



The role of tourist guides in interpretation: a survey of secondary school teachers at Maropeng and the Sterkfontein caves, South Africa

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Abstract

Interpretation, either explicitly or implicitly, aims to stimulate, facilitate and extend people's understanding of the place or attraction so that empathy towards heritage, conservation, culture and landscape can be developed. However, in tourism research, interpretation in tour guiding has previously not received the attention it deserves. The main aim of this paper is to explore the role of tourist guides in interpretation as perceived by secondary school teachers. In general, respondents perceived tourist guides' interpretation to be important, and they were satisfied with the way in which guides applied the principles of interpretation throughout their tours. Understanding visitor satisfaction presents information related to how well the attributes of the tourist attraction match the visitors' preferences, which may help tourist attraction marketers in improving the quality of their products and services in order to meet visitors' preferences. In addition, marketers should attract a number of visitors that can be managed in order to protect the natural and cultural resources of the attraction. The results of this study will hopefully inform *Maropeng á Afrika* marketers about secondary school teachers' satisfaction on tourist guides' interpretation and how important interpretation is to the respondents. In addition, the results will help the attractions to improve guided school tours and enhance offerings to Maropeng and the Sterkfontein caves in South Africa.

Keywords: Tour guiding, roles of tourist guides, interpretation, visitor satisfaction

Introduction

Tourism industry bodies perceive a tourist guide's role as providing not only direction but also cultural and environmental interpretation at a site (Lackey, 2016). Moscardo (2014) implies that interpretation is an integral part of guiding. According to Pond (1993), the goals of interpretation are to convey the magnificence of a place, to inspire visitors and ultimately to convince them of the need to preserve lands. However, in tourism research,



interpretation in tour guiding has previously not received the attention it deserves probably due to critiques that have been made about tour guiding as a profession (Ap & Wong, 2001:551). Although some researchers have paid attention to this topic (Cohen, 1985; Pond, 1993; Van Loggerenberg, Saayman & Kruger, 2015; Lackey, 2016; Látková, Jordan, Vogt, Everette & Aquino, 2017), this literature does not capture the intricacies of tourist guides' interpretation role. Interpretation provides the sociological, educational and cultural underpinning of guiding. Cohen (1985) posits that interpretation is the essence of the cultural-mediating role of tourist guides. Interpretation during the guided tour is the foundation of what any good tourist guide should be doing. The interpretive skills of tourist guides can enhance the quality of visitors' experiences and their understanding of an attraction and its culture (Van Loggerenberg *et al.*, 2015; Lackey, 2016). Consequently, this study aims to explore tourist guides' role in interpretation as perceived by secondary school teachers. To address the main aim of this study these two objectives have to be met; (1) to determine secondary school teachers' satisfaction with the principles of interpretation and (2) to determine how important the principles of interpretation are to secondary school teachers. The chosen sites for this study are Maropeng and the Sterkfontein Caves in South Africa. These two attractions form part of the Cradle of Humankind (COH). *Maropeng á Afrika* (PTY) Ltd is a company that operates these two attractions (Maropeng and the Sterkfontein Caves). Both sites have United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site status. Maropeng is the official visitor centre of the Cradle of Humankind World Heritage Site (COHWHS) and the Sterkfontein Caves is one of the fossil sites within the COH.

Literature Review

Pond (1993) states that the practice of interpretation was originally employed in the United States of America (USA), and the goals of interpretation are to convey the magnificence of a place, to inspire visitors and ultimately to convince them of the need to preserve lands. The term 'interpretation' has many definitions, and there has been much controversy over the term among those who practise and study it. The significance of interpretation relates to intercultural mediation, explaining it as "translation" of foreign and unknown elements of a host's culture into a cultural "idiom" that is close to the visitor (Cohen, 1985:15-16). Xu, Cui, Ballantyne and Packer (2012:118) define interpretation as "an educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience and by illustrative media rather than simply to communicate factual information". El-Menshawy (2016:3) defines interpretation as "a mission based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource". These definitions highlight three prominent terms and they are 'communication', 'education' and 'behavioural change' (Van Loggerenberg *et al.*, 2015:2).

