

**FACTORS INFLUENCING TOUR GUIDES JOB PERFORMANCE IN
SELECTED TOURIST CIRCUITS IN KENYA**

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DECLARATION

Declaration by the Candidate

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DEDICATION

To all my family members and friends.

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ABSTRACT

The performance of tour guides is crucial in shaping the image, competitiveness and the tourist's memory of the areas visited. Guides stay the longest with the visitors in comparison with other service providers and influence the level of visitor satisfaction. Scanty literature is available on guiding careers despite the important roles they undertake. Comprehending their organization and performance would therefore be very important to all stakeholders with the aim of influencing policies that govern the career. Likewise, inadequate studies have been conducted to investigate factors that influence the tour guide's performance in Kenya. The general objective of this research was to investigate the factors that influence the tour guide's job performance. The specific objectives were; to examine the influence of tour guides' training, job satisfaction, and membership to existing tour guides associations has on their performance. The study used both descriptive and exploratory designs and was grounded on Human Capital Theory which highlights the importance of training, and employee job satisfaction as factors that influence organizational performance. Qualitative and quantitative research methods were used. The target population was tour guides who were divided into three categories that were purposefully selected. These were; guides within Masai Mara game reserve guiding in savannah habitats (245), guides in Kakamega forest reserve (30), and guides in Nairobi city (30). The sample size of 305 respondents was derived using Yamane's (1967) formulae from a sample frame of 1300 guides who had been registered by the Tourism Regulatory Authority (TRA) in 2016. The geographical cluster sampling method was used to get the three categories that were conveniently selected. Information from TRA indicated that the number of guides in forest reserves and cities was less than 10% of the total registered guides. Quantitative data was collected using a questionnaire while qualitative data was collected through Focus Group Discussions and interviews. A Chi-square cross-tabulation test was used to analyze quantitative data while the thematic method was used to analyze qualitative data. The result showed that tour guide's job performance was dependent on their terms of employment ($\chi^2=22.013$, $df=3$, $p<0.001$) their work experience ($\chi^2=11.436$, $df=3$, $p=0.010$) and salary and benefits given to them while on duty ($\chi^2= 20.805$, $df=3$, $P<0.001$). Those on permanent employment performed better than those on contract and freelance who constituted up to 57% of the respondents. This is a big percentage that cannot be ignored as it forms the majority. Likewise, the tour guide's performance was also dependent on whether one was a member of a professional association or not ($\chi^2= 25.332$, $df=10$, $P<0.001$), and those who were members performed better than a non-member. However, the guide's performance was independent of their level of education ($\chi^2=1.07$, $df=2$, $P=0.583$) and their professional qualification ($\chi^2 =5.143$, $df=2$, $P=0.076$). The study concludes that tour job satisfaction and membership in a professional association influence their performance. The study recommends the improvement of tour guide's terms of employment and membership to a professional association to enjoy membership benefits and a shared code of ethics. It also recommends further studies to investigate other factors that influence their performance.

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LIST OF ABBREVIATIONS

4WD:	4 Wheel Drive
CBD:	Central Business District
CTTDLT:	Catering Training and Tourism Development Levy Trustee
EATGA:	East Africa Tour Guide Association
FGDs:	Focus Group Discussions
GOK:	Government of Kenya
H1:	Hypothesis one
IATM:	International Association of Tour Managers
IST:	Institute for Tourism Studies
KATO:	Kenya Association of Tour Operators
KNEC:	Kenya National Examination Council
KPSGA:	Kenya Professional Safari Guide Association
KUC:	Kenya Utalii College
MDPs:	Management Development Programs
PE:	Performance and Expectations
SDC:	Swiss Agency for Development and Cooperation
TG:	Tour Guide
TIC:	Travel Industry of Hong Kong
TRA:	Tourism Regulatory Authority
VHF:	Very High Frequency

OPERATIONAL DEFINITION OF TERMS

- Driver guide:** Somebody who drives visitors to watch wildlife (Black, & Ham, 2005). They act as both a driver and a guide.
- Employment on contract:** Employment that is not permanent and pensionable normally done as the need arises.
- Form of training:** Method in which a guide was trained. It can either be formal or informal
- Formal training:** Training in any learning institutions such as colleges and universities
- Freelance guide:** a guide who is not employed permanently by any employer who waits for any tour company to give him a guiding job whenever such a need arises.
- Job satisfaction:** Feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers. The job satisfaction variable used in the study is those related to benefit and employment terms. Many other variables were not considered.
- Level of education:** Stage representing the highest level of training of a guide. It may be a primary school, secondary, or university
- Performance:** Job performance is a means to reach a goal or set of goals within a job, role, or organization (Campbell, 1990). Some selected parameters were used to measure performance. These were; tour guide attributes such as attitude, skills, and knowledge on guiding as a profession.

Professional training: a qualification that prepares a guide to engage in guiding activities and duties

Terms of employment: A contractual arrangement between employer and employee.

In this case, it may be on a part-time, full-time or permanent and pensionable or on contract.

Training needs: Areas that guide suggested they needed more training so that they can improve their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Any visitor expects that upon arrival to a new destination be met at the airport and be transferred to the hotel from where he organizes himself on what to do next. For a tourist coming to Kenya on a leisure holiday, most of them will visit the wilderness to watch wildlife among other attractions. Unlike other animals in other parts of the world that are found in zoos, to see any wildlife requires an experienced guide who will lead you to where the animals habituate and share with the visitor the history, identification, reproduction, and myths associated with the animal Weiler, (2017). That is why the performance of a guide is important.

In Kenya, in the year 2013, about 2,337,700 tourists visited national parks and reserves and all of them were in the hands of the guides for the longest time of their stay (GOK, 2014). In 2016, about 2,285,000 visitors were handled by guides (GOK, 2016). This number is more than half of the total tourist arrival in Kenya in the same years. Visitors to Kenya may not have a chance of interacting with other employees of a tour company the way they interact with guides.

It can clearly be stated that guides are very important and represent the company and the destination visited. They make visitors' dreams come true. The role of a tour guide as an educator has been highlighted by (Reisinger & Steiner, 2006; Weiler, & Black, 2014 & Pond; 1993). The responsibility for achieving tourist satisfaction is mostly entrusted to guides who are in a position to customize the quality of the tour to individual needs and preferences, (Huang & Chan, 2010; Geva & Goldman, 1991). They act as an intermediary between the visitors and the site visited and assist in the

interpretation of the culture and heritage. (Cohen,1985) one of the earliest authors on the roles of guides believed that extensive expertise should be regarded as a prerequisite to establishing the guide's professional status as a mediator of culture or a pathfinder who provides access to an otherwise non-public territory. From this paragraph alone we can see the magnitude of responsibilities that guides are expected to undertake. But the question to ask at this point is, how much are guides empowered to achieve these expectations? The study uses Kenya's scenario to represent other countries in Africa and answer this question among others.

Despite scholars agreeing on the important roles of guides in the service supply chain, not everybody is happy with them. As discussed here, guides may be the most criticized employees in the tourism industry in Kenya. The study noted that they are even blamed for bad weather, traffic jam and missed airport transfers, flight delays, and service cancellations. Uniquely, in Kenya, they are even blamed in cases where visitors miss seeing the "big five" (lions, elephants, leopards, buffaloes, and rhinoceros) while on tour. They are also blamed when the tour vehicles get stuck in the mud and visitors arrive late in lodges. Even worst cases, they are expected to negotiate with the local communities along the routes to national parks when they block the access roads in protest of accidents that might have killed their domestic animals, (Kabii, 2017).

Notwithstanding all this, tour guides are expected to make visitors' dreams come true (Chandralal et al., 2015). They sometimes work under extreme pressure to perform and are expected to shepherd their flock to a secure and safe destination and ensure visitors have the best memories for their holiday (Mak, et al., 2011). After interacting with guides for a long time and interviewing some of them, it was clear that they felt neglected. Several interviews and discussions demonstrated that the career was facing

many challenges the most noticeable ones were lack of standardized training, poor remuneration, and employment practices. Do all these challenges affect their job satisfaction and performance? This was one of the problems the study investigated.

Another rationale for this empirical study was to investigate the dynamic that affects tour guides' job performance. Previous studies as given later in chapter two, point out that there are some relationships between job satisfaction and job performance. Although different scholars disagree with the direction of such a relationship, there is a consensus that a relationship exists (Korschun, et al., 2014). Few studies in Kenya have investigated the relationship between job satisfaction and performance but not on tour guiding career, a gap this study intended to fill. Research findings show that many factors influence job performance and job satisfaction (Wong, & Laschinger, 2013). Amongst these factors was job training.

Nevertheless, guides claimed to be a forgotten profession in the tourism industry in Kenya. Those employed lamented low salaries and benefits. Some complained of poor working conditions and as they used garages as their offices. Their training is not standardized and their job satisfaction was low. They alleged that they were not motivated and yet they were expected to influence their visitors to offer them tips as a way of compensating for their low salaries and benefits. Some employers believe that guides get a lot of money as tips and are therefore not expected to demand salary increments. Guides thought that their associations were helpless and did not protect their interest either. They believed they were discriminated right from recruitment, and that no one appreciated nor rewarded their academic or professional qualification.

Although the minimum academic qualification for most jobs in tourism and hospitality was a degree or a diploma, this was not the case for a tour guiding job. When recruiting

tour guides such qualification was not required and there were no uniform academic qualifications for one to be employed. Most guides did not have formal training while those who were trained formally had gone through a different curriculum. There were no significant benefits for those trained as compared with those who were not. This is discussed further in chapter two of this thesis.

Kenya is a renowned tourist destination where visitors come from different parts of the world (Akama, & Kieti, 2003). Though the country has numerous attractions, wildlife remains the main attraction. Wildlife is distributed in national parks and reserves while others can be seen in private and communal ranches. It is Kenyan's practice that when tour companies take their visitors to watch wildlife, most of them have a driver who guides and interprets the wildlife. Tour companies, lodges, national parks and reserves, and other proprietors in tourist attractions value guides as an important component of the customer service chain. It was observable that guides desired to be trained to perform better and offer quality service to the visitors. The study investigates factors that influence their opinions on training. This assumption was investigated and the finding is given in chapter four.

1.2 Introduction to Tour Guiding

A tour guide may be compared to petrol in a vehicle. Despite it not being visible, without it, a vehicle may not move. Guides are sometimes invisible in the tour package, and what are visible may be the transport providers, accommodation providers, and sightseeing but the main link is the guide. They integrate components of a tour to form the customers' experience which normally is the expected result of a holiday. Guides answer more questions than any other service provider. They conduct briefings after the arrival of guests at a destination and answer all manners of questions within and

after the tour. Their performance is used as one parameter for measuring the success of a tour.

Many scholarly studies have concentrated on customer satisfaction and have examined destination accommodation, attractions, security, and marketing aggressiveness (Chang, et al., 2014.) Few studies have given a handful of attention to factors that affect tour guides' performance, a gap the study intended to fill. The performance of a guide on a tour will make or break a visitor's expectation. Stakeholders in a tour package rely on the expertise of a tour to knit all tour components to meaningful customer experience and satisfaction. This study examines factors that influence the performance of tour guides in Kenya, a category of employees who have not been given enough attention by employers, government, and scholars.

The purpose of this study was to analyze the tour guiding career in Kenya and examine how it is organized. The study looks at the interpretation of the term guide from the tour company perspective the main aim being to get an in-depth insight into factors that affect their job satisfaction and performance. Different methods of data collection and analysis methods have been applied to achieve this objective as discussed later in the study. The findings will be shared with the stakeholders to strengthen the career through policy formulation and develop a training curriculum that meets the desire of the stakeholders without forgetting the welfare of the tour guides.

The term tour guide (TG) would be familiar to anybody who visits destinations for holidays. A visitor to Kenya will in most cases interact with a tour guide at the airport if arriving by air, who will transfer him to the accommodation of his choice and accompany him for all his entire stay if visiting a national park to watch wildlife. Guides

give the first impression of the host destination which is a lasting impression to most visitors. A resourceful guide will make visitors' holiday excellent or a nightmare.

Tour guides have one major responsibility, to satisfy visitor's expectations and ensure that they have the best experience in the destination visited. There are different categories of guides as defined by their specialization. Different countries have other names for the guides. Examples of other terms used are tour leaders, driver guide, tour escort, tourist guide, and safari guide used in East African countries where the main visitor motivation is wildlife safari. In some destinations, guides are categorized according to the areas of their areas of guiding. In such cases, terms like mountain guides, naturists, marine guides, museum guides to name a few are used. Who is a guide?

The Oxford Dictionary (Stevenson, 2010) defines a tour guide 'as a person who shows other people the way to places, especially somebody employed to show tourists interesting places. Due to the multifaceted nature of tour guides, the European Federation of Tour Guides Association (EFTGA) and International Association of Tour Managers has defined a tour guide as a person who interprets in an inspiring and entertaining manner in the language of visitor's choice, the culture, natural heritage and the environment of a destination'' (ETFGA 2014). It is from these definitions that most scholars define the roles of tour guides (AP & Wang, 2001; Çetinkaya & Öter, 2016; Reisinger, 2006; Hughes, 2001; Michie, 2004, Malcolm & Davies, 2004).

Destinations like Kenya and other East African countries that offer guided safaris put heavy emphasis on customer satisfaction a role tour guides are expected to perform. The responsibility of achieving customer satisfaction is delegated to the tour guide who throughout the entire duration is in contact with the tour participants (Krueger, 2014;

Geva 1991& and Chang, 2014). The underlying belief behind this is that satisfaction from guides' performance translates to an enhanced image of the tour company which may translate to repeat purchase.

In Kenya, driver guides are employed by tour companies that offer hosted tour packages. Other organizations that employ guides are national parks and wildlife sanctuaries. Not all guides are employed. Some are self-employed and wait for any guiding opportunities from tour operators and are referred to as freelance guides. There are also community guides who work in conservancies and community-based tourist attractions. Guides enhance customer satisfaction and experience in a destination. Since most of them meet visitors at the airport and other points of entry, they give the first impression of a company and the destination. They stay with visitors for the longest time as compared to any other person in the service line. Tour guiding duties constitute a strategic factor in the representation of a destination and in influencing the quality of the tourist experience, the length of stay, and the resulting economic benefits for a local community, (Chang, et al., 2014; Zhou, 2014 & Dahles, 2002). Guides are also portrayed as people who build bridges among different groups of people through the deployment of money, services, access, and information (Çetinkaya & Öter, 2016; Gurung, Simmons & Devlin, 1996).

Kenya is a world-known destination for visitors interested in watching wildlife (Okello, 2005 & Kihima, 2014). The term safari guide is used in Kenya, Tanzania, and Uganda where *the Kiswahili* language is spoken. Safari is a Kiswahili word for a holiday in the wilderness. In most, East African country's guides are either self-employed or employed by an organization on permanent terms. Some companies employ tour leaders to accompany visitors while on safari while others employ driver guides who

take the role of driving, guiding, and interpreting the heritage and sites visited. Such drivers are called drivers guide the term that this study will use to represent guides that accompany visitors within a tour irrespective of their specialization.

In Kenya, almost all tour companies believe that the presence of a guide enhances visitors' experience and therefore most visitors on escorted tours are in the hands of driver guides. Guides are intermediaries and mediators between the host destination and the visitors, (Salazar, 2012). They also act as mediators between the tour operator/travel agency and the tourists, among the tour leader and the local communities, and finally mediate between the accommodation providers and the tourist, (Gelbman & Maoz, 2012; Prakash & Chowdhary, 2010). Without guides, it would be very difficult for destinations to showcase their natural attractions and their heritage. Wong, (2001) noted that tour guides are key front-line players in the tourism industry and can never be ignored by any destination that intends to attract visitors.

1.3 Statement of the Problem

Limited studies have been done in Kenya to examine factors that affect performance in the tour guiding career. Despite their diverse roles and duties in the tourism system, only handful literature is currently available on the career. The profession may be among the least regulated in Kenya and anybody can work as a guide whether trained or not. Even though the ministry of tourism registers guides, there are no agreed uniform criteria for licensing and accreditation of tour guides. The process of getting a practicing permit was lengthy and several documents were required irrespective of the level of training and qualification. Some of the required documents were issued by the National Transport and Safety Authority (NTSA) offices while others were from Kenya Revenue Authority (KRA) and Tourism Regulatory Authority (TRA).

On average, about thirteen documents must be completed and handed over to TRA before one is licensed to work as a guide. Although driver guides go through this rigorous and lengthy process, private vehicles can drive to the same national park without any license, whether or not they are accompanied by a guide. No permits are required from these categories of drivers which indicates a double standard. Should all drivers to national parks have the same licenses and permits before being allowed accessibility? This was a concern from those licensed guides who said that there was unnecessary competition from the non-licensed guides who are not bound by any code of conduct.

Although guides take a lengthy process to acquire a license, they do not enjoy many benefits from the license since most of them are either part-time, contract, or freelance as discussed more in chapter five. Most of them are in employment during the high seasons alone which in most cases ranges from four to five months in a year.

There is no mandatory academic qualification required for one to practice as a guide leaving the career open to anybody. This is an area that may require attention and set guidelines and policies on the guide's recruitment and the profession as a whole.

Unlike other employees in a tour company, most guides are on contract or free-lance therefore not enjoying job benefits given to those on permanent employment. Although there are some professional associations, membership is voluntary where some guides decide not to join.

These challenges in the guiding profession translate to poor motivation, low morale which affects their job satisfaction and performance. There is a high turnover by the guides when compared to other employees in the same sector. Discussion with several tour guides indicated that most of them feel not appreciated. Others are on call and are

only contacted during the high season. During the low seasons, tour guides are among the first category of employees to be retrenched or lose jobs. This means that guides cannot rely on their job for a living and must have some other side jobs to survive (Chang, et al., 2014).

There has been no study conducted in Kenya to emulate the role of guides in enhancing the visitor's experience. There is no standard training curriculum and training institutions teach different subjects at both certificate and diploma levels. This makes the profession to be infiltrated by quacks. The cost of training as a guide in many colleges is high and practicing guides do not see any economic benefit of investing their time and resources in training.

During the high seasonal taxi drivers, private drivers, and other public service vehicles, drivers take the role of guides and transfer visitors from the airport and even guide them to the destination of their choices. They take advantage of gaps in regulations for one to practice as a guide. General conducts and behaviour of such untrained persons affect the standard and quality of guiding.

Most guides are dissatisfied with their job. Do these challenges influence their performance and job satisfaction? Does training and job satisfaction influence their performance? In what areas do guides require training? These are some of the gaps the study intends to fill. In spite of these many challenges, the study intends to respond to a few. The purpose of this study was therefore to investigate factors that influence tour guides' job performance.

1.4 General Objective

The general objective of this study was to investigate factors that influence tour guides' job performance in selected tourist circuits in Kenya. Although many factors affect job

performance, the study focussed on three factors from which the specific objectives were derived.

1.5 Specific Objectives

The specific objective of the study was to:

1. To examine the influence of the tour guide's training on their job performance in selected tourist circuits in Kenya.
2. Determine the influence of the tour guide's job satisfaction on their job performance in selected tourist circuits in Kenya.
3. Establish the influence of tour guides Professional Associations' membership on their job performance in selected tourist circuits in Kenya.

1.6 Research Hypothesis

From these three objectives, seven hypotheses were developed. Three hypotheses were developed to respond to the first objective and three hypotheses to respond to the second objective and one for objective three.

From the first objective, the study hypothesizes that to improve their performance; guides require additional training in flora and fauna of East Africa, cultural heritage, and customer service. They require training in technology, eco-tourism principles, and foreign languages. They also need leadership and communication skills, presentation skills, and vehicle maintenance skills. The study hypothesized that trained guides offer more quality services than those who are not trained. It assumes that tour guides are not well equipped with the required skills, knowledge, and other attributes that are needed to perform well and exceed customer's expectations.

The study hypothesizes that the lack of structured training affects the profession in employability, and their employment terms and benefits, and this may affect their performance. It assumes that guides with higher professional training received better salaries and benefits than those with lower qualifications. It hypothesizes that better educated and trained guides are awarded higher salaries and benefits as compared to those with low education. It hypothesized that the level of guide's education and their terms of employment influence performance and job satisfaction. Lack of structure in guides training, policy, or guidelines has led to unorganized, non – standardized, and non – coordinated training.

The first objective was to examine the influence of training on a guide's performance.

Three null hypotheses were developed and are denoted as **1a, 1b, and 1c**

- 1a** H₀: Tour guide's performance is independent of their level of education (primary, secondary, university).
- 1b** H₀: Tour guides performance is independent of their professional qualification (certificate, diploma, or degree in tour guiding)
- 1c** H₀: The tour guide's performance is independent of the form of training (formal or informal).

The second objective was to examine the influence of tour guide's job satisfaction on their performance. The study hypothesis that the tour guide's performance is influenced by their satisfaction. The study noted that there was no minimum academic requirement to be recruited as a guide. This, in turn, had led to a lack of guides clear job descriptions, salary structure, and career progression. There was no clear definition of a guide and anybody whether licensed or not would be employed as a guide. The study

hypothesized that guides were poorly remunerated irrespective of their qualification, work experience, level of professional qualification. Their salaries and employee benefits were not attractive as compared to the other employees. They enjoy fewer employment benefits which affect their job satisfaction, and performance.

The study hypothesizes that tour guides were dissatisfied with their salaries and benefits. It hypothesizes that tour guiding job was not secure and reliable for one's economic livelihood. All these issues affected their job satisfaction and performance.

Although previous studies have indicated that many factors influence employee's job satisfaction and performance, this study concentrated on employment benefits, terms of employment, and tour guide's experience. The reason for investigating the three was guided by previous interaction the researcher had with the guides where very many factors were raised but the three seemed to have the greatest influence on their performance. From the second objective, the researcher developed the following three null hypotheses denoted as; **2a, 2b, and 2c**.

- (2a) Ho: Tour guide performance is independent of the benefits got from their employer/employment.
- (2b) Ho: Tour guide performance is independent of their terms of employment (self-contract or freelance)
- (2c) Ho Tour guide performance is independent of their work experience

The third objective of the study was to establish the roles of tour guide's professional associations and their effect on the quality of services offered by their members.

