentic tourist experience (Cohen, 1988). However, little research has been done on authentic tourist destinations in the Caribbean nations of Grenada and St. Lucia. What does an authentic experience mean for visitors of these two Caribbean nations? In this study an authentic experience for visitors necessitated their presence on the island to experience the islands' people, place, culture, and environment. This study sought to define the parameters of an authentic Caribbean experience for visitors of the two Caribbean nations. My decision was to study tour-guides from Grenada and St. Lucia who conducts guided tours. This comparative study is based on several factors:

1. Both Grenada and St. Lucia is similar in size, climate, and geography
2. St. Lucia has twice as many visitors than Grenada per year.
3. Grenada has a strong trade agreement with St. Lucia.
4. The United States is the main source of tourists for both countries.
5. Grenada and St. Lucia offer tourists many cultural attractions.

### **Purpose Statement**

The intent of this concurrent mixed-methods study was: (1) to examine the source(s) of heritage knowledge garnered by the indigenous tour-guides; (2) to investigate how tour-guides interpret the social, cultural, language, and historical foundations of indigenous knowledge; and (3) to study how indigenously informed heritage knowledge is infused into tour-guide communications to enhance visitors experience.

In this study, a survey and in-depth interviews were used to gauge the relationship among tour-guide's interpretations of historical events, artifacts, and place-based stories, and visitors' value-added experiences. A value-added experience is an information-rich and fulfilling experience that a visitor can garner during a tour of the destination. Study interviews sought thick descriptions from visitors about their experience to differentiate this experience from others they may have experienced in Grenada and St. Lucia. The reason for combining both quantitative and qualitative data was to better illuminate this research issue by drawing from both quantitative information (survey) and qualitative data (in-depth interviews) to establish what Cohen (1985).

Figure 1-1 is the design map used to conduct this study. This design identifies the components of the research and the relationship between its components such as the purpose of the research and the research questions; and between the research questions and the research methods. This is necessary because according to Maxwell (2005) there is no one right model for research design but this design identifies the key components and interactive nature among each, p 10.

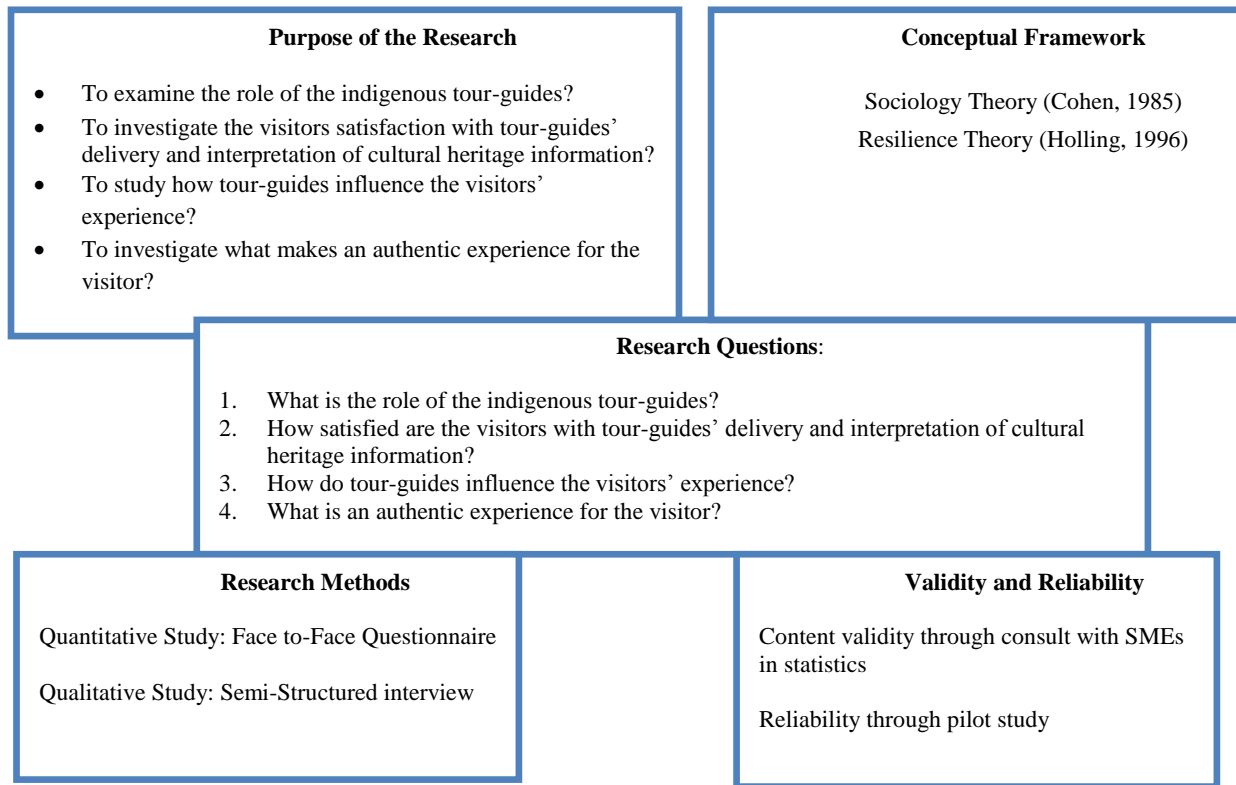


Figure 1-1: The Design of Catherine Haynes' Dissertation Research

Source: Marshall & Rossman (2011). Primary Data Collection Methods Designing Qualitative Research (pp. 137-177).

### Significance of the Study

This study on indigenous tour-guides and how they interpret heritage knowledge for authentic visitors' experience was significant in several ways.

First, it was of scholarly importance to the workforce education field and human resources management through its efforts to identify and compare competencies specifically used by indigenous tour-guides. For the tourism field, this study offers a range of teachable moments in which tour-guides capitalize on the opportunity to provide

excellent visitor satisfaction. The tourism field will also benefit from the visitors' articulation of what constitutes an authentic experience.

Information from this study can assist the governments of Grenada and St. Lucia in human resource development planning and education policies that would benefit the local people. Knowing of visitors' needs for an authentic experience may lead to government policies that protect the environment, historical sites, and cultural heritage. The United Nations World Tourism Organization projects that as a region, the Caribbean will experience an increase of about 2.2 % or 25 million visitors by 2020 and by 3.1% or 30 million by 2030.

This study was significant for the local people, tour guides, tour operators, tour-guiding services, tourists, and visitors of the islands who subsequently benefit from visitors. Study findings offer information about the communication competencies of tour guides who interpret heritage knowledge. Visitors who come for an authentic experience also benefit from these insights into the two islands' tour-guides. Businesses that provide tour-guide services can benefit from this information by using it to update or evolve their current services for visitors. Finally, findings will demonstrate to the local people of Grenada and St. Lucia that their indigenous knowledge and cultural heritage are valued.

### **Research Questions**

To explore the roles of the indigenous tour guides and their impact on the visitors' authentic experience, the literature revealed this study should be guided by these questions: 1) What is the role of the indigenous tour-guides? 2) How satisfied are the visitors with tour-guides' delivery and interpretation of cultural heritage information? 3)

How do tour-guides influence the visitors' experience? And 4) What is an authentic experience for the visitor? Table 1-1 is a research design framework to facilitate the research questions.

Table 1-1: Catherine Haynes Research Question Design

<b>Purpose of the Study</b>	<b>Research Questions</b>	<b>Research Strategy</b>	<b>Data Collection Techniques</b>
To explore the role of the indigenous tour-guide	What is the role of the indigenous tour-guide?	Case Study	Survey Instrument Semi-structured questions Audio-visual Documents Secondary data Field notes
To investigate how tour guides interpret the social, cultural, and historical foundations of indigenous knowledge	How satisfied are the visitors with tour-guides' delivery and interpretation of cultural heritage information?	Case Study	Survey Instrument Individual Interviews
To Study how tour-guides influence visitors experience	How do tour-guides influence visitors' experience?	Case Study	Survey instrument Semi-structured interviews
To investigate what makes an experience authentic for visitors	What is an authentic experience for the visitor?	Case Study	Survey Instrument

### **Comparative Cultural Perspectives on Grenada and Saint Lucia**

The cultures of Grenada and Saint Lucia are similar. The natives' heritage is a blend of African, French and English. The official languages are English and Creole, French patois. Tourism and services associated with tourism are the main sources of revenue and vital to the islands' economies.

On both islands tourism provides a great portion of peoples' total income. The success of the tourism industry rests principally on the tourists' authentic experience. Is

that experience based on performing the tour-guides? Grenada is an island nation in the West Indies with the Caribbean Sea on one side and the Atlantic Ocean on the other. It also governs two smaller neighboring islands, Carriacou and Petit Martinique. According to the 2011 Census the population of Grenada and the neighboring islands were about 104,890 residents. Saint Lucia is also an island nation between the Caribbean Sea and the Atlantic Ocean; it has about 176,000 residents. Saint Lucia is approximately 238 square miles. Grenada is 133 square miles. Both islands' coastlines lead to great tropical white and black sandy beaches. They are both volcanic and mountainous, with fertile valleys, forests, mineral springs, and geothermal activities.

Historically, agriculture makes up more than half of the islands' exports but in the past few years tourism has become the main source of income. Education on both islands is free and compulsory up to age 15. Saint Lucia has a branch campus of the University of the West Indies with several medical schools. Grenada has one medical school and several community colleges. Table 1.2 offers a contextual comparison of key features of Grenada and Saint Lucia. Both islands have nearly the same top three industries, with tourism as number one for Saint Lucia and number three for Grenada lists the islands' top three industries.

Table 1-2: Contextual Information on Grenada and Saint Lucia

<b>Country</b>	<b>Grenada*</b>	<b>Saint Lucia**</b>
<b>Residents in 2011</b>	104,890	176,000
<b>Average Temperatures</b>	75°F to 85°F	70°F to 92°F
<b>Top Three Industries</b>	Food & Beverage Textiles Tourism	Tourism Clothing Beverages
<b>Top Three Tourists' Favorites</b>	Visit Plantations Regalia Sail Boats Carnival	The Rose Festival Jazz Festival Carnival

Source:\* <http://www.gov.gd>

Source:\*\*<http://www.stlucia.gov>

Tourist destinations like Grenada and Saint Lucia depend on visitor arrivals to support their economies. In the three-year span between 2011 and 2013, both islands were hosts to more visitors than their populations, with Saint Lucia having more than twice the amount each year. Table 1-4 shows the number of tourists that arrived in Grenada and St. Lucia each of the last three years. Table 1-5 shows the approximate revenue generated by tourists and visitors for 2011 through 2013.

Table 1-3: Number of Tourists Arrived in Grenada and St. Lucia 2011 - 2013

	<b>Grenada</b>	<b>St. Lucia</b>
<b>2011</b>	118	117
<b>2012</b>	112	121
<b>2013</b>	115	120

International Tourist Arrivals by Thousands

Source: World Tourism Organization (UNWTO) Tourism Highlights, 2014 Edition



Table 1-4: International Tourism Receipts for Grenada and St. Lucia 2011-2013

Year	Country	
	Grenada	St. Lucia
<b>2011</b>	312	321
<b>2012</b>	307	337
<b>2013</b>	319	354

International Tourist Receipts by the \$US million

Source: World Tourism Organization (UNWTO) Tourism Highlights, 2014 Edition

### **Assumptions and Limitations of the Study**

This study was based on a three assumptions. The first assumption was that the researcher would obtain Institutional Review Board (IRB) approval from her university to conduct research in two countries. The second assumption was that participants would be literate and understand the goals of the study when explained to them, and that they would be forthcoming with information on the survey and in the interview. It was assumed that tour-guide companies who agreed to participate would know of the questions and would answer them.

This study also had limitations. It was conducted for a graduate degree so was limited by timing and cost parameters. It was unique because it was founded in part on the experiences of the researcher and the context of Grenada and Saint Lucia—therefore, findings may not be generalizable. There may be researcher bias in the collection of qualitative data since the researcher is from Grenada and is familiar with guiding activities. Finally, due to the lack of time and availability of resources, the researcher will

confine the study to the tour-guide communication competencies in Grenada and Saint Lucia.

### **Definition of Key Terms**

**Authentic experience:** Authentic experience refers to the lived experiences of visitors in a particular place or environment events such carnival festivals. This is also referred to as doing what the locals do. A pathfinder assists visitors in finding local events and explains beliefs of the event. Wang refers to the authentic experience as historical verisimilitude of representation; genuine, historically accurate; and an original as opposed to a copy or reproduction. The experience is a projection of tourists' own beliefs, expectations, preferences, stereotyped images, and consciousness placed onto toured objects or others, Wang (1999, p 355). Similarly Steiner and Reisinger (2006) argued that an authentic experience can be discovered through experiencing the vibrant life of the destination.

**Caribbean:** The term Caribbean is used to mean CARICOM member countries. It includes Anguilla, Antigua, Barbados, Belize, Dominica, Grenada, Jamaica, St. Lucia, St Vincent; Trinidad and Tobago, and Turks and Caicos Islands (Roberts, 2001).

**Caribbean Community (CARICOM):** Used to describe a community with the following objectives: improved standards of living and work; full employment of labor and other factors of production; accelerated, coordinated and sustained economic development and convergence; expansion of trade and economic relations and enhanced levels of international competitiveness (CARICOM, 2015)

**Caribbean Tourism Organization (CTO):** An organization whose main objective is the development of sustainable tourism for the economic and social benefit of the Caribbean people. The CTO provides to and through its public and private sector members, the services and information to accomplish this goal (CTO, 2014).

**Organization of Eastern Caribbean States (OECS):** is an organization which draws their social and cultural heritage and current economic prospects from tourism. The OECS is now a nine member grouping comprising Antigua and Barbuda, Commonwealth of Dominica, Grenada, Montserrat, St Kitts and Nevis, St. Lucia and St Vincent and the Grenadines. Anguilla and the British Virgin Islands are associate members of the OECS. - See more at: <http://www.oecs.org/about-the-oecs/who-we-are#sthash.T0Dq3ggv.dpuf> (OECS, 2014).

**Tour Guides:** The term used to describe the local island individuals who directly interact with visitors by leading them through a particular attraction, situation, or adventure. The WFTGA describes guides as people who guide visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/or recognized by appropriate the authority (WFTGA, 2014).

**Worldwide, tour-guides are members of the World Federation of Tourist Guide Associations (WFTGA).** The World Federation of Tourist Guide Associations is a non-profit making professional organization dedicated to the promotion of high standards of training and ethics within the profession. The official language used by the Federation will be English. Legal documents will be drawn up in the language of the country of the Secretariat. The Federation will not engage in political, religious or racial

activities. The WFTGA comprises 61 countries, 29 of which require tour-guide certification but by 2013 the CTO was not part of the WFTGA.