There are two interpretive functions that are involved in tourist guides' work; namely mediating (Tsaur & Teng, 2017:440) and culture brokering (Weiler & Walker, 2014:91). Tourist guides mediate between tourists, locals and the environment. Mediating surpasses telling tourists how to think and feel about their experiences; it is about leading them to their own conclusions and letting them learn. Culture brokering is the act of bridging, linking or mediating between groups or persons of differing cultural backgrounds for the purpose of reducing conflict or producing change (Látková *et al.*, 2017:2). Tourist guides, through their knowledge and understanding of a destination's attractions and culture and through their communication skills, transform tourists' visits

from tours into experiences (Látková *et al.*, 2017:4-5). Moscardo and Walker (2014:1179) identify three main ways in which interpretation can contribute to the quality of visitors' experiences:

- Interpretation provides information on the available options so visitors can make the best choices about what they do and where they go.
- Interpretation provides information that encourages safety and comfort so that visitors know how to manage encountered difficulties better (e.g. sea sickness) and understand messages given by the warning signs (e.g. 'You cannot swim here').
- Interpretation creates the actual experience so that visitors can participate in activities such as guided walks, ecotours, visiting art galleries, fauna sanctuaries or zoos and learning in areas of educational interest.

Moscardo and Walker (2014:1180) claim that "interpretation is trying to produce mindful visitors; visitors who are active, questioning and capable of reassessing the way they view the world". In other words, interpretation of information can give visitors new insights and a deeper understanding of the area that they are visiting and the culture and the environment that they are experiencing. For this reason, it is relevant to explain the two ways in which visitors can respond to interpretation. Moscardo (1996:30) first introduced the concepts of "mindless and mindful behaviour" as two major ways in which visitors can respond to interpretation.

- 'Mindless' behaviour is characterised by mental passivity and behaviour. Mindless behaviour is behaviour that is overdetermined by the past. Mindlessness is single-minded reliance on information without an active awareness of alternative perspectives or alternative uses for the information received (Moscardo, 2017:113). When demonstrating mindless behaviour, the individual relies on structures that have been appropriated from another source.
- 'Mindful' behaviour is marked by active mental processing (Moscardo, 2017:113). Azzi (2017:29) indicates that mindfulness is the active creation of categories. Therefore, to be mindful is to appreciate the possibilities in the world rather than be trapped by existing labels and preconceptions. Moscardo (1996:381) argues the importance of promoting 'mindful' tourism through interpretation programmes. Interpretation is frequently the method by which the educational message is delivered. It can be argued that creating 'mindful' visitors is a major aim of sustainable tourism and hence, site guides are critically important role-players in the process of attempting to make visitors 'mindful'.

There are two types of interpretation, namely; personal and non-personal interpretation (Padbury, 2014; Roberts, 2014). Padbury (2014) refers to personal interpretation as programs in the form of talks, demonstrations, puppet shows, living history, storytelling, nature walks, and tours. Non-verbal interpretation can be seen in printed materials and physical settings at the attractions (Mohamed, Noor & Mohamed, 2014). Many World Heritage Sites in China have incorporated interpretation in order to attain World Heritage Area status, yet the quality of this interpretation rarely complies with 'best practice' principles as described in Western texts (Tilden, 1957; Moscardo, 1996; Weiler & Davis, 1993; Ballantyne, Hughes, Ding & Liu, 2013). Moscardo and Walker (2014) point out that tourist guides' interpretations usually makes an important contribution to positive visitor perceptions of their general experience. In a study by Weiler and Yu (2007), visitors cited that tourist guides' lack of interpretation skills negatively affected their experiences.



Moscardo (1996) was one of the first researchers to theoretically and empirically engage with the applicability of the principles of interpretation in enhancing visitor experiences. Moscardo (1996) outlines six key principles of best practice interpretation aimed at engaging visitors in environmentally sustainable knowledge and the adoption of appropriate attitudes and behaviours. These include; (1) interpretation should personally connect with, or be relevant to, intended audiences, (2) it should provide novelty and variety, (3) it should be organised with clear and easy to follow structures, (4) interpretation should be thematic, (5) it should engage visitors in the learning experience, and (6) it should demonstrate an understanding of and respect for the audiences. It is imperative that the management and tourist guides of tourist attractions are aware of the visitors' satisfaction level and perception on interpretation.