- (3) H_0 Tour guide performance is independent of membership to a professional association

It hypothesized that guides who were members of the professional association were more satisfied with their jobs and received more employment benefits than those who were not and this influenced their performance.

1.7 Significance of the Study

The finding of the study will be shared with several stakeholders in the tourism industry in Kenya. These are tourism and hospitality training institutions that are currently teaching tour guiding courses, the Kenya Association of Tour Operators (KATO) whose members employ some guides, and Tour guiding associations whose members were part of the respondents. As has been discussed in chapter five, training institutions must conduct training needs analysis before developing a training program or curriculum so that their content is market-driven taking into consideration the changing consumer behavior and other global trends. The study has demonstrated several training gaps that can be addressed by training institutions and the Tour operators. The study further demonstrates factors that influence the guide's opinions on training to strengthen their performance.

Other stakeholders who may benefit from the study will be tour companies who normally engage guides either on the contract or part-time arrangements. Others who will benefit from the study are leaders of a professional association, the Ministry of Tourism, the Tourism Regulatory Authority, and scholars from different training institutions. It demonstrates what guides who are members of these associations expect from training institutions, the government, and their employers. The study also suggests some remedies and gives some facts that can be used to developed policies of guides

recruitment, licensing, and registration. Finally, the study points to some research gaps that can be researched in the future. It opens a new chapter in research on tour guides a category of employees in the tourism industry who had been forgotten by researchers in Kenya despite their importance due to the many roles and duties they perform. Details of the significance of the study are given in the discussion and implication section in chapter five of this paper.

The study makes it known how tour guide performance is influenced by the tour guide training and their job satisfaction which had not been documented in a scholarly journal in Kenya. It points out that limited research on tour guiding has been done in Kenya and invites scholars to research and give more information on guiding as a career from a Kenyan perspective. The study demonstrates that more than the majority (60%) of guides in Kenya are either self-employed or on contract. This information is important for the tour operators to investigate the quality of services provided by guides on contract as opposed to those on permanent employment. The career is male-dominated with only 4% being females. The reasons for this big gender imbalance might require further inquiry. The tourism industry has limited control over guides since most of the time they are outsourced.

This study shows that guides irrespective of their work experience, terms of employment, and level of education may require regular training to improve their performance. There are skills and knowledge gaps that may require to be addressed immediately. It points out critical areas that require immediate attention such as Communication and Information Technology (ICT) training, foreign languages, and communication skills. The study highlights that most guides in Kenya were dissatisfied with their job and their employment benefits which affected their performance. Most

guides cannot rely on their jobs since they are only engaged on average four months in a year during the high season. This brings about unnecessary competition amongst guides who scramble for the few visitors arriving within these months.

Some tour companies take advantage of the competition and in most cases engage guides who request to be paid the lowest allowances irrespective of their qualification thereby sacrificing the quality of service offered to the visitors. To determine which guides will offer services, most tour companies consider the types of vehicles owned by the guides irrespective of their qualification. The best qualified and experienced guides might not get a job if his vehicle is not a Four-Wheel Drive and the latest vehicle registration number. This affects their motivation, performance, and desire to further their education since career advancement is not rewarded by employers. Given another chance, most guides would quit the career without hesitation. It also highlighted critical issues and challenges facing the guiding profession and proposed possible solutions. The study noted that scholarly data on guiding as a career in Kenya is missing and therefore invites scholars to research more on tour guiding.

These findings will be shared with the respective training institutions, scholars, tour guide professional associations, tour operators, and government representatives to persuade them to come up with policies on guide training and curriculum standardization, guides recruitment qualification, and codes of ethics that will strengthen the profession. Finally, the study opens a new chapter on research in tour guiding in Kenya and other African tourist destinations.

1.8 Assumptions of the Study

Assumptions in this study were things that were out of the researcher's control which may have affected the findings. Assumptions are so basic that, without them, the

research problem itself could not exist, (Leedy & Ormrod, 2010). The research assumed that there would adequately tour guides during the months when the data was being collected. It assumed that the guides who were to participate in the study were those registered by TRA.

This was not the case since other guides had not renewed their license and yet they participated in the study. Tourism in Kenya is seasonal and there were some months when getting guides to interview was a big challenge. The study also assumed that after visiting national parks and reserves he will get enough guides that will constitute at least eight to form a quorum for FGDs. This was the case as data was collected during the high season. This assumption may have affected the findings of the study.

1.9 Scope of the Study

The study took place in only three touristic circuits in Kenya. These were the south rift circuit which was represented by Masai mara National reserves, Western circuit which was represented by Kakamega Forest, and finally Nairobi Central Business District which represented guides in towns and cities. Other circuits were not part of the study

The study was also limited to the objectives and variables used, theoretical framework applied, data collection instrument, and sample size. These may have introduced some biases to the study.

1.10 Limitation of the Study

This section discusses some of the limitations that may have affected the finding of the study. It also discusses some measures that were taken to mitigate some of these limitations. It also gives proposed mitigations for future studies. The section concentrated on those limitations with the greatest potential impacts on the quality of the findings and the ability to effectively answer the hypothesis.

Limitations are potential weaknesses in a study that is out of the researcher's control (Machado et al., 2015). The delimitations are those characteristics that limit the scope and define the boundaries of your study. Delimiting factors, in this case, included the choice of respondents, the research questions, variables used, theoretical perspectives adopted, and the population chose (Simon, 2011). The study used non-probability methods of sampling such as convenient sampling which may have introduced some biases. During the interviews, the researcher interviewed those guides with more than fifteen years of experience. To get such respondents, the snowballing method of sampling was used. Many critical issues affected the performance of tour guides other than those in the problem statement. The findings were limited to the hypothesis tested. The study areas, geographical location of respondents, the methodology used were also limited. This may have introduced some bias.

1.10.1 Limitation Due to Research Design

The study used a combination of qualitative and quantitative research methods in collecting the data and analysis. For each of these methods, there were some noted limitations. For the quantitative method of data collection and analysis, the researcher couldn't use the probability method of sampling in selecting the respondents used in the study. This was because there was no clear-cut list or sample frame for the population. To get the sample size used the study used a June 2017 TRA register which indicated that only 1300 guides had renewed their license. From this number, 305 was used as the sample size bearing in mind that the number kept changing as more guides renewed their license. After going to the field, the researcher realized that more guides were guiding even though they had not renewed their license and therefore there their names were missing. Others had not even registered with TRA. This means that the sample size may not have been a full representation of the population which was unknown.

From the 305-questionnaire distributed 250 were usable and formed the unit analysis for quantitative data. The failure to use a probability sampling method limited the ability to make a broader generalization from the finding. It was therefore not possible to make a statistical inference from the sample.

For data collected using the qualitative method, cluster sampling was used where the cluster was purposefully selected. These were the cluster that formed the FGDs and interviewees and key informants. Some FGDs had 8 members while some had up to 20 participants and collecting an individual's opinion was not possible. Some participants were quiet till the end of the discussion while others gave their contribution and continued with their business. The study also observed more professional associations than anticipated. To mitigate this limitation, a triangulation of the qualitative and quantitative methods was applied.

1.10.2 Seasonality Limitation

The data was collected during the high season when most guides whether trained or not were in operations. Within this period all categories of guides ranging from those on permanent employment terms to those on the contract were taking customers to the parks. The number of guides is normally lower during the low season. This might have affected the quality of responses. This means that there is a need to collect data during other seasons and compare the findings.

1.10.3 Internal and External Validity

This study was not an experiment. Even though hypotheses were tested and either accepted or rejected, the study could not conclude that only the variables discussed in the study affected the guide's performance. The variables used to respond to the hypothesis were not the only ones that may have affected the guide's opinion on the

areas they required more training, job satisfaction, and their opinion on what can be done to strengthen the association and quality of services offered by their members. The variables used to measure job satisfaction and performance were those given by respondents in FGDs which they thought had higher influence. There may be other parameters that may have been omitted and yet they also have some effect. The study recommends that future studies can use other variables and compare the findings.

As noted in the study, respondents had different levels of education and professional qualifications. These may have affected the way they understood the questionnaire and the way they engaged in their discussion and interviews. To manage these challenges, the researcher in some cases completed the questionnaire administered while in FGDS he would allow some to communicate in Kiswahili while others communicated in English. This limitation may have affected the finding.

1.10.4 Statistical test limitations

Even though the study used several data analysis methods, the researcher acknowledges that several other statistical analyses could have been used. The study used contents and thematic analysis for qualitative data analysis and chi-square test of dependence, and correlation for quantitative data. The main reason for using these methods was the nature of the data collected for each objective of the study.

1.10.5 Limitation Due to the Target Population

Most of the data were collected along with curio shops in Narok from respondents that were heading to Masai Mara to watch wildebeest migration. These were visitors from Nairobi, Nakuru, Naivasha, and Central Kenya. Guides from other tourist circuits in Kenya were not involved. This may have impacted the findings. Despite all the limitations given in this study, the researcher believes that the issues discussed in the

study are among the most significant in explaining factors that influence guides performance in Kenya but not limited.

To manage this limitation, the researcher applied descriptive and exploratory research designed to complement each other. Triangulation of qualitative and quantitative research methods were used to collect data that could otherwise not have be collected using one method. Successfully, qualitative and quantitative data was collected using instrument whose validity and reliability were examined. Data was analysed and appropriate test conducted as guided by the objectives of the study. These efforts minimised biases to the finding of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction to Chapter Two

This chapter gives the history of tourism and hospitality training in Kenya and introduces the tour guiding profession highlighting its strength and challenges. It examines the literature gap that exists. Finally, it examines other researchers conducted in other parts of the world and critiques them identifying gaps that exist.

2.2 Theoretical Review of Literature in Tour Guiding

2.2.1 Introduction to Theories of Training

The idea of further training in an individual's life has its root in (Ben-Porah & Becker 1962). They noted that to achieve the best training outcome, one should involve both the employer and the employees. (Armstrong & Taylor, 2014) and (Becker, 1962) suggested that according to Human Capital Theory, training efforts by an individual or a company had to be translated to an increase in earning. The investment in Human Capital Theory supposed that young workers received more benefits from job-related training as compared to the elderly workers, thus the profitability for training decreases as the age increase. It's common for companies to invest in training their employees on those programs that benefit the company's general operations. Companies fear training their employees due to poaching from competitors who offer better pay.

This is the scenario facing the tour guiding career in Kenya where many companies do not want to invest in training guides since most of them are on contract. These guides offer services for different companies and thus the duty of training and development has been left to the guides themselves, who do not have time either resource to invest in training. This leaves the guiding industry with untrained guides as most of them

cannot afford to upgrade their guiding skills and knowledge. In Kenya few institutes coordinate refresher courses for practicing tour guides. For a guide to enrolling in this training, he must prove that he is employed by a Tour Company that pays a training levy to the government. This disadvantages those guides who are self-employed or freelance who in a real sense may have deserved further training than those employed on permanent terms. The first objective of the study sought to understand factors that influence guide's desire for more training bearing in mind that they are of different ages, education levels, employment terms, and work experience. To what extent does education level, age, gender, or marital status influence the desire for training? This might be a study for another day, but let us examine the role of training in an organization.

2.2.2 Understanding the Role of Training in an Organization

One of the objectives of the study touched on training and there was a need to collect some literature on training to support the study hypothesis. Research on the influence of training on employee performance has attracted interest from several scholars. The term 'training' indicates the process involved in improving the aptitudes, skills, and abilities of the employees to perform specific jobs (Kulkarni, 2013). This is the definition adopted in the study. Training guides would help in updating old talents and skills and developing new ones. Successful candidates placed on their jobs need the training to perform their duties effectively. According to (Armstrong, 2006) and (Dick, et al., 2014), define training the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. This study acknowledges that training tour guides are investing in the organization's most

important asset. It develops their skills, changes their attitude towards work, and builds loyalty to the company hence improved performance.

Training of tour guides is aimed at helping them obtain knowledge and skills required in performing and being able to develop their abilities to the full, within the areas that are relevant to the organization. The researcher believes that the training of guides should, therefore, be conducted systematically to achieve the expected benefits. The training systems involve four stages, namely; Assessment of training needs, program development, designing the training, implementation of the training program, and finally evaluation of the training program (O'Neill et al., 2015; Phillips & Phillips, 2016, Silberman, & Beach, 2015). The main goal of training, in this case, is to provide, obtain and improve the necessary skills to help tour companies achieve their goals and create a competitive advantage by adding value to their customers.

Training, in general, has been proved to improve performance, improvement of related benefits for the employee as well as for the organization by positively influencing their performance through the development of knowledge, skills, ability, competencies, and behavior (Parmenter, 2015; Schroff, et al., 2015 & Appiah, 2010). This is expected to be the case for guides in Kenya and was the main reason why this study would be of value to stakeholders in Kenya's tourism industry.

Likewise, Landy, (1985) defines job training as planned activities on the part of the organization to increase job knowledge and skills to modify the attitude and social behavior of a member in ways consistent with the goal of an organization. Han et al., (2016), (Rowden & Conine, 2005), and Kao et al., (2014) found a positive relationship between workplace training and desired workplace attitude and behavior. Gupta et al., (2014) found that a large part of job satisfaction could be attributed to workplace

training. (Mourshed et al., 2014) found that employers who receive training were satisfied with their jobs than those who were not trained. After understating the roles and importance of training, the next section examines the determinants of tour guide training.

2.2.3 Determinants of Tour Guide Training in Kenya

Although there are many determinants of training, the study sought to examine how educational level, qualification, and, work experience affects guide opinion on training needs. More details on the findings have been discussed in chapters four and five while this section looks at the variables from the viewpoint of other past studies.

2.2.4 Educational Level and Demand for Further Training

According to the Human Capital model by (Becker, 1962), he observed that employees with lower training levels benefit from further training than those with a higher level of education such as those in the university. He noted that the higher marginal benefits were caused by the assumption that the increase in output was higher for less-educated workers than that for higher. Contrary observations were made by (Rauner, 2007) & Belzil & Hanson, (2002) who found that the more educated an employee was, the more they participate in further training. Employees with higher initial training and education level have already shown their aptitude and willingness to participate in further training. Since training is directly related to costs for both employees and employers, a successful training program will be that where both parties are to benefit. There are those companies who approach training for their employee from this perspective. Some studies have indicated that there were strong positive correlations between the level of education and the probability to receive further training (Jones et al., 2009; Gorozidis, & Papaioannou, 2014).

Likewise, (Kezar et al.,2015) and (Oosterbeck, 1998) in their study noted that better-educated employees generally had a higher return on their investment in training and therefore tend to have more motivation for further training than those employees with lower training. In other words, the demand for training from employees with different levels of education varies from one person to another (Asplund, 2005). Fouarge et al., (2010) analyzed why employees with a lower level of education invest less time and money for training and found that the economic returns derived from participating in training sometimes were not worth the investment.

This observation was similar to what most of the tour guides in Kenya gave as the reasons why they do not invest in education. They complained that most employers do not value their education but are interested in a guide's field experience. As shall be noted in chapters four and five of this study, there was a positive correlation between levels of education and guide's desire for training while in other cases, it indicated that most guides irrespective of their level of education desired to be trained. The study noted that the employment status of guides influenced whether the guide was to attend refresher courses offered in Kenya Utalii College for free or whether they were to pay directly from their courses. Guides who were on part-time employment were discriminated against when it comes to sponsorship for training. The observation was similar to what is discussed in the next paragraph.

2.2.5 Relationship between Employment Status and Further Training

The Human Capital Theory has shown that the likelihood of an employee to invest in further training depends on the expected benefit from training. For the case of tour guides in Kenya, part-time and casual guides invest less in further training because of the lower benefits associated with such training. Likewise, employers invest less in

employees who would partially benefit their company from the newly acquired skills and knowledge due to the number of months or hours they are fully engaged in working (Unger et al., 2011). This was noted as one of the main problems that affected the training and upgrading of guide skills.

This study also observed that men and women who are employed part-time or on contract have a lower likelihood of training themselves or being trained by their employers as compared to those on permanent employment. For employees on contract and part-time status, the probability of participating in training increased when their contracts and work duration increase (Maximiano & Oosterbeek, 2007). This reduces the gap between part-time and full-time workers and increases their willingness for further development for both employees and the firm.

Many tour guides being part-time workers have time and financial constraints to invest in further training and may, therefore, wait for such training from their employers. This is the scenario in Kenya where the tour guide sometimes works in the tourism industry for only four months a year. They do not have the resources to invest in further training and will only wait for their organization, government, or any other well-wisher to arrange for further training which in many cases is not forthcoming. These are the challenges facing the tour guiding industry in Kenya and may require immediate attention if the guides are to offer quality services to the visitors. This is further discussed in chapters four and five of this study. Let's now examine employers' determinants for training.

2.2.6 Employer Related Determinants for Further Training

Large companies with a big workforce offer more training as compared with small to medium size companies. Knoke & Kallenberg, (1994) and (Jones et al., 2009) in their

study noted that bigger companies tend to have bigger budgets for training, as compared to small companies, have a formalized training schedules and environments that motivate employees to attend training. These findings are similar to what is happening in Kenya's tourism industry.

In Kenya, most tour companies are privately owned and family members run daily operations. Rarely will such family-owned companies invest in the training of guides whose services are needed during the high season? Many companies do not invest their resources to train guides who are left to invest in their training with little or no support. This is a big challenge to guides and most of them do not invest in training at all.

It's clear that the training environment for guides in Kenya is affected by their level of education, the status of their engagement whether part-time or permanent, and the sizes of the company. Recommendations for these challenges are given in chapter five of the study.

2.2.7 Need for More Research in Tour Guide Training in Kenya

Before visitors come to Kenya, tour companies and their agents create some expectations on wildlife they expect to see. Most tour company's websites have series of itineraries detailing what visitors should expect in Kenya. These websites have wildlife pictures, visuals, and audio images that create high expectations for visitors. Photographs of different modes of transport with Four Wheel Drive (FWD) vehicles, some with open roofs, and others open-sided are normally displayed. Companies also promise to give the visitors qualified and experienced guides to accompany them. In some cases, visitors pay guiding fees as part of the tour package.

All these promises are intended to act as pull factors and position the tour company's level of services. Pictures of visitors watching wildlife from the roof of a branded

vehicle are common in most websites and brochures of tour companies, lodges, and other stakeholders who interact with visitors directly. But in reality, the study noted that little attention is given to the guides themselves although they are the hub of the transport system.

There is limited literature on tour guiding in Kenya. Wailer & Black, (2015) in their book 'Tour Guiding Research', searched for any available literature in tour guiding and found minimal studies for African countries. In their search for any existing scholarly literature on tour guiding, they used the Google Scholar search engine, together with library databases such as CAB Abstracts and leisure tourism.com. They searched mainly for peer-reviewed journal papers and book chapters focusing on tour guides.

A database was created of journal articles, books, book chapters, conference papers, doctoral thesis, and research reports published over the past 50 years. This was one of the most comprehensive searches on the tour guiding as a topic. The finding from the search indicated that as per the year 2015, only eight books were identified that focused on tour guiding. They also noted that only two of these books had an in-depth study on the subject, (Pastorelli, 2003 & Pond, 1993).

From this comprehensive search, only 280 papers were identified that focused specifically on tour guides or tour guiding, and most of these (91%) have been published since 1990. Only one edited book (Black & Wailer, 2003) was identified that was devoted specifically to tour guiding. Research in tour guiding has largely been confined to examining the roles of tour guides in enhancing visitor satisfaction. Holloway, (1981) indicated that these roles are so complex that they have other sub-roles within the main roles. (Zhang & Chow, 2004) identified more than 16 roles that bring interface between host destinations and the visitors. It is without any doubt that

the roles of tour guides could not be overemphasized but limited studies have been conducted to evaluate their job satisfaction, job motivation, and training. As noted by (Weiler & Black, 2015) only a handful of papers were based on Africa.

This study brought a discussion of critical issues and challenges tour guides face when guiding visitors in the wilderness. Unlike studies in Botswana (Nyaupane, & Dowler, 2006; Almagor, 1985), Nepal (Gurung, et al., 1996), Indonesia (Reisinger, & Steiner, 2006; Dahles, 2002; Salazar, 2005), Madagascar (Ormsby & Mannle, 2006) & Thailand (Kontogeorgopoulos, et al., 2014; Hounnaklang, 2004, Australia (Huang, & Weiler, 2010; Skanavis, & Giannoulis, 2010; Weiler & Richins, 1990; Yu & Weiler, 2006), this study concentrated on tour guides in-depth. The next section discusses the role of their professional associations.

2.2.8 The Roles of a Professional Association in Tour Guiding

This section discusses the role of a professional association in tour guiding and compares what is happening to the rest of the world with what is happening in Kenya. Understanding tour guiding professionalism begins with understanding the basic concept of the profession. (Cogan, 1953) defined a profession as “a vocation who’s the practice is founded upon an understanding of the theoretical structure of some department of learning or science, upon the abilities accompanying such understanding.” Likewise, (Barber, 1963) defined profession in terms of four essential behavioural attributes: (1) a high degree of generalized and systematic knowledge, (2) a primary orientation to community interest rather than to individual self-interest, (3) a high degree of self-control of behavior through codes of ethics, and (4) a system of rewards (monetary and honorary) that is primarily a set of symbols of work achievement.

The long-term viability and competitiveness of the tourism industry depend on the reliance on service quality and professionalism of the personnel in the industry, (Mak, et al., 2011). Cousquer & Beames, (2013) suggest that for a tour guide to offer quality services to his customers, several measures that are part of a quality assurance continuum need to be considered. He suggests that the tour guide should go through a process of accreditation, professional certification, and licensing by the competent authorities. Ap & Wong, (2001) agrees with (Issaverdis, 2001) and adds that added several measures for enhancing the service professionalism of the guiding profession should also include setting a standard for the profession, develop a code of conduct, formulate effective monitoring and the evaluation system, identify a clear career path and offer new professional development opportunities. This study also argues that measures such as professional certification, licensing, training, and codes of conduct, can be used to improve tour guides' performance in Kenya.

The study observed that professional certification and licensing has been used in the travel industry as a means to assist in improving and maintaining the professional standard of the guiding profession in many countries (Mak, et al., 2011; Black & Ham, 2005; McDonnell, 2001; Pond, 1993). To be effective, certification should be a voluntary process administered by associations or other professional organizations and should involve more qualitative standards acknowledged within a profession.