**Tourism:** In this study tourism refers to the inbound and outbound activities of visitors in the country of reference, the activities of non-resident visitors within the country of reference. Leiper (1979) refers to tourism as the science, art and business of attracting and transporting visitors, accommodating them and graciously catering to their needs and wants, p392.

**United Nations World Tourism Organization (UNWTO):** A United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism. Is the leading international organization in tourism, UNWTO promotes tourism as a driver of economic growth, inclusive development and environmental sustainability and offers leadership and support to the sector in advancing knowledge and tourism policies worldwide. UNWTO generates market knowledge, promotes competitive and sustainable tourism policies and instruments, fosters tourism education and training, and works to make tourism an effective tool for development through technical assistance projects in over 100 countries around the world, (UNWTO, 2012).

### **Conceptual Framework**

The study of the tourist and tourism is vast. Several disciplines have examined this topic, creating models and frameworks for each. However, none of these studies depicts the roles of tour-guides and their interpretation of heritage knowledge to ensure authentic experiences for tourists. Cohen's (1985) research on the role of the tourist guide

and Weiler and Davis (1993) research on the guide's role in the environment that is the most used by or referred to tourism researchers.

This research focused on the role of the tour-guide and visitors' authentic experiences, utilizing the same framework of Holloway, Cohen, and Wang, (1981, 1985, and 1999) using a sociological approach. I engaged in an extensive literature review through which the conceptual framework for this study was developed as depicted in Table 1-5.

Table 1-5: Summary of Conceptual Framework the Roles of Tour-Guides

<b>Tour-Guides' Skills, Knowledge, and Abilities</b>		
Environmental interpreter Environmental expert Entertainer	Access to the territory Animator Ambassador	Builds group morale Communicator
Group leader Gives direction Interpretive skills	Knowledge organizer Educator Leadership abilities	Motivator Navigator Management
Organizer Resource management Professional guide Pathfinder	Social integration Ease social tension Safety	Translator Tour leader Teacher Uses humor
↓		
Cultural Knowledge Authentic Experience Return Visitors		

## **Chapter 2**

### **Literature Review**

This study examined the role of the tour-guides and their roles in visitors' experience particularly on guided tours in Grenada and St. Lucia. This literature review provided a description from tourism experts, sociologists, and researchers on the guide roles. The intent of this study was to gain a sociological perspective on the guiding role while applying a sociological theory. This chapter is organized : brief description of the role of the tour-guides, followed by a summary of models and theoretical approaches as they pertain to tourism research, next section is about the forms of tour-guides in the literature; a definition of authentic tourism; the published studies of roles of the tour-guide, and concludes with a summary of the literature review.

### **Tourism Defined**

Tourism is often the most welcomed development options for countries in the sun because of their abundance of natural resources namely sun, sand, and ocean. Globally, tourism is recognized as one of the fastest growing industries (Kane, 2012). Making tourism research a sort after entity. Tourism itself flows across many theories including sociology, chaos, and resilience.

There are many models and theoretical approaches to conducting tourism research. Table 2-1 is a representation of the many approaches to conducting tourism research, part of this list was sourced from McLennan, et al. (2010) and part was source from the literature review.

Table 2-1: Theories and Models in Tourism Research

Theory or Model	Description and References
<b>Chaos Theory</b>	Chaos theorists' advocate that a system has an uncontrollable random element that cannot, and should not, be controlled for (as it is self-correcting) and, instead, it should be left to its own devices (Abraham, 1991; Gleick, 1987; Li & Yorke, 1975). Chaos theory is about structural change that is random, complex and uncontrollable.
<b>Resilience Theory*</b>	This theory hypothesizes stability, control and system maintenance to ensure sustainability and environmental administration (Carpenter, Walker, Anderies & Abel, 2001; Holling, 1996).
<b>Sociology Theory</b>	Sociologist surmised there is tension between instrumental and social leadership styles that can be explained through this theory (Cohen, 1985). Guides responsibilities while on tour (Knebel 1960). Guides must have orientation and navigational expertise (Holloway 1998), Guides with best access to non-public regions, comfort and safety of the visiting party (MacCannell 1973, Schmidt 1979) research on the guide's role in the environment (Weiler & Davis 1993); Wang (1999); and adventures experiences by examining blogs (Kane, 2012); staged authenticity through a festive setting, (Chhabra, Healy, & Sills, 2003); Costal tourism (Rutin, 2010).
<b>Transformation Theory</b>	Emerged to incorporate the social dimensions of tourism destination evolution, where human institutions are prevalent and easily identifiable (Bruner, 1991; Gonen, 1981). Other tourism constructs of transformation have included individual product transformations (Hudson, 1999; Zhong, et al., 2007), and multiple tourism products, such as a destination or region (Gartner, 2004;

Source: Literature Review

### Authentic Tourism

Authentic tourism experience is defined by the literature as “an individual and personal tourist experience that contribute to one's sense of identify and connectedness with the world” Steiner and Reisinger (2006). There are many authentic tourism studies including those about place Carrier, 2004); destinations, (Cohen, 1988); and adventures experiences (Kane, 2012). However, few research studies have been carried out about

authentic tourist destinations in the Caribbean nations of Grenada and St. Lucia. In this study authentic experience means the visitors must be on the island to experience the islands' people, their place, and their culture. Kane (2012) shares Reisinger and Steiner view on authenticity in a tourism context because he writes "authenticity is a contested and ambiguous concept". Its roots are in the theoretical application as a tool for explaining tourists' motivations and experiences" by MacCannell in 1973 and that in today's terms he would chose different words such as "accurate, actual, and genuine" instead of "authentic". What does this mean for the visitors who described their "authentic" experiences since 1973? Who defines authenticity? A well-known internet travel site advertisement reads; "Saint Lucia: Experience the vibrant energy and authentic culture of the Caribbean", quickly followed by natural waterfalls, breathtaking views, and friendly locals impresses the most traveled individuals. One blogger from Grenada wrote "this is authentic Creole Cuisine absolutely delicious. We still did not know it was the way the locals used the herbs and spices or the way they cooked the food over live coal pots made it taste so delicious". Does an "accurate or actual" Caribbean experience, sound like an "authentic" Caribbean experience?

Researchers used Cohen's model of the roles of the tour-guide to ask participant to rate the importance of each of the four roles, organizer, group leader, teacher and entertainer, on a scale of 1 to 5. The results indicated that tour leaders are expected to play all these roles, although entertainer is the least important. Participants were asked rate two additional roles: motivator as the guide contributing to environmentally responsible behavior while on-site and environmental interpreter as the guide



contributing to environmental appreciation, their long-term knowledge, and their attitude change.

Pearce (1984) theorized about leadership roles of the tourist guide such as middleman, cultural broker, and the most obscure by the dictionary as one who points out objects of interest. For the Mediatory sphere they described guides as mentor, teacher, guru and confident. Now the tourist needed someone to lead them into out of the way non-traditional tourist areas such as jungles, hiking trails, deserts and mountains Pearce (1984). Researchers such as Pearce and Cohen define tour-guide as a person who guides groups or individual visitors around the buildings, sites and landscapes of a city or region; and who interprets in the language of the visitor's choice, natural heritage and environment artifacts.

### **Tour Guides in Literature**

A tour-guide can be several things; for example; it can be a book that a tourist can get at an airport, train station, or any place where there are visitors. A tour-guide can also be a map with designated attraction that visitors can go, like in Beverly Hills where a visitor can buy a map to the house of the stars. A tour-guide can also be an advertising brochure that visitors get at historical sites or museums with explanations of the artifacts or art work. In this research the term tour-guide refers solely to individuals who conduct a tour.

## **Tourism**

Tourism is one of the biggest industries today. The World Tourism Organization celebrated one Billion tourist traveled the world in 2012. They predicted an increase each of the next five years. There are many people in tourism, commerce and consuming. It takes a big industry to take care of this many travelers. The Caribbean Tourism Organization (CTO) published a list of hospitality jobs with the list of the related tourism sectors.

According to Leiper (1979) the Australian Department of Tourism and Recreation describes tourism are economic, technical, and holistic. Economic – involves the activity of providing food, transportation, accommodation, recreation, and related services. This approach was criticized by many because it leaves the human out of the process. Technical – as defined by the United Nations for the purpose international gathering of statistics as visitor and tourist. This was more acceptable because it gave a theoretical framework for tourism. Holistic – involves the whole, after much debate on what should be included in the definition including acceptance in multidisciplinary fields, the final suggestions were: geographic components, tourists, broader environmental interaction, and industry elements. The Caribbean Tourism Organization (CTO) defines tourism as the “movement of people to destinations outside the places where they normally live and work”. This also includes activities and services for the people in the places where they stay if they stayed over twenty-four hours.

## Interpretation of Heritage Knowledge

Interpretation refers to the making sense of heritage, culture, and conservation to extend people's understanding of "place" Stewart et al. (1998). In this research, interpretation refers to the tour-guides understanding of social, cultural, and historical indigenous foundations. Table 2-2 is a summary of four research studies conducted on the role of the tour-guides. These studies shows that guides have been research in many settings with different methodologies.

Table 2-2: Summary of Published Studies on Roles of Tour-Guides

Research	Researcher, Results, and Recommendations
<b>1) Title</b>	<b>The Guided Tour: A Sociological Approach, Holloway (1981)</b>
Type of Study and Location	Exploratory study Tour-guides, drivers, and tourists in England
Objectives/Questions	Examine the occupation of the tour-guide in role theory.  To explore how guides define their roles, and the influence of the coach tour setting on these definitions  To offer insight into sociological nature of guided tours
Methodology	Qualitative research  Randomly selected systematic observations of tour guides and participants  Domestic and international travelers  Tours were preselected  Guides and drivers were randomly assigned to tours  All the guides were later interviewed in their homes

	About half the drivers were interviewed at their work place
	There were no refusals
	Interviews lasted about 2 ½ hours and were tape recorded then late transcribed verbatim for content analysis and cross-referenced with field notes
Number of Participants	Tour-guiding company, province based tour-guiding company, and province-based with courier-drivers rather than guides.
Results	<p>The coach served as the means where the guide was the catalyst for social interactions amongst the guests</p> <p>Successful coach tour depended upon the relationship between the guide and the driver</p> <p>Close interactions led to unique personal experiences for the visitors</p> <p>The professional tour-guides and the drivers emphasize their role as information-givers with knowledge they acquired either from formal training, informal knowledge, or local insight</p>
Conclusions	<p>The interactions between guides and tourists are at a personal level.</p> <p>Guides help tourist understand their surrounds by awakening their interest in the culture rather than sensory overload.</p>
Recommendation for future studies	<p>Recommend future studies on with the tour-guide's role as culture brokers and interaction with visitors when tours extend for a few days</p> <p>Another recommendation is the balance of power between guide and tourist</p>
Relationship to My Study	<p>The sociological approach is important with the relationship between the guide and visitors.</p> <p>My study will look at the interactions between the guides and visitors</p> <p>My study will looked closely at the roles of the professional tour-guide</p>

2) Researcher	<b>The tourist guide: The origins, structure and dynamics of a role. <i>Annals of Tourism, Research</i>, 12(1), 5–29, Cohen, E. (1985).</b>
Type of Study, Location and Participants Objectives/Questions	<p>Comparative Israel Literature Review and Analysis Combine and expand the original guide functions of pathfinder and mentor elements in the role of the modern/professional guide</p> <p>Integrate guides' roles of leader and mediator into the current role of pathfinder and mentor</p> <p>Seeks to expand the roles of the guides</p> <p>Compare guiding roles in different touristic settings Mix the current approaching to guiding into different setting</p>
Methodology	Develop a composite <i>analytical conceptualization</i> of the guides' role
Number of Participants Results	<p>Literature review of guides' roles</p> <p>Routes to some attractions become easier to find, the role of the guide change from pathfinder to professional guide.</p> <p>Professional guides give an impressive and convincing display of local knowledge</p>
Conclusions	<p>Proposed additional roles of the tour-guides</p> <p>The professional contributes to the growth and expansion of tourism</p>
Relationship to My Study	This article defines the role of the tour-guide in 1985 my research is into the roles of the modern-day tour-guide
Recommendation for future studies	The author did not make recommendations for further study section article.

<b>3) Researchers</b>	<b>An Exploratory Investigation into the Roles of the Nature-based Tour Leader. <i>Tourism Management</i> 14(2): 91-98, Weiler and Davis (1993)</b>
Type of Study	Exploratory
Location, and Participants	Australia Secondary data from tour-guide association
Objectives/Questions	Identify the roles for tour leaders in nature-based tourism  Address the need for training tours leaders that would facilitate environmentally responsible tourism
Methodology	Secondary data from the Australian Tourism Industry Association (ATIA) and nature-based tour brochures  The team researched National Parks and Wildlife Service database of operators who held permits to operate within the parks system  They also looked at university and non-profit tour operators were identified from an existing database of educational study tour organizers
Number of Participants	Total of 59 operators but only 55 use tour operators and 402 nature-based tours  Content analysis of these brochures the primary data collection using a mail survey  Twenty Seven surveys we returned from operators for a response rate of 45%, now the researcher can answer the last three research questions
Results	Nearly all of the 27 respondents to the survey were owners or managers and were personally responsible for the selection of leaders for their tours  Most participants emphasized that practical know ledge, attitude and good communication skills were of more importance than formal qualifications  A closer look at the dimensions in Cohen's model of tour-guide roles reveals that the tour leader must be focused on the group and on the individual

Conclusions	As a leader in nature-based tourism, the tour leader must have a third focus the addition of the third dimension, resource management.
Relationship to My Study	<p>This study shows the guides contributions to quality tourist experience and to environmentally responsible tourist experience</p> <p>The research was based the roles on Cohen's model</p>
Recommendation for future studies	The researchers indicated there no need for future studies because the goal of the article was to get education for the guides
<b>4) Researcher</b>	<b>Coastal Tourism: A Comparative Study between Croatia and Tunisia, Rutin (2010)</b>
Type of Study	Comparative
Location	Tunisia and Croatia
Participants	Secondary Data
Objectives/Questions	<p>Compare the monthly variations of incoming tourists in Croatia and Tunisia</p> <p>Explain the variation is their annual characteristics</p>
Methodology	Collect and analyze data from the statistical centers of both countries
Number of Participants	Analysis of secondary data
Results	<p>Monthly variations indicated the maximum number of tourists in both countries were in mid-summer</p> <p>Croatia tourism was concentrated between the months of June through September but for Tunisia is was December</p> <p>This peak was due to influx of visitors for a neighboring country after a holiday</p> <p>Overall both Eastern and Western European countries are the main source of tourists for both countries.</p> <p>The comparison indicated the influx of tourists from Germany into Croatia during the spring and summer period, while for</p>

	Tunisia it was during the spring and autumn period
Conclusions	There is a need for change in the Croatian tourism strategies and markets, change its <i>sea-sun-sand</i> image to a <i>package</i> destination image
Recommendation for future studies	Many countries other countries such as Spain and the Caribbean are coastal destinations  Studies should be done to determine how these countries deal with differences due to seasonality
Relationship to My Study	Both Grenada and St. Lucia are coastal destinations  Weather conditions on U.S. and Canada may affect their tourism arrivals

According to the literature the role of the tour guides are presented in Table 2-3.