Research Methodology

This study employed a quantitative approach. Respondents were selected by means of non-probability convenience sampling. Data was collected through a self-administered questionnaire from secondary school teachers who participated in guided school tours at Maropeng and/or the Sterkfontein Caves during the months of March and April 2016. Before conducting the survey, each school teachers' permission was obtained. The respondents were advised that they could withdraw at any time and that they would remain anonymous throughout. The questionnaire was benchmarked against similar studies undertaken in Australia and elsewhere (Weiler & Walker, 2014; Moscardo, 2017). There was therefore a considerable degree of confidence that the questionnaire's constructs (six principles of interpretation) were stable because all constructs proved to be reliable and valid in this study, Weiler & Walker's (2014) study and Moscardo's (2017) study. In addition, care was taken to adapt specific aspects to the guided school tours at Maropeng and the Sterkfontein Caves.

Cronbach's alpha was used to assess the internal consistency reliability and all variables proved to be consistent. Since validity is an unending process, to ensure construct validity for this study, the questionnaire was submitted to ten experienced researchers within the tourism industry for a pilot study. The population for this study was 350 secondary teachers. The total number of 250 questionnaires comprised the sample and were handed to secondary school teachers and only 202 (n=202) questionnaires were usable.

Measurement

The self-administered questionnaire included demographic variables indicated in Table 1. This measure also contained six Likert scale statements on interpretation (refer to Table 2) of which the scale points for the satisfaction component were labelled as follows: 1 = Very dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied and 5 = Very and the importance component were labelled as follows 1 = Not important at all, 2 = Slightly important, 3 = Neutral, 4 = Very important and 5 = Extremely important.

Results

The results of this study include demographic profile of the respondents, descriptive statistics and inferential statistics.

Demographic profile

Table 1 provides demographic profile of the respondents who participated in the study.

The gender was equally distributed, 49% (n=99) of the respondents were male and 51% (n=103) were female. Table 1 shows that more middle aged teachers are chosen to accompany school tours to Maropeng and the Sterkfontein Caves, with 31.2% (n=63) of the respondents being 45–54 years old, 29.7% (n=60) being 35–44 years old and 20.8% (n=42) being 25–34 years old. Of the total respondents, only 7.4% (n=15) were 18–24 years old. Only one respondent (0.5%) was older than 65 years. This could be ascribed to the fact that the normal retirement age for teachers in South Africa is 65 years, and the respondent is thus most likely on a contract and/or from an independent school.

Table 1 indicates that 86.6% (n=175) of respondents have either a degree or a diploma, and 12.3% (n=25) have a postgraduate degree. In order to become a qualified teacher in South Africa, one must have a four-year Bachelor of Education degree (B.Ed.) or a three- or four-year bachelor's degree, followed by a one-year Postgraduate Certificate in Education (PGCE). Once completed, both routes lead to classification as a professionally qualified teacher. Upon qualifying, one is required to register with the South African Council for Educators (SACE) (Bernstein, 2015:6). According to Bernstein (2015:1), nearly 31% of teachers in South Africa upgraded their qualifications between 2012 and 2013. This suggests that there is a culture of life-long learning among teachers in South Africa.