In Kenya, certification is required by law and granted by Tourism Regulatory Authority (TRA) to those guides who meet established qualifications. The criteria for receiving licenses tend to be more objective, including paying a fee, establishing the company where a guide works, possession of a driving permit as discussed later in chapter four of this thesis. Similar to what is happening in Kenya, registration of tour guides

association has also been reported in Hong Kong and Macau, and the United Kingdom and show to have enhanced the level of service quality and professionalism of the guiding profession. It is also regarded as highly critical in affecting tour guide performances (AP and Wong, 2001; Heung, 2008; Mak, Wong, & Chang, 2010). The Hong Kong Association of Registered Tour Co-coordinators, with the financial support of the Hong Kong government, commissioned a study to identify the issues and problems about the tour guiding profession in the territory (AP & Wong, 2001). It is from the recommendations of the study that a Tourist Guide Accreditation System was set up which resolved that all tour guides in Hong Kong should have a valid Tourist Guide Pass issued. From the same region, the Macau Tourist Guide Association (MATGA) was established in July 2002 to advance the professional development of local tour guides (MATGA, 2010). The Macau government resolved that all tour guides must attend and pass the Tour Guide Course organized by the Institute for Tourism Studies (IFT) to apply for the Tour Guide License (MGTO, 2010). As can be seen in this paragraph, Kenya can borrow a leaf from these two countries and enforce that all guides have an academic certificate before venturing into the guiding field. Such an act will protect the guiding professional from untrained guides who are seen during the high seasons and disappear during the low seasons.

It is agreeable that training and code of conduct are important in shaping the professional ethos and practices of the guiding profession. Many Authors have identified training as an important quality assurance measure and is widely recognized as a critical means to enhance the service standard of the guiding profession (Mak, et al., 2011; Ap & Wong, 2001; Black & Ham, 2005; Black, Ham, & Weiler, 2001; Dioko & Unakul, 2005; McDonnell, 2001; Weiler & Ham, 2002). Specialized training is particularly essential as tour guides need to perform many important roles (Black, et

al., 2001). Well-trained and qualified tour guides are assets to a destination and are believed to have more benefits drawn from them thus enhancing customer satisfaction (Dioko & Unakul, 2005). In addition to formal and structured training, (Lugosi & Bray, 2008) emphasize that destination culture is essential in facilitating informal learning and development of tour guides, particularly in the forms of social learning and experiential learning. This brings us to the next section that looks at job satisfaction models.

2.3 Empirical Review of Job Satisfaction Models

2.3.1 Understanding Job Satisfaction and Performance Models

Many models elucidate the relationship between job satisfaction and job performance (Pitts, 2009). The section discusses five of those models and points out the model assumed for the study. This study acknowledges that there are other mediating factors between job satisfaction and performance that were not considered.

Job satisfaction has a direct effect on job performance

The first model suggests that job satisfaction has a direct effect on job performance (Fu, & Deshpande, 2014; Korschun, et al., 2014; Brayfield & Crockell, 1955; Locke, 1970; Vroom, 1964, Shore & Martin, 1989, Schwall & Cumming, 1970). It's worth noting that the above studies did not legitimize the causal effects of the two variables thus giving room for more studies.

Job performance caused job satisfaction

The second model showed that job performance caused job satisfaction which in this case is a reverse model to the first one (Janssen, & Van Yperen, 2004; Fu & Deshpande, 2014; Olson & Zanna, 1993; Darden et al., 1989; Brown & Peterson, 1994). These theorists found that performance leads to valued outcomes that in turn satisfy the

individual. They also observed that good performance may lead to rewards that influence job satisfaction. Like the Expectancy theory, Locke, (1970) viewed satisfaction as a result of performance.

Job satisfaction and job performance have a reciprocal relationship

The third model indicated that job satisfaction and job performance have a reciprocal relationship (Volmer, et al., 2011; Yang, & Hwang, 2014; Sigel & Bowen, 1971; Sheridan & Slocum, 1975). These theorists observed that the two variables had a mutual effect on one another depending on the circumstances in which the respondents were. The finding could therefore not be generalized and was only applicable to the study and respondents used.

Job satisfaction and performance have a spurious relationship

The fourth model found that the relationship between job satisfaction and job performance is spurious (Christen, & Soberman, 2006). A spurious correlation is observed when the relationship between two variables is caused by a third available which was not measured (Orlitzky, 2001 & Cohen 1983). Although few studies have formally tested this theory, there are some which support it (Christen & Soberman, 2006; Wong, & Laschinger, 2013; Brown & Peterson, 1993).

Job satisfaction and performance are influenced by another moderating factor

The fifth models are those who found the relationships between job satisfaction and performance are influenced by another moderating factor (Abbas et al., 2014). Several other studies have found that job satisfaction affects performance when people are compensated based on their performance. A strong pay performance-related would lead to satisfaction for those people who value pay increment or other rewards and this may influence their performance (Oswald, et al., 2015; Tooksoon, 2011; Marsden,

2004; and Alonso et al., 2015; Cherrington, et al, 1971; Orpen 1981; Locke, 1970 & Spector 1997). However, these theorists put a caveat, sometimes performance may be intrinsic and satisfy individuals differently, and therefore not possible to generalize.

Other than using a reward as a moderator of satisfaction other scholars have used other moderators to performance such as self-esteem (Niu, 2014; Korman,1971), organization tenure (Norris & Niebuhr,1984) needs for achievement (Steers, 1975) time, and pressure (Bhagat, 1982), and pressure for performance (Ewen, 1973).

This study takes the fifth model and hypothesizes that a well-paid and trained guide would perform better than otherwise. The base of this argument was from the opinions given by key informants during the interviews.

2.3.2 Understanding Factors That Influence Job Satisfaction

Locke, (1976) defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Job satisfaction has been linked to productivity, motivation, absenteeism, accidents, mental/physical health, and general life satisfaction by (Landy, 1978) and (Oliver, 2014). Job satisfaction has emotional, cognitive, and behavioral components (Eisenberg, 2014). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging.

To date, many job satisfaction theories have tried to explain job satisfaction and its influence on performance (Bakker, & Demerouti, 2014). An example of such old theories are (Maslow’s, 1943) Hierarchy of Needs, Hertzberg’s, 1968) Two-Factor (Motivator-Hygiene) Theory, Adam’s, (1965) Equity Theory, (Porter & Lawler’s, 1968) modified version of (Vroom, 1964) VIE Model, (Locke,1969) Discrepancy

Theory, (Hackman & Oldham,1976) Job Characteristics Model, (Locke,1976) Range of Affect Theory, (Bandura, 1977) Social Learning Theory, and (Landy,1978) Opponent Process Theory. This study borrowed from a combination of these theories as the objective demanded.

To collect the required data, the study used the Jobs Descriptive Index (JDI) to assess the working environment of tour guides, their salaries, and benefit, their growth, and promotion, relationship with their supervisors and other workers. The choice of using existing theories is recommended since it offers more validity, reliability, and consistency of the finding as suggested by (Spector, 1997 & DeVellis, 2016).

2.3.3 Factors affecting job satisfaction

This study intended to understand factors that influence tour guide job satisfaction and performance. From previous studies, it was noted that many factors influence job satisfaction, and these factors are never universal (Jain, & Kaur, 2014). This study concurs with that of Mueller & Kim, (2008) who observed that to most employees, factors such as salary, benefits, and the quality of relationships with one's co-workers have shown some correlation with job satisfaction. According to Kerber and Campbell, (1987) & Liu, (2011), understanding satisfaction indicators from employees may help identify which specific aspects of a job require improvements with the aim of improving overall job satisfaction.

As discussed in chapter four in detail, this study noted that most tour guides are at the lowest grade in many tour companies and noted that salary and benefits were considered as the variables that were very important in job satisfaction and performance. Studies also showed that some people are inclined to be satisfied or dissatisfied with their work no matter the nature of the job or the organizational environment (Currall, et al.,

2005; Jex, 2002). Others are genetically positive in disposition whereas others are innately negative in disposition. Accordingly, this approach assumes that an employee's attitude about his or her job originates from an internal state. Positive affect is a predisposition favorable to positive emotional experience, whereas negative affect is a predisposition to experience a wide array of negative emotions (Eaton et al., 2014 and de Araújo Burchard, et al., 2014).

It was noted that positive affective people feel enthusiastic, active, alert, and optimistic (Fisher, 2014; Watson, Clark, & Tellegen, 1988). On the contrary, it was also observed that negative affective people feel anger, contempt, disgust, guilt, fear, and nervousness (Jahnke, & Hoyer, 2015; Watson, Clark, & Tellegen, 1988). Festinger's (1954) Social Comparison Theory, Jex, (2002) observed that during social information processing, some employees look to co-workers to make sense of and develop attitudes about their work environment. In other words, if employees see that their co-workers are positive and satisfied then they will most likely be satisfied; however, if their co-workers are negative and dissatisfied then the employee will most likely become dissatisfied as well.

To measure job satisfaction, different researchers have used different variables. For instance, Schmidt, & Hunter, (2014) and Jex, (2002) recommend the use of tools that will assess, job characteristics, social information processing, and organizational characteristics, and dispositional (worker characteristics). A study by Hackman and Oldham, (1980), and Milgo et al., 2014) found that job characteristic was one of the aspects that generated ideal conditions for high levels of motivation, satisfaction, and performance.

This study examined the motivation level of tour guides from their current jobs and observed the nature of an individual's job or the characteristics of the organization that

the individual works for predominantly determine job satisfaction. Different tour companies remunerated their guides differently as compared to others. There was no uniformity or standard job description or salary scales. This finding was similar to that of Bakker, & Demerouti, 2014). These characteristics have been added to the more popular dimensions of job satisfaction assessment.

The study incorporated the model developed by Smith, et al., (1969) which recognize that good working condition, a good relationship with the other members of an organization as being factors which satisfy the employees as compared to poor pay, poor compensation, and working environment as being issues that make employees dissatisfied with their job. The reason for using some variables given by Smith was that the researcher had noted that the working conditions for most freelance guides were not conducive since most of them did not have any office and parked their vehicles in the city center from where tour companies would come and pick one of the guides. Other researchers such as Smith, Kendall, &Hulin, (1969) recommends that one should also consider salaries and benefits, promotional opportunities, relation with supervision, and co-worker relations as other parameters of job satisfaction. See figure 2.2

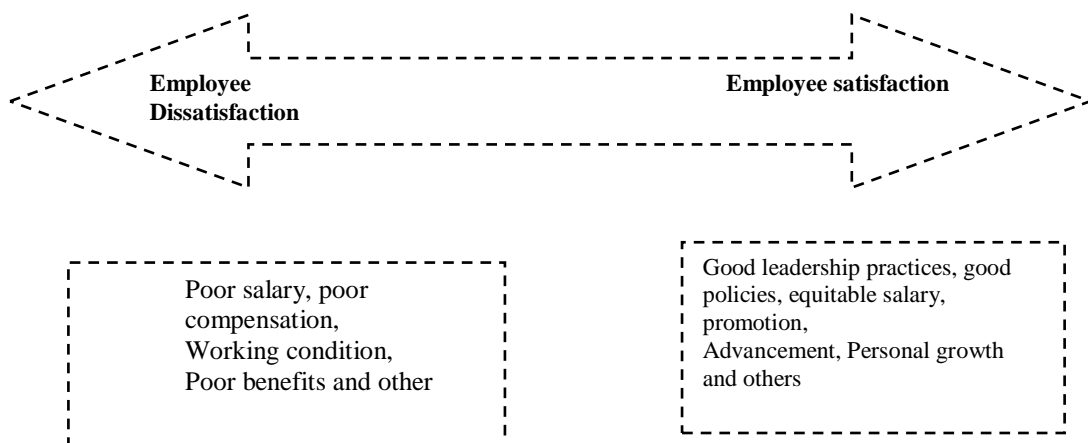


Figure 1 Employee satisfaction and dissatisfaction (Oliver, 1997)

2.3.4 Expectation Disconfirmation Model of Job Satisfaction

As we discuss a measure of tour guide performance, it was necessary to examine what attributes constitute a desirable performance. The heart of satisfaction has been a comparison of the customer's expectation of what he receives. Consistency theory suggests that when a customer's expectations and the actual performance do not match, customers are tensed. To relieve this tension, customers will make an adjustment either in expectation or in the perception of the service's actual performance. It is from the consistency theory that four theories have been derived. These are ; Assimilation Theory, Contrast Theory, Assimilation-Contrast Theory, and finally Negative Theory (Peyton, et al., 2003). Service quality has been extensively researched and in most cases in trying to understand and customer satisfaction. One of the most widely applied theories of service satisfaction is the SEQUAL model (Parasuraman et al., 1988; Zeithaml, Barry & Parasuraman, 1988).

This study borrowed from Expectation Disconfirmation Theory (EDT) which stated that satisfaction was related to the size and direction of disconfirmation and experience that occurs after comparing service performance against expectation (Ekinici & Siraya, 2004). Satisfaction is a result of experience with the product or service and occurs by comparing perception against expectation. Figure 2.3

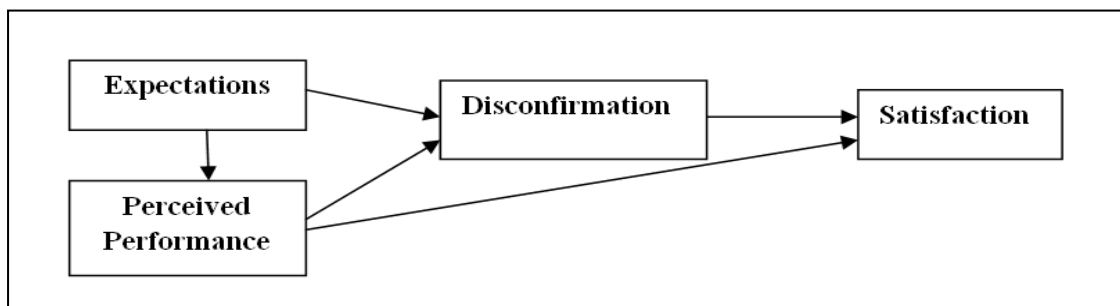


Figure 2 Expectation Disconfirmation model (Oliver, 1997)

Expectations also define the customer's anticipations about the performance of products and services, (Churchill & Surprenant, 1982). First, the customers have an initial expectation based on their previous experience with using a specific product or service.

There are two categories of visitors to Kenya. Those who are visiting for the first time and those having a return visit. The expectation of customers who are coming for a return visit to a specific tour company or hotel is closer to reality than those visiting for the first time. The expectation of such customers is derived from feedbacks that they receive from other customers, advertisements, and media, (Haistead & Hartman, 1994).

The perceived performance investigates the customer's experience after using products or services that can be better or worse than a customer's expectation (Ngo, & O'cass, 2013). Both kinds of these customers who have first-hand experience or do not have such an experience will use purchased products or offered services for a while and realize the actual quality of the products or services. Disconfirmation is defined by (Hsu & Lin, 2015) as the difference between the customer's initial expectations and observed actual Performance. According to the literature, disconfirmation is divided into three types including; positive disconfirmation, negative disconfirmation, and simple disconfirmation.

2.3.5 Parameters Used to Measure Tour Guides Performance in Past Studies

There is a growing body of literature on the influence of a tour guide's performance on visitor's satisfaction (Huang, et al.,2010 & Mak, et al.,2011). In most of these studies, researchers have concentrated on measuring customer satisfaction without paying much attention to parameters used in measuring such performance. Tour guide services are intangible and different visitors will judge guiding services according to individual

interests and expectations. Tour companies judge the performance of the guides mostly from the customer's feedback. Guide's performance is, therefore, a total of services given to the visitors by all stakeholders who are not under the control of a guide himself. To understand the factors that constitute a good performance, it was necessary to involve the guides themselves to give their opinion. Different methods have been used to measure performance. Pre- and post-tour questionnaires are applied by many companies in Kenya.

However, the diverse natures of visitor's wants and desires make it difficult to assess such performance. In a tour package, the different customers may rate the same tour guide differently depending on whether the individual customer's desires were met. Rodger et al., (2010) noted that attributes like group composition, group interest, and the tour duration may affect the rating of a guide. He also noted that there are no universal attributes and the finding from one group may not be generalized in another area.

Likewise, (Mosseburg, 1995) and (Noe, & Magnini, 2010) in their study found that guides performance was rated using eight variables: reliability of the guide, ability to handle complaints, willingness to take part in activities that involve the visitors, guides ease of reach, knowledge of destination attraction as well as guides pleasantness and helpfulness. All these parameters are too generic and may not be the same from one tour to another. (Torland, 2011) found that the emotional performance of guides also impacts visitor satisfaction. Likewise, (Weiler & Walker, 2014) assessed a tour guide's performance on overall visitor satisfaction and noted that interactional behavior and instrumental role of a guide had a greater influence on visitor's satisfaction.

Zang & Chow, (2004) used the Important Performance Analysis (IPA) model to measure guide performance in Hong Kong. The finding indicated that the service quality performances were ranked the highest variable among other attributes. Punctuality, knowledge of the destination, and ability to solve the problem were some of the attributes used to assess performance. Other parameters used to measure tour guide performance were information on visitor's safety, the way briefing was done on the daily itinerary, and politeness of the guides. While most studies have used visitor surveys to guides performance, (Chang, 2006) used semi-structured interviews with managers of Taiwanese travel agents and participant observation on a guided tour. He observed that the tour leader's interaction with visitors, guide's presentation skills played a big role in enhancing tour guide performance and visitor's satisfaction on nature-based tours.

Previously, most studies on tour guide performance have concentrated on the relationship to customer satisfaction in the context of the tour package, limited studies have looked at the relationship between guides performance and satisfaction amongst specialize guides. Satisfaction amongst this category suggests that performance is based on the expectation of high-quality interpretation skills by guides, information on visitor's impacts on the environment, and a sense of authenticity and quality customer service.

Hudges, (1991), observed that guide's performance could be measured from many perspectives: the first is the ability of the guide to effectively interact with the group, the ability to provide commentary of interest, and the smooth running of the tour. He concluded that the performance of a guide was related to the provision of meaningful commentary and effective interpretation skills. To understand what constitutes the good

performance of guides in Kenya, it was necessary to involve the guides themselves and other stakeholders who interact with them as discussed in the next section.

2.3.6 Parameters Used to Measure Tour Guides Performance in This Study

The parameters used to measure guide performance were guided by the Theory of Performance (ToP). The theory says that employees' or individual levels of performance will depend on their level of skills and knowledge on the duty or activity to be performed (Kukla,1972). Tour guides' skills and knowledge were used to measure their performance.

An extensive literature review revealed that little research has been done on tour guide performance while on *safari*. To determine the parameters to measure the guide's performance, the researcher got feedback from tour guides who were invited in an FGDs, and interviews from the key respondents who had more than fifteen years of experience. They based their responses on the feedback they receive from customers and the report they normally get after the safari. They were asked to give what constitutes a good performance from their view as opposed to the previous studies where the same questions were asked of the visitors.

This study believed that hearing from the guides' perspective on what constitutes good performance would be important and later, their opinion can be compared with that of visitors. This can be researched for another day. The study adopted the variables given by these guides as a parameter to measure the guide's performance while on safari. These parameters were later categorized into four: tour guide skills, guides knowledge, guide positive attributes, and finally guide technical skills as given in table 2.1. These were the parameters used in the questionnaire as a measure guides performance while on safari.

Table 2.1 Parameter used to measure the tour guide's performance

The parameter used to measure tour guides performance	
Knowledge of flora and fauna	Knowledge of mammal specifically the” big five”, birds, plants, insects, culture, tour circuits in Kenya
Technical skills	Driving skills, Vehicle repair, and maintenance, use of VHF radio
Tour skills	Spotting wildlife, interpretation, Leadership interpersonal, Intercultural, Presentation problem solving, Communication and Tour management skills, computer skills
Positive attributes	Politeness, Willingness to assist the visitors, Guide’s availability when needed, Guide passion for the job, Guide sensitivity to clients’ needs

Source: Weiler 2014

2.3.7 Challenges Facing Tour Guides Training in Kenya

To appreciate the roles of tour guides in Kenya one needs to comprehend the tourism product and how guides are trained. As discussed earlier, Kenya’s tourism product is composed of flora and fauna, landscapes, and culture, and a warm climate. To enjoy the tourist attractions in Kenya, almost all visitors are accompanied by a guide, normally referred to as a *safari guide*. Kenya’s tourism product is distributed within the country in what is referred to as a ‘tourist circuit’. Each circuit having unique features, it, therefore, demands the services of a professional safari guide who normally doubles as a driver. These tour guides are expected to effectively guide and interpret all attractions and features of interest to visitors within a circuit. An example of such a circuit is the Rift Valley and Masai Mara where visitors pass through Lake Nakuru, Naivasha, as they head to Masai Mara National Reserve.

For a safari guide to effectively guide within a circuit, he may need extensive knowledge on the history of East Africa, the culture of host communities, knowledge

on physical geography and geology of the area, knowledge of birdlife, marine ecology, awareness of plants and finally flora and fauna of the area visited. From this circuit alone, one can understand the complexity of the attractions which would in return determine the training that safari guides require. To ensure that the guides are well trained to perform these tasks, tour companies are expected to continually train their guides. The study noted training was expensive and not forthcoming.

Preliminary research conducted by the researcher in Kenya found that the majority of guides do not have any formal education or training and most of them learn through experience on the job (Kabii, 2014). This has its challenges since there is non-uniformity in un-formal training which may affect the service quality of a destination. More the seventy percent of wildlife roam within community ranches owned by local communities such as the Masai and the Samburu. (Kabii, 2014) in his study found that most of the guides within these communities have traditional knowledge and skills on wildlife but have been locked out of the guiding career due to limitations in accessing formal training. This is not unique to Kenya alone as can be seen in Machu Picchu, Peru, where McGrath, (2003) noted that local indigenous people do not participate in the tourism industry and are not supported to attend tour guide training programs. Other challenges faced by the local people can be seen in Sri Lanka, where even though guide training exists many informal guides are not trained (Crick, 1992).