This table will show there many roles for the tour-guides, some key roles such group leader, ambassador, professional guide, and communicator are common throughout.

Table 2-3: Published Studies on Roles of Tour-Guides

Guides' Roles	Researchers
<b>Tour-guide</b> , information-giver, motivator, missionary, country <b>ambassador</b> , entertainer, group catalyst, confidant, shepherd, disciplinarian culture-broker, teacher, actor, <b>communicator group leader</b> , and mediator	Holloway (1981)
<b>Professional guide</b> , directs, navigates, access to the territory, safety, social tension management, social integration, animator cohesion, uses humor, builds group moral, leadership, <b>original guide</b> , <b>communicative</b> , selecting points of interest, disseminates information, translates, mediatory, and <b>tour leader</b>	Cohen (1985)
Environmental interpreter, resource management, organizer, motivator, educator, <b>group leader</b> , <b>communication</b> , interpretive skills, organizational and leadership abilities, environmental interpreter, motivator, teacher and <b>entertainer</b>	Weiler and Davis (1993)
<b>Professional guide</b> , educator, facilitator, <b>ambassador</b> , good product knowledge, willingness to help visitors, language proficiency, good <b>communication</b> skills	Ap and Wong (2001)



## **Research Questions**

Throughout this review of literature on the tour-guides roles, the common theme throughout the studies with qualitative, quantitative, or mixed methods research used the findings of Cohen, Weiler and Davis as the basis for their own research study. In this light, I applied the same findings of Cohen with Weiler and Davis to examined the role of the indigenous tour-guides and how they interpret heritage and cultural knowledge for authentic visitors' experience. There are many tour-guides in the Caribbean; this research will focus on the tour-guides who conduct guided tours in the Caribbean Nations of Grenada and Saint Lucia. By asking these research questions, this study achieved these objectives: (1) examined the source of heritage knowledge garnered by the indigenous tour-guides; (2) investigated how interpret the social, cultural, and historical foundations of indigenous knowledge; (3) studied how indigenously informed heritage knowledge is infused in tour-guide communications to enhance visitors experience.

What are the sources of the indigenous tour-guide's heritage knowledge?

To what extent does the indigenous tour-guides' interpretation of heritage knowledge enhances visitor's experiences?

How does a tour-guide infuse indigenously informed heritage knowledge to communicate with visitors?

To what extent do the tour-guide's communication competencies enrich visitors' authentic experience?

What makes this experience authentic for the visitor?

What were the visitors' expectations of an authentic experience?

## **Chapter 3**

### **Method**

#### **Introduction**

The goal of this comparative study was to identify the role of the indigenous tour-guides and their influence on visitor satisfaction in Grenada and St. Lucia. Data were collected from visitors and tour guides from various guided tour areas on Grenada and St. Lucia through a survey questionnaire and semi-structured interviews. This chapter describes the problem, participants, materials, research design and rationale, data collection procedure, research questions, and data analysis.

#### **The problem**

The *Tourism Highlights report* on growth trends, the United Nations World Tourism Organization (UNWTO) indicates that international tourism is the second most rapidly growing industry in the world topped only by oil production. UNWTO further predicts that the tourism industry would experience at least 2.2% growth per year between 2010 and 2030 with developing economies having greater growth of about 4.4% (UNWTO, 2012). This growth would be beneficial to developing countries such as Grenada and Saint Lucia especially given that of the 60 million visitors to the Caribbean between 2011 and 2013, over 1.2 million visited both. There are many players in the tourism industry: the government, non-government organizations, tourism developers,

tour operators, tour-guides, tourists, and visitors – all focused on getting their share of the sector.

In this study indigenous tour-guides were defined as native guides who provide valuable interpretations of heritage and cultural information to visitors. According to Ap and Wong (2001), tour-guides need knowledge and understanding of a destination's attractions and culture; using that knowledge and their communications skills, these guides transform tourists' visits from tours into experiences. Similarly, Baum (2007) explains that tour-guides are individuals who, must be recruited, trained, educated and valued, especially if their goal is to transform tourists' visits into authentic experiences. McDonald et al. (2003) reported that the quality of tourism employees determines to a great extent the growth in the levels of visitor arrivals.

Research studies on tourism in the islands indicated that group tours are a prominent form of sightseeing for visitors. Indigenous tour-guides are tourism industry employees who interact with visitors daily and interpret the island's heritage knowledge to facilitate their authentic experience. Research studies on group tours and tour-guiding indicated that service rendered by tour-guides is a factor in the visitors overall tour experience Holloway (1981). Why then, because of the extraordinary roles played by these guides in tourism, is their overall work and specifically in the Caribbean, not widely examined?

The purpose of this comparative study was to examine the roles of indigenous tour-guides on guided tours in Grenada and Saint Lucia. Specifically, the study focused on how guides interpret social, cultural, traditional, and historical facets of indigenous knowledge to enrich and enhance tourists' and visitors' authentic experiences. This study

sought to identify the role of indigenous tour-guides; to find out how the guides interpret cultural heritage information; and to report on the visitors' perception of an authentic experience in the Caribbean nations of Grenada and Saint Lucia.

### **Research Paradigm**

A philosophical worldview is an idea that influences the researcher's actions such as why they chase a particular research, either qualitative, quantitative, or mixed methods (Creswell, 2009). A worldview is also a paradigm that describes "the overall perspective from which one sees and interprets the world". A pragmatic worldview is the researcher's position on the phenomenon under study. Pragmatism is not committed to any one system of philosophy and reality. Pragmatists agree that research occurs in social, political, and historical contexts. The United Nations World Tourism Organization (UNWTO) describes tourism as travel for recreational, leisure or business purposes; "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes". Since pragmatism opens the door for multiple methods of research, different assumptions and different data collection, a mixed methods study paradigm was chosen as the one that will best fit this study.

### **Participants**

The population for this study included visitors and guides from guided-tour companies in Grenada and St. Lucia. According to Urdan (2010) the population was an individual or groups "that represents all the members of a certain group or category of

interest” (p.1). The sample population for this study was tour-guides on Grenada and St. Lucia. These individuals are employed by a tour-guiding company either as a tour-guide or as a supervisor of tour-guides. Also included in this study are random visitors or tourists who are customers of the guiding services.

Individual participants were tour-guides employed by tour guiding companies and were at least 18 years or older. This complies with The Pennsylvania State University Institutional Review Board (IRB) guidelines, (the IRB letter for the proposed study is on file with the university). There are enough similarities and differences between both islands to provide purposeful sampling. Creswell (2007) defines purposeful sampling as the researcher seeking selected “individuals and sites for the study because they can purposefully inform an understanding of the research problem and central phenomenon in the study”, p. 125. With this in mind the research, conducting research on all the tour-guides and sites in the Caribbean would consume too many resources. The research objectives can be accomplished through a comparative case study of tour-guides and visitors in Grenada and Saint Lucia. The objectives can also be met with samples from sites in Grenada such as the rain forest, museums, local restaurants and the beach; in St. Lucia the sites were Sulfur Springs, the rain forest, museums, local restaurants and the beach.

### **Study Sample**

To gain entry to the companies, the researcher conducted an internet search using the key words, ecotourism sites on Grenada and St. Lucia. The researcher conducted a second Internet search using the key words, tour guiding companies on Grenada and St.

Lucia. The researcher then matched the sites with the companies offering guided tours. Email invitations (see Appendix A) were sent to tour-guiding companies requesting their participation in the research study. Once a company agreed to participate, an appointment was made to conduct the face-to-face interviews. Interviews in St. Lucia were conducted between June 18 and July 15, 2013 and in Grenada the interviews were between July 25 and August 19, 2013. In Grenada, 23 invitation emails were sent out with ten agreeing to interview and for St. Lucia 30 invitations were emailed with nine agreeing for the interview. In St. Lucia one supervisor and one guide was unavailable for the interview due to being at another tourist site.

### **The Research Design**

Concurrent mixed methods design was used to collect data for this study. Concurrent mixed methods procedures are “those in which the researcher converges quantitative and qualitative data in to provide a comprehensive analysis of the research problem” (Creswell, 2007, p. 14). Concurrent mixed methods of research have become popular in the past decade. This method involves using qualitative and quantitative research methods. This rationale fits with the purpose of the present study and is appropriate for a comparative study because “a comparative structure repeats the same case study two or more times, comparing alternative explanations of the same case” (Yin 1994, p. 139). “without comparison, differences, similarities, co-variation, and cause cannot be observed or inferred” ...and that cross cultural or comparative method “involves comparing two or more naturally occurring cases..., (Berry, 1980 p.2).

In this study, a survey questionnaire and in-depth interviews were used to gauge satisfaction of the visitors and the influence of the tour-guide on the visitors' authentic experience. Through interpreting events, artifacts, and place-based stories, data were collected to determine whether the tour-guides provide a value-added experience for the visitor. A value-added experience is described as an information-rich fulfilling experience that a visitor can garner during a tour of the destination. The researcher also sought through interviews abundant descriptions from visitors about their experience to differentiate this experience from others they may have experienced in Grenada and Saint Lucia. The advantage of multi-case over single case is that multi-case designs give more robust evidence preferable over single case Yin (1994). According to Creswell (2009) concurrent mixed method "allows the researcher to coverage both quantitative and qualitative data in order to provide a comprehensive analysis of the research problem" (p. 14).

### **Role of the Researcher**

The role of the researcher for this study is that of an insider. The researcher is a member of the group that is the subject of the study. The researcher has cultural heritage knowledge of the phenomenon. The researcher has a background guiding tourists and other visitors to local beaches; waterfalls, and hiking trails. This background enabled the researcher to understand what tour-guides encounter on a day-to-day basis. The researcher also knows the settings, background, context, and the need to tell the tour-guides' story. This knowledge can also be a limitation bias of the researcher.

With over twenty years' experience as a human resource manager, the researcher is knowledgeable that too much disruption of the tour-guides' daily routine can lead to potential loss for the company. To be a disruptive component to the business, the researcher would be in the way or be the reason the businesses lose any clients. The researcher took great care in developing the research instrument to collect the data and interact with participants proficiently. The researcher holds an undergraduate degree in hotel, restaurant, and institutional management uniquely knows of employment in the hospitality industry. The combination of tourism interests, workforce education interests, human resource experience, and cultural background gives the researcher an in-depth understanding of the phenomena.

According to Creswell (2007) the researcher is the key instrument in qualitative research. The researcher's function includes: observing behavior, examining documents, and interviewing participants for this study. The researcher controlled how the data was collected to avoid measurement bias and consider that the participants have their own biases when analyzing the data. The researcher also knows of her own biases and individual values; to safeguard against this the researcher consistently reviewed the qualitative data and emerging themes. Another safeguard is that members of the researcher's committee are knowledgeable of mixed methods research and have meticulously assessed the research methods used in this study.

The researcher's interest in this study is to give a voice to the tour-guides in the Caribbean nations of Grenada and Saint Lucia. To better serve the interest of time and limited resources, the researcher chose the two island nations that would benefit the most from this study and would do the most good for visitors and guides.



## **Materials**

The material used for this study consisted primarily of a survey questionnaire, interviews and documents collected to provide additional information. This section provides a description and design of the instrument.

### **Description and Design of Instrument**

To answer the research questions, this study employed (a) a preliminary instrument development and revision (b) a survey questionnaire (see Appendix D) and (c) interviews protocol (see Appendix A) with guides and supervisors to collect data (Jacob & Furgerson, 2012). A pilot study conducted to ensure that the instrument could capture accurate information. This was followed by targeting the visitors to the islands with the goal of capturing their perspective on their experience. The third part of the instrument was an interview which comprised an interview protocol and interview questions. After completion of the pilot phase, the survey instrument was completed with the interview protocols. Completion of the survey and the interview was not co-dependent. The implementation of one was not dependent upon the completion of the other.

### **Pilot Study Phase**

Prior to administering the actual survey, a pilot test was conducted. The goal of the pilot study was to test the survey then make improvements to the instrument. The pilot study was a sample of the questionnaire completed conducted in May 2013. The objective of completing the pilot study was to validate the questions on instrument and to gain a more in-depth understanding of the tourist/visitor's views of tour-guides prior to administering it at the survey locations. The researcher, in consultation with Dr. Yoder,

statistics SME at The Pennsylvania State University changed the instrument. The next section is the discussion about the deployment of the pilot study instrument.

### **Completion of the pilot study**

Participants for the pilot study were randomly selected to complete the survey. They were a convenient sample. There were no refusals. Everyone completed the entire questionnaire. The pilot study was administered to 82 participated in the pilot study, 45 males and 37 females whose age ranged from 18 to 46 years. The majority of the respondents (56.1%) were college graduates, 28.05% had college and 15.85% were at the graduate level and above. The United States were reported as the country of residence for 96.34% with only 3.66% residence from other countries. The primary Language spoken in the household was English 95.12% and 4.88% reported Spanish was the primary language. The majority of the respondents 51.22% have visited the island 3 to 5 times; it was the first or second visit for 35.37%; and 13.41% visited 6 or more times. In the category of Number of Days on the Island, 52.44% of the visitors would be here for 8 or more days, 41.46% for four to seven days, and 6.10% of the visitors would be on the island of one to three days. This demographic data for the quantitative analysis is graphically represented in Table 3-1.