Table 1: Demographic profile of respondents

Demographic profile	N	%	Demographic profile	n	%
Gender			School's area		
Male	99	49.0%	Rural	67	33.1%
Female	103	51.0%	Urban	133	65.8%
Total	202	100%	Total	200	98.9%
Age:			School's province:		
18-24	15	7.4%	Free State	4	2.0%
25-34	42	20.8%	Gauteng	95	47.0%
35-44	60	29.7%	Kwa Zulu Natal	11	5.4%
45-54	63	31.2%	Limpopo	47	23.3%
55-65	21	10.3%	Mpumalanga	18	8.9%
65 or above	1	0.5%	North West	22	10.9%
Total	202	100%	Other	5	2.5%
Highest level of education:			Total	202	100%
Diploma, Degree	175	86.6%	Site/s visited:		
Post graduate	25	12.3%	Maropeng	33	16.3%
Total	200	98.9%	Sterkfontein Caves	19	9.4%
Grade of the learners:			Both	150	74.3%
Grade 8	15	7.4%	Total	202	100%
Grade 9	41	20.2%			
Grade 10	60	29.7%			
Grade 11	38	18.8%			
Grade 12	42	20.7%			
Total	196	96.8			

Note: The total percentages do not add to 100% because of missing responses.

Of the 196 responses received, teachers accompanying Grade 10 learners represented 29.7% (n=60) of the respondents. Teachers accompanying Grade 12 learners represented 20.7% (n=42) of respondents, teachers accompanying Grade 9 learners represented 20.2% (n=41) of respondents, and teachers accompanying Grade 11 learners represented 18.8% (n=38) of the respondents. Only 7.4% (n=15) of the respondents represented teachers accompanying Grade 8 learners. These findings could be influenced by the fact that the Grade 10 to Grade 12 South African state school curricula cover the content of what the tours stress at Maropeng and also at the Sterkfontein Caves. According to Table 1, one third (33.1%, n=67) of the schools are situated in rural areas and two thirds (65.8%, n=133) of the schools are situated in urban



areas. The table further elucidates that nearly one half 47% (n=95) of the schools that the respondents represent are situated in Gauteng, 23.3% (n=47) in Limpopo, 10.9% (n=22) in North West, 8.9% (n=18) in Mpumalanga, 5.4% (n=11) in Kwa Zulu Natal and 2.0% (n=4) are situated in the Free State. The category 'other' caters for respondents whose schools are not situated in South Africa. During the survey, there was a group of international school teachers mainly from the USA that visited the sites for inspection. The category 'other' is represented by 2.5% (n=5) of respondents, and their schools are situated in countries such as France, Mozambique, Norway, Switzerland and the USA. Provinces such as the Western Cape, Eastern Cape and Northern Cape are not represented in this survey.

Combined tours (both Maropeng and the Sterkfontein Caves) are represented by 74.3% (n=150) of the school teachers, whereas 16.3% (n=33) of respondents visited Maropeng only and 9.4% (n=19) of the respondents only visited the Sterkfontein Caves. The results as indicated in Table 1 could reflect the fact that combined tickets are awarded a greater discount than single tickets.

Descriptive statistics

Table 2 indicates respondents' satisfaction and importance ratings in terms of the interpretation statements.

Table 2: Descriptive results for satisfaction and importance components

	Satisfaction		Importance	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Interpretation of the tour				
The tour facilitates individual and group involvement, contact or participation	4.23	.677	4.41	.696
The tour is thematic	4.15	.771	4.35	.782
The tour is organised with clear, easy to follow structures	4.29	.816	4.42	.747
The tour provides novelty and variety	4.13	.918	4.40	.752
The tour engages visitors in the learning experience	4.26	.806	4.45	.722
The tour makes people feel empathy or emotion	4.08	.885	4.33	.822

Notes: *M* = mean, *SD* = standard deviation

The higher mean values indicate a higher level of satisfaction or a high level of importance. The results presented above clearly indicate that respondents were satisfied with all six principles of interpretation. However, these three statements were rated highly ("the tour is organised with clear, easy to follow structures" ($M = 4.29$, $SD = .816$), "the tour engages visitors in the learning experience" ($M = 4.26$, $SD = .806$) and "the tour facilitates individual and group involvement, contact or participation" ($M = 4.23$, $SD = .677$)) than the rest of the statements. For the importance component sketched on Table 2, the respondents considered "the tour engages visitors in the learning experience" ($M = 4.45$, $SD = .722$), "the tour is organised with clear, easy to follow structures" ($M = 4.42$, $SD = .747$), "the tour facilitates individual and group involvement, contact or participation" ($M = 4.41$, $SD = .696$) and "the tour provides novelty and variety" ($M = 4.40$, $SD = .752$) to be the four most important principles of interpretation.