Mak et al., (2011) in their study highlighted problems and issues associated with untrained guides. Lack of formal training for some guides in Kenya does not only affect their esteem but also affects the quality of services visitors receive. Likewise, lack of training was noted in this study to have resulted in unethical guiding practices, poor

guide performance, and negative publicity towards the guiding profession, damage to the destination's image. Studies conducted by (Kong, et al.,2009) and (Pond, 1993) also found that guides acknowledge that lack of training affects their esteem, recognition of the career like another professional, lack of rewards, and incentives from employers.

Available literature from different scholars shows that pressure for training may come from guides themselves, professional tour guide associations, tour operators, and the tourism industry (AP & Wong, 2001; Mak, et al., 2011). These findings were similar to Kenya's scenario which indicated that training remains important in improving guiding standards and professionalism.

To be effective, the study noted that training was to be appropriate if it encourages collaboration between industry representatives such as the Kenya Association of Tour Operators (KATO) and educational institutions offering tourism and related subjects. The next section discusses the evolution of the tour guiding career.

2.3.8 Evolution of Tour Guiding Career in the Rest of the World

The evolution of tour guiding could be traced back to the 17th century during the era of the Grand tour. This was a tour designed for the elite scholars who took the tour as part of their education. Normally, students would be accompanied by tutors who doubled as guides during the tour (Holloway, 1994). Within Western Europe, the Grand Tour is recounted in the diaries, letters, and memoirs of travellers as well as being documented in guidebooks and historical records associated with tourism.

The study observed that tour guides were the essential interface between the host destination and its visitor. They are frontline employees who are responsible for the overall impression and satisfaction with the tour services provided by a destination.

In the 19th century, Thomas Cook introduced the first tour packages where participants would pay for transport, accommodation, and sightseeing. Tour guides would escort visitors interpreting both natural and cultural heritage. This may be the origin of the modern-day tour packages. According to (Pond, 1994), Thomas Cook may be considered as the patron of tour guides in Europe. Cook organized the first package tours, initially utilizing the Victorian railway system with railway tours to Scotland in 1848 and overseas tours in the 1850s. In 1866, Cook organized his first tours to America and passenger cruises on the River Nile in the 1880s.

In 18th century in America, Yellowstone National Park had already been gazetted as the first national park and visitors would be escorted by tour guides to watch wildlife in the park, (Mills, 1920). These guides were trained to escort visitors to protected areas as well as battlefields. Come the 20th century, records indicate that the roles and duties of tour guides are many and complex and guides are used by many visitors who would like to enjoy their experience in a destination. Guided tours are now differentiated in terms of both product and market, ranging from very inexpensive to very expensive and catering to first-time visitors through to very experienced travellers.

2.3.9 The Complex Roles of Tour Guides

Tour guides may be the most maligned people in the world of travel. They are blamed for bad weather and traffic jam and are expected to solve problems even those out of their control, and failure to do so is considered as poor performance. They act as a buffer zone between the tourists and the sites visited and are expected to respond to all issues raised by the visitor on arrival, within the tour, and after the tour. Tour guides all over the world address multiple stakeholders simultaneously. Visitors expect their safety and health to take priority. Some have special needs and expectations associated with their

particular cultural background, physical and intellectual capabilities interest in the subject matter (Weiler & Ham, 2002). In Kenya, the study noted that tour guides are the face of the company and the destination as a whole.

Available literature from different scholars indicates that the roles of tour guides are too many and even have sub-roles. Since 1985, many scholars have acknowledged (Cohen, 1985) guides' classification framework as being pathfinders and mentors for visitors at a destination. Tour guides are very important to visitors since they enhance their experience (Weiler & Ham, 2001; Reisinger & Steiner, 2006). Other scholars who have elucidated the important roles played by tour guides include (Geva & Goldman 1991; Pond, 1993; Weiler & Crabtree, 1998). Studies conducted indicate that some tour guides have more specialized roles in ecotourism and nature-based tourism (Black, 2002; Weiler & Ham, 2001) such as interpreting sites and motivating visitors to modify their behavior to minimize impacts on nature.

In the case of this study, it was noted that the tour guide's roles are different from one country to another and it is not possible to give any specific roles. In Kenya, a tour guide transforms an ordinary tour into a long-life positive experience for the participants. This is achieved through guides professionalism, behavior, and action, enthusiasm and knowledge and communication of the sites, environmental and cultural attributes (AP & Wong, 2001; Dhales, 2002; Lugosi, & Bray, 2008.)

Wailer & Black, (2015) have summarized guided roles from different scholars and have provided to the body of knowledge different opinions of what guides do. Wailer and Black argue that Cohen's framework provided limited insight into the positive (or negative) contributions of tour guiding to host communities, environments, and destinations. It also failed to acknowledge the role of the guide in ensuring an

environmentally and culturally responsible visitor experience. To some extent, this study agrees with the sentiments given by the above authors that guides play a big role in linking the destination community with the visitors. In 1993 Weiler and Davis developed a framework that captured the roles of the tour guide from a nature-based encounter. For example, (Thomas, 1994) and (Burnet al., 2007) empirically demonstrated that the presence of a guide had a positive impact on the pro-environmental behavior of wildlife tourists in New Zealand.

This study was also able to demonstrate that groups led by a guide have a less negative impact, in this case, less disruption to the natural behavior of seals, than non-guided groups. The guide's role in this regard is not only to role model responsible behavior but also to monitor and sometimes control visitor behavior, to help protect natural and cultural heritage resources and sites as well as to reduce the risk associated with on-site visitor behavior Table 2.2.

Table 2.2: Key categories of tour guides and their roles.

Category	Duties and roles played
Tour management	Instrumental roles focused on organizing and managing the group
Experience management	Mediatory roles focused on facilitating individuals' engagement and learning
Destination/resource Management	Interpretive and role-modeling roles focused on the sustainability of host environments, communities, and destinations

Source: Based on (Cohen, 1985; Weiler & Davis, 1993; Pereira & Mykletun, 2012; & Poudel, et al., 2013).

The importance of tour guides can be seen from the way it has gained attention from scholars from the different region: Botswana (Almagor, 1985), Nepal (Gurung, et al., 1996; Poudel et al., 2013), Indonesia (Cole, 1997; Dahles, 2002; Salazar, 2005),

Madagascar (Ormsby & Mannle, 2006) and Thailand (Cohen, 1982; Hounnaklang, 2004) Australia (Ballantyne & Hughes, 2001; Haig & McIntyre, 2002; Hillman, 2004; Howard, et al., 2001; Scherrer, et al., 2011; Weiler & Richins, 1990; Yu & Weiler, 2006), Canada (Randall & Rollins, 2009), Greece (Giannoulis et al., 2006; Gilg & Barr, 2006; Giovannetti, 2009; Skanavis & Giannoulis, 2009), Hong Kong (Ap & Wong, 2001; Mak, et al., 2011), Japan (Yamada, 2011), New Zealand (Boren, et al., 2007), Taiwan (Chang, 2006), the United Kingdom (Hounnaklang, 2004; Shephard & Royston-Airey, 2000) and the United States (Ham & Weiler, 2003; Sharpe, 2005). Black & Weiler, (2015) noted that collectively, these studies have produced important findings of the roles of guides that seem particularly relevant to developing countries, notably that guiding in these countries is a means of livelihood that may help to reduce poverty (Shepherd & Royston-Airey, 2000; Weiler & Black, 2015). (Pereira & Mykletun, 2012) identify the contribution to the economic sustainability of a destination or region as a key sphere of a guide's role. (Black & Weilers, 2015) indicate that when earning a living is a priority, there may be less attention to the destination/resource management sphere. Guides may fear that delivering conservation messages and monitoring visitor behavior may offend visitors and risk jeopardizing the economic sustainability of their tours. In Kenya, guides play a big role in the preservation of the environment and in educating the visitors on their roles and responsibilities in ensuring that sustainable tourism practices are achieved all through the tour.

2.3.10 Guide's Role as A Custodian of Cultural Heritage

Howard, et al, (2001) in their study 'investigating the roles of indigenous tour guide in Australia categorized guides roles as social leadership roles, mediatory role, natural resource management role, and teaching and communication roles. The finding

indicated that guides play a leadership role and observed that there was an area in Mutawintji national parks where access would only be allowed when a group is accompanied by a guide. Access was denied to those without indigenous guides. In Kenya, guides also play an important role in accessing religious and sacred sites such as those in the Arabuko Sokoke forest along the Kenyan coastal forest.

Likewise, this study established that guides also played the social role of entertaining visitors during the tour mostly after visiting the Masai and Samburu homesteads. Together with resident guides, they are known to use humour to wake up the visitors and renew their interest in the tour. They are storytellers who explain the use of plants as a resource and share the community's traditional knowledge and interaction with the environment. Guides manage natural resources by carefully explaining the regulation associated with the site they visited and constantly reminding the visitors to respect the site by walking within the set track without wandering off the trails or walking over engraved slabs and sacred fragile stones. As visitors tour most of the attractions in Kenya, the study noted that it was a common practice for the guide to share with the visitors the code of ethics expected from visitors thus minimizing conflicts between the visitor and the host of a destination. The aspect of the guide's role in resource management had also been highlighted by Weiler and Davis, (1993) who said that guides were environment interpreters and encouraged visitors to observe rules and ethics meant to preserve the natural resources. This is also the case in Kenya.

Weiler and Davis categorized guide roles into three: first leadership role where guides would give direction to follow, provide access, security, and safety. Secondly, guides perform mediatory roles sometimes organize meals, teach and interpret the flora and

fauna of the area visited, and finally have a role of a resource manager who would motivate visitors to reduce impacts on the site visited. Table 2.3

Table 2.3: Role of tour guide and nature-based tour

	Outer-directed	<i>Inner-directed</i>
Leadership sphere	Instrumental: provide direction, access security, and safety	Social: maintains cohesion within a group
Mediatory sphere	Interaction: organize meals makes setting non-threatening	Teacher/communicator; provides information and interpretation
Resource management	Motivator: reduces impacts on sites	Environmental interpreter: encourages long-term behaviours

Source Howard et al., 2001; Cohen, 1985; Weiler & Davis 1993

2.3.11 Guide's Roles in Enhancing Customer's Experience

A skilful guide is one of the most valuable assets a tour company can have since he/she is the face of the company (Howard, et al., 2001). A tour guide acts as a representative of the region or destination visited (Pond, 1993). Several studies have acknowledged tour guide's roles among them, (Cohen, 1985), who was one of the first who categorized these roles into four groups. He outlined these roles and said that tour guides give direction to the visitors on the areas and destinations visited. They also interact with the visitors more than any other person in the service chain. Finally, they communicate with the visitors sharing with them cultural issues, translate and interpret unfamiliar environments.

Tour guides are believed to be key players in the tourism industry and are responsible for the visitor's satisfaction with a destination (Ap & Wong, 2001). They make a destination more enjoyable by providing information about the culture and heritage, (Boyle & Arnot, 2005). The performance of the tour guides can influence customers

to come again for another tour or even attract new businesses to tour operators. Guide's performance affects the image of tour operators and the destination (Pond, 1993; Chang, et al., 2012).

This study noted that ineffective guiding may have adverse effects on tourist's holidays which might, in turn, affect their loyalty or even decline the business. Since visitors spend little time at a destination, they normally require someone to assist them to understand the tradition, beliefs, and culture of the destination visited, within the shortest time. Therefore, the need for a qualified guide cannot be overemphasized. Moscardo, (1996) in her study identified three main roles of tour guides where she noted that they contribute to the quality of visitor's experience by providing information on available options so that visitors can make their best choice about what they do and where they go. Accordingly, guides influence the choices for the destinations, visitors go to and the type of activities they engage in.

This study observed that guides provide information on the safety and comfort of most destinations in Kenya, and prepared visitors to cope with difficulties that they may encounter. They create an experience so that visitors can participate in activities such as guided walks, eco-tours, and visits to museums and art galleries.

The study agrees with (Pond, 1993) who reiterated that guides provide an interpretational, educational, and cultural understanding of a destination. As a result, interpretation is recognized as key in the tourism industry and scholars have agreed that guiding is a key function of enhancing customer satisfaction (Pond, 1993; Weiler & Ham, 2001). Interpretation of cultural heritage evokes a feeling of national identity to the tour guide and national pride in local society. This interpretation comes in two forms: Firstly, personal interpretations which can be in the form of a talk,

demonstration, puppet shows, living history, and storytelling, nature walks, or tours. They also use no personal interpretation such use of signs, exhibitions, and self-guided trails. The study observed that interpretation has also been used by guides as a management strategy of tourism, recreation, natural and cultural resources of the area visited. Tour guides work as interpreters and help the audience to connect with the history and culture of a destination (Weiler & Black, 2015).

The study noted that the duties of tour guides also included managing activities related to visitors' satisfaction right from his arrival point in Jomo Kenyatta airport, until the day that the visitor departs. In some cases, it was observed that guides have difficult duties, such as offering the best services to the visitors, to make them feel satisfied and remind them to come back to the destination and invite friends, families, or colleagues. In most cases, the study observed that tour guides acted as public relations officers for their firms. Likewise, (Fennell, 2014) argued that guides operating in an ecotourism site have an additional role as a motivator. They encourage visitors to be environmentally responsible as they present information that aids the visitors to understand and appreciate the environment.

Chang, et al., (2012) argued that tour guides are front-line employees who are responsible for the overall impression of the tour. They are responsible for visitors to be satisfied. With all these expected roles and duties, the latter questions need to be taken into consideration; what kind of training do tour guides need to go through? What is the best curriculum to train an excellent guide?

This study joins other Scholars who agree that there is a need to adequately train guides to improve their performance, raise guiding standards and advance professionalism (Lao, 2016; Ap & Wong, 2001; Brockelman & Dearden, 1990; Christie & Mason,

2003; de Kadt, 1979; Hughes, 1994; Mason & Christie, 2003; Pond, 1993; Weiler & Davis, 1993; Weiler, et al., 1997). As noted by (Wailer & Black, 2015), visitors are today more informed and have high expectations of their guides. In Kenya, tour guides are now required to have not only the ability to convey factual information but also to display other skills such as interpretation and intercultural skills, the ability to contextualize information, and the transmission of emotion. Many scholars have found that training and education are critical to acquiring knowledge and skills, such as communication, interpretation, and intercultural communication, to perform a diversity of roles such as interpretation and mediation between the local community and visitors (Wailer & Black, 2015; Gurung, et al., 1996).

2.4 Theories Underpinning the Study

The study was guided by a combination of three theories, Theory of Performance (ToP), Expectancy Theory, and Human Capital Theory

2.4.1 Theory of Performance

The Theory of Performance (ToP) by (Goleman, 2001) relates to six variables that can be used to explain and measure individual as well as organizational performance. It states that performance involves a complex series of actions that integrate skills and knowledge to produce expected valuable results.

Performance can be measured from six parameters depending on the nature of the job expected results. The first variable is individual's identity which in this case was used in the development of objective three of the study. Tour guides membership to professional associations gives them a sense of belonging and identity. Membership may influence guide's performance by following a shared code of ethics that members are expected to follow. The second variable is the employee's equation of desired

knowledge and skills to perform the task assigned. For this study, the tour guide's performance was operationalised by examining the skills and knowledge guides have as compares to those expected to effectively perform their duties. The fourth and the fifth variables are individual motivation and drive to achieve his goals with the support of his organization. The involvement and participation of a tour companies and is therefore be very important and may have influence employee's performance. Although this theory was applied in a classroom and workshop set up, it was found suitable and applicable in this study was applied in theoretical and conceptual framework of the study.

2.4.2 Expectancy Theory

The Expectancy Theory says that an employee's motivation is a product of how much an individual wants a reward (valence), and the guarantee that the effort put in a task will lead to expected performance (expectancy), and reward (Chiang, & Jang, 2008). The study assumed that tour guides expect to be rewarded by their employers through salaries and other benefits that come with a task or a job. If satisfied with the job benefits and allowances, there is a likelihood of them performing better. This theory guided the second objective of the study which investigate the influence of tour job satisfaction on their performance.

2.4.3 Human Capital Theory

Sweetland, (1996) defines Human Capital Theory as the aggregate stock of competencies, knowledge, social, and personal attributes embodied in the ability to create intrinsic and measurable economic value. The theory views humans and individuals as economic units acting as their economy. The theory allows individuals to make decisions about the inherent cost of future opportunities weighted with the

opportunity cost of present situations. It also introduces the investment risks of human capital including its illiquidity and assumptions about payback periods and opportunity cost.

The theory guided the first objective of the study which was to investigate the influence of tour guide training on their performance. It brought the assumption that tour guides will invest in training and education if they are sure, they will be rewarded for their time and money invested. To train as a guide, most of them may require to self-finance themselves since most of them are freelance or contract reducing the chances of employers supporting them. To attend any form of training, guides must sacrifice with hope that the academic and professional qualification will be recognized and appreciated by those who may need their services.

2.5 Conceptual Framework of the Study

2.5.1 Introduction to the Study Variables

This section introduces the variables used in the study. The first objective of the study was to investigate the effects of training on the guide's performance. For any training to be effective it is recommended that training needs analysis to be conducted (Morrison, et al., 2010). Information got from interviews and focus group discussions, shows that the main factor that affects job satisfaction and performance of most guides was training and remuneration. Most of the participants acknowledged they lacked the skills and knowledge required to perform their duties. Others said that due to the changes that are taking place in consumer behavior, they felt that they needed more training on the new and emerging trends in tourism. Studies by Dawson, (2014) found that there was a positive correlation between training and performance where employees who are trained perform better than those who are not.

This study sought to examine the influence of training on guide performance. The study hypothesized that factor such as the level of guides' education, professional qualification, and the form in which a guide was trained (formal or informal) influenced their performance. These attributes were considered as the independent variables for objective one from which three hypotheses were developed. These were to determine how (1a) level of education, (1b), guides professional qualification, (1c) form of training (on the job, formal or informal) affect their performance. This study assumed that these variables influenced guides as summarised in the conceptual framework. The dependent variable was guides performance measured according to the guiding skills and interpretation knowledge depicted by the guide.

The second objective of the study was to investigate the influence of the guide's job satisfaction on their performance. The relationship between job satisfaction has attracted attention from different researchers and several models tend to explain this relationship. For this objective, the researcher acknowledges that other moderating factors influenced the relationship between job satisfaction and performance which were not included in the study.

From this assumption, the study developed the null hypothesis (2a) to investigate the relationship between salary and job performance, (2b) the relationship between terms of employment and job performance, and (2c) the influence of work experience on job performance. From focus group discussion at the piloting level guides had alleged that salaries, terms of employment, and work experience influenced were the main factors that influenced their performance. In this case, the dependent variable was job performance while the independent variables were guides salaries and benefits, terms of employment, and work experience. (Figure 2.1)

The study hypothesized that these three variables influenced guide performance. The researcher proposed that if tour guides are satisfied with their job, it would motivate them as they perform their duties and improve their performance and service quality offered to visitors. It was the opinion of the researcher that guides who are well trained and motivated to perform better than those who are not motivated. Job satisfaction and the level and quality of training given to guides were some of the independent variables that the researcher assumed to affect the performance of a guide and in turn, affect the overall satisfaction of a visitor. The study investigated whether respondent's salaries and benefits, terms of employed and work experience influenced job satisfaction and job performance. The final objective was to investigate the roles played by tour guide associations and hypothesized that guides who were members of professional associations performed better than those who were not. It is important to note that the first four hypotheses examined the influence of tour guide training on performance. They examined whether their level of education and professional qualification influenced their performance. These factors were used as independent variables while performance was used as the dependent variable.

Conceptual Framework

Independent Variables

Dependent Variable

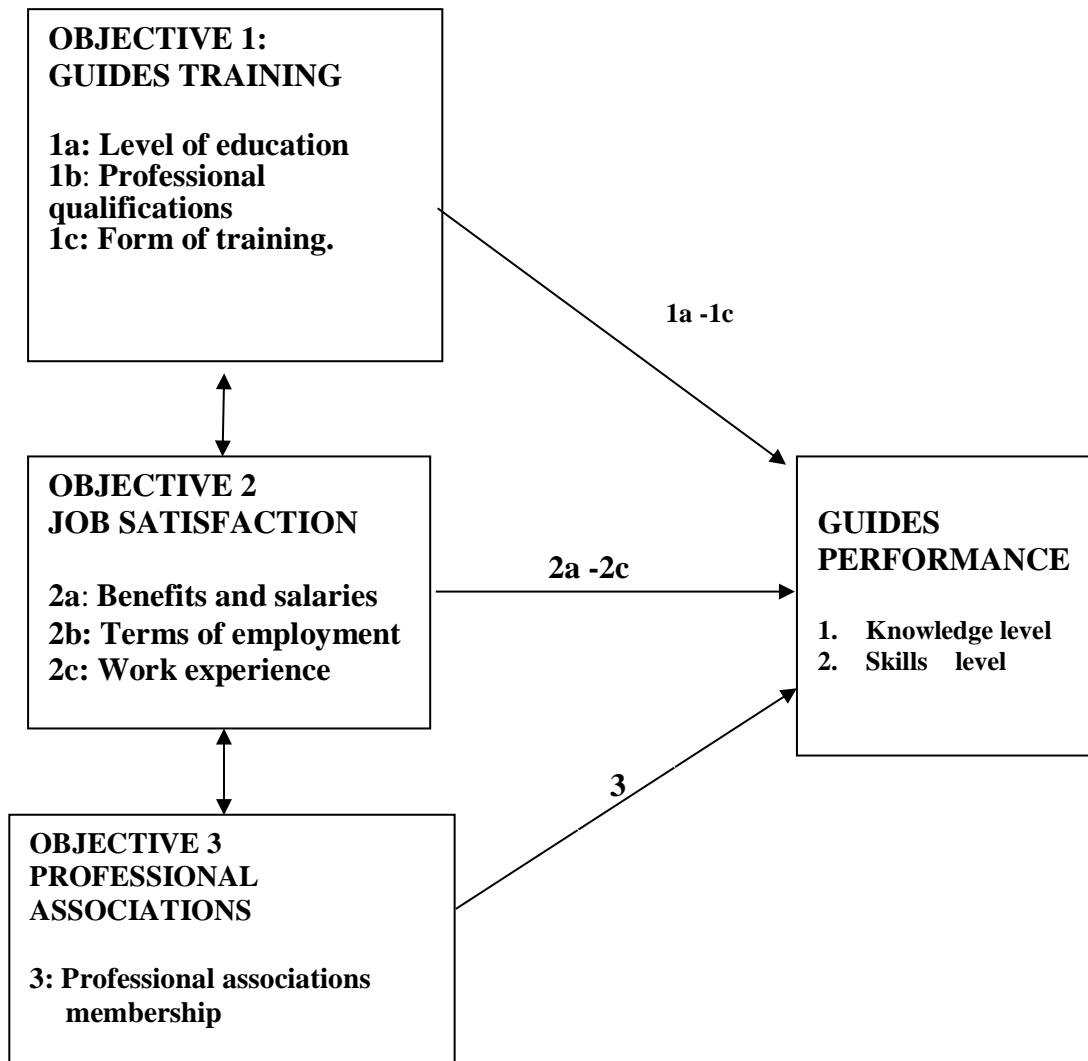


Figure 2.1 Conceptual frameworks derived from the objectives

(Borrowed from Theory of Performance, Kukla,(1972) and Human Capital Theory (Sweetland, 1996)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter details the methodology employed in this research. First, it explains the research process and design, sampling process, and data collection methods and analysis. Different methods of data collection were used in the information gathering process.