Table 3-1: Summary of Demographic Data from Pilot Study (N=82)

Characteristic	N	Percent
<i>Gender</i>		
Male	45	54.88%
Female	37	45.12%
<i>Age</i>		
18-30	39	47.56%
31-40	31	37.80%
41 -46	12	14.63%
<i>Education Level</i>		
Some College	23	28.05%
College Graduate	46	56.10%
Graduate	13	15.85%
<i>Country of Residence</i>		
USA	79	96.34%
Other	3	3.66%
<i>Primary Language</i>		
English	78	95.12%
Spanish	4	4.88%
<i>Number of Island Visits</i>		
1 to 2	29	35.37%
3 to 5	42	51.22%
6 or more	11	13.41%
<i>Number of Days on the Island</i>		
1 to 3	5	6.10%
4 to 7	34	41.46%
8 or more	43	52.44%

### After Pilot Study Revisions

After the data was collected from the pilot were analyzed and processed, the researcher, in consult with Dr. Yoder, statistics SME PSU changed the instrument. And

some Likert-like scales responses were revised. The interview guide was revisited and some questions were revised while others were eliminated. After the revisions based the pilot study was completed paper copies were made of the Tour-Guide Supervisor Interview Questions (Appendix C), the Tour –Guide Interview Questions (Appendix D), and the Visitors' Questionnaire (Appendix F). After the pilot study, corrections were made to the survey instrument. Those questions were revised before administering the actual survey. The revisions were made because it allowed the researcher to better answer the questions. And it provided clarity for two questions on the survey.

### **Data Collection Procedures**

Data collection procedures are significant components of research. Decisions made on what data to collect and how to collect that data eventually determine whether research questions can be answered. The purpose of collecting data was to answer the research questions for this study. Each question was crafted for a specific purpose and a decision made on what type of data that would provide answers. The researcher used information gained from the literature to design the research questions. This involved the researcher determining what she needed to know, deciding why it was needed, deciding what kind of data would answer the question, where the data could be found, whom to contact for access, and a data collection timeline.

The main purpose of the data collection phase was to administer the questionnaires developed during the pilot phase and to conduct in-depth interviews.

Table 3-2: Data Collection Matrix

Research Question	Purpose	Data to Answer Question	Data Source	Access	Time line for Collection
RQ1. What are the roles of the indigenous tour guides?	To determine the source of tour guides heritage knowledge	Survey Interview with tour guides	Tour guiding companies Tour guides	Saint Lucia Tourism Bureau Mr. Hilary Modeste, Director Sure Line Building, Vide Bouteille, Castries, St. Lucia	June- Pilot Test
RQ2. How satisfied are the visitors with the tour guides delivery and interpretation of cultural heritage information?	To determine how the tour guides interpret information	Survey Interview tour guides Interview with tourists Historical Documents	Islands' Tourist sites Tour guiding companies	Mr. Hugh Dolland, Chairman Grenada Cultural Foundation The Carenage, St. George's,	July/August Data Collection
RQ3. How does the tour guides influence the visitors' experience?	To determine how tour guides infuse indigenously informed heritage knowledge into communications for authentic visitors' experience.	Survey Interview with tour guides Interview with tour guides managers	Islands' Tourist sites Tour guiding companies	In Grenada Mrs. Hermione Baptiste Ministry of Education Tanteen, St. George's	September/November Analysis and Dissertation Preparation
RQ4. What is an authentic experience for the visitor?	To determine the visitors' perception of an authentic experience	Survey Interview with tourists	Islands' Tourists sites	Island Tourists in Grenada and St. Lucia	December Presentation of Study

### Collecting the Data

Collecting data took five weeks in St. Lucia and six weeks in Grenada. The researcher followed the same interview process for St. Lucia and Grenada.

### Interviews

All interviews were conducted face-to-face with semi-structured questions.

With the interview protocol completed, the researcher contacted different tour-guiding companies to meet with the contact as agreed. An appointment was made with supervisor or manager to gain access to conduct the interviews. The manager or supervisor introduced the researcher to the guides and explained why I was there. After the brief introduction the researched followed the Tour-Guide Interview Protocol as written in Appendix C if they were the supervisor or Appendix D if they were a guide. I introduced myself and read the procedure individuals may opt out. No one opted out. I briefly introduced the research, its purpose, and expected role of participants and that participation was voluntary and confidential. I then explained the human subject requirement and gained signatures on the consent forms. At that point I started the interview. I started the recording device and asked the questions. I also asked the participant for permission to take a few notes during the interview. At the end of the question phase I asked the participant if they had further questions, thanked them for joining my research. I informed the participants that our conversation would be transcribed verbatim and that it will be in a locked case until it was transcribed. I thanked the participant. Each interview lasted 50-60 minutes.

To protect the identity of individuals and business who participated in this study their names, images, or voices will be kept in the utmost confidence. Access to the original data was limited to the researcher, translator, and committee members only.

### **Survey Questionnaire**

The researcher followed the same collection procedures for surveys in Grenada and St. Lucia. To administer the visitor questionnaire the researcher accompanied the guides on several guided-tours. After receiving approval from the guide, the researcher

administered the survey. The researcher followed the Visitor Interview Protocol briefly introduced the research, its purpose, and expected role of participants and that participation was voluntary and confidential. Consent information was also provided as the first page on the front of the survey and participants were advised to read and keep the page since it had the researcher's contact information.

The survey was given to all individuals in a guided –tour group. The researcher advised the group that participation was not required and that they could skip any question. Completion of the survey took approximately 15-20 minutes. Upon completion, I asked the participant if they had further questions, thanked them for joining my research. Data from paper-based surveys were entered manually into an Excel Spreadsheet then into SPSS for analysis.

### **Research Questions**

To explore the roles of the indigenous tour guides and their impact on the visitors' authentic experience, this study was guided by these questions:

1. What is the role of the indigenous tour-guides?
2. How satisfied are the visitors with tour-guides' delivery and interpretation of cultural heritage information?
3. How do tour-guides influence the visitors' experience?
4. What is an authentic experience for the visitor?

Such findings from this study will help better understand the indigenous tour-guides of Grenada and Saint Lucia and how they influence the visitors' authentic experience. Second, it will inform tour operators, tour-guides, tour-guide supervisors, and

visitors about authenticity of the islands as a destination. Third, such findings will serve as a voice for the works of tour-guides in the Caribbean and other small island states.

Table 3-4 is a matrix representation of the research questions and the corresponding survey of interview question needed to answer the question.

Table 3-3: Research Questions with the Corresponding Interview Questions

<b>Research Questions</b>	<b>Corresponding Research Questions from Visitors Questionnaire</b>	<b>Corresponding Research Questions from Tour guide Interviews</b>	<b>Corresponding Research Questions from Supervisor Interviews</b>
RQ1. What are the roles of the indigenous tour guides?	Survey Question 7	Interview Questions 1 2 3	Interview Questions 1 2 3
RQ2. How satisfied are the visitors with the tour guides delivery and interpretation of cultural heritage information?	Survey Questions 8 9 12-1 through 12-11 13-1 13-2 13-7	Interview Questions 7 8	Interview Questions 7 8
RQ3. How does the tour guides influence the visitors' experience?	Survey Questions 11-2	Interview Question 6	Interview Question 6
RQ4. What is an authentic experience for the visitor?	Survey Questions 6-1 6-2 10 11-1 11-3	Interview Questions 4 5	Interview Questions 4 5



## **Data Analysis**

### **Preparing for Data Analysis**

To prepare for data analysis, I recorded in-depth interviews, made field notes, and administer a survey. Stake (1995) reminds researchers that when trying to understand a case, they should take time to understand its aspects. Although full coverage is impossible the researcher must spend the most analytic time on the best data.

Conducting data analysis determines the extent to which research questions can be answered by the data collected (Creswell, 2009). In the present study, data analysis began with translating collected survey data for computer analysis.

### **Within-Case Analysis**

Within-case analysis is a detailed description and thematic analysis of each case. The researcher managed the large amounts of data generated. Within case data should be organized around the study with each element recorded precisely from notes rather than narratives, (Yin 1994). Concurrent Triangulation approach involves quantitative and qualitative data collection at the same phase of the research; each method has the same weight in the research. This mixed methods research can cause well-validated and substantiated findings (Creswell, 2009). In this study the researcher analyzed the data collected from Grenada then St. Lucia.

### **Familiarization with Data**

The procedures in this phase on becoming familiar with the data are driven by Creswell (2009) is a 7 step process: organize and prepare the data; read through all the

data; begin the coding process; generate themes; peer review of themes; analyze the results; and interpret the results.

Step 1: Organize and Prepare the Data. To accomplish this step I transcribed the interviews, listened to the recordings again and looked at my notes.

Step 2: Read Through the Data. To become familiar with the data, I read and re-read the data. I wanted to get to know all aspects of the data. Reading and re-reading the data allowed me to get an in-depth feeling for the data. I wanted to get meanings out of the data. The next step in the process is to code.

Step 3: Begin the Coding Process. I began detailed analysis of the data. I studied the data for commonality and categories. For this step, I followed Creswell (2009) procedures in part: (a) get a sense of the whole; (b) pick one document, go through it and put notes in the margin; (c) Make a list of the topics and cluster them together; (d) abbreviate the topics as codes; (e) make a list then go back through the data; (f) make a final decision. The next step is to generate themes.

Step 4: Generate Themes. To accomplish this step I used the coding process to find similarities. Then I put all the similar categories together. I continued this process until all the data was completed. All the data was completed, I went back through the categories to make sure I had them right so I could create themes and sub-themes. When I was done, I had an assortment of participants themes and sub-themes then coded all the other data to that. When the codes were assigned to the dataset, a secondary analysis was conducted on codes to identify themes. Themes were further analyzed to reduce overlap and facilitate description. The next step was peer review of themes.

Step 5: Peer Review of Themes. A challenge to coding and generating thematic analyses is that the words uttered by participants may have multiple meanings and always involves interpretation (Creswell, 2009). To evaluate whether the codes, subcategories, categories and themes were trustworthy, the researchers submitted the Excel file with the comments, codes, and themes for peer review and verification. An email was sent to four peers (Jill Matthews, Jerry Steele, Andrew Boyce, and Danny Paulson) who reviewed the data for validity. Peers were given pseudonyms to protect their identity. During this process we met three times to make sure the codes were correct. Peers in this context involved researchers in completing their dissertation or had recently defended. All peers had experiences in conducting research that included analyzing textual data. The next step is to analyze the data.

Step 6: Analyze the results. To accomplish this step, I defined the themes I would use for the analysis. I prioritized the list of themes based on the topic that generated the most discussion and had the most data within the themes or sub-themes. At the end of the process, I felt I had the nitty-gritty of each theme could have a detailed discussion of several themes Creswell (2009). The next step is to interpret the results.

Step 7: Interpret the Results. This is the final step in the data analysis. This is where I ask “what were the lessons learned?” Creswell (2009) and report on common themes.

### **Cross-cultural Comparison**

Culture is an essential component in this comparative analysis. The researcher will conduct a thematic analysis, annotate assertions and makes an interpretation of the

meanings of the two cases, (Yin 1994). In this study, cross-cultural analysis is conducted for the data collected from Grenada and Saint Lucia.

This research was subject to an exemption review and approval by The Pennsylvania State University Institutional Review Board (IRB). The study was approved by Penn State University. Each individual that agrees to participate in the research must sign a consent form before participating in the survey or the interview.

## **Chapter 4**

### **Results**

This comparative research study focused on the role of indigenous tour-guides and their influence on visitor satisfaction in the Caribbean islands of Grenada and St. Lucia. Tour-guides have operated in the Caribbean for centuries serving as pathfinders for adventures and island visitors; the present investigation focused on how indigenous tour-guides infuse knowledge and heritage information to enhance the visitors' experience.

### **Review of the Study**

This chapter presents the findings from data obtained through mixed methods collection protocols. Questionnaires were completed by island visitors, with the goal of capturing experiences with local tour-guides. Additional data was obtained from tour-guides and their supervisors who participated in individual in-depth interviews about their experiences with visitors.

To explore the roles of the indigenous tour guides and their impact on the visitors' authentic experience, this study was guided by four research questions:

1. What is the role of the indigenous tour-guides?
2. How satisfied are the visitors with tour-guides' delivery and interpretation of cultural heritage information?

3. How do tour-guides influence the visitors' experience?
4. What is an authentic experience for the visitor?

This chapter summarizes the data that corresponds to the quantitative and qualitative research questions that guided the study. The quantitative sections are: Demographic Information, Results for Research Questions. The qualitative sections are: Demographic Information, Profile of the Participants, Interview Common Themes, Answer to Qualitative Research Questions and Summary.

## **Qualitative Procedures**

### **Interview Analysis**

The focus of this research is a comparative study of the role of the indigenous tour-guides, their influence on visitor satisfaction, and the visitors meaning of authentic experience in the Caribbean islands of Grenada and St. Lucia. The choice of collecting qualitative data was to expand the extent of the study by offering details from the tour-guides' perspectives. The extent of the interviews was to gain knowledge from the tour-guides and their supervisors about their roles in providing an authentic experience for island visitors. Participants were contacted via email and replied that they will participate in the study. The participants were then contacted and appointments were made for face-to-face interviews.

**Interview Format**

After the initial contact, interview times were set up, the face-to-face-interviews were audio taped to ensure accuracy of the data. As part of the protocol, participants were asked to sign consent forms and were reminded that they could end the interview and refuse to answer question they are not comfortable answering. Interview protocols were prepared utilizing information for the literature, according to Jacob and Furgerson (2012) the research should be the guide for protocol questions and that the interview should be between sixty and ninety minutes. Each interview took about 50-60 minutes. After all interviews were completed the data was transcribed and put into common themes. Participants were given pseudonyms to protect their identity. Fourteen participants were interviewed, seven males and seven females as noted in Table 4-1. The complete list of participants profiles and their pseudonyms are at Appendix E.

## Demographic Information

Table 4-1: Participants Profile for Grenada N=7 St. Lucia N=7

		Country			
		Grenada		St. Lucia	
		N	%	N	%
<b>Gender</b>	Female	4	57.14	3	42.86
	Male	3	42.86	4	57.14
<b>Age</b>	22-29 years	1	14.29	1	14.29
	30-38 years	2	28.57	3	42.86
	39 + years	4	57.14	3	42.86
<b>Time on Job</b>	1-9 Years	2	28.57	3	42.86
	10-19 Years	3	42.86	3	42.86
	20 + Years	2	28.57	1	14.29
<b>Education</b>	Middle/Primary School	2	28.57	1	14.29
	High/Secondary School	3	42.86	2	28.57
	Community College	2	28.57	4	57.14

To answer research question number one *what is the role of the indigenous tour-guides?* The tour-guides were asked, “What do you think of the roles and responsibilities as a tour-guide? And “what do you think the boss is expecting from you?” The emerging themes are: 1) be the guide; 2) keep the tourist entertained, 4) tourist safety, 3) care for customers; and 4) the boss’s expectations.