Inferential statistics

Spearman's correlations

Spearman's correlation was used to describe the strength and direction of the linear relationship between demographic variables, satisfaction statements and importance statements. A correlation of 0 indicates no relationship at all, a correlation of 1.0 indicates



a perfect positive relationship, and a value of 1.0 indicates a perfect negative relationship. Table 3 illustrates the correlations between the demographic variables and satisfaction statements and Table 4 provides the correlations between the demographic variables and importance statements. According to Table 3 and Table 4, the most significant negative correlation is between “The area in which school” and “The province in which the school is situated” (-.437). This indicates that when one variable increases, the other decreases, and an inverse relationship exists between the two variables. Therefore, the further the province is from Maropeng/Sterkfontein Caves the more likely it will be that only urban schools visit whereas the closer the province is to the site/s the more likely there will be both urban and rural schools. However, it is important to note that schools in the Limpopo province (where most schools are in rural areas) were better represented (23.3%) than schools in the North West province (where most schools are in rural areas) (10.9%) which is much closer to the attractions. It is, therefore, accurate to conclude that a lengthy distance is not always a constraint for rural schools that intend to go on a fieldtrip.

For the satisfaction component, Table 3 indicates that the interpretation statements have significant positive correlations with each other. “The tour facilitates individual and group involvement, contact or participation” positively correlates with “The tour is thematic” (.706), “The tour is organised with clear, easy to follow structures” (.588), “The tour provides novelty and variety” (.566), “The tour engages visitors in the learning experience” (.610) and “The tour makes people feel empathy or emotion” (.540).

“The tour is thematic positively correlates with “The tour provides novelty and variety” (.703), “The tour engages visitors in the learning experience” (.626), and “The tour makes people feel empathy or emotion” (.630).

The most significant positive correlations are between “The tour is organised with clear, easy to follow structures” and “The tour provides novelty and variety” (.751). “The tour is organised with clear, easy to follow structures” also have significant positive correlations with “The tour engages visitors in the learning experience” (.717) and “The tour makes people feel empathy or emotion” (.627).

“The tour provides novelty and variety” have a significant positive correlation with “The tour engages visitors in the learning experience” (.747) and “The tour makes people feel empathy or emotion” (.702). There is a significant positive correlation between “The tour engages visitors in the learning experience” and “The tour makes people feel empathy or emotion” (.680).

A positive relationship indicates that an increase in one variable results in an increase in the other, and vice versa. For example, when secondary school teachers are satisfied with “The tour provides novelty and variety” this would increase their satisfaction with “The tour engages visitors in the learning experience” and vice versa.



Table 3: Spearman's Correlations for demographic variables and satisfaction variables

Variables	Gender	Age	Highest level of education	The grade of learners	The area	The province	Site/s visited	Involvement, contact or participation	Thematic	Clear, easy to follow structures	Novelty and variety	Learning experience	Empathy or emotion
Gender	1	-.125	.032	.020	-.007	.086	.044	-.031	-.044	-.021	.002	.017	.014
Age	-.125	1	.084	-.005	.017	-.071	-.113	.089	.079	.013	.001	.009	.045
Highest level of education	.032	.084	1	.105	.045	-.008	-.098	-.063	.042	.082	.094	.050	.088
The grade of learners	.020	-.005	.105	1	.038	-.045	-.055	.012	-.034	.042	.000	.029	.038
The area	-.007	.017	.045	.038	1	-.437**	-.188**	.225**	.151*	.160*	.092	.148*	.164*
The province	.086	-.071	-.008	-.045	-.437**	1	.113	-.074	-.068	.009	.010	-.018	-.053
Site/s visited	.044	-.113	-.098	-.055	-.188**	.113	1	-.036	-.051	-.045	.040	-.078	-.005
Involvement, contact or participation	-.031	.089	-.063	.012	.225**	-.074	-.036	1	.706**	.588**	.566**	.610**	.540**
Thematic	-.044	.079	.042	-.034	.151*	-.068	-.051	.706**	1	.706**	.703**	.626**	.630**
Clear, easy to follow structures	-.021	.013	.082	.042	.160*	.009	-.045	.588**	.706**	1	.751**	.717**	.627**
Novelty and variety	.002	.001	.094	.000	.092	.010	.040	.566**	.703**	.751**	1	.747**	.702**
Learning experience	.017	.009	.050	.029	.148*	-.018	-.078	.610**	.626**	.717**	.747**	1	.680**
Empathy or emotion	.014	.045	.088	.038	.164*	-.053	-.005	.540**	.630**	.627**	.702**	.680**	1