Kothari, (2004) defines research methodology as the systematic way of solving a research problem or as a science of studying how research is done scientifically. He differentiates it from research methods which means the methods and techniques that are used for the conduction of research. This chapter explains the data management plan used; the types of data collected and analyzed.

Epistemology of the Study

The study adopted a combination of post-positive and interpretivism paradigm approach that focuses on the understanding of a phenomenon as it evolves during the investigation Crossan, (2003). Post-positivism philosophy reflects a distrust of absolutes and foundational truths since following the correct method can no longer guarantee true results and he believes that there are many ways from which truth in a phenomenon can be told (Robson, and McCartan, 2016).

Other scholars such as Gratton and Jones, (2010) argue that it is not possible for one to gain understanding merely through measurement and a researcher should show much greater openness to different methodological approaches, and advocate for use of qualitative and quantitative research methods.

Likewise, Denzin & Lincoln (2011), recommend the use of post-positivism as it relies on multiple methods for capturing as much of reality as possible and at the same time, the emphasis is placed on the discovery and verification of theories. The nature of the study is the main reason for the researcher to adopt the philosophy.

This is the process used to collect information and data to make a research decision (Bryman, & Bell, 2015). The study used qualitative and quantitative research methods. The main reason for combining the two approaches was the type of data sought and the in-depth research. Qualitative data was generated from interviews and Focus Group discussions (FGDs) while quantitative data was collected using questionnaires.

In addition to the above methods, the intercept research method was used in data collection. This is a method where respondents have intercepted en route to their business an example of those going to a shopping mall or a bank (Miller, et al., 1997). The method is suitable when the target population is in motion. The researcher intercepted and collected data from guides traveling from Nairobi, Nakuru, Naivasha, and other tourist circuits on their way to Masai Mara. The guides stopped in a curio shop in Narok for a health break and picnic lunch. Some of them completed the questionnaires on the spot while others dropped the questionnaires on their way back. Those guides who did not stop were not interviewed neither did they participate in the study. However, the method was successful.

3.2 Research Design

A research design is the arrangement of conditions for the collection, measurement, and analysis of data in a manner that aims to combine relevance to the research purpose (Lewis, 2015). It is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. It

outlines what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.

The study applied a combination of descriptive and exploratory research designs from the planning level all way to the data collection and analysis. A descriptive design is used to define the distribution of one or more variables in a study. Descriptive research is appropriate when the research aim is to identify characteristics, frequencies, trends, and categories of a phenomenon. It is useful when not much is known yet about the topic or problem. This method was used to collect quantitative data using a questionnaire.

An exploratory design is suitable in cases where there are few or no studies in a given case. It focuses on gaining insights and familiarity with a phenomenon and can be researched further in detail using the same or different methodology (Fellows, & Liu, 2015). It is recommended when developing a hypothesis that is later tested. This was the case for this study and the main reason for applying it. The method was used to collect qualitative data for the study. The designs were used to obtain information concerning the current status of tour guide job satisfaction, and factors that influence their performance. Though the design was best suited to explain the guiding career in Kenya, the study acknowledged that it had some limitations in the replication of the findings. The nature of the study and its objectives were the main reason for using these designs. Other factors that were considered were the availability of time finance and other resources needed in conducting the study.

3.3 Study Area

A study area is defined as geography for which data is analysed in a report or map (Bryman, 2016). In Kenya, there are six tourist circuits; Nairobi circuit, Central Kenya

circuit, Coastal circuit, Southern circuit, Eastern circuit, North Rift circuit, South Rift circuit, and Western circuit.

The study concentrated on three areas. These were; Masai mara reserve in the South Rift circuit that represented guides in the savannah habitat, the Kakamega forest reserve in the Western circuit which represented guides in forest habitats, and the Nairobi circuit representing towns or city guides.

These circuits were randomly selected and they have different vegetation covers ranging from the savannah grassland, forest ecosystem and are among the most visited. Another reason for using these study areas was to investigate factors that influence the respondent's performance in these different environments.

As tour guides are distributed all over the country, most of them could only be found en route to tourist attractions while on a safari. A tour guide can take visitors in more than one touristic circuit depending on the visitor's interest and the duration of the tour. The study noted that the training needs for forest guides, savannah, and those who guide in historical and archaeological sites were different and may affect their performance in different ways.

3.4 Target Population

The target population is the total number of individuals from which a sample is drawn (Babin, & Zikmund, 2015). The target population was practicing tour guides who were registered by Tourism Regulatory Authority (TRA) by June 2016, who had renewed their annual license. About 1300 guides had renewed their licenses by the time of the study. Guides are not stationed in one particular area and may travel from one geographical area to another. In cases where the target population is not found in a specific area Bush, (1985) and Hornik, (1988) recommends that researchers can use the

intercept survey method of data collection where the target population is either interviewed or given the questionnaire while still in motion. This was the reason why the researcher found the intercept data collection method suitable for the study with a combination of other methods.

3.5 Sampling Procedure

A sampling method is defined as a procedure for selecting sample members from a population (Hair, et al., 2015). In Kenya, there are six tourist circuits where most of the visitor's tour is in the company of the guides. From the six, three circuits (clusters) were randomly selected as they would give the researcher a sizable number of the target population. The geographical clustering method was used in the selection of three tourist circuits from Kenya's tourist circuits. These were Western, South Rift, and Nairobi circuits.

The first cluster (South Rift) was composed of those who guide in predominantly Savannah habitat and were intercepted in a curio shop in Narok while on the way to Masai Mara game reserve. The cluster was found suitable since it captured guides from Nakuru, Nairobi, Samburu, and Naivasha who normally make a stop at the shop. Any guide who stopped in the shop and was willing to complete the questionnaire was involved.

The second cluster (Western) is composed of guides in the Kakamega forest reserve who guide in predominately forest habitats. Questionnaires were administered through their association leadership to those who were willing to participate in the study. The forest reserve is a popular destination for visitors whose interest in nature, forest walks, birding, and watching butterflies. This is a unique place in Western Kenya and is frequented by the visitor in the western circuits. It has specialized forest guides whose

performance is important to the destination. This was the reason for selecting the cluster.

The final cluster targeted those who offer city tours who are found in the Nairobi Central Business (CBD). These are a special category of guides called the city guides. The cluster was found suitable as it would represent other town guides in Mombasa, Malindi, Lamu, and Kisumu who were not included in this study.

It was not possible to know the number of guides in each cluster. This is acknowledged as a weakness of the sampling method and may affect the generalization of the finding. However, the method gave a lot of insight from where other scholars can continue. As the goal of the study was to provide a clear understanding of the guides rather than generalize the findings, geographical cluster sampling was used in selecting the three clusters in this case referred to as circuits.

Tour guides in Kenya visit areas with different ecosystems habituated by different wildlife. The study was interested in those guides who guide in the savannah, forest, and city tours alone. Other categories of guides such as mountain guides were not included in the study.

3.6 Sample Size

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. It is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Mayan, 2016). The sample size for the quantitative data was 305 respondents from a population of 1300 members. This was the guide who was registered by the Tourism Regulatory Authority (TRA) at the time of the study. The sample size was guided by (Yamane's, 1967) formulae as given below. According to (Patton, 2002), there are no rules for

sample size in qualitative inquiry where the size is determined not by the number of interviewees but by information saturation. This was the guiding principle in selecting the number of respondents to be interviewed.

A total of 305 questionnaires were administered in different clusters as given in (table 3.1). The percentage of questionnaires given in each cluster was proportional to the estimated number of guides in each cluster. This may have introduced some biases to the study. In the savannah cluster, 80% of the questionnaires were distributed as compared to 10% for the city tour and forest reserve cluster. Less than 10% of registered guides work in the cities and forest reserves. From the 305 questionnaires administered, only 250 were fully completed and usable and formed the unit analysis for quantitative data.

Table 3.1: Sample size of the study

Cluster area used in the study	No of Questionnaire Administered	% of 305
1 Masai Mara (Savannah habitat cluster)	245	80%
2 Kakamega forest (Forest habitat cluster)	30	10%
3 Nairobi City tour cluster	30	10%
The total	305	100%
Completed questionnaires	250 unit of analysis for quantitative data	81%

To collect qualitative data, the study interviewed 25 city guides, 15 key informants, and 60 respondents in Focus Group Discussions making a total of 100 respondents.

Yamane, (1967) formula was used to calculate sample sizes for quantitative data. The

study used 95% confidence level and $p = 0.05$. Where n is the

$$n = \frac{N}{1 + N(e)^2}$$

sample size, N is the population size, and e is the level of precision. In this case,

$$n=305$$

3.7 Research Instruments

3.7.1 Questionnaire

The questionnaire was divided into four sections. Section one had ten questions and collected the respondent's profile. Section two had three parts and collected information on the benefits the respondents get from the employers and questions that investigated the job satisfaction of the respondents. Section three had four parts and collected data on opinion on guides training needs. The section also addressed the role of professional organization and respondent's opinions on what can be done to improve their performance. Each section collected nominal, ordinal, and ratio data that was analysed to test the hypothesis. The questionnaire had both open and closed-ended questions that were the researcher administered. A copy of the questionnaire is attached in the appendix.

Intercept survey data collection method was used in administering some questionnaires. This is a method used to get onsite information from a target audience in motion eg those shopping in a mall or those visiting a website online. In this case, the method was found suitable as it allowed the researcher to administer a questionnaire to guides on their way to the Masai Mara game reserve.

Data was also collected from a curio shop located in Narok town. At the shop, the researcher targeted driver-guides heading to different lodges in Masai Mara national reserve one of the major tourist attractions in Kenya. This area was found suitable as most guides normally make some health break stop and are given some time to purchase Kenya's art and crafts from these curio shops. There is a picnic site where visitors have

their packed lunch thus giving the respondents ample time to complete the questionnaires. Guides were given the questionnaire when heading to the Masai Mara reserve.

Some guides completed the questionnaire immediately while others took them and dropped the completed copy in the same shop on their way back to Nairobi. The questionnaires were administered on Mondays, Wednesdays, and Saturdays between 9 a.m and 11 a.m. Guides willing to complete the questionnaire were given a chance irrespective of whether they were members of any tour guiding association. Most of the data were collected between August 2016 and April 2017 which was considered as the high season when most of the guides are busy. Later, the researcher had FGDs with some respondents in Mara Serena lodge, while others took place in Nairobi.

Other questionnaires were given to forest guides in the Kakamega forest reserve to capture the forest guide's opinions. Only a few guides participate in the study. Other guides in other tourist circuits and towns in Kenya were not included in the study. This may have affected the representative and generalization of the research findings. Time and resources were the main constraints for not including other regions.

3.7.2 Interviews

The researcher made appointments with the respondents to be interviewed. For the Focus Group Discussions, the researcher used the officials of Kenya Professional Safari Guide Association (KPSGA), and East African Tour Driver Association (EATGA) to bring together members who took part in the discussion.

3.7.3 Focus Group Discussion (FGD)

Personal interviews with guides who had been in the industry for more than fifteen years were used conducted to get in-depth information on their perceived roles, their motivation, and the challenges facing the profession. The key informants were selected purposely. In-depth interviews were designed to get respondents' opinions, needs, attitudes, desires, and feelings that could not be collected using a questionnaire. The interviews lasted for 20 to 30 minutes after the interviewer was satisfied that all the information needed was given. As the interview continued, the interviewer took notes and observed the body language of those interviewed. The summary notes were later expanded so as not to forget any information that was collected. Most of the questions asked in the FGDs and interviews were got from the objectives of the study. FGDs and interviews provided the qualitative data while the questionnaires provided the quantitative data.

3.8 Pre-Testing of Data Collection Tools

The researcher conducted a pilot test on the questionnaire using purposefully selected respondents whose opinions were considered before distributing the final sets.

3.8.1 Data Validity and Reliability

The study used different methods to make sure that the data generated was valid and reliable. Test re-test reliability method was used to ascertain that the data collected from the questionnaire and the focus group discussions were reliable. Cronbach alpha was used to test the questionnaire used to collect quantitative data. It was 0.972 and was considered adequate for the study. For the qualitative data, content validity and concurrence of information generated were used as reliability and validity measures.

3.9 Data Collection Techniques

3.9.1 Primary Data

The study combined qualitative and quantitative research approaches. Quantitative data was collected through questionnaires while qualitative data was collected through interviews and Focus Group Discussions. This combination allowed the researcher to collect and analyze qualitative and quantitative data since the two methods complemented each other. The qualitative method was used to get respondents' opinions, feelings, and expectations which may not be expressed quantitatively. This data was collected through interviews and focus group discussions. Triangulation of different data collection methods was used to increase the accuracy and reliability of collected data.

The study collected primary and secondary data. Primary data collected using a structured questionnaire, interviews, and Focus Group Discussions. The questionnaires were given to the guides on their way to Masai Mara. It is worth noting that most tour guides do not stay in the office when they do not have a tour and are recalled when the needs arise. This was the main reason why the researcher chose to intercept guides at the curios shop. This is where most of the questionnaires were administered. The researcher also organized a meeting with guides in the evening at the staff canteen and driver's quotas. These are accommodations set aside for the driver guides who bring accompany visitors. This was where some FGDs and interviews took place.

3.9.2 Secondary Data

Secondary data is already available which has already been collected and analysed by someone else. The study sourced this data from various publications of the ministry of tourism and other local governments, online, journals, Kenya's Tourism Economic

Survey 2015/16, Kenya Utalii College Archives, Kenya Association of Travel Agents (KATA) website, Kenya Association of Tour Operator (KATO) website and books that have topics on necessary subject matters. The internet was another major source of secondary data used in this study. This data was used in chapters one and two.

3.10 Data Analysis

3.10.1 Data Processing and Analysis

To prepare the data for analysis the researcher cleaned, and checked for outliers, and coded the data. This processing also included editing, classification, and tabulation of collected data. The study used different data analysis methods depending on the objectives and the nature of the data generated from the three objectives and hypotheses.

3.10.2 Quantitative Data

For quantitative data, descriptive analysis was used where data frequencies were generated and described. Cross-tabulation and correlation of variables were conducted as per the objectives. The Chi-square goodness of fit test was used to test for equality of frequencies and Chi-square cross-tabulations were used to examine the dependence of responses on attributes. These statistical tests were also used to determine if there was a correlation between sets of ranked data (ordinal, interval) and ratio data that had been changed to ordinal data. SPSS version 20 was used to analyze both qualitative and quantitative data collected through the questionnaire.

Preliminary pre-qualification of analysis using the Chi-Square test was performed to verify that the independent and dependent variables were categorical, and the sample size was more than 100. The number of each respondent on each cell was more than 5 allowing the use of Chi-square tests. More details are given in chapter four.

3.10.3 Qualitative Data

Qualitative data were grouped into distinct categories to respond to the three objectives. This was achieved by scanning the data to identify similar phrases, relationships, and themes. The information got from different respondents was compared and contrasted until the researcher was satisfied that no new issues were arising from the respondents. Qualitative data was captured using field notes and personal notes compiled during the focus group discussion and interviews. Thematic and content analysis was used to analyze qualitative data generated from interviews and FGD.

3.10.4 Chi-square cross-tabulations

The Chi-square test of independence is a non-parametric tool designed to analyze group differences when the dependent variables are measured at a nominal level. The test was used to determine if there was a significant relationship between the dependent and independent variables. The Chi-square tests were considered significant at an alpha of 5%. This was later followed by logistic regression to examine the influence of variables used in the study. The study also used Chi-Square goodness of fit to find out if the observed values were significantly different from the expected values in the questionnaire. The goodness of fit test is a statistical hypothesis test used to examine how well sample data fits in a distribution from a population with a normal distribution. The test shows if the sample data represents the data in the population.

Chi-square tests enabled the researcher to compare observed and expected frequencies objectively since it would not be possible to tell just by looking at frequencies whether they are different enough to be considered statistically significant. The tests permitted the evaluation of the independent variables used in this study. The test provided considerable information on how each of the groups performed thus allowing the

researcher to understand the results and derive more detailed information from this statistic.

3.11 Ethical Considerations

The research assured the respondents that the information they gave would be kept confidential and only used to respond to the objectives. The information given in the study is true and gave the actual representation of the respondents. Other ethical considerations applicable to this study were followed. Respondents' confidentiality was respected and the study got information from those respondents who were willing and nobody was intimidated. Nobody was forced to participating in this study. The data used in this study was one got from the field, all necessary permits were acquired, letters needed from the university were also acquired.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This section gives the findings of the three research questions and the hypothesis. It highlights the respondent's profile followed by the relationship between the guide's performance and their education level, work experience, and qualification. The section further outlines the employment benefits given to the guides and how they affect their job satisfaction.

A total of 305 questionnaires were administered, 250 were completed and returned. This was an 81% response rate and was considered adequate to analyze quantitative data using SPSS. To collect qualitative data, a total of 4 Focus Groups Discussions (FGD) and several interviews were held in Mara Serena. In Nairobi, there were two FGDs involving members of the Kenya Professional Safari Guides Association and East African Guides Association. The number of participants in each FGD ranged from 8 to 12 guides.

4.1.1 Respondents Demographics Profile

This section gives details of the respondent's demographic profile, gender, marital status, terms of employment, and work experience. These details are important since they were used in data analysis and testing of hypotheses. They also gave the researcher insight into a guiding career in Kenya. The findings of each respondent's attributes are discussed below.

4.1.2 Gender

The study needed to know the gender distribution of the respondents and examine whether the numbers of males and females are the same. This information would be of

interest to stakeholders such as accommodation providers and training institution that teaches tour guiding courses. The study observed that the majority of respondents were males and there was a very big gender imbalance. The career is male-dominated and recommends further research for the reasons. The majority (95%) of respondents were males as compared to the minority 5% who were females (figure 4.1). Regarding the training, both genders desired to be trained. Oosterbeck, (1998) in his study noted that men are more likely to engage in training as compared to females. The main reason given by those interviewed was that bush life and wildlife watching and hunting traditionally were men's jobs. Today very few ladies would want such jobs that separate them from their families' Higher chances of interruption make it riskier for a firm to invest money in employing female guides as compared to men. Likewise, (Booth,1991) found that there exists some difference in the provision of training depending on gender where women had a lower chance of being offered further training as compared to men once they have been out of employment. This would happen in cases where the nature of the job is seasonal. Gender differences in tour guiding may also be explained by the traditional role women play in the household and childbearing. The majority of women tend to carry the burden of children and may therefore not want to work as guides.

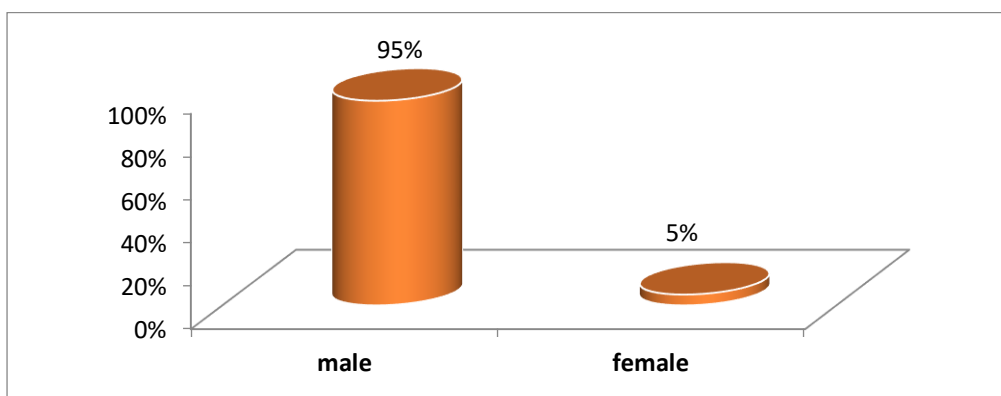


Figure 4.1: Gender of the respondents

This study expected that there was a balance in gender distribution where the numbers of males and females were the same. The number of male guides was significantly higher ($\chi^2 = 178.57$, $df=1$, $p<0.001$) than practicing female guides as seen in table 4.1. Implying that the guiding career is male-dominated.

Table 4.1: Respondent's gender and marital status

Attributes		Observed Frequency	Chi-square Goodness of Fit, df, P-value	Conclusion
Gender	Male	212 (95%)	$\chi^2=178.57$, $df=1$, $p<0.001$	There are more male guides than females
	Female	12 (5%)		
Marital status	Married	212 (87%)	$\chi^2=317.88$, $df=2$, $p<0.001$	There are more married guides than singles
	Single	32 (13%)		

4.1.3 Marital status

Respondents were asked to indicate their marital status. The number of married guides was significantly higher than the unmarried. This information was necessary to investigate whether there was a relationship between marital status and job satisfaction. This information was also used to investigate whether marital status had any influence on the respondent's opinion on training. The majority (87%) of the respondents were married as compared to only 13% who were not. The finding indicated that more single men were willing to be trained as compared to those married. (Figure 4.2)

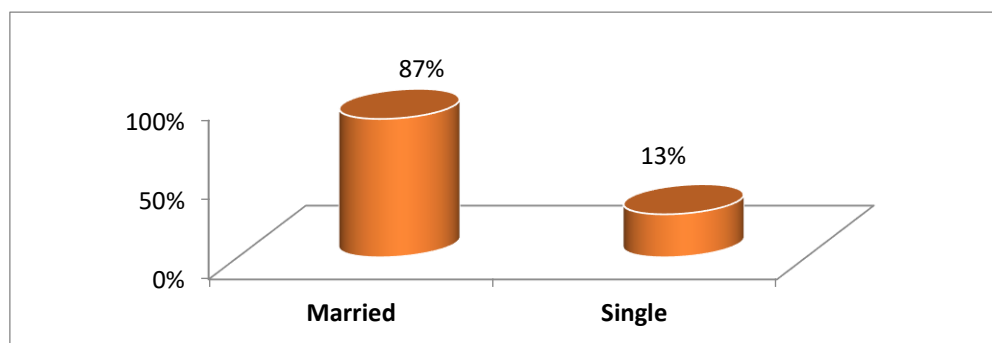


Figure 4.2: Respondents marital status

The findings indicated that the number of married guides was significantly higher at 87% ($\chi^2=317.88$, $df=2$, $P<0.001$) compared to those guides who were single. The study found that there was a very big difference in the marital status of the respondents (figure 4.2).