To answer research question two *how satisfied are the visitors with tour-guides delivery and interpretation of cultural heritage information?* The tour-guides were asked,



“Where do you get the information to tell the tourist about the environment, culture, economy and local people?” And “what do you think your function and roles are in promoting tourism? The emerging themes are: 1) Sources of information 2) monitoring island activities; 3) completing good tour, and 4) encouraging return.

To answer research question number three *how tour guides influence the visitors' experience?* the tour-guides were asked, What do you think of the relationship between you and the visitor? The emerging themes are: 1) guiding 2) making activities recommendations; 3) safety, and 4) respect for visitors.

To answer research question number 4, *what is an authentic experience for the visitor?* The tour guides were asked two questions, “What is an authentic visitor experience to you”? And “what is your understanding of the importance of communication with the visitors?” The emerging themes are: 1) local and natural, 2) spending time in the sun. The analysis of the data revealed the essentials of the tour-guides' roles were accurately reflected from the information gleaned from the literature Cohen (1988).

### **Research Question 1**

*What is the role of the indigenous tour-guides?*

The tour-guides were asked, “What do you think of the roles and responsibilities as a tour-guide? And “what do you think the boss is expecting from you?” The emerging themes were taken from the transcripts and summarized below: 1) be the guide; 2) keep the tourist entertained along the route, 4) tourist safety, 3) care for customers; and 4) the boss's expectations.

## **Category 1: Be the Guide**

### **Theme 1: Knowing the Route**

Bettie commented:

My boss expects me to know where I am going before I drive. I cannot call and tell him I don't know where the place is. That would be too late. I like the tourist feel comfortable like I know where I am going so the day before I make sure about the route.

### **Theme 2: Know your Job and Do your job**

Gerald commented:

He wants me to take care of the tourists. When they come I have to show them around. Since we don't drive around like in the old days picking up tourist who wants to go to Grand Etang Lake, we have a schedule time when we go up there. We get a call from the office in town the day before to send a bus down, my boss expects me to send a driver that is knows where tourists thing are.

Gerald also indicated that not all the tourist come on cruise ships, some come from the hotels in town and they want to see something different. They want to see "how we live".

Devon has this to say about his role as a guide:

I don't see myself as a guide per se. *I see myself as a service provider.* When the tourists come, they want to see the volcano and experience the "real" smell of sulfur. And they get that. After they leave here they all smell like sulfur back in their transport. (Devon was shaking his head and wiping his nose when talked about the smell of the sulfur.) He continued to say than that as a service provider he gives the customer what they want. So I asked him if that was considered a "role" he answered "in that case, I have many roles, guiding, communicating, directing..." Directing" What are you directing? "Sometimes tourists who drive up get lost in all the twist and turns, then I "direct" them back down the mountain.

## **Category 2: Keep tourist entertained along Route**

Anderson commented:

To keep the tourist from getting bored along the route to a place, I tell them all about what is happening outside the bus. Sometimes I even tell them about the weather or about sports.

### **Category 3: Care for Customers**

Pearl has this to say about caring for customers:

“I take really good care of the visitors on my bus. I might have to make a potty break before we get there. But that is life, when the other customers get upset, I tell them not to worry we have plenty of time.

### **Theme 2: Tourist Safety**

Maureen had this to say about her role as a guide:

As a tour guide my main job is to take the tourist to their destination safely and return them back to the shed (the shed is the name for the small building where the tour starts and ends). Now along the way, I am the tour guide, I tell them about the area, I give them the history .

### **Category 4: Bosses' expectations**

#### **Theme 3: Reliability**

Bettie commented:

I have been working for the Mr. Joel (pseudonym) for the past twenty four years; it will be twenty five next March. He knows he can count on me because I can drive round the island to any hotel or beach. Sometimes one of the fellers we have a lot of tourist like when the cruise ship is in port I have to take a tour out if we are overbooked. But to answer your question he expects me to run things. When I have a problem then I call him and we work things out.

Devon commented:

My boss wants me to take care of the tourist like this is the bestist place on earth. He wants me to show them around and all the while talking, talking to them.

June had this to say about what her boss expects of her:

My boss expects me to take care of the customers; they are here for a short time so I have to make sure they are taken care of. Sometimes that could give them directions to the pharmacy or grocery store.

## **Research Question 2**

*Two: How satisfied are the visitors with tour-guides delivery and interpretation of cultural heritage information?*

The tour-guides were asked, “Where do you get the information to tell the tourist about the environment, culture, economy and local people?” And what do you think your function and roles are in promoting tourism. A summation of the responses as emerging themes are presented below in four categories: 1) Sources of information 2) monitoring island activities; 3) completing good tour, and 4) encouraging return.

### **Category 1: Sources of Information**

#### **Theme 1: Childhood Stories**

Jerry Commented:

I grew up with my grandmother; she would tell us many stories about when she was young. Sometimes I think she really likes to make us laugh. But seriously; when I was in college, we got a lot of information about history events and stuff like that. Plus I have a book at home if I am not home I could get it on my phone if I really want to. I know most places around here from growing up. You see that hill over there (she point to a cluster of trees with bright red flowers) through those woods takes you clear to the other side. It can go down far. Next thing you know you are by the river. (Jerry was smiling while she told me the part about the river).

Michael had this to say about hearing stories:

As a little boy, I heard stories from my great grandfather. My cousins and me would all sit on the ground and he would tell us stories. So now I remember some and tell the tourist now they would laugh.

## **Theme 2: Formal Education**

Xavier comments on formal education:

After secondary school I was done. All I wanted was a job doing something I love. Now I have it.

## **Theme 3: Company Training**

Lillian commented on company training:

Miss Catherine (she did not want to call me Catherine because that is her mother's name) the tourism is good for us here in Grenada. Here I only went to secondary school and got hired because of what I know. If the tourist don't come here, then I don't have no job. So when I take them on a tour I tell them all about the place and then some. I tell them to tell their friends too.

## **Category 2: Monitoring Island Activities**

### **Theme 4: Local Radio and Television Stations**

Every day I keep up on what is happening. I read newspaper, watch the news at night just to make sure I know what is going on.

## **Category 3: Completing Good Tour**

### **Theme 5: Tourists are Happy after Tours**

Grenada and St. Lucia tour-guides indicated that they promote tourism when they completed a good tour. Their indication of completing a "good tour" is the smiles on the tourists' faces and the enthusiastic handshakes upon tour completion.

Lillian commented:

"Good tours makes happy people, happy people come back again or tell their friends. So I want to make them happy".

## **Category 4: Encouraging Return**

### **Theme 6: Make Personal Connections with Visitors**

Bettie commended on the personal connections:

When I see a visitor that looks nice in her clothes I say "very nice shirt or very nice pants", then they smile and say "thank you". Then that makes me smile. Now that is the beginning of making somebody good day.

She continued to talk about some personal connections.

When my bus is full I can take no one more visitors. So I close the door and get ready to.

### **Research Question 3**

*How tour guides influence the visitors' experience?"*

The tour-guides were asked, what do you think of the relationship between you and the visitor? The emerging themes are summarized in four categories: 1) guiding 2) making activities recommendations; 3) safety, and 4) respect for visitors.

### **Category 1: Guiding**

#### **Theme 1: Quality of the Guide on Tour**

Anderson commented:

I believe that it should tour-guide to tourist (I asked him what does that mean). Tourist come here to see the lovely sights, we take them out there in 4X4, sometimes a Land Rover. When we go up the mountain we have to be safe. It don't matter if I drive up there 10 times before.

Bettie commented:

We give classes to our guides about how to welcome the tourist. We put videos in and make them watch it. We don't want the tourist to complain about our drivers using foul language, so there is none of that. We want them to show the tourist around and take them where they want to go.

### **Category 2: Making Activities Recommendations**

#### **Theme 2: Restaurants**

Maureen commented:

When the tourists are on my bus and we are going to Tivoli. I would tell them about any activities that might be at the parks along the way in the next few days. We play cricket here is St. Lucia, maybe they would like to see a match themselves.

#### **Theme 3: Shows or Night Clubs**

Many guides and supervisors pointed out that they would make recommendations for the night hot spots around town. And that occasionally they would give visitors information about local concerts or shows.

### **Category 3: Safety**

#### **Theme 4: Quality Driving**

June commented about Island Driving:

When I have people on my bus I am careful. I want them to come and enjoy themselves, not to be frightened by the bus driver on the way to the beach.

### **Category 4: Respect for Visitors**

#### **Theme 5: Personalized Treatment**

Bettie commented:

We have to treat each person as if they are the only ones here. I tell them if they need anything just let me know.

#### **Theme 6: Listen for Special Requests**

Pearl commented:

Some visitors have special requests, one time I helped this lady who saw fruit along and she wanted more information. It was easier to stop the bus for ten minutes so she can look at the fruit.

### **Research Question 4**

*What is an authentic experience for the visitor?*

During the interview, tour guides were asked two questions, “What is an authentic visitor experience to you”? And “what is your understanding of the importance of communication with the visitors?” To ascertain the common themes, I read through the transcripts. The emerging themes are summarized below in two categories: 1) local and natural, 2) spending time in the sun.

## **Category 1: Local and Natural**

### **Theme 1: Patronizing Local Food Establishments**

Jerry Commented:

Authentic is when something is real, it is in the natural setting, like when I cook my oil down outside with wood. That pot is so big when it done cooking we have to remove the firewood from under it not even the men can lift it. (She paused for a moment as if to remember the last time she prepared that meal. She invited me over for the next time she plans on cooking it). Now that some authentic food. (Since I know what oil down was I asking her about some of her ingredients I will list them after her segment). She went to say that: taking tours to places that is nice and undisturbed so the tourist can see the natural beauty. Sometimes they just want to sit, listen, and watch the waterfalls.

Gerald Commented:

Sometimes tourist just walk in and the want a tour. Sometimes they don't even know where they want to go. So I ask them a bunch of questions then suggest a place or two and off they go happy as a lark. When a customer calls on the phone, I have to listen really carefully because they could call from overseas. Those calls cost a lot of money so we can't waste time, well not from my end anyway. I find out all the information right away, things like where they are from, what dates, where they want to go, that thing.

### **Theme 2: Visiting Local Places**

Desmond commented on local places:

Visitors will ask me where a special event is, they might hear on the radio. So as a guide I feel it is my job to help them out. Maybe I know of a party they might be interested in.

Maureen commented:

Tourist wants to visit the site on a particular date and time. I make that happen for them.



### **Theme 3: Nature Walks**

Melvin commented;

Often the tourist wishes “to go for a walk” to enjoy the natural beauty of the island. When we are on a tour, I will give them a few minutes to take pictures.

### **Category 2: Spending Time in the Sun**

#### **Theme 4: Time on the Beaches**

Pearl commented:

“Taking the tourists to the beach is a good thing. Sometimes they just want to lie down and enjoy the sunshine with their family”.

Xavier commented on spending time in the sun:

Sometimes spending time in the sun is just what the tourist need.

#### **Theme 5: Enjoying the Sun**

Matthew commented on enjoying the sun?

Everyone who comes here enjoys the sun. Grenada is full of sunshine, let them take enjoy as much as they can.

## **Quantitative Analysis**

### **Demographic Information**

Data was collected through 472 visitors completed face-to-face questionnaires which provided data for analysis using SPSS (Statistics Package for Social Sciences).

This information was captured by survey location, gender, age group, annual household income and education level. Participants could skip questions; therefore the sample size for each item varied, Table 4-3 represents this data.

Table 4-3: Demographics of Participants N=470

		<b>Grenada</b>		<b>St. Lucia</b>		<b>Total</b>
		<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
<b>Gender</b>	Female	88	38.43	81	33.33	169
	Male	141	61.57	160	65.84	301
<b>Age</b>	22-29 years	87	51.48	82	48.52	169
	30-38 years	108	53.20	95	46.80	203
	39-47 years	30	34.09	58	65.91	88
	48 + years	4	36.36	7	63.64	11
<b>Income</b>	\$30,000 and Under	3	1.31	5	2.06	8
	\$31,000-\$65,000	93	40.61	93	38.27	186
	\$65,001-95,000	120	52.40	116	47.74	236
	\$96,000 and Over	13	5.68	28	11.52	41
<b>Education</b>	High School /Secondary	6	2.62	6	2.47	12
	Some College	43	18.78	52	21.40	95
	College Graduate	172	75.11	156	64.20	328
	Graduate and Above	8	3.49	28	11.52	36

Participants were asked the number of times they visited a particular island. The results are shown in Table 4-4.

Table 4-4: Number of Visits to the Island Grenada N=229 St. Lucia N=242

<b>Survey Location</b>					
# of Visits	<b>Grenada</b>		<b>St. Lucia</b>		<b>Total</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
1st	139	46.33	160	53.33	299
2nd	69	54.76	57	45.24	126
3rd	18	51.43	17	48.57	35
4 or more	3	27.27	8	72.73	11
Total	229	100%	242	100%	471

## Research Findings

### **Findings for Research Question 1: RQ1: What are the roles of the indigenous tour-guides?**

Visitors were asked two questions about their views on the roles of the tour-guides and the importance of the guides. Regarding the roles of the tour-guides participants *were asked: what is/are the role/s of your tour-guides?* Figure 4-1 represents the visitors' response to the roles of the tour-guides. Responders perceived tour-guides in the role of Pathfinder/Guide 82%, Entertainer 77%, Civil Ambassador 46%, Interpreter 22%, Environmentalist 18%, Sales Person 18%, Safety Person 17%, Communicator, 17%, Actor 5% and as Mentor 1%.