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

* Correlation is significant at the 0.05 level (2-tailed).



For the importance component, Table 4 illustrates that there were high significant positive correlations between interpretation statements.

The most significant positive correlations are between “The tour facilitates individual and group involvement” and “The tour is thematic” (.769). “The tour facilitates individual and group involvement, contact or participation” have significant positive correlation with “The tour is organised with clear, easy to follow structures” (.731),

“The tour provides novelty and variety” (.537), “The tour engages visitors in the learning experience” (.666) and “The tour makes people feel empathy or emotion” (.490).

“The tour is thematic” positively correlates with “The tour is organised with clear, easy to follow structures” (.703) and “The tour makes people feel empathy or emotion” (.632). Table 4 shows that there is a significant correlation between four importance statements; namely “The tour is thematic”, “The tour provides novelty and variety”, “The tour engages visitors in the learning experience”, and “The tour makes people feel empathy or emotion” (.660).

There is a significant positive correlation between “The tour is organised with clear, easy to follow structures” and “The tour provides novelty and variety” and (.694). “The tour is organised with clear, easy to follow structures” positively correlates with “The tour engages visitors in the learning experience” (.725) and “The tour makes people feel empathy or emotion” (.616).

“The tour provides novelty and variety” have significant positive correlation with “The tour engages visitors in the learning experience” (.626) and “The tour makes people feel empathy or emotion” (.652).

Based on Table 3 and Table 4, there is a significant positive correlation between some satisfaction statements and importance statements. A significant positive correlation is between satisfaction with “The tour is thematic”, satisfaction with “The tour is organised with clear, easy to follow structures”, importance of “The tour provides novelty and variety” and importance of “The tour is thematic” (.703).

Although Table 3 and 4 showed high significant correlations between interpretation statements, it is interesting to see that secondary school teachers’ demographic variables did not correlate with any of the interpretation statements for both satisfaction and importance components. This means that respondents’ results on interpretation of the tour were not affected by their demographic backgrounds.



Table 4: Spearman's Correlations for demographic variables and importance variables

Variables	Gender	Age	Highest level of education	The grade of the learners	The area	The province	Site/s visited	Involvement, contact or participation	Thematic	Clear, easy to follow structures	Novelty and variety	Learning experience	Empathy or emotion
Gender	1	-.125	.032	.020	-.007	.086	.044	.052	-.030	-.033	-.123	.022	.002
Age	-.125	1	.084	-.005	.017	-.071	-.113	.137	.135	.162*	.089	.147*	.089
Highest level of education	.032	.084	1	.105	.045	-.008	-.098	-.044	-.068	-.026	.024	-.004	.000
The grade of learners	.020	-.005	.105	1	.038	-.045	-.055	-.063	-.050	-.056	.037	-.017	.060
The area	-.007	.017	.045	.038	1	-.437**	-.188**	.024	.050	.092	-.015	-.008	-.010
The province	.086	-.071	-.008	-.045	-.437**	1	.113	-.037	-.065	-.002	.013	.008	.004
Site/s visited	.044	-.113	-.098	-.055	-.188**	.113	1	-.051	-.021	-.058	.035	-.005	.038
Involvement, contact or participation	.052	.137	-.044	-.063	.024	-.037	-.051	1	.769**	.731**	.537**	.666**	.490**
Thematic	-.030	.135	-.068	-.050	.050	-.065	-.021	.769**	1	.703**	.660**	.660**	.632**
Clear, easy to follow structures	-.033	.162*	-.026	-.056	.092	-.002	-.058	.731**	.703**	1	.694**	.725**	.616**
Novelty and variety	-.123	.089	.024	.037	-.015	.013	.035	.537**	.660**	.694**	1	.626**	.652**
Learning experience	.022	.147*1	-.004	-.017	-.008	.008	-.005	.666**	.660**	.725**	.626**	1	.660**
Empathy or emotion	.002	.089	.000	.060	-.010	.004	.038	.490**	.632**	.616**	.652**	.660**	1