4.1.4 Education level

The finding indicated that the majority 77% ($\chi^2=189.83$, $df=2$, $P<0.001$) of respondents had secondary school certificates as the highest level of education as compared to only 16% of respondents who had a university as the highest level of education (figure 4.3).

The results indicate that very few university graduates are in the tour guiding career.

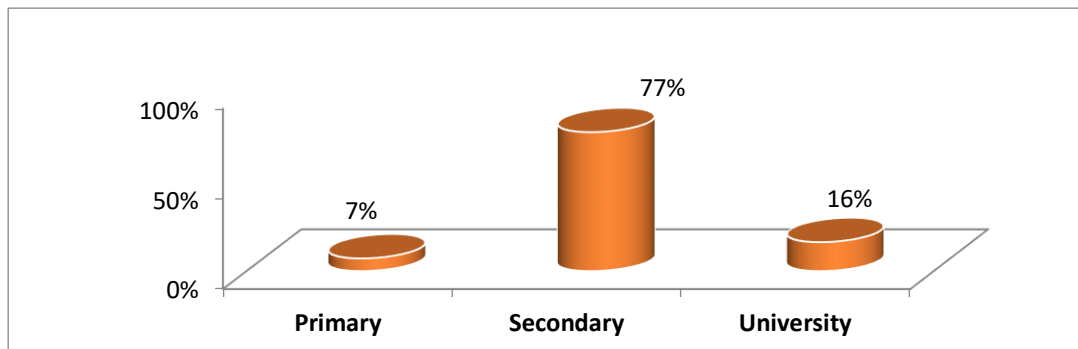


Figure 4.3: Respondents level of education

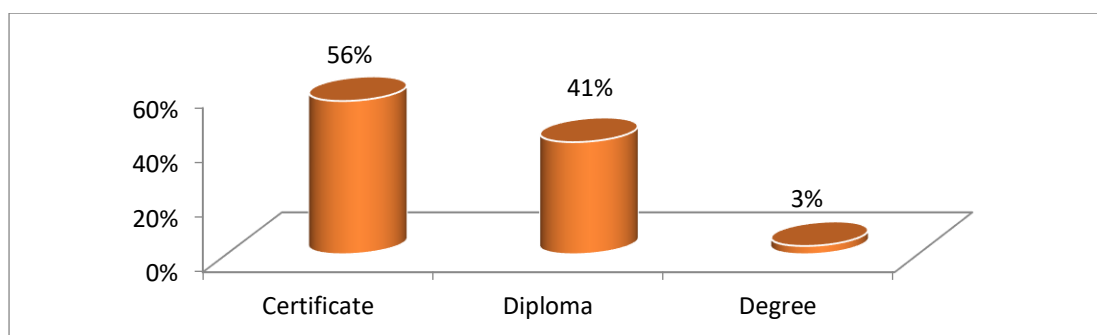
The finding showed that most of the guides have secondary school as the highest level of education, Majority of guides have a certificate in tour guiding with the minority having gone to university. The majority of guides have been trained in tour guiding up to college-level (table 4,2)

Table 4.2: Respondent's level of education, professional qualification

Attributes		Observed Frequency	Chi-square Goodness of Fit, df, P-value	Conclusion
Highest level of education	Primary	16 (7%)	$\chi^2=189.83$, df=2, p<0.001	Most of the guides have secondary school as the highest level of education
	Secondary	168 (77%)		
	University	34 (16%)		
Professional qualification	Certificate	117 (56%)	$\chi^2=94.17$, df=3, p<0.001	The majority of guides have a certificate in tour guiding with the minority having a university degree
	Diploma	86 (41%)		
	Degree	6 (3%)		
Mode of respondents training	On job	91 (40%)	$\chi^2=200.72$, df=3, p<0.001	The majority of guides have been trained in tour guiding up to college level
	College	125 (56%)		
	University	4 (2%)		
	Others	5 (2%)		

4.1.5 Professional Qualification

The number of guides who had a certificate was significantly higher (56%) ($\chi^2 = 94.17$, df=3, p<0.001) than those with diplomas (41%) and degrees (3%) as given in figure 4.4.

**Figure 4.4: Respondents' professional qualification**

4.1.6 Respondents' Work Experience

Only 12% of respondents had less than 5-year experience while the majority had worked for 10 years. Twenty-three percent had more than 15 years of experience. The

study found that more than 50% of the guides in the market today have work experience for more than 10 years.

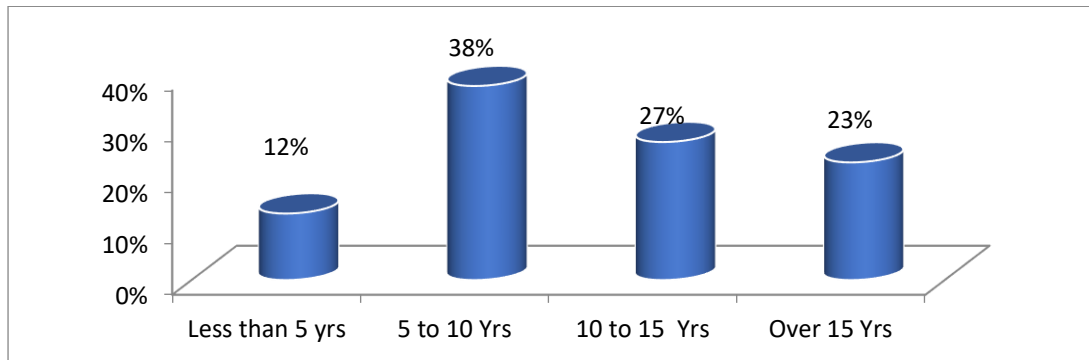


Figure 4. 5: Respondents' work experience

The results indicated that most of the practicing guides had worked between 5–10 years and those who had worked above 10 years been 50% of the respondents. The duration of respondents work experience was not the same/ uniform among the tour guides ($\chi^2 = 31.48$, $df=3$, $p<0.001$), with the highest work experience being between 5 to 10 years.

4.1.7 Terms of Employment

Employee's terms of employment were important since, for many employees, it had some relationship with the salary and benefits awarded. In this case, this information was important because employment terms were among the variables used in testing some hypotheses. Only 38% of the respondents were in permanent employment ($\chi^2=4.54$, $df=3$, $p<0.001$) while the remaining 62% of respondents were either self-employed or on contract as given in table 4.3.

Table 4.3: Respondents terms of employment and experience

Attribute		Observed Frequency	Chi-Square Goodness of Fit, test	Conclusion
Terms of employment	Self-employment	36 (16%)	$\chi^2=4.54$, df=3, p<0.001	The number of guides on permanent employment is significantly lower than the total of those on contract and freelance
	Permanent	86 (38%)		
	Contract	56 (25%)		
	Freelance	47 (21%)		
Tour guiding experience	Less than 5 years	12.4(13%)	$\chi^2=31.48$, df=3, p<0.001	The majority of guides have less than 15 years of experience with 23% having more than 15year experience
	5 to 10 years	36.8(38%)		
	10 to 15 years	26(27%)		
	Over 15 years	22(23%)		
Salary and benefits in Kenya shillings	Less than 20,000	32(38%)	$\chi^2=126.6$, df=3, p<0.001	Over 88% of guides earn less than KES 60,000 with about 38% earning less than KES 20,000 per month
	21,000 to 40,000	42(50%)		
	40,000 to 60,000	10(11%).		
	Over 60,000	2(2%)		

Source; Field data 2016

4.1.8 Summary Respondent's Profile

From a total of 250 returned questionnaires, the majority 95% were married men which led to the conclusion that a tour guiding career is male-dominated. This may call for further study to investigate why this difference. The researcher noted that most lodges have driver quotas, which were designed to be shared by males with no much provision for ladies. A majority of guides 77% had the highest level of basic secondary school with only 16% being university graduate and 7% is a primary school. Why was the tour guiding career not attractive to graduates and master's degree holders? This can be a

study for another day. The majority of the respondents (56%) had their highest level of professional training being college.

Concerning the mode of training, 40% of respondents had informal on-job training as compared to 55% who were trained formally. Those trained formally had either a certificate or a diploma in tour guiding. Likewise, only 18% had a degree but not in tour guiding. On work experience, 12% had less than 5-year experience while the majority had worked for 10 years. Twenty-two percent had more than 15 years' experience which was recommendable.

4.2 Influence of Guides Level of Training on Their Performance

4.2.1 Overview of the Hypothesis (1a)

This hypothesis sought to investigate whether tour guide knowledge and skills were dependent or independent of their level of education. The three levels of tour guides' education considered in these cases were primary, secondary and university level which was also considered as the independent variable. The dependable variables were guides knowledge in selected areas which were also used to measure their performance. In general, the findings indicated that the level of guide training did not significantly ($\chi^2=1.07$, $df=2$, $P=0.583$) influence their guiding and interpretation knowledge, and their performance in the field. Therefore, tour guide performance may have been influenced by other variables other than their level of education. Detailed findings are given in the next section.

The first hypothesis stated that:

(1a) H_0 : Tour guide's performance is independent of their level of education.

Tour guides with different education levels were asked to rate their guiding and interpretation knowledge and their performance in selected areas. Their responses were

subjected to Chi-Square cross-tabulation test for dependence and the results summarised in Table 4.3.

4.2.2 Influence of Guides' Education Level on Interpretation Mammals

The results showed that the level of tour guide education did not significantly ($\chi^2=1.07$, $df=2$, $P=0.583$) influence their knowledge and interpretation of mammals and plants of East Africa. About 93% of guides whose highest level of education was primary school level needed to be trained to improve their performance as compared to 84% of guides who had secondary school as the highest academic level. Also, 89% of those trained at the degree level indicated that such training would improve their performance.

Table 4.4 summary of the influence of level of education on performance

Performance indicators (Guide's knowledge in the selected Areas)	Would training enhance your performance		Education level	Pearson Chi-Square cross-tabulation test for dependence	Hypothesis Conclusion
Mammals and plants	Yes	No	Primary	$\chi^2=1.07$, df=2, P=0.583	The level of education did not significantly influence knowledge on mammals and birds
	13(93%)	1(7%)	Secondary		
	133(84%)	24(16%)	University		
Birds and insects	Yes	No	Primary	$\chi^2=0.24$, df=2, P=0.885	The level of education did not significantly influence knowledge on birds and insects
	14(94%)	1(6%)	Secondary		
	146(91%)	14(9%)	university		
Tour planning and costing	Yes	No	Primary	$\chi^2=3.79$, df=2, P=0.150	Level of education did not significantly influence knowledge on Tour planning
	10(77%)	3(23%)	Secondary		
	111(69%)	50(31%)	University		
Culture and history	Yes	No	Primary	$\chi^2=1.14$, df=2, P=0.566	The level of education did not significantly influence knowledge on local culture
	13(83%)	1(17%)	Secondary		
	12(82%)8	29(18%)	University		
Customer's service and communications skills	Yes	No	Primary	$\chi^2=0.45$, df=2, P=0.798	The level of education did not significantly influence communication skills And customer service
	12(85%)	2(15%)	Secondary		
	136(85%)	24(15%)	University		
Reptiles and marine ecology	Yes	No	Primary	$\chi^2=1.33$, df=2, P=0.512	The level of education did not significantly influence knowledge of reptiles
	75(77%)	14(15%)	Secondary		
	102(88%)	13(12%)	University		
Computer skills	Yes	No	Primary	$\chi^2=1.84$, df=2, P=0.397	The level of education did not significantly influence Computer skills
	62(86%)	24(14%)	Secondary		
	85(72%)	29(28%)	University		
Eco-tourism	Yes	No	Primary	$\chi^2 = 0.130$, df=2.930	The level of education did not significantly influence knowledge on eco-tourism principles
	71(86%)	13(14%)	Secondary		
	97(85%)	20(15%)	University		
Foreign language	Yes	No	Primary	$\chi^2=2.180$, df=2, P=0.335	Level of education did not significantly influence knowledge on foreign language
	79(91%)	7(9%)	Secondary		
	105(90%)	10(10%)	University		
	3(94%)	1(6%)			

Most of the respondents said they needed to be trained in all the areas listed in the performance indicators. However, if the training was not rewarded by their employers, then it was not sufficient to motivate guides into performing better.

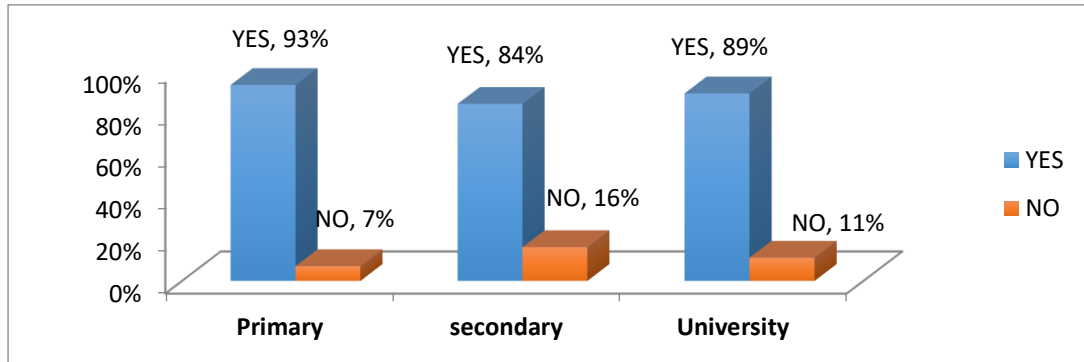


Figure 4. 6 Relation between guides performance and their level of education

The results showed that the level of education did not influence (knowledge of mammals and birds, tour planning and costing, computer, and communications skills.)

Table 4.4.

4.2.3 Summary of finding for the hypothesis

The study noted that although tour training influenced guides' performance, the influence was not significant. The education level of guides did not influence performance indicators such as guiding and interpretation, knowledge on mammals and plants of Kenya, ($\chi^2=1.07$, $df=2$, $P=0.583$), identification of birds and insects ($\chi^2=0.24$, $df=2$, $P=0.885$), tour planning, and costing ($\chi^2=3.79$, $df=2$, $P=0.150$), communications skills ($\chi^2=0.45$, $df=2$, $P=0.798$), applying ecotourism practices when guiding ($\chi^2 = 0.130$, $df=2.930$) and writing and communicating in a foreign language as given (table 4.4). The study, therefore, failed to reject the null hypothesis and concluded that tour guide job performance was independent of their education level.

This means that the tour guide's level of education did not have enough influence to make them perform well in the field. It implies that there must be other factors such as work experience which might be influencing their guiding and interpretation skills.

Guides' exposure to the field may be more important than their level of education when it comes to the identification of mammals and plants.

4.2.4 Findings From Qualitative Data On Influence Of Training On Guides Job Performance

Some findings from those interviewed said

“With more than 50 different species of mammals and hundreds of plants, I feel that I need regular training so that I can interpret these animals. Most of the visitors we have are well educated and some understand these animals better than some of us. I have forgotten most of what I learned in school I don't mind regular training. This will improve my performance when backed with monetary benefits”. Who appreciates and rewards this knowledge? Employers don't care.

Other in the focus group discussion said

It does not matter whether you have primary or secondary school qualification. Guiding is about experience and knowledge on how to drive, locate and interpret wildlife. This is only acquired after some time in the field.

Most of those interviewed said:

We Park our vehicles next to the city market in Nairobi and when tour operators come looking for a vehicle, they are interested with the vehicle model and registrations of the vehicle. They don't ask us about certificates. I even don't know the qualifications of my colleagues

They all agreed that Kenya is known as a wildlife destination where one can see; lions, buffalos, leopards, elephants, and rhinoceros, commonly called “*the big five*”. Even though visitors are excited after seeing these mammals, they get overwhelmed to see many other mammals some of which are endemic to the region. Respondents said they

needed a formal forum where they could ask questions and clarification on mammals and plants. They needed more information on the classification of mammals, distribution in Africa, and their inter-relation with the environment. Most guides said they cannot read by themselves since they do not have books and other learning resources such as video.

However, guides acknowledged the importance of upgrading their knowledge and skills in all the areas used as a performance indicator and suggested that employers should appreciate and reward accordingly those with higher education. This was not the case as experience in the field was one of the parameters the employers used to recruit guides. This demotivated those who wanted to invest in education thus not influencing their performance. Academic qualification is not a determining factor in recruitment as a guide as the career is dominated by people of different education levels. These are some of the sentiments from respondents who were interviewed. Most of them agreed that training is very important to all guides needed to be trained. The level of educations only influence communication and interpersonal skills but had little effect on their job satisfaction and performance. It's only a few companies who interviewed guides during recruitment period for contracts jobs that lasted for more than three months. This finding is similar to that from quantitative them that indicated that even though training is very effected to a guide, it does not only influence performance.

4.3 Influence of professional qualification on guide's performance

The second null hypothesis stated that:

(1b) H_0 : Tour guide's performance was independent of their professional qualification.

4.3.1 Influence of Guides Qualifications on their Performance

To investigate whether the guide's professional qualifications influenced their performance. The respondent with a Certificate, Diplomas and Degrees were asked to rate their performance according to the indicators in Table 4.4. They were knowledgeable in mammals, birds, reptiles, customer care, and foreign languages. The summary of the finding is given in table 4.5.

Table 4.5: Influence of respondent's professional qualification on their performance

Performance indicators	Professional qualifications	Response, N=250		Pearson Chi-Square cross-tabulations test	Hypothesis conclusion
		YES	NO		
Identifying Mammals and plants	Certificate	97(90%)	11(10%)	$\chi^2 = 5.143$, df=2, P=0.076	Professional qualification did not significantly influence on knowledge of mammals and birds
	Diploma	59(79%)	1(21%)		
	Degree	4(100%)	0		
Identifying birds and insects	Certificate	102(92%)	9(8%)	$\chi^2 = 0.596$, df=2, P=0.742	Professional qualification did not significantly influence on knowledge of mammals and birds
	Diploma	74(94%)	5(6%)		
	Degree	5(100%)	0		
Tour planning and costing	Certificate	78(71%)	32(29%)	$\chi^2 = 0.202$, df=2, P=0.904	Professional qualification did not significantly influence on knowledge of tour planning
	Diploma	59(74%)	21(26%)		
	Degree	3(75%)	1(25%)		
Interpreting Culture and history	Certificate	90 (85%)	17(25%)	$\chi^2 = 1.308$, df=2, P=0.520	Professional qualification did not significantly influence knowledge on culture
	Diploma	61(81%)	15(19%)		
	Degree	4(100%)	0		
communications skills	Certificate	98(90%)	11(10%)	$\chi^2 = 4.639$, df=2, P=0.098	Professional qualification did not significantly influence on knowledge of mammals and birds
	Diploma	62(80%)	16(20%)		
	Degree	4(100%)	0		
Interpreting reptiles and marine ecology	Certificate	93(86%)	16(14%)	$\chi^2 = 1.805$, df=2, P=0.400	Professional qualification did not significantly influence on knowledge of reptiles
	Diploma	72(90%)	8(10%)		
	Degree	6(100%)	0		

Performance indicators	Professional qualifications	Response, N=250		Pearson Chi-Square cross-tabulations test	Hypothesis conclusion
Apply Computer skills when guiding	Certificate Diploma Degree	Yes	No	$\chi^2=0.876$, df=2, P=0.645	Professional qualification did not significantly influence computer skills
		81(76%)	26(14%)		
		56(70%)	24(30%)		
Application of Eco-tourism principles	Certificate Diploma Degree	Yes	No	$\chi^2=1.301$, df=2, P=0.522	Professional qualification did not significantly influence knowledge on eco-tourism
		94(87%)	14(13%)		
		66(84%)	13(16%)		
Communicate in foreign languages	Certificate Diploma Degree	Yes	No	$\chi^2 = .127$, df=2, P=0.345	Professional qualification did not significantly influence skill in a foreign language
		93(87%)	14(13%)		
		74(93%)	6(7%)		
		5(100%)	0		

Summary of the hypothesis (1b)

The results indicated the level of professional qualification did not significantly influence the performance indicators such as interpretations knowledge and guiding skill in mammals ($\chi^2=5.143$, df=2, P=0.076), knowledge on bird and insects ($\chi^2=0.596$, df=2, P=0.742), customers service and communication skills ($\chi^2=4.639$, df=2, P=0.098), computer skills ($\chi^2=0.876$, df=2, P=0.645) and foreign languages ($\chi^2=.127$, df=2, P=0.345) Table 4.5.

The study, therefore, failed to reject the null hypothesis and concluded that tour guide job performance was independent of their professional qualifications.

This finding was different from what the researcher expected as professional qualification would under normal circumstances be expected to influence performance. Factors that influence tour guides' performance were got through interviews and focus group discussions. Information collected from those interviewed showed that most tour guides in Kenya work for less than six months within and year. There are stiff competitions for any available job mostly for the free-lance guides who are not in

permanent employment. For this category of guides what motivates them is the amount of money and the number of days they are on a tour. As much as they would do their best to offer the best services to the visitors their expectations are the daily allowance, they are paid by the tour companies who have engaged them.