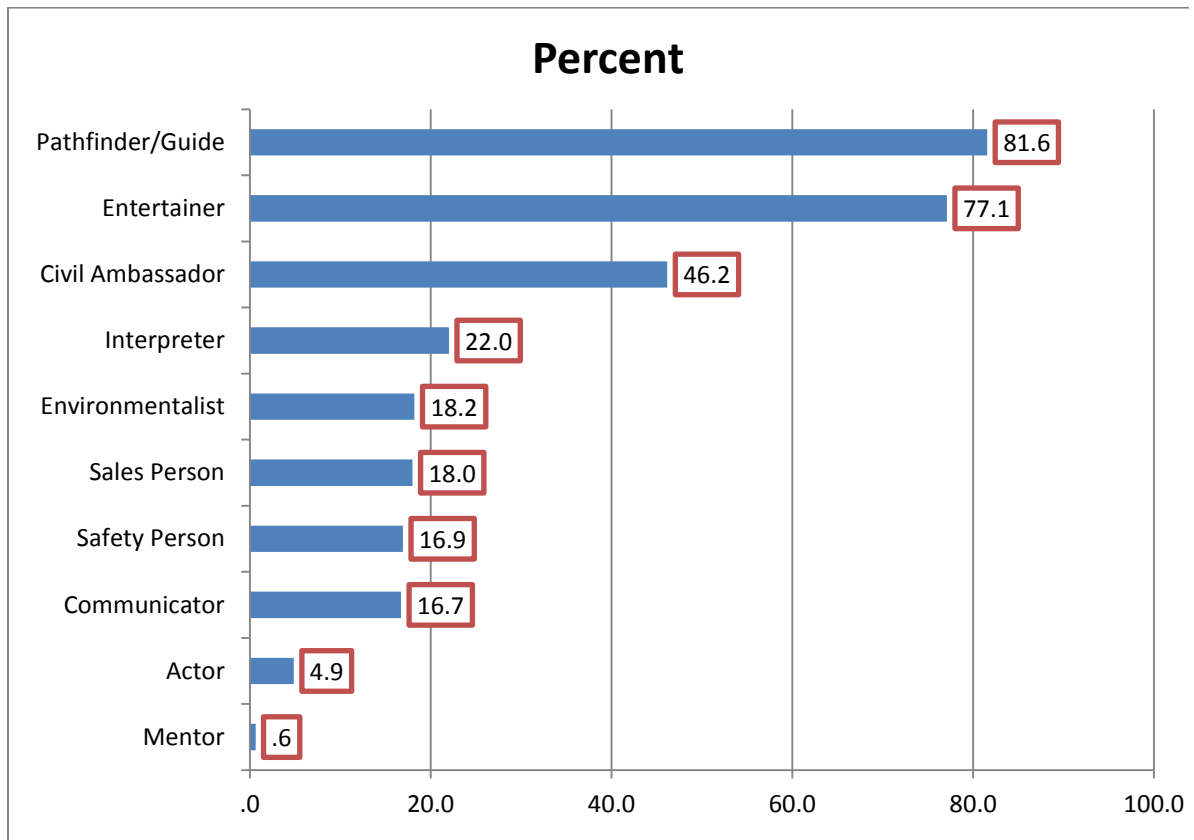


Figure 4-1: Participants Response to Roles of the Tour Guide N=471

**Findings for Research Question 2: RQ2. How satisfied are the visitors with the tour-guides delivery and interpretation of cultural heritage information?**

To answer Research Question Two, participants were asked to: *Please tell us about your satisfaction with your tour-guide's delivery and interpretation of cultural heritage information.* Table 4-3 represents the responses on a scale from 1 to 7 where **1=Very Unsatisfied; 2=Somewhat Unsatisfied; 3=Unsatisfied; 4=Neutral; 5=Satisfied; 6=Somewhat Satisfied; 7=Very Satisfied.** Respondents could skip questions, which would account for the variation in each sample size. Responses of **Very**

**Unsatisfied; 2=Somewhat Unsatisfied; 3=Unsatisfied** and is not represented in the table. Participants were asked to rate the guides from as often as they frequented on this visit. Table 4-5 Satisfaction with Tour-guides Delivery and Interpretation of Information

Table 4-5: Satisfaction with tour-guides Delivery and Interpretation of Information

N=471

	Neutral	Satisfied	Somewhat Satisfied	Very Satisfied
Local Food Establishments	0	1	48	422
Natural Environment	1	7	96	366
Island History	0	4	103	365
Famous Island Born People	0	7	104	361
Local customs and Taboo	2	7	128	335
Information on Landmarks	1	4	142	325
Current Events	0	2	147	323
Ethnic Culture	1	3	147	321
Legends and Stories	1	7	155	309
Other Island sites to visit	9	1	182	280

### **Findings for Research Question 3: RQ 3. How do the tour-guides influence the visitors' experience?**

To answer Research Question 3, three items on the visitors' questionnaire examined this influence, the quality of the tour, the experience with the guide, and the influence of the guide.

#### **Quality of the Tour**

Respondents were asked to rate on a scale of 1 (poor) to 7 (excellent) the quality of their tour. Table 4-6 display the results of 5 – 7; no one gave a response of lower than 5.

Table 4-6: Quality of this Tour

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>		1	0.2	0.2	0.2
	5	3	0.6	0.6	0.8
	6	45	9.5	9.5	10.4
	7 Excellent	424	89.6	89.6	100
	Total	473	100	100	

#### **Quality of the Tour-Guide**

Besides rating the tour, participants were also asked to rate the quality of their tour-guide on a scale of 1 to 7. The responses are presented in Table 4-7.

Table 4-7: Quality of Tour Guide

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>		1	0.2	0.2	0.2
	4	1	0.2	0.2	0.4
	6	74	15.6	15.6	16.1
	7	397	83.9	83.9	100
	Excellent				
	Total	473	100	100	

### Influence of Tour-Guide

To answer the question pertaining to the tour-guides' influence on the guests' experience, respondents were asked: In what ways did the tour-guide influence your experience? Table 4-8 presents the responses to this item. Table 4-9 is a graphic representation of the places tour-guides recommended to the visitors.

Table 4-8: Ways Tour Guide Influenced Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>		1	0.2	0.2	0.2
	Made Recommendations	52	11	11	11.2
	Same Language	4	0.8	0.8	12.1
	Very Knowledgeable	416	87.9	87.9	100
	Total	473	100	100	

Table 4-9: Places the Tour-Guides Recommended

Other Places	Frequency	Percent	Valid Percent	Cumulative Percent
None	434	91.8	91.8	91.8
Beaches	6	1.3	1.3	93.2
Carnival	1	0.2	0.2	93.4
Night Clubs	16	5.2	5	96.6
Jamaica	1	0.2	0.2	96.8
Parks	2	0.4	0.4	97.5
Restaurant	7	1.5	1.5	97.7
Sulfur springs	3	0.6	0.6	99.6
Volcano	1	0.2	0.2	99.8
Waterfalls	1	0.2	0.2	100
Total	473	100	100	

#### **Findings for Research Question 4: RQ4: What is an authentic experience for the visitor?**

To answer Research Question 4, three items on the visitors' questionnaire examined the authentic experience, how important was it for the visitor to have an authentic experience and what would make an authentic experience.

#### **Important of Authentic Experience**

Question 6 on the instrument asked respondents how important it was for visitors to have an authentic island experience. Respondents were asked to provide an answer using a scale from 1 to 10 where 1 was not important and 10 was very important. Table 4-10 represents the response; Table 4-11 represents the Chi-square analysis.



Table 4-10: Importance Authentic Island Experience by Location

		<b>Grenada</b>	<b>St. Lucia</b>	<b>Total</b>
<b>7</b>	0	1	4	5
<b>8</b>	0	10	15	25
<b>9</b>	0	41	38	79
<b>VERY IMPORTANT 10</b>	0	177	185	362
<b>Total</b>	0	229	242	471

Table 4-11: Chi-Square How important is it to have an Authentic Experience

	<b>Value</b>	<b>do</b>	<b>Asymp. Sig. (2- sided)</b>
Pearson Chi-Square	7.646 <sup>a</sup>	6	.265
Likelihood Ratio	6.426	6	.377
N of Valid Cases	472		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .01.

### What would make an Authentic Experience

When asked what would make an authentic experience, participants reported that food (91%), beaches (79%), visit museums (77%), carnival 50%, people (39%), visit volcano (36%), with weather and river tubing 18% and 16% respectively. Figure 4-2 represents the respondents' rendition of activities and places that will be an authentic island experience for them.

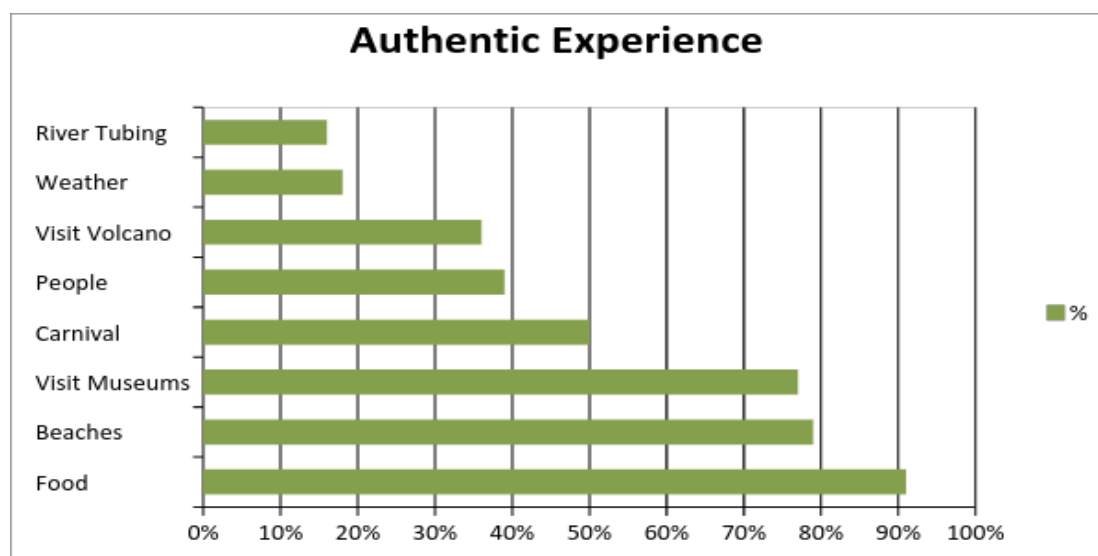


Figure 4-2: Authentic Experience by Percentage

### Island Recommendation

Finally, respondents were asked about their likelihood to recommend an island, on a scale from 1 to 10, where 1 is not recommended and 10 is definitely recommended. Would you recommend this island to friends, family, or co-workers? Table 4-12 is a statistical representation of responses. Respondents would Definitely Recommend 90.3%, followed by scores of 8 or 9 the other 9.7%.

Table 4-12- Recommend Island to Family and Friends

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	8	4	0.8	0.8	0.8
	9	41	8.7	8.7	9.5
	Definitely recommend	427	90.3	90.5	100
	10				
	Total	472	99.8	100	
<b>Missing</b>	System	1	0.2		
<b>Total</b>		473	100		

## Summary of Interviews

The aim of this mixed-method study was to explore the roles of the tour guides in Grenada and St. Lucia. Quantitative surveys and qualitative interviews were conducted. This section summarizes the interviews; the next section is a summary of the survey.

This chapter also has findings from the qualitative portion of this research. The findings presented here came from the fourteen tour-guides interviewed in Grenada and St. Lucia. The emerging themes to answer research question number one *what is the role of the indigenous tour-guides* are: 1) be the guide; 2) keep the tourist entertained, 3) tourist safety, 4) care for customers; and 4) the boss's expectations.

To answer research question two *how satisfied are the visitors with tour-guides delivery and interpretation of cultural heritage information?*, the emerging themes are: 1) Sources of information 2) monitoring island activities; 3) completing good tour, and 4) encouraging return.

The emerging themes related to research question number three *how tour guides influence the visitors' experience?* are: 1) guiding 2) making activities recommendations; 3) safety, and 4) respect for visitors.

The emerging themes related to research question number four, *what is an authentic experience for the visitor?* are: 1) local and natural, 2) spending time in the sun.

### **Summary of Survey**

This section contains the summary of the survey and some statistical analysis performed. Research findings indicated that roles of tour-guides in Grenada and St. Lucia remain pathfinder followed by entertainer, the least desirable to be mentor and actor. Survey participants indicated that pathfinder and entertainer are the roles they required from their tour guide. There were difference in the expectation of the tour-guides between Grenada and St. Lucia. These findings will be discussed in Chapter 5, Summary, Conclusion and Recommendations.

## **Chapter 5**

### **Summary, Discussions and Recommendations**

The focus of this research was to investigate the role of the indigenous tour-guides and their influence on visitor satisfaction in the Caribbean islands of Grenada and St. Lucia. Using Cohen (1985) role of the tour-guide: pathfinder, social, inter-mediatory and communication, this study examined the role of the indigenous tour-guides and how they infuse knowledge and heritage information to enhance the visitors' experience. Chapters 1-3 provided the context and conceptual framework in which the research questions were introduced, reviewed current literature and described the data collection methodology and analysis process. In Chapter 4 the study results were presented. This chapter contains a summary of the findings, ties the conclusions to the literature, and offers recommendations to researchers, tour-guides, tour operators, tour-guide managers, tour-guiding companies, and visitors.

### **Study Summary**

The primary purpose of this study was to investigate the role of the tour-guides of Grenada and St. Lucia. The driving force was found in the literature where the role of the guide was investigated from different perspectives for intercultural settings in China Yu et al. (2001); for national parks Christie and Mason (2003); and nature-based tourism Weiler and Davis (1993). Guides were also looking upon to have local knowledge and communications skills Weiler and Davis (1993); possess leadership skills Pearce (1984).

Provide authentic tourism experience is Steiner and Reisinger (2006); know place (Carrier, 2004; Cohen, 1988; and Kane, 2012); use interpersonal skills to motivate the tour-group MacCannell (1973); and handles tourist satisfaction on guided-tours (Huang et al. 2010; Wang et al. 2002). There no recent study on the role of the tour guides in the Caribbean. The literature review led to these research questions. What is the role of the indigenous tour-guides? How satisfied are the visitors with tour-guides' delivery and interpretation of cultural heritage information? How do tour-guides influence the visitors' experience? What is an authentic experience for the visitor?

### **Conclusions based on the study findings**

The study revealed similarities and differences in the role of the tour-guides. Most responses showed no significant differences in responses regarding the role of the tour-guide, the influence of the tour-guide, what makes an authentic experience, recommendations for others to visit. The differences were related to the geographic location; visitors to Grenada indicated an authentic experience would include river rafting, while in St. Lucia it was a visit to the volcano.

Cohen (1985) summarized that tour-guides have four major functions: pathfinder, social, inter-mediatory and communication. Overall the study suggests that the role of the tour-guides in Grenada and St. Lucia is Pathfinder/guide followed by entertainer and civil ambassador. The roles of mentor, actor, and communicator received the least responses. During my interview with the guides and their supervisors, they were enthusiastic about role as a guide; some guides in Grenada show me some preparations they go through before taking a group of visitors on a tour. One of the guides in St. Lucia who took a bus-

load of visitors to the beach said *“this is the best job I ever had, every time me take the tourist to this beach they don’t want to leave, them like the hot sun”*.

## **Summary of the Findings**

### **Questionnaire Results Related to Research Question 1**

*What is the role of the indigenous tour-guides?*

To answer Research Question Number 1, visitors were asked about the importance of a tour-guide and what they thought the roles of their tour guide should be. Overall the visitors felt it was important to have a guide and that the guides’ role was that of a pathfinder.