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

* Correlation is significant at the 0.05 level (2-tailed).



T-test comparisons by gender/ highest level of education/ area in which your school is situated

An independent-samples *t*-test indicated that there was a statistically significant difference at the $p < 0.05$ level in satisfaction and importance scores for the gender/ highest level of education/ area in which your school is situated. According to Table 5, satisfaction with the principles of interpretation showed that “The tour is organised with clear, easy to follow structures” was statistically significant for male respondents who indicated that they were more satisfied with this variable, as opposed to female respondents. This is probably because male teachers are more likely to enjoy an organised tour because it reduces the stress and anxiety that comes with accompanying learners on the tour. In terms of “The tour provides novelty and variety”, men rated this statement more important than women. There was a significant difference between highest level of education for the “The tour is organised with clear, easy to follow structures” on the importance component. This indicates that respondents who have diploma/degree perceived “The tour is organised with clear, easy to follow structures” more important than respondents with post-graduate degree/s. This is probably because respondents who have diploma/degree could be visiting the site/s for the first time with learners; as such they prefer the tour that is organised with clear, easy to follow structures.

The area in which the school is situated does have an effect on satisfaction with “The tour facilitates individual and group involvement, contact or participation”. Specifically, these results suggest that respondents whose schools are situated in urban areas are more satisfied with “The tour facilitates individual and group involvement, contact or participation” than respondents whose schools are situated in rural areas. This is probably because teachers from schools in urban areas enjoy guided tours that engage their learners in back-and-forth questions and answers. The reason for this could be the fact that the quality of education in urban schools boosts the confidence of learners and teachers to be interactive during the guided tour than learners in rural areas. The quality of education for schools in rural areas in comparison to elsewhere is weak (Gardiner, 2008).

Table 5: T-test for comparison of satisfaction and importance by gender/ highest level of education/ area in which your school is situated

Gender	Male	Female	F-value	p-value
	Mean and standard deviation	Mean and standard deviation		
Satisfaction with “The tour is organised with clear, easy to follow structures”	N=98 4.31 (±.680)	N=103 4.27 (±.931)	9.221	.003*
Importance of “The provides novelty and variety”	N=97 4.49 (±.679)	N=100 4.31 (±.813)	4.492	.035*
Highest level of education	Diploma/Degree	Post-graduate	F-value	p-value
Importance of “The tour is organised with clear, easy to follow structures”	N=172 4.42 (±.772)	N=25 4.36 (±.569)	4.046	.046*
Area in which the school is situated	Rural area	Urban area		
Satisfaction with “The tour facilitates individual and group involvement, contact or participation”	N=66 4.02 (±.712)	N=133 4.34 (±.638)	8.193	.005*



ANOVA comparisons by age/grades/province/site or sites visited on levels of importance/satisfaction, as measured a Likert-scale in the survey