Seldom will tour the company asks the tour guides their academic or professional qualification unless they want to employ them. What a tour company will want to see is whether the guide has a vehicle that has the amenities requested by the visitors, KATO membership, sticker, driving licenses and permits, and the work experience. As professional qualification is not a determinant on whether to be given a guiding job or not, only a handful of guides invest in training. Most of them go through on the job training which the industry accepts.

4.3.2 Interviews on Influence of Professional Qualification Job Performance

Several interviews were conducted in Mara Serena and Nairobi to examine how guides qualification. They were asked to give their opinion on whether the level of training as a guide (certificate, diploma and degree) affected their performance.

Some of them said that;

Once come to the field you forget about class and your certificates. You concentrate on knowing the different national parks and how to access and do game drives.

Gradually you will start relating what you learn in class and what is in the field. This does mean that training is not important. In many cases, you are not paid according your academic qualifications by most tour companies. The feedback your customers give will determine whether you will be given another job or not.

What come out clearly from the interviews was there were two categories of guides. Some who had gone through training institutions and others who went through on- job

training. Those who had gone through formal training appreciated what they learnt and associated it with their performance. Likewise, those who went through on- job training said that they are willing to have formal training as long as they will be rewarded. Otherwise, there was a feeling that training and field experience complimented each other and to a large extent influenced their performance. It was difficult showing the magnitude or variation of performance those with certificates, diploma and degree. Any professional qualification was appreciated and made guides feel that their career was just like other career where academic qualification is used to determine the employment positions, duties, salary and other benefits.

From this, the study concludes that professional qualification to some extent and to some categories of guides influenced their job performance, while to others it did not.

4.3.3 Influence of respondent's form of on-job training on their performance

The hypothesis intended to investigate whether the performance of those guides trained formally was different from those trained on the job. The hypothesis stated that;

(1c) H_0 : The tour guide's performance was independent in the form of on-job training (formal or informal).

Guides were asked to state whether how they were trained (colleges and other learning institutions) or informal (traditional methods or on the job) and state whether it affected their performance in the areas set as performance indicators. This hypothesis wanted to investigate whether there were any differences in the performance of guides who were trained on the job as compared with those who have gone through formal training such as colleges and universities.

The finding showed that those respondents trained formally up to the university level had a higher percentage of those who needed training as compared to those trained up

to college level. The lowest percentage of those who desired training as those trained on the job. This finding was completely different from what the researcher expected. As reported in this section, what was notable was a trend where a higher percentage of university graduates desired additional training as compared to those trained in jobs and colleges.

The study observed that the form in which guides were trained did not significantly influence their knowledge and interpretation of Mammals and plants ($\chi^2 = 1.145$, $df=3$, $P=0.766$), their knowledge in identifying birds and insects ($\chi^2=0.633$, $df=3$ $P=0.899$), tour planning skills ($\chi^2 = 6.767$, $df=3$, $P=0.080$), computer skills and knowledge on eco-tourism ($\chi^2 = 1.462$, $df=3$, $P=0.691$). However, the form in which a guide was trained (formally or on the job) significantly influences their performance ($\chi^2= 8.479$, $df=3$, $P=0.037$). Amongst the performance indicators used in the objective is verbal communication and written that were influenced by the form of training. Those trained in training institutions could communicate and write in a foreign language learning as compared to those who were trained informally who could only communicate and not write or read the foreign language.

A look at the summary of this finding in table 4.6 would show that those trained at the university had the highest percentage (100%) of those desiring training in mammals, birds, tour planning, and culture and computer skills. It is worth noting that the numbers of respondents who were university graduates were few as compared to those with certificates and diplomas. But the same trend was also noted for those trained formally at the college level.

Table 4. 6 Relationships between guides performance and the form of on job training

Performance Indicators	Respondents Form of Training	Response, N=250		Chi-Square Cross Tabulations Test	Hypothesis Conclusion
		Yes	No		
Identifying Mammals and plants		Yes	No	$\chi^2 = 1.145$, df=3, P=0.766	Performance in the identification of mammal and plant was independent of the form of training that a guide went through
	On job training	73(86%)	11(14%)		
	College training	92(83)	19(17%)		
Identifying birds and insects	University training	3(100%)	0	$\chi^2 = 0.633$, df=3 P=0.899	Performance in the identification of birds and insects was independent of the form of training
	On job training	82(94%)	6(6%)		
	College training	107(93%)	9(7%)		
Tour planning and costing	University training	3(100%)	0	$\chi^2 = 6.767$, df=3, P=0.080	Performance in tour planning and costing was independent of the form of training that a guide went through
	On job training	62(73%)	24(27%)		
	College training	90(77%)	27(23%)		
Interpreting Culture and history	University training	3(100)	0	$\chi^2 1.157$, df=3, P=0.763	Performance in the interpretation of people's cultures was independent of the form of training that a guide went through
	On job training	71(85%)	14(15%)		
	College training	88(81%)	22(19%)		
Communications skills	University training	(100%)		$\chi^2 = 0.948$, df=3, P=0.814	Performance in communication skill was independent of the form of training that a guide went through
	On job training	73(86%)	12(14%)		
	College training	97(85%)	18(15%)		
Interpreting reptiles and marine ecology	University training	4(100%)	0	$\chi^2 = 2.098$, df=3, P=0.552	Performance in marine ecology interpretation was independent of the form of training that a guide went through
	On job training	75(85%)	14(15%)		
	College training	102(89%)	13(11%)		
Apply Computer skills when guiding	University training	4(100%)	0	$\chi^2 = 1.590$, df=3, P=0.662	Performance in computer skills was independent of the form of training that a guide went through
	On job training	62(73%)	24(27%)		
	College training	85(75%)	29(25%)		
Application of Eco-tourism principles	University training	3(100%)	0	$\chi^2 1.462$, df=3, P=0.691	Performance in eco-tourism was independent of the form of training that a guide went through
	On job training	71(84%)	13(16%)		
	College training	97(83%)	20(27%)		
Communicate and write in a foreign language	University training	3(100%)	0	$\chi^2 = 8.479$, df=3, P< 0.037	Performance in terms of foreign language communicating and writing was dependent on the form of training
	On job training	79(92%)	7(8%)		
	College training	105(92%)	10(8%)		

Source; Field data 2016

A follow-up cross-tabulation analysis was conducted to test the hypothesis that the form in which guides are trained influenced their opinion on whether they needed more training on the plant, birds, mammal, computer, foreign language, and tour planning. The finding indicated that there no much difference in the level of agreement on whether training the respondents on mammals and plants will improve their performance or not. Eighty-six percent of those trained on the job agreed to the statement as compared to 83% and 100% of those trained in colleges and universities respectively. At this point, we note that those trained formally up to the university level had the highest percentage followed by those trained informally on the job (Figure 4.15)

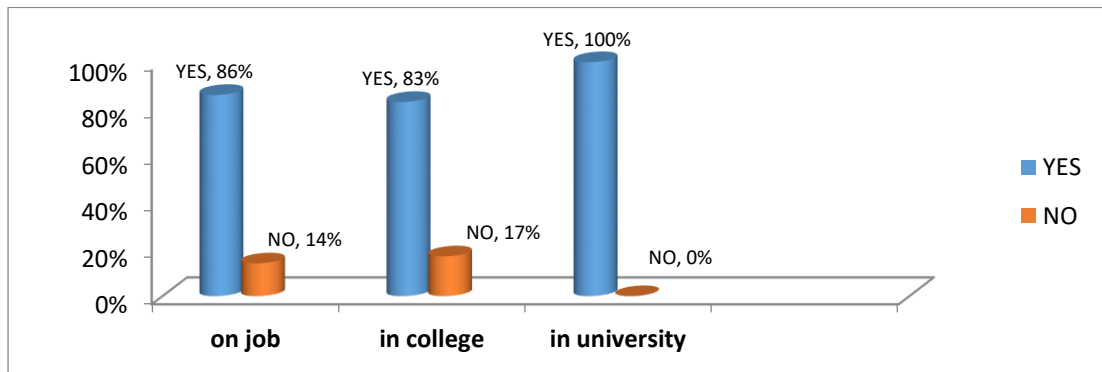


Figure 4. 7 Relation between Knowledge of mammal and form of training

From 250 respondents who responded to the question of training on birds and insects, 86% were trained on the job, 83% got their training in colleges with only 3 at the university level. Ninety-four (94%) of those trained on the job said training them on birds and the insect would make them perform better as compared to 93 % (college) and 100% university graduates. In general, 76% of the total respondents agreed that such training was important while the minority 23% did not think training would affect their performance. However, there was no significant difference in their opinion on training on mammals and plants and the form in which they were trained ($\chi^2 = 1.145$, $df=3$, $P=0.766$) meaning that guides performance on birdlife and insects was

independent of their form of training. This finding denotes that in general, all guides desire to be trained on birds and insects irrespective of how they were trained before joining a guiding career. But those who were trained informally had the highest percentage of those who needed to be trained to improve their performance. (Table 4.6)

The study noted that 73 % of those trained on the job said needed to be trained as opposed to 77% (college) and 100% (those trained in the university). There was no significant difference in respondent's performance and the form in which they were trained. This implied that their performance was independent of their form of training. Notable was that 100% of those trained formally also said that they needed more training than those trained informally. This was surprising since the researcher thought that university graduates were well trained and did not require further training (Figure 4.8).

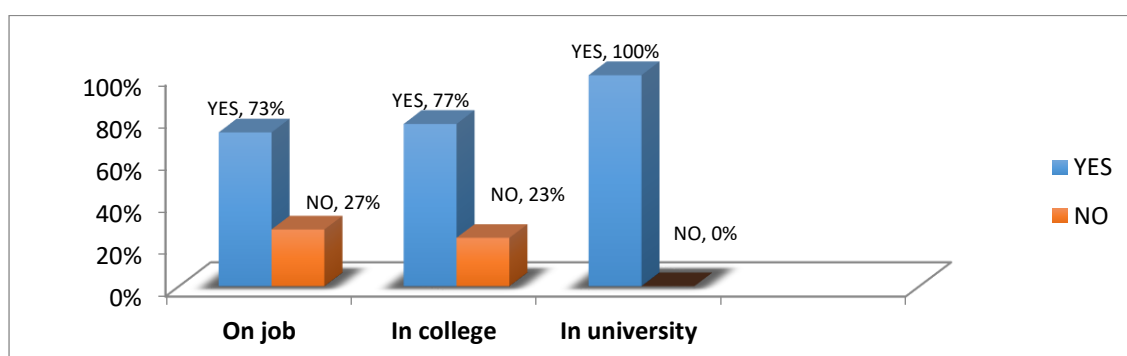


Figure 4.8: Relation between tour planning and guides form of training

In summary, it was noted that (100%) of the respondents who had been trained up to the university level agreed that training in all the selected areas would make them perform better, followed by those trained formally in training colleges. Most of those trained on the job had the highest percentage of disagreements meaning that training would not have much effect on their performance on mammals (14%), tour planning (27%), reptiles, and ecology (15%). There was no significant difference in their

performance at $P=0.05$ which made us conclude that tour guide performance was not dependent on their nature or training. (Table 4.9).

4.3.4 Summary of Objective One Findings

The first objective of the study was to investigate the influence of guide training on their performance. From this objective, three hypotheses (**1a-1c**) were developed and tested.

The finding showed that the respondent's educational level, professional qualification, and form of training did not significantly influence their performance. This implies that tour guide performance was independent of their training. Nevertheless, most respondents said that their employers did not appreciate or reward the academic qualifications during recruitment or seeking services from guides. This demotivated those who would have liked to upgrade their level of education. This was one of the reasons why the variables did not significantly influence performance. From these findings, the researcher failed to reject the null hypothesis and concluded that guide performance was independent of their level of education, professional training, and work experience. Then what factors influence their performance? The finding has been discussed in the second objective in the next section.

4.4 Influence of Job Satisfaction on Guides Performance

The second objective sought to examine the influence of tour guides' job satisfaction on their performance. The study acknowledges that many factors influence job satisfaction and performance but for this case, only three were used. These were the ones that represented the highest variance of job satisfaction. They were job benefits, terms of employment, and work experience. This study hypothesized that tour guides who are satisfied with their job have better performance than those who were not. It is from

these variables, three null hypotheses were developed stating that tour guide job satisfaction and performance were independent of the benefits & salary (2a), terms of employment (2b), and work experience (2c). These variables were selected because they were considered to have the greatest impact on guide job satisfaction and performance.

Several benefits were listed and the respondents were to answer by yes or no whether they get these benefits. The lists of the benefits were given during interviews and FGDs and respondents who said the benefits motivate them to work harder and have an effect on their performance. Most of the guides who were on part-time employment relied on the salary earned for their survival. Although many variables affect job satisfaction, the three were said to have the greatest effect. This may have introduced some biases and limitations to the study. This was the main reason why they were used to operationalize the term job satisfaction.

4.4.1 Result of Influence of employment benefits on guides performance

This hypothesis stated that;

(2a) H₀: Tour guide performance was independent of the benefits they get from their employer/employment.

Respondents were asked to select benefits they get from their employment and their responses were cross-tabulated with performance. The independent variable, in this case, was the benefits while performance remained as the dependent variable.

The results indicated that job benefits had a significant influence on job satisfaction, which positively influenced respondents' job performance. Tour guide performance was dependent on the benefits the respondents got from their employment. Tour guide's performance was influenced by benefits such as medical cover for the guide and the

family ($\chi^2 = 16.908$, $df=1$, $P<0.001$), whether the employer offered them insurance cover while on duty ($\chi^2=12.33$, $df=1$, $P<0.001$), if the company had retirement benefits program ($\chi^2 =8.769$, $df=1$, $P<0.001$), gave the guides some house allowance ($\chi^2 = 6.381$, $df=1$, $P<0.001$) and whether their employer supported them during the low season ($\chi^2= 12.759$, $df=1$, $P<0.001$).

The summary showing the influence of job benefits on tour guide job performance is given in Table 4.7. In conclusion, it was observed that job benefits significantly influenced tour guide job performance.

Table 4.7: Summary of the influence of job benefits of guides performance

Dependence of guides performance on their job benefits		
Employment Benefits	Pearson Chi-Square Cross Tabulation	Conclusion of the Hypothesis
Medical care support	$\chi^2= 16.908$, $df=1$, $P<0.001$	The tour guide's performance was dependent on the medical cover given as a benefit.
Insurance while in duty	$\chi^2=12.33$, $df=1$, $P<0.001$	Tour guide's performance was dependent on insurance while on duty
Retirement benefits	$\chi^2=8.769$, $df=1$, $P<0.001$	Tour guide's performance was dependent on the guide having a retirement plan
Career development	$\chi^2=17.976$, $df=1$, $P<0.001$	Tour guide's performance was dependent on career development while working
On job training	$\chi^2=11.240$, $df=1$, $P<0.001$	Tour guide's performance was dependent on being trained in areas of
House allowance	$\chi^2= 6.381$, $df=1$, $P<0.001$	Tour guide's performance was dependent on whether they are given house allowance or not
Transport allowance	$\chi^2=7.391$, $df=1$, $P<0.001$	Tour guide's performance was dependent on whether they are given transport allowance while working in the office
Allowance while on safari	$\chi^2= 11.845$, $df=1$, $P<0.001$	Tour guide's performance was dependent on the amount they are given as safari allowance
Support during the low season	$\chi^2= 12.759$, $df=1$, $P<0.001$	Tour guide's performance was dependent on whether the employers support guides during the low season while they are not working

Likewise, respondents were asked to state whether they are satisfied with their job or not. A total of (72%) said they were satisfied with their job while 28 % were not satisfied. Those with the highest percentage (53%) of satisfaction were those earning between 21,000 KES to 40,000 KES. Those with the highest percentage of dissatisfaction were those earning less than 20,000 KES (63%).

Tour guide performance was dependent on salary earned ($\chi^2= 20.805$, $df=3$, $p<0.001$). Those earning a salary that they thought were suitable felt more motivated. High salary influenced their performance positively. It is worth noting that other than job benefits and salary, the study acknowledges that other variables influenced their satisfaction and performance.

There was a positive relationship between guide performance and salary. Those earning between 400 USD and 600 USD per month indicated a higher percentage of job satisfaction than those earning less than USD 200 per month. This finding was anticipated by the researcher since previous researchers have reported such a relationship. However, the studies also noted that some respondents were not satisfied despite having more benefits than other employees. These findings indicated that salary was not the only variable that affected job satisfaction and performance relationship. This finding supported human capital and psychological and social theories.

From this finding, the study concluded that there was some significant relationship between tour guide performance and salaries and benefits given at their place of work. Tour guide job performance was dependent on benefits guides get from their employers. The study rejected the null hypothesis that indicated that there was no significant relationship between job benefits and job performance. (Figure 4.9).

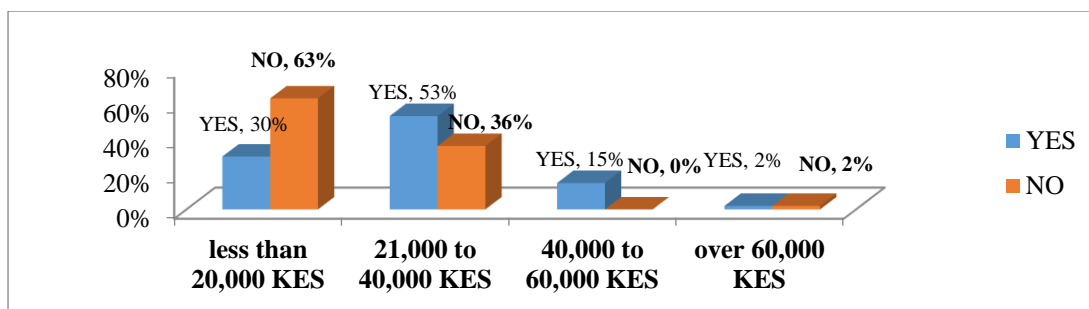


Figure 4. 9 Relationship between job performance and salary

4.4.2 Influence of Terms of Employment on Guides Performance

(2b) H_0 : Tour guide performance was independent of their terms of employment.

This hypothesis sought to examine if there was any relationship between the respondent's job performance and their terms of employment. Guides in Kenya are either employed on permanent terms while a majority are either self-employed or are engaged by tour companies on the contract during the high seasons. For the small to medium companies, most of them did not have guides on full-time employment. They out-sourced these services as the need arose. This was because they did not have enough business to warrant having a guide. Most of them had only one guide on permanent employment.

4.4.3 Overview of the Null Hypothesis (2b)

This hypothesis stated that tour guide job performance was independent of their employment terms. The findings showed that about 47% of the respondents who were satisfied with their job were those on permanent employment as compared to the remaining majority 53% who were dissatisfied.

The finding showed that job performance was dependent on tour guides' terms of employment. The summary in figure 4.18 indicated that there was some significant relationship between job performance and terms of employment ($\chi^2=22.013$, $df=3$, $p<0.001$) implying that a higher percentage of those satisfied were in full-time

employment. This implied job performance was dependent on the terms of employment (Figure 4.10).

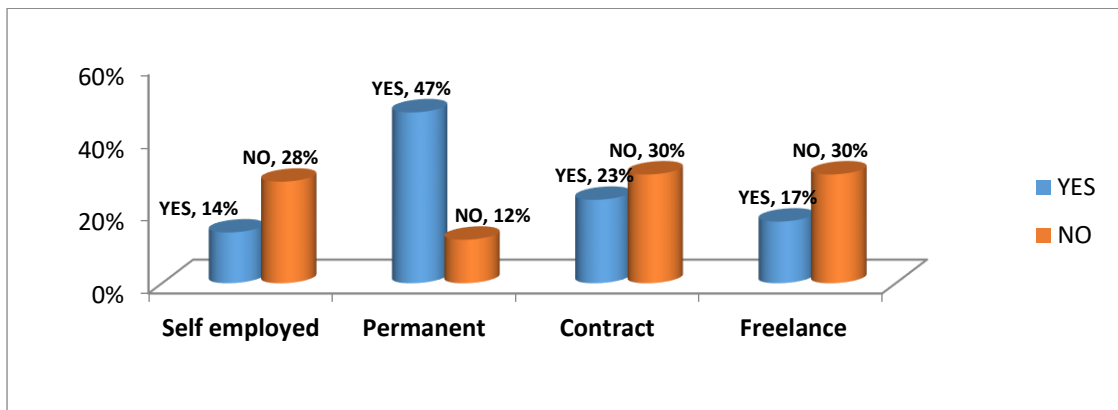


Figure 4. 10 Influence of tour guide terms of employment on their performance

The study concluded that there was some significant relationship between tour guide job performance and their terms of employment. Tour guide job performance was dependent on their terms of employment and those on permanent terms of employment performed better than those on contract and freelance. The study, therefore, rejected the null hypothesis and concluded that tour guide performance was dependent on their terms of employment.

4.4.4 Influence of Tour Guide Work Experience on Their Performance

4.4.4.1 Overview of the Null Hypothesis (2c)

This section gives the finding of the relationship between guide performance and their work experience. It stated that:

2c H_0 : Tour guide performance was independent of their work experience

Respondents with different work experiences were asked whether they are satisfied with their job and their responses compared to their performance. About 12% of the respondents had less than 5 years' experience, 32% had worked between 5 to 10 years with only 28% between 10 to 15 years. Pearson Chi-Square was conducted to examine

whether there was any relationship between job performance and experience. The finding showed that 49% of those dissatisfied had 5 to 10 years of experience as compared to 25% of those with 10 to 15 years. The respondents with the lowest frequency of satisfaction were those with more than 15 years (9%) indicating that the more the work experiences the more satisfied the respondents were (Figure 4.11).

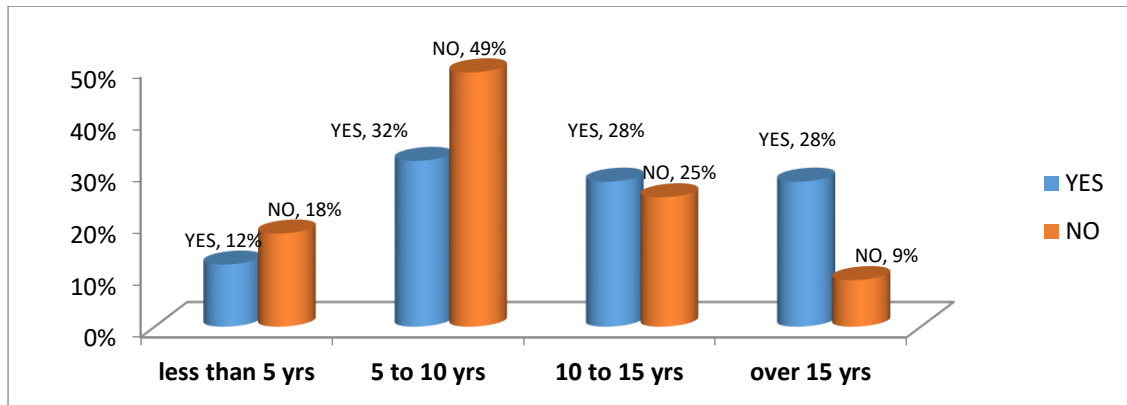


Figure 4.11 Relationship between job performance and work experience.