- 1) Grenada and St. Lucia visitors indicated that it was “Important” or “very Important” to have a tour guide.
- 2) Visitors felt that the roles of their tour-guides were mostly as a “pathfinder” followed by “entertainer” and “civil ambassador”. Few visitors saw their guides as an “interpreter”, “environmentalist”, or as a “sales person”. Even less visitors see their tour-guide as an “actor” or as a “mentor”.

### **Questionnaire Results Related to Research Question 2**

*How satisfied are the visitors with tour-guides’ delivery and interpretation of cultural heritage information?*

To answer Research Question Number 2 that pertains to the visitors’ satisfaction with their tour-guides’ delivery and interpretation of cultural information two questions were asked on the visitors’ questionnaire. The first focused on the location of the visit

such as cultural places, beaches, local restaurants, and museums. The other focused on visitors satisfaction of the tour-guides' performance. Overall visitors were "very satisfied" with the tour-guides' delivery and interpretation of the information received about several locations they visited such as local food establishments, natural environment, island history and famous island people.

- 1) Visitors from Grenada were "very satisfied" about the guides delivery of information in natural environment while visitors from St. Lucia were "very satisfied" about the island's history.
- 2) The majority of visitors from Grenada indicated they were "very satisfied" the tour-guides' knowledge of current events and provided information on local landmarks.
- 3) In Grenada and St. Lucia, the majority of the visitors went to cultural places, beaches and local restaurants.
- 4) In St. Lucia, many visitors frequented the Sulfur Springs and Soufriere Volcano followed by snorkeling and enjoying the sun. Compared to Grenada, the visitors frequented the under Water Museum and Waterfalls followed by National Parks and enjoying the sun.
- 5) Visitors indicated that few tour-guides provided recommendations to visit other islands.

### **Questionnaire Results Related to Research Question 3**

*How do tour-guides influence the visitors' experience?*



Some items on the visitors' questionnaire examined the quality of the tour, the quality of the tour-guides, and the influence of the tour-guide. Overall visitors rated the quality of the tours and the quality of the tour-guide as "excellent".

- 1) Grenada and St. Lucia visitors felt that the quality of the tour and the tour-guides were "excellent".
- 2) Grenada and St. Lucia visitors indicated that the tour-guides were "very knowledgeable".
- 3) Visitors also indicated that they were influenced by the tour-guides' making recommendations and speaking the same language.
- 4) Grenada tour-guides made recommendations to beaches, night clubs, and local restaurants.
- 5) St. Lucia tour-guides made recommendations to beaches, night clubs and sulfur springs.

#### **Questionnaire Results Related to Research Question 4**

*What is an authentic experience for the visitor?*

To answer research question 4 about the visitors' authentic experience, questions was asked on the visitors' questionnaire. The first was about the importance of an authentic island experience followed by an inquiry about how the tour-guides influence that experience, the last question was about what would make this visit an authentic experience. The major findings were:

- 1) The majority of the visitors to Grenada and St. Lucia felt it was "very important" to have an authentic experience.

- 2) Grenada and St. Lucia visitors indicated the tour-guide influenced their experience by “making recommendations”.
- 3) An overwhelming number of visitors Grenada and St. Lucia felt it is “food” makes an authentic experience
- 4) Grenada visitors also indicated that “Carnival” and “people” would also make an authentic experience.
- 5) In St. Lucia visitors indicated that “people”, and “visiting the volcano” would also make an authentic experience.
- 6) Little visitors felt that the “beaches and museums” would also make an authentic experience.
- 7) The majority of visitors to Grenada and St. Lucia would “definitely recommend” the island to friends, family, or co-workers.
- 8) Visitors from Grenada and St. Lucia said that the tour-guide influenced their experience because the “made recommendation” to local establishments

### **Interview Results Related to Research Question 1**

*What is the role of the indigenous tour-guides?*

The major findings related to the first research question examined the role of the guide from the perspective of the guides and their supervisors. The researcher found out that the guides and supervisors believe that providing safety, knowing their jobs, giving care to the customers was part of their roles.

## **Interview Results Related to Research Question 2**

*How satisfied are the visitors with tour-guides' delivery and interpretation of cultural heritage information?*

The major findings related to the second research question allowed the researcher to investigate the visitors satisfaction with tour-guides' delivery and interpretation of cultural heritage information were company training, formal education, and monitoring the radio and television for island activities. Some guides also indicated that they form a personal connection with the visitors to encourage them to return.

## **Interview Results Related to Research Question 3**

*How do tour-guides influence the visitors' experience?*

The major findings related to the third research question allowed the discussion about the guides influence on the visitors' experiences. Guides and their supervisors said that guiding, making recommendations for other island activities and respecting the visitors as a way to providing the means so visitors can have an authentic experience.

## **Interview Results Related to Research Question 4**

*What is an authentic experience for the visitor?*

The major findings related to the fourth research question examined the local places and cultural activities that a visitor considers to be an authentic experience. Guides would recommend local restaurants, vendors, or shopping areas to assist the visitors in a holist authentic experience,

## **Recommendations**

Tour guides have many roles to play when leading tours. As a central agent between the visitor and the visited, they are in good position and have great opportunities to make contributions to the destination places by enhancing tourist experiences.

### **Recommendations for Researchers**

The survey instrument used in this research should be revised. There should be more open-ended question posed to the visitors about their expectations from their guides. Also the visitors should be given the opportunity specify which site they visiting now on this place. One positive aspect of this instrument is that it allowed the visitors to rate their guide for this experience only.

### **Recommendations for Tour-guides**

Based on the literature tour-guiding is an old profession from the days of reading the stars to following the tides and the moon. Today's tour-guides have devices of their like smart phones and air conditioned tour busses but the profession remains that of giving one's self in service to others. Guides on Grenada and St. Lucia work with the local community to provide visitors with a holistic experience. For example visitors on a day-tour will have a buffet lunch at a local restaurant. This gives helps the local economy and gives the visitors a variety local culinary delights. Based on the survey results, visitors want guides to make recommendations on local establishments.

Recommendations based on researcher observations. First, tour-guides should share information on local events, look or listed to local and world news. This allows you to have a simple conversation with visitors. Second, share your personal stories and historical ones to provide the visitors a complete picture of the current place. Third, at completing every tour, solicit recommendation from the visitors on how a particular tour can be improved. Fourth, be an integral part of the entire tour, each guide should sit with the visitors at a different table during a meal, this will give you the opportunity to provide answer questions the visitors may have and a better dining experience. This research indicated that visitors see guides as entertainers and civil ambassadors, therefore some will help foster these roles

### **Recommendations for Managers of Tour-guides**

It is important for supervisors are to keep an open mind on suggestions from the younger guides on tour improvements and network opportunities with other tour guiding companies to improve on the overall visitor experience through many venues. Recommend collaboration between smaller tour- guiding businesses by sharing sources providing better opportunities for the visitors.

### **Recommendations for Government Agencies**

Tourism is an integral part of the islands' economy, research indicates there are several moving parts to the tourism industry, and guides are very close to the visitor. Government and tourism industry leaders should meet regularly to discuss matters that are important to each other and how collaboration can be beneficial to everyone. In their role of guides, tour-guides influence the visitors' behavior towards the local economy, the

environment and people. The guide must be educated on aspects of the island the place of the tour. Developing tourism related venues is vital to success of the profession. Tour-guides must be recognized for the dynamic role they play in visitors' satisfaction. The right government regulations and policies can help further this cause. For example tour-operators at the sulfur springs point out that the group can get no closer because policies were in place for visitors' safety. Other government policies may affect tour-operations are the speed to which the tour bus drivers can go .

### **Future Researchers**

Future researchers should expand upon the role of tour-guides in specific tourism areas. More research is needed on guides in ECO-tourism areas on Grenada and St. Lucia or expands upon the works completed here. The research instruments used in this study was a questionnaire and in-depth interview. Future studies may also include a control group.

The qualitative portion of this study was valuable in allowing the researcher to gain a deeper understanding into the way the guides view themselves and their roles towards tour-guiding.

Future studies should consider a different method such as working with a travel agency to conduct on-line survey before and after travel. Besides the in-depth interviews, tour-guides and their supervisors can also be given a questionnaire. The tour-guides instrument used in this research can be expanded to include questions about the guides' perceptions of the visitors' needs from their tour-guide. It can also include more questions about the guides' satisfaction about their jobs.

Although the guides were passionate about their knowledge and were enthusiastic to share with it visitors this level of enthusiasm may be better measured with a different research instrument.

More research is need in different locations in the Caribbean for a better understanding of the roles of the guides and to support the craft that is tour-guiding. This study can be extended to include non-guided tours and individual tour providers.

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## **Appendix A**

### **Invitation to Participate**

Dear Tour Guide Manager:

My name is Catherine Haynes; I am a Ph.D. candidate seeking dual degrees in Workforce Education and Development; and in Comparative and International Education at The Pennsylvania State University. I am preparing to conduct research on the tour-guides and their role in authentic tourists experience in Grenada and Saint Lucia. I received information about your company from a Google Search on the Internet where it indicates your tour-guides give guided tours to visitors on the island.

This study is being conducted for research. Participation in this study is voluntary. Participants must be tour-guides 18 years of age or older. The interview will take only one hour. I will use the information I receive from you and your tour-guides give me in my dissertation. All information related to you, your practices, your organization, and your employees are confidential.

If you would like your company's tour-guides to be part of my research, please "reply" to this email or contact me, Catherine Haynes, through my email address at the university, it is [coh5000@psu.edu](mailto:coh5000@psu.edu). I would then send you additional information about my research. I would really appreciate your participation in my research.

Sincerely,

Catherine Haynes

## **Appendix B**

### **Informed Consent Information**

#### **Informed Consent Form**

This is for Social Science Research, The Pennsylvania State University

Project Title: Indigenous Tour-Guide and how they Interpret Heritage Knowledge for Authentic Visitors' Experience

1. My name is Catherine Haynes; I am a Ph.D. candidate in Workforce Education and Development; and in Comparative and International Education at The Pennsylvania State University.
2. I will conduct research on the tour-guides today. This study is being conducted for research.
3. As part of the study you will be asked to fill out a survey questionnaire with only ten questions; however, some questions may several sections; and a short interview will follow.
4. Participation in this study for research is voluntary. You must be 18 years of age or older. You may end your participation.
5. During the interview, if there is any thing you do not want to answer please let me know. You may choose not to answer specific questions. The interview gets your insights and to understand your role as a tour-guide. If you don't mind, I would like to use a tape recorder to make sure I accurately register what you say and capture the essence of your meaning. If you would like it turned off at any point just say so. These tapes will remain in my possession or in a locked storage box. After I transcribe the tapes I will erase them. Remember your participation is voluntary. You may stop the study and anytime.

Thank you, Catherine Haynes

## **Appendix C**

### **Tour-Guide Supervisors Interview**

#### ***C-1 Tour-Guide Supervisor Interview Protocol***

1. Self- introduction.
2. Good Morning (time of day):
3. Thank you for taking the time out of your schedule to come here today. My name is Catherine Haynes I am a Ph.D. candidate in Workforce Education and Development; and in Comparative and International Education at The Pennsylvania State University.
4. Explain the purpose of the study and the research questions.
5. Read: this study examines the source of heritage knowledge garnered by the indigenous tour-guides, to investigate how tour-guides interpret the social, cultural, and historical foundations of indigenous knowledge; and to study how indigenously informed heritage knowledge is infused in tour-guide communications to enhance visitors' experience.
6. Explain why the participant has been invited to join the study.
7. Explain the human subject requirement and ask for signature on the informed consent forms.
8. Start interview questions.
9. Answer questions that the participant might have.
10. Thank the participant for joining the research.
11. Inform him/her that follow-up steps might occur later.

## C-2 Tour-Guide Supervisor Interview Questions

1. What do you think of the roles and responsibilities of tour-guides on tours?
2. From the standpoint of the employer, what are you expecting from tour-guides?
3. What should a good tour-guide be?
4. What is an authentic visitor experience to you?
5. What is your understanding of the importance of communications with the visitors?
6. What do you think of the relationship between the tour-guides and the visitors?
7. Where do you think the tour-guide get the information to tell the tourist about the environment, culture, economy and local people?
8. What do you think of their functions and roles of tour-guides in promoting tourism? What should tour-guides /can do to contribute to the growth of tourism business in destination places, conservation of local environment, understanding and respect of local people and culture, and promotion of the destination economy?
9. What measures are you taking to monitor tour-guides performance and to encourage tour-guides to improve their performance?
10. Do you provide training programs to the employed guides? What are they (in what way, the content, How often)?

## **Appendix D**

### **Informed Consent Information D-1 Tour-Guide Interview Protocol**

#### Procedures:

1. Self- introduction.
2. Good Morning (time of day):
3. Thank you for taking the time out of your schedule to come here today. My name is Catherine Haynes I am a dual Ph.D. candidate in Workforce Education and Development; and in Comparative and International Education at The Pennsylvania State University.
4. Explain the purpose of the study and the research questions.
5. Read: this study examines the source of heritage knowledge garnered by the indigenous tour-guides, to investigate how tour-guides interpret the social, cultural, and historical foundations of indigenous knowledge; and to study how indigenously informed heritage knowledge is infused in tour-guide communications to enhance visitors' experience.
6. Explain why the participant has been invited to join the study.
7. Explain the human subject requirement and ask for signature on the informed consent forms.
8. Start interview questions.
9. Answer questions that the participant might have.
10. Thank the participant for joining the research.
11. Inform him/her that follow-up steps might occur later.



## **D-2 Tour-Guides Interview Questions**

Before I begin the interview questions on, I would like to ask are you over the age of 18?

1. What do you think of the roles and responsibilities as tour-guides on tours?
2. From the standpoint of the employee, what are you think the boss is expecting from you as a tour-guide?
3. What should a good tour-guide be?
4. What is an authentic visitor experience to you?
5. What is your understanding of the importance of communications with the visitors?
6. What do you think of the relationship between you and the visitors?
7. Where do you as a tour-guide get the information to tell the tourist about the environment, culture, economy and local people?
8. What do you think your functions and roles of tour-guides in promoting tourism? What should tour-guides /can do to contribute to the growth of tourism business in destination places, conservation of local environment, understanding and respect of local people and culture, and promotion of the destination economy?
9. What measures does your boss take to monitor tour performance and to encourage you to improve your performance?
10. Does your employer provide training for you? What are they (in what way, the content, How often)?

How long have you been a tour-guide?