Table 6 illustrates that there was significant difference at the $p < .05$ level in importance scores for the different age groups of respondents. The significant effect for the different age groups in importance of “The tour facilitates individual and group involvement, contact or participation”: $F(5, 192) = 2.39, p = .040$. Despite reaching statistical significance, the actual difference in mean scores between groups was quite small. The effect size, calculated using eta squared, was .05. Post hoc comparisons using the Turkey HSD test indicated that the mean score for respondents aged between 18 years and 24 years ($M = 3.33, SD = .917$), 25 and 34 years ($M = 4.31, SD = .749$), 35 and 44 years ($M = 4.57, SD = .565$), 45 and 54 years ($M = 4.39, SD = .732$), and respondents who were aged between 55 and 65 years ($M = 4.48, SD = .512$). The significant effect for the different grades of learners on importance of “The tour provides novelty and variety”: $F(4, 186) = 3.9, p = .004$. Despite reaching statistical significance, the actual difference in mean scores between groups was quite small. The effect size, calculated using eta squared, was .07. Post-hoc comparisons using the Turkey HSD test indicated that mean score for Grade 8 ($M = 3.93, SD = .884$) was significantly different from Grade 10 ($M = 4.56, SD = .598$) and Grade 11 ($M = 4.61, SD = .755$). Table 6 indicates that there was significant difference between provinces in which schools are situated and satisfaction with “The tour engages visitors in the learning experience”: $F(6.195) = 2.56, p = .021$. Despite reaching statistical significance, the actual difference in mean scores between groups was relatively insignificant. However, distributions of the province scores for respondents who are satisfied with “The tour engages visitors in the learning experience” and respondents who are less satisfied with “The tour engages visitors in the learning experience” were small. The effect size, calculated using eta squared, was 0.2. Post-hoc comparisons using the Turkey HSD test indicated that mean score for Kwa Zulu Natal province ($M = 3.50, SD = 1.179$) was significantly different from Gauteng province ($M = 4.37, SD = .730$).

Table 6: ANOVA for comparison of satisfaction and importance by age group/ grade/province in which your school is situated

Age group	18-24	25-34	35-44	45-54	55-64	65 and over	F-value	p-value
	Mean & Standard Deviation	Mean & Standard Deviation	Mean & Standard Deviation	Mean & Standard Deviation	Mean & Standard Deviation	Mean & Standard Deviation		
Importance of “The tour facilitates individual and group involvement, contact or participation”	N=14 3.93(±.917)	N=42 4.31(±.749)	N=58 4.57(±.565)	N=62 4.39(±.732)	N=21 4.48(±.512)	N=1 5.00 (.)	2.387	.040*
School grades of learners on the tour	Grade 8	Grade 10	Grade 11					
	Mean & Standard Deviation	Mean & Standard Deviation	Mean & Standard Deviation					
Importance of “The tour provides novelty and variety”	N=15 3.93(±.884)	N=57 4.56(±.598)	N=38 4.61(±.7555)				3.915	.004*



Province in which the school is situated	Gauteng	Kwa Zulu Natal		
	Mean & Standard Deviation	Mean & Standard Deviation		
Satisfaction with "The tour engages visitors in the learning experience"	N=95 4.37(±.730)	N=10 3.50(±1.179)	2.563	.021*

Conclusion

The main aim of this paper was to explore the role of tourist guides in interpretation as perceived by secondary school teachers. The results indicated that secondary school teachers are generally satisfied with the way in which guides at Maropeng and/or the Sterkfontein Caves, apply 'best practice' principles of interpretation as described in Western texts (Moscardo, 1996). This might be attributed to the fact that many World Heritage Sites have incorporated the notion of interpretation in order to attain the valuable World Heritage Area status (Ballantyne *et al.*, 2013). Overall, teachers further perceived the principles of interpretation to be important.

As indicated in Table 2, respondents perceived 'The tour provides novelty and variety' important, and some of the respondents were dissatisfied with this attribute. This could be a result of some tourist guides conducting tours according to the manuscript without providing explicit explanation of the scientific terms. The findings suggest that some tour guides do not engage in back-and-forth questions and answers with the learners and teachers. *Maropeng á Afrika* should therefore introduce peer evaluation among tourist guides. This assessment would help guides to enhance the novelty and variety of their tours. It is therefore strongly recommended that tourist guides should encourage learners and teachers to be interactive by engaging them in back-and-forth questions and answers; this would help guides to check the audiences' understanding of the topics and concepts that are central to their tour. The results of this study will inform tourist attraction marketers about secondary school teachers' satisfaction on tourist guides' interpretation and how important interpretation is to the respondents. In addition, the results will hopefully help the attractions to improve their offerings through guided school tours to these important sites.

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