Gender:

Age:

Educational level:

Date & Time

## Appendix E

### Grenada – Profile of Interview Participants

This section is to introduce the participants, their background as a guide, their education level, time on the job, gender, age, and job title within the organization. An overview is necessary to get to know the participants and get a holistic view of each participant. In Grenada and St. Lucia, “Secondary School” is the equivalence to “High School” in the United States; and “Primary School” is the equivalence to “Middle School” or “Junior High School”. There were 7 interviewees in Grenada 3 Females and 4 Males; 2 are Primary School graduates, 3 Secondary School graduates, and 2 are Community College graduates see Table 4-1 and 4-2.

**Table 4-1:** The Grenada Participants for the Qualitative Interviewees

<b>Participant</b>	<b>Tour-Guide</b>	<b>Age</b>	<b>Gender</b>	<b>Role</b>	<b>Education Level</b>	<b>Time on Job</b>
G1	Gerald	47	Male	Senior Guide	Secondary/high School	20 years
G2	Jerry	34	Female	Guide	Community College Grad	12 years
G3	Anderson	38	Male	Guide	Community College Grad	6 years

G4	Lilian	25	Female	Guide	Secondary School Grad	3 years
G5	Bettie	53	Female	Supervisor	Middle/Primar y School Grad	24 years
G6	Matthew	41	Male	Supervisor	Secondary School Grad	18 years
G7	Melvin	42	Male	Supervisor	Middle/Primar y School Grad	17 years

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#### Participant G1: Gerald

Gerald is a 47 year old Grenadian male, is a secondary school graduate, is employed as the Senior Guide and has been with the company for 20 years. He started as a guide when he was only 14. He was taking tourist to the different sights in the area where he lived. He lived near the Annandale Water Falls. His older brother and his friends would climb on the rocks over the falls and jump in. The tourist liked that and would cheer after each dive and give money to the ones who jump. He is proud of being with the company for 20 years the building has not changed but now they have the internet. That is good for business. Gerald is married and has six children.

#### Participant G2: Jerry

Jerry is a 34 year old Grenadian female, is a local community college graduate, is employed as a Guide and has been with the company for 12 years. She started as a guide taking tourist through the market in town (the capital St Georges). She would show them

the different stalls, allow them to meet and greet the venders. She would show the tourist the different fruits, vegetable, and crafts in the market. Jerry has a degree in Tourism and Marketing from the local community college. It was hard going to school and taking care of her little girl. She has three children and is working full time for the company.

Participant G3: Anderson

Anderson is a 38 year old Grenadian male, is a community college graduate, is employed as a Guide and has been with the company for 6 years. He was working for his father on the farm fulltime but 6 years ago he helped his do tours. He liked talking to people and seeing them have a good time. Anderson is single.

Participant G4: Lilian

Lilian is a 25 year old Grenadian female, is a secondary school graduate, is employed as a Guide and has been with the company for 3 years. She likes being a guide very much. She gets to see new faces every week, sometimes its newlyweds sometimes it's a 25-year anniversary. People have many ways to celebrate. And if she can help them, then she is happy. Lillian is single, she has a small son they are living with her parents. .

Participant G5: Bettie

Bettie is a 53 year old Grenadian female, is a primary school graduate, is employed as a Supervisor and has been with the company for 24 years. She started as a regular guide many years ago. She enjoys being outside. She did not go to secondary school because back in those days, you had to pay to go to school. Her parents could not

afford it. She worked other places for a while and her friend told her about being a guide and after 24 years she is not going anywhere. She takes care of her 85 year old mother but sometime it seems like her mother is taking care of her. Bettie has 5 grown children, 3 girls and 2 boys, 10 grandchildren.

Participant G6: Matthew

Matthew is a 41 year old Grenadian male, is a secondary school graduate, is employed as a supervisor and has been with the company for 18 years. As a supervisor Matthew get to show the younger guides how to conduct the tour. He started as a regular guide, and then when the business expanded he moved in the supervisor spot. He likes being a supervisor but some days he may have to do a tour because one of the guides did not come in.

Participant G7: Melvin

Melvin is a 41 year old Grenadian male, is a primary school graduate, is employed as a supervisor and has been with the company for 17 years. He started as a tour bus driver but he hurt his back and can't sit for long periods of time. So the supervisors when needed help with paperwork and ask Melvin to help. He stayed with the company because they were there for him when he was hurt and now he can't see starting over someplace else. Melvin is not married; he is hoping to meet the right person someday.

### St. Lucia - Profile of Interview Participants

There were 7 interviewees in St. Lucia 3 Females and 4 Males; 1 is a Primary School graduates, 2 Secondary School graduates, and 4 are Community College graduates see Table 2.

Table 4-2: St. Lucia Participants for the Qualitative Interviewees

Tour-Guide					
Participant		Age	Gender	Role	Education Level
SL1	Devon	45	Male	Lead Guide	Community College Grad
SL2	Xavier	32	Male	Guide	Secondary/High School Grad
SL3	June	38	Female	Guide	Middle/Primary School Grad
SL4	Maureen	23	Female	Guide	Community College Grad
SL5	Michael	56	Male	Supervisor	Community College Grad
SL6	Desmond	51	Male	Supervisor	Secondary/high School Grad
SL7	Pearl	35	Female	Supervisor	Community College Grad

### **Profile of Participants from St. Lucia**

#### **Participant SL1: Devon**

Devon is a 45 year old St. Lucian male, is a community college graduate, is employed as a Lead Guide and has been with the company for 12 years. He is proud that he is a college graduate. He believes that he got the promotion to Lead Guide because of his degree. It is in marketing but that don't matter. Before he worked as a tour-guide he worked in a hardware store driving the forklift. Now he goes there to buy hardware. He like the outdoors this job as a guide is great. He knows the trails like the back of his hand. Devon is a newlywed, less than a year. They have any children, yet.

#### **Participant SL2: Xavier**

Xavier is a 32 year old St. Lucian male, is a secondary school graduate, is employed as a Guide and has been with the company for 9 years. He started as a in the tourism business longer than he's been with this company. He worked as a clerk and the local hotel. He met an old friend from secondary school who told him about this job driving tourist to sites. Xavier enjoys his job and said this tour guide job is the best job he ever had. He gets to see island visitors every day. He is single and lives comfortable his parents and 4 siblings.

#### **Participant SL3: June**

June is a 38 year old St. Lucian female, is a primary school graduate, is employed as a Guide and has been with the company for 14 years. She wanted to be a tour-guide after she saw a bus loaded with tourist heading to the beach. She enjoys being around people so she applied for the job. She was inside the off for a while so she could learn

how to do paperwork. June, her husband and twin boys are living with her parents while their house is being built.

Participant SL4: Maureen

Maureen is a 23 year old St. Lucian female, is a community college graduate, employed as a Guide and has been with the company for 2 years. She started with this company because they gave her a scholarship last semester in college. She is very grateful to them because the scholarship allowed her to finish. The job as a guide is okay, she gets the chance to help her mother. Maureen sees having a tour-bus company of her own someday. She is living with her mother and 2 siblings.

Participant SL5: Michael

Michael is a 56 year old St. Lucian male, is a community college graduate, is employed as a supervisor and has been with the company for 28 years. He started as a regular tour operator right out of college, 10 years he was promoted to supervisor. He said the hospitality business is great. He makes the schedule for the guides and coordinates the tours. Michael said he will stay with the company until he retires. He is a widow by five years ago. He has three grown daughters and seven grandchildren.

Participant SL6: Desmond

Desmond is a 51 year old St. Lucian male, is a secondary school graduate, is employed as a supervisor and has been with the company for 18 years. He drove trucks for the major lumber company on the island, but that job took him away from his family. He has driven around the island more times he can count. He was a tour guide, and then got promoted to supervisor. Sometimes, when the company is shorthanded, he would take a group on a tour. Desmond is married; he has four grown children and 5 grandchildren.



Participant SL7: Pearl

Pearl is a 35 year old St. Lucian female, is a community college graduate, is employed as a supervisor and has been with the company for 7 years. She started as the office attendant. She came in before everyone else and made sure everything was ready for the daily tours. She liked it but wanted to go out with the visitors to the places she knew. One day one of the drivers got injured, not on the job, she was asked to fill-in until the guide came back. She did a great job and the boss kept her a guide. Pearl is single and living with her mother, grandmother, three nieces and two nephews.

## **Appendix F-1**

### **Visitor Interview Protocol**

#### Procedures:

1. Self- introduction.
2. Good Morning (time of day):
3. Thank you for taking the time out of your schedule to come here today. My name is Catherine Haynes I am a dual Ph.D. candidate in Workforce Education and Development; and in Comparative and International Education at The Pennsylvania State University, in the United States.
4. Explain the purpose of the study and the research questions.  
Read: this study examines the source of heritage knowledge garnered by the indigenous tour guides, to investigate how tour guides interpret the social, cultural, and historical foundations of indigenous knowledge; and to study how indigenously informed heritage knowledge is infused in tour guide communications to enhance visitors' experience.
5. Explain why the participant has been invited to join the study.
6. Explain the human subject requirement and ask for signature on the informed consent forms.
7. Start survey.
8. Answer questions that the participant might have.
9. Collect the survey.
10. Thank the participant for joining the research.
11. Inform him/her that follow-up steps might occur later.

## Appendix F-2

**Visitors' Questionnaire**

## F-2 Visitors' Questionnaire

The information we collect will be reported in a group. Thank you for agreeing to complete this survey.

Welcome, please tell us about your trip.

1. How often have you visited this island?  
{Please include this visit} \_\_\_\_\_
2. About how many days will you be here? \_\_\_\_\_
3. Please tell us your main reason for visiting the island. \_\_\_\_\_
4. How did you hear about this island? \_\_\_\_\_
5. How did you hear about this site? \_\_\_\_\_
6. On a scale of 1-10, where 1 is not important and 10 is very important. Please answer the next 2 questions.  
  
6-1 How important is it for you to have an authentic island experience on this visit? \_\_\_\_\_  
  
6-2 How important is it for you to have a tour-guide during this visit? \_\_\_\_\_

7. What is/are the role/s of your tour-guides? (Check all that apply).

	Pathfinder		Mentor
	Interpreter		Actor
	Civil Ambassador		Environmentalism
	Sales Person		Communicator
	Safety Person		Entertainer
	Other_____		

8. Tell us about some places you have visited or will visit while in Grenada/St. Lucia. (Check all that apply).

	Cultural Places		National Parks
	Enjoy the sun		Historical Places
	Carnival		Snorkeling
	Local restaurants		Under Water Museum
	Beaches		Water Falls
	Other_____		

9. What other places did the tour-guide recommended that you visit in Grenada/St. Lucia?

\_\_\_\_\_

The purpose of this section to gather information about the tour you have just completed and about your tour-guide

10. On a scale of 1 to 7 where 1 is poor and 7 is excellent. How would you rate the quality of this tour? \_\_\_\_\_

11. On a scale of 1 to 7 where 1 are very negative influence and 7 very positive influence. How would you rate your tour-guide's influence in your tour experience? \_\_\_\_\_

11-2. In what ways did the tour-guide influence your experience? \_\_\_\_\_

11-3. Please tell us what would made this an authentic island experience for you? \_\_\_\_\_

12. Please tell us about your satisfaction with your tour-guide's delivery and interpretation of cultural heritage information. Use these scale where 1=Very Unsatisfied; 2=Somewhat Unsatisfied; 3=Unsatisfied; 4=Neutral; 5=Satisfied; 6=Somewhat Satisfied; 7=Very Satisfied (please circle or check).

		Very	u n s a t i s f i e d	Somewhat u n s a t i s f i e d	Unsatisfied	Neutral	Satisfied	Somewhat S a t i s f i e d	Very
12-1	Natural environment	1	2	3	4	5	6	7	
12-2	Island History	1	2	3	4	5	6	7	
12-3	Local customs and taboo	1	2	3	4	5	6	7	
12-4	Ethnic culture	1	2	3	4	5	6	7	
12-5	Current events	1	2	3	4	5	6	7	
12-6	Legends and stories	1	2	3	4	5	6	7	
12-7	Other island sites to visit	1	2	3	4	5	6	7	

12-8	Information on Landmarks	1	2	3	4	5	6	7
12-9	Local Food Establishments	1	2	3	4	5	6	7
12-10	Famous Island Born people	1	2	3	4	5	6	7
12-11	Comments you would like to make:							

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13. These information is collected for classification

13-1. What is your country of residence? \_\_\_\_\_

13-2. What is your primary language at home? \_\_\_\_\_

13-3. What is your gender?    Male    Female

13-4. What level of education have you achieved?

- ☐ High/secondary School
- ☐ Some College
- ☐ College Graduate
- ☐ Graduate and above
- ☐ Other \_\_\_\_\_

13-5. What is your approximate level of annual household income? (Please check one)

<input type="checkbox"/>	\$0-30,000	<input type="checkbox"/>	\$31,000-65,000
<input type="checkbox"/>	\$65,001-95,000	<input type="checkbox"/>	\$96,000-125,000

	\$126,000 Plus		
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13-6. What is your age? \_\_\_\_\_

13-7. On a scale of 1-10, where 1 is not recommend and 10 is definitely recommend. Would you recommend this island to friends, family, or co-workers? \_\_\_\_\_

General Comments:

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*Thanks for your participation in this survey.*

## VITA

### **Catherine Haynes**

Catherine Haynes is consultant with Cornerstone Consulting. Prior to joining Cornerstone, Ms. Haynes worked with Military Programs for Hospitality Leadership Institute. She also worked for Penn State University as the Diversity Framework Coordinator for Penn State Outreach Human Resources Office. Ms. Haynes is experienced in developing and delivering training programs for both military and non-military workers. She developed and delivered training programs for civilian personnel in U.S. Army Lodging and the Marine Corps Food and Hospitality Division and the Marine Corps Exchange Retail Training Program.

Ms. Haynes served 22 years on Active Duty with the U.S. Army. While on active duty she served various locations as the Human Resources Manager. She has worked in Brigade Headquarters as the Equal Opportunity Advisor (EO) to the commander. At the Division level Ms. Haynes worked as the liaison between other human resources generalists, finance specialist and employee benefits coordinators while directly supervising 8 military and 6 civilian personnel. Ms. Haynes functioned as the primary trainer for over 2500 active duty personnel in all aspects of human resources including employee performance appraisals, promotion and retention, and employee relations. Ms. Haynes consistently planned and coordinated multi-cultural community events.

While on active duty, Ms. Haynes graduated from several military schools. She is an Honor Graduate of the Defense Equal Opportunity Management Institute (DEOMI). She is a graduate of Battle Staff Non Commissioned Officers Training Course and is the Distinguished Honor Graduate of the Advanced Non Commissioned Officer Course. She received two Meritorious Service Medals and seven Army Good Conduct Medals.