The results showed that tour guide job performance was dependent on terms of employment ($\chi^2=22.013$, $df=3$, $p<0.001$) their work experience ($\chi^2 =11.436$, $df=3$, $p=0.010$) and benefits are given to them while on duty ($\chi^2= 20.805$, $df=3$, $P<0.001$). This finding implied that job satisfaction and performance were dependent on work experience. (Table 4.8). The study, therefore, rejected the null hypothesis and concluded that job performance was dependent on terms of employment, Work experience, and the benefits given other than salary.

Table 4.8: Summary of influence of job satisfaction indicators on guides performance

Influence of job satisfaction on guides performance					Hypothesis Conclusion
Job Satisfaction indicators	Respondents Attribute	YES %	No %	Chi-Square Cross Tabulation	
2a-Terms of employment	Self-employment	14	28	$\chi^2=22.013$, df=3, p<0.001	Job performance was dependent on terms of employment
	Permanent	47	12		
	Contract	23	30		
	Freelance	17	30		
2b-Work experience	Less than 5 yrs.	12	18	$\chi^2=11.436$, df=3, p=0.013	Job performance was dependent on work experience
	5 to 10 yrs.	32	49		
	10 to 15 yrs.	28	25		
	Over 15 yrs.	28	9		
2c-Salary and other benefits	Less than 20,000	12	63	$\chi^2= 20.805$, df=3, P<0.001	Jobs performance was dependent on salary
	21,000 to 40,000	32	36		
	40,000 to 60,000	28	0		
	Over 60,000	28	2		

4.4.4.2 Categories of Benefits Given to Tour Guides in Kenya

To investigate benefits tour guides, get from their employers a series of questions were asked. Respondents were asked to indicate by yes or no whether they get some listed benefits from their employers. For those on self-employment, they were to indicate whether they get the same benefits from their job. These benefits are summarized in table 4.10 and ranged from medical care, house allowance, and insurance while on duty. The results showed that half (50%) of respondents got medical care while the other half did not. The finding indicated that, 60% of the respondents ($\chi^2=9.818$, f=1, P<0.001) did not have any retirement benefit as compared to 40% of those who had. Only 56% of the respondents had career development programs as compared to 44% who do not have. The majority, 64% of the respondents ($\chi^2= 19.433$, df=1, P<0.001) did not get any monthly house allowance while 69% ($\chi^2 =32.073$, df=1, P<0.001) were not given

transport allowance while on duty. Only 37% ($\chi^2= 54.803$, $df=1$, $P<0.001$) of respondents got financial assistance from their employer while not working during the low seasons.

Table 4.9: Benefits given to tour guides

Information sought: which of the following benefits do you get from your employer/job					
Employment Benefits	% YES	% NO	Chi-square Goodness of Fit, df, P-value	Results and Conclusions	
Medical care support	50	50	$\chi^2 = 0.04$, $df=1$, $P=0.947$	Half of the guides are given medical cover while on duty	
Retirement benefits	40	60	$\chi^2=9.818$, $f=1$, $P<0.001$	The majority of guides do not have a pension or any retirement program	
House allowance	36	64	$\chi^2= 19.433$, $df=1$, $P<0.001$	The majority of guides are not given house allowance	
Transport allowance	31	69	$\chi^2 =32.073$, $df=1$, $P<0.001$	The majority of guides are not given transport allowance while in the office and not in the field	
Allowance while on safari	47	53	$\chi^2= 54.803$, $df=1$, $P<0.001$	The majority of guides are not given transport allowance while on safari	
Support during the low season	37	63	$\chi^2= 54.803$, $df=1$, $P<0.001$	The majority of guides are not supported during the low season while not working	

Source; Field data 2016

From these findings, it was noted that the majority of guides did not get most of the benefits given to the permanent employee. These benefits among others were factors that determined the satisfaction level of employees. This puts their employers in a helpless situation since they could not afford to employ all guides on a full-time basis. This finding was similar to that given by those interviewed.

Many companies could not afford to hire guides permanently due to low business volume. This meant that during the low season most of the guides were not working which forced them to look for alternative sources of income. This finding was the same

as that from the focus group discussion where the guides said they are not motivated and are helpless during the low season. They could not meet their financial obligation and had to look for other means of survival.

4.5 Logistic Regression between Job Satisfaction and Performance

4.5.1 Influence of Job Satisfaction and Performance

The findings in this section were the output after conducting logistic regression which sought to get the best predictor variables for tour guide performance and in this case, the model included professional association as an intermediary variable. This was intended to investigate whether it would improve the model. Once again, the p-value was more than 0.05. The Hosmer-Lemeshow tests the null hypothesis that predictions made by the model fit perfectly with observed group memberships.

Table 4.10 Summary of Hosmer-Lemeshow statistic

		Chi-square	df	Sig.
Step 1	Step	24.036	16	.089
	Block	24.036	16	.089
	Model	24.036	16	.089

A p-value (sig) of greater than 0.05 for block means that the block 1 model has no significant improvement to the block 0 models on the influence of **professional association membership** included in the model as an intermediary variable to performance in skills (Table 4.11).

Table 4.11: Summary model showing Cox & Snell R Square

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	110.424 ^a	0.133	0.242

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

From the model summary table above, we can conclude that between 13.3% and 24.2% of the variation can be explained by the model in block 1 (Table 4.11). There was a slight improvement of the model as compared to the previous one where the variance predicted was between 8.3% and 15.7%. This model was not suitable since no variable was significant.

Table 4.12: Model summary Variables in the Equation

		Variables in the Equation					
		B	S.E.	Wald	df	Sig.	Exp(B)
Step	Nature of employment			1.825	3	.610	
1 ^a	Natureemploy(1)	-1.420	1.058	1.803	1	.179	.242
	Natureemploy(2)	-.561	.973	.333	1	.564	.570
	Natureemploy(3)	-.474	.864	.301	1	.583	.622
	Years worked			2.504	3	.475	
	Yearsworked(1)	-1.430	1.229	1.355	1	.244	.239
	Yearsworked(2)	-.681	.716	.903	1	.342	.506
	Yearsworked(3)	.039	.717	.003	1	.957	1.040
	MedicalcareREC	.786	.816	.928	1	.335	2.194
	InsuredREC	-1.502	.717	4.390	1	.036	.223
	RetirementplanREC	.459	.687	.448	1	.503	1.583
	CareerdvptREC	1.924	.758	6.444	1	.011	6.851
	JobtrainingREC	-1.557	.722	4.647	1	.031	.211
	HouseallowREC	.538	.672	.643	1	.423	1.713
	CommuterAREC	-1.176	.700	2.823	1	.093	.308
	DailyallowREC	.843	.586	2.068	1	.150	2.323
	LowseasonREC	-.141	.651	.047	1	.828	.868
	Q11ProfessionaAssociationREC	-.573	.638	.805	1	.369	.564
	Constant	-1.041	1.076	.935	1	.333	.353

a. Variable(s) entered on step 1: Nature of employment, worked experience, Medical care, Insurance, Retirement plan, Career development, on-Job training, House allowance, Commuter allowance, Daily allowance, Low season, and **Professional Association**

4.5.2 Summary of Logistic Regression Finding for Objective Two

The Wald test is used to test the hypothesis that each $\beta = 0$. In the sig column, the p-values and only Insurance at the place of work, Career development as a guide (Sig. =0.011), and on-Job training for guides (Sig.=0.031) were below 0.05 level of

significance. This means that once the other variables were controlled, there is a strong likelihood that insurance as a job benefit, career development, and on-job training would influence guide's performance in skills. The respondents who were offered career development were 6.851 times more likely to have better performance in skills. The odds ratios insurance and on-job training as job benefit had no influence on performance and were lower at 0.223 times and 0.221 respectively (Table 4.12)

The coefficient increases the odds by a multiplicative amount, the amount is e^b . "Every unit increase in X increases the odds by e^b ."

In table 4.20 above, $e^b = \text{Exp}(B)$ in the last column, it was noted that only three predictor variable was significant. These were insurance, career development and having on- job train from a list of many variables that constituted employment benefits and job satisfaction. It was observed that;

- Being insured on the job, $e^{-1.502} = 0.223$ increases the odds of performance by 77%.
- Having career development as a benefit: $e^{1.924} = 6.851$ increases the odds of performance by 585%.
- Having on-job training as a benefit, $e^{-1.557} = 0.211$ increases the odds of performance 78.9%.

The study noted that although there was a significant relationship between tour guide job satisfaction and their performance some of the predictor variables used were not significant thus did not give a suitable model fit for the equation.

4.5.3 Other Factors Affecting Tour Guide Job Satisfaction and Performance

A follow-up question was given to the respondents to give their level of agreement to some statement. These questions were intended to examine the level of job satisfaction

on selected statements that had been got from FGDs and interviews of some key respondents. The statements touched on promotion, work environment, and job security. Their responses were measured on a 5-point Likert scale strongly agree, agree, not sure, and strongly disagree.

The study noted that 20% of the guides agreed that their salary and benefits are not good as compared to other employees while 56% disagreed. Guides felt discriminated against. The majority (53%) of the respondents were confident that there is a chance of being promoted while 30% said they were no chance of upward growth or promotion. A good number (42%) agreed that given a chance they would quit their tour guiding job while 40% disagreed. The majority 79% agreed that their company appreciates them as compared to 21% who said they are not sure.

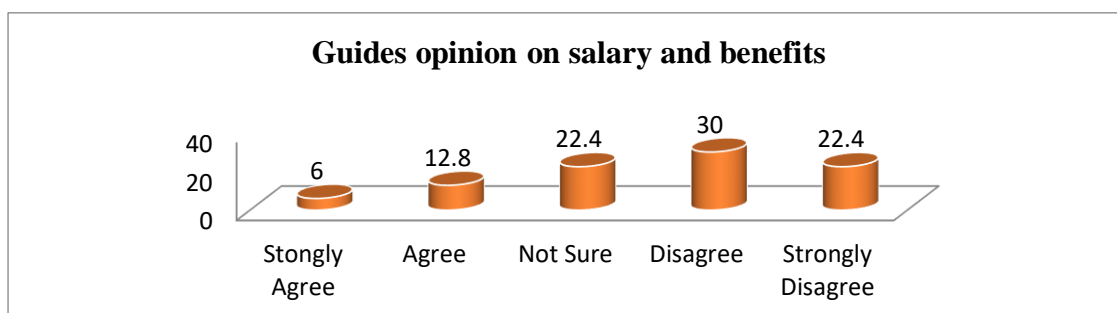


Figure 4.12: Comparison of employees' working environment in the company

Only 21% of guides had an office with a desk while 68% said they work from the garage. Most of them felt they were discriminated against and wanted their employers to provide them with a desk with computers and internet access like other employees. These computers were to be used to source information from the internet for their tours. On job security, 34% said that their job was not secure as compared to 62% who disagreed and said their job was secure (follow with chi-square goodness of fit tests where you are stating percentages unless it's summarized in a specific table, please. This implies that tour guides cannot rely on their jobs for survival. This was conquered

with the FGD and interview sentiments who said they could not secure loans from financial institutions like other employees in the tourism industry.

In summary, guides said their salaries are low as compared to other employees in the same company. A good number felt that they had little chance of being promoted since there was no clear-cut upward career growth for guides. Guides felt inferior to other employees even though they have the longest contact time with the visitors. On job security majority believed that their jobs were secure.

4.5.4 Findings from Interviews and FGDS

The section gives some findings from interviews and FGDS. The tour guides in Kenya said they were ‘disadvantaged social groups’ and ‘low-grade citizens. They complained seriously about having to endure a high workload and pressure while getting no protection or guarantee of their benefits. There are no effective measures taken by their associations or government authority to change the situation.

The lack of a protection system from their associations in ensuring that their benefits are taken care of further aggravated their dissatisfaction. Once a guide accepted the job, they had to obey all the unfair rules of the game. They tolerated great workload and pressure and they had no guaranteed salary or other social welfare

Some members who were interviewed said;

“The job consumes lots and lots of energy in a relatively quiet short period... yes, it’s true that you don’t need to work every day, but on the other hand, it means you cannot live a regular life”.

Other respondents said, “As a guide, you are often not home, therefore, you are not able to take good care of your family”. There are more concerns: “No organization protects

guides' benefits from being invaded. We don't enjoy social welfare like other employees, we cannot even afford public health service, or accumulate even funds for housing and other development projects. We have no money to save. Banks cannot loan us since we are not on permanent employment, sometimes, we often feel confused about our future". "I will have a tour today if there is one, but I am not sure about tomorrow. Sometimes during the high seasons, I have tours back-to-back. Sometimes I feel very tired but I cannot miss such tours since it comes once in a year. I am looking forward to better self-employment opportunities in the future. To make money, unhealthy industrial practices are inevitable.

These sentiments were shared amongst many guides and their level of frustration was visible from their facial expression. Some said that they were in the guiding profession because they had another job. Given another option, most of them would quit the career. To the other respondents, this was the way they expressed themselves:

'What a life a tour guide —gets up earlier than the cock, eats worse than the antelopes, goes to bed later than the other employees, he is busier than the ant and gains less than the house girl... we don't have health insurance so we fear to get sick. We belong to the disadvantaged social group and this affects our morale and performance.'

As noted from the above interviews, the guiding career is despised due to its seasonality, the effect on their social and family life, and relatively low income. It also creates discontent, among other guides dues to the high workload and pressures on the guides and the lack of protection of personal benefits (salary, social welfare, insurance, etc.) are the two factors raising the most complaints. Without a doubt, a lack of assured benefits further aggravates work pressure. The majority of interviewed tour guides did not think that their benefits were being protected by any organization.

Respondents indicated that Tourism Regulations Authority and other labor organizations should agree with their employers, and pay them a fixed salary scale and offer insurance for their families. Tour guiding Associations were powerless in agitating for guides' rights. They had nothing to do with the guides' salary and social welfare.

4.6 Influence Professional Association Membership on Performance

Overview of the Null Hypothesis (3) Objective Three

This section addressed the third objective which was to establish the influence of tour guide professional association's membership on their performance. Other subsections covered here are: composition of guides membership and benefits for members, the expectation of members from the association leadership, suggested ways of improving association performance and suggested ways in the interest of guides from the different regions can be met. The study hypothesized that:

(3a): Tour guides performance is independent of membership of a professional association

Respondents were asked whether membership to the existing professional guides association influenced member performance. The responses to these questions were extremes. Some of the respondents said that to some extent, the membership influence performance while to others they were of the opinion that their association does not fight for the member's interest neither does it negotiate for better employment terms for their members. Respondents' opinion through interviews and focus group discussion findings are discussed further later in the chapter

Interpretation of hypothesis 3

The study noted that there were significant relations between performance and membership to the existing association where those who were members performed better than others. A majority of guides who were members of these associations performed better than those guides who are not members of any association. The finding indicated that tour guide performance was dependent on whether one was a member of a professional association or not ($\chi^2= 25.332$, $df=10$, $P<0.001$) meaning that the associations influenced member's performance.

Summary of hypothesis 3

From this finding, the study rejected the null hypothesis and concluded that guide's' job performance was dependent on membership in a professional association. Further analysis is given in the next section

4.6.1 The Composition of Professional Tour Guides Association's Membership

In Kenya, many careers have an association that represents their interest. These associations set codes of ethics which their members follow. They also set minimum academic requirements for their members. This was not the case for the professional associations which were disintegrated. No umbrella body represented all members. Each region in the country had some registered associations that represented the welfare of the members. Their memberships were voluntary and open to all guides. There were no policies on their roles and mandates. They were poorly funded relying on member's subscriptions and monthly contributions. Some members were satisfied with the benefits from the association while others were not.

This section shares the respondent's opinion on the roles of association and suggests methods of strengthening their performance. This objective was achieved by

interviewing some key informants who had more than 15 years of work experience. The researcher noted that tour guiding associations were scattered all over the country. There were some at the Coast, Rift Valley, and North Rift. In western Kenya, there was an association for forest and mountain guides while in central Kenya; there was one for mountain guides and porters. There was no guideline or policies that guided the formation and registration of these associations. There were no set criteria on the minimum requirements for one to join these associations. There was no defined code of ethics for these associations. Most of them did not have a clear mandate from their members while others missed legal backing. There were no clear benefits for the members. This made them weak and members sometimes expected from them more than they could not offer.

Respondents were asked several questions and their responses have been summarised indicating whether the observed frequencies were by chance and whether they were as expected. Findings indicated that 79% of respondents were members of at least one association while 21% of members were not. This observation was a significant association ($\chi^2 = 169.976$, $df=2$, $P < 0.001$) meaning that most guides were members of at least one association.

The study also showed that 38% of respondents who are members of these associations were on permanent employment while 45% contract and freelance. Minority, 16% were on self-employment. Another group (34%) of those in permanent employment did not belong to any association as compared with 54% of those who were on contract and freelance.

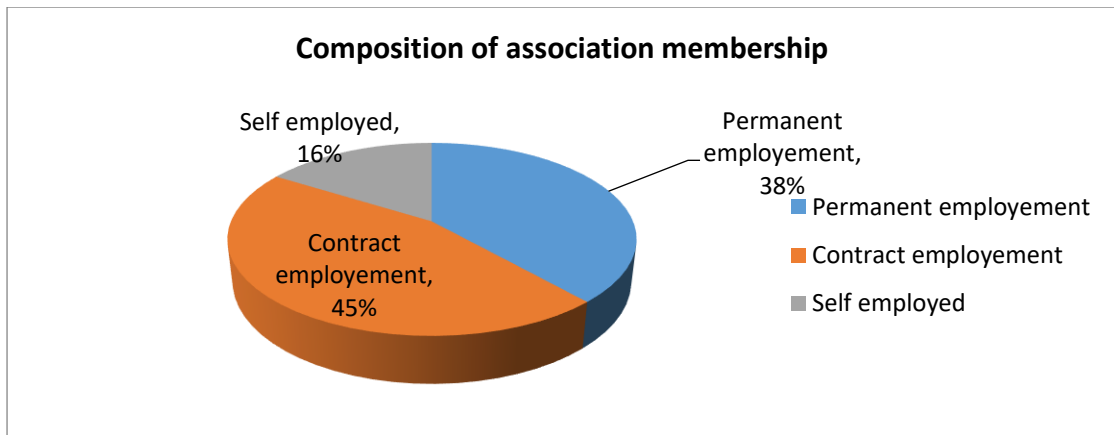


Figure 4.13 Composition of Association Membership

The findings indicated the majority (62%) were either in contract, freelance, or self-employed. This was the category of guides who were not given much attention such as training. The study recommends that part-time guides should no longer be ignored since they were the ones who guide most visitors in Kenya and the quality of their services represents the company and destination image. (Fig 4.13)

The study also noted that there was no clear definition of their roles, no uniform code of ethics, employment, and recruitment policies. The tour guiding career was fragmented and there was a need to put it in order since guides are part of Kenya's tourism product.

A follow-up question was asked to investigate whether there was any relationship between the numbers of the year a guide had worked and joined these associations. The researcher had expected respondents with more work experience would be members of at least one association.

However, the findings indicated that only 36% of the respondents who were members of these associations had worked between 5 years to 10 years. The majority 42% of respondents had worked from 10 to 15 years. Only 24% of respondents who had more

than 15 years of work experience were members of any association. This was opposite to what the researcher expected, that respondents with over 15 years would be members of these associations. Respondents said that there were no benefits of joining any of these associations.

4.6.2 Benefit by Being a Member of Tour Guides Association

To examine whether there was any benefit enjoyed by members of these associations, respondents were given 10 opinion statements and their responses were rated using 5-point Likert scales; strongly agree, agree, not sure, disagree, and strongly disagree. Despite most respondents being members of at least one association, most of them indicated that the association can do better. The majority (57%) of respondents agreed that there were benefits to being a member of the professional association as compared to 25% who disagreed. This percentage was higher as compared to the sentiments given by respondents from the FGDs.

Some of them said:

We pay a monthly subscription but there is no accountability on the way the funds are spent. I need to enjoy the most benefit. The associations should advocate for our rights and privileges

More than 57% of respondents said they have not seen the benefits of being a registered member. The majority of 54% of respondents thought that the associations do not advocate for member's interests. Other respondents said these associations were channels of reaping off member's money through monthly subscription fees. They said that there was no set structure in managing these associations. Some (52%) said that the association assists members during the renewal of their licenses.

'If these associations can advocate for better pay and benefits then I need it

Overwhelmingly 78% said that there should be a minimum academic and professional qualification for one to be recruited as a member. This is not the case today where anyone can be a member.

'All the professional associations I know have a minimum academic and professional qualification. Ours should not be any different. On academic qualification for membership, there was a mixed feeling. For those qualified either with a certificate or diploma in guiding, they thought that academic qualifications were necessary for those over 50 years of age. They said they have acquired enough work experience and should not be subjected to any academic exam. This should apply only to the new entrants in the guiding career. Through the many years of experience is more than what you get through training in an academic institution.

'I am ten times better than graduates from some of these institutions. Guiding is experienced and not about papers. Let only those who are joining the industry get certificates and not those who have more than five years of experience'. We don't have money to train ourselves but our children. 'Even though we appreciate the role of training institution, a good number of us are not comfortable sitting for any exam but we would like such training, preferably free of charge and only during the low seasons'

Likewise, 80% of members suggested that there should be only one umbrella body at the national level and another regional level. These were Nakuru, Mombasa, Nyeri, Malindi, Eldoret, and Kisumu (figure 4.). These sentiments were reiterated at the FGDs where they proposed a two-tier level of associations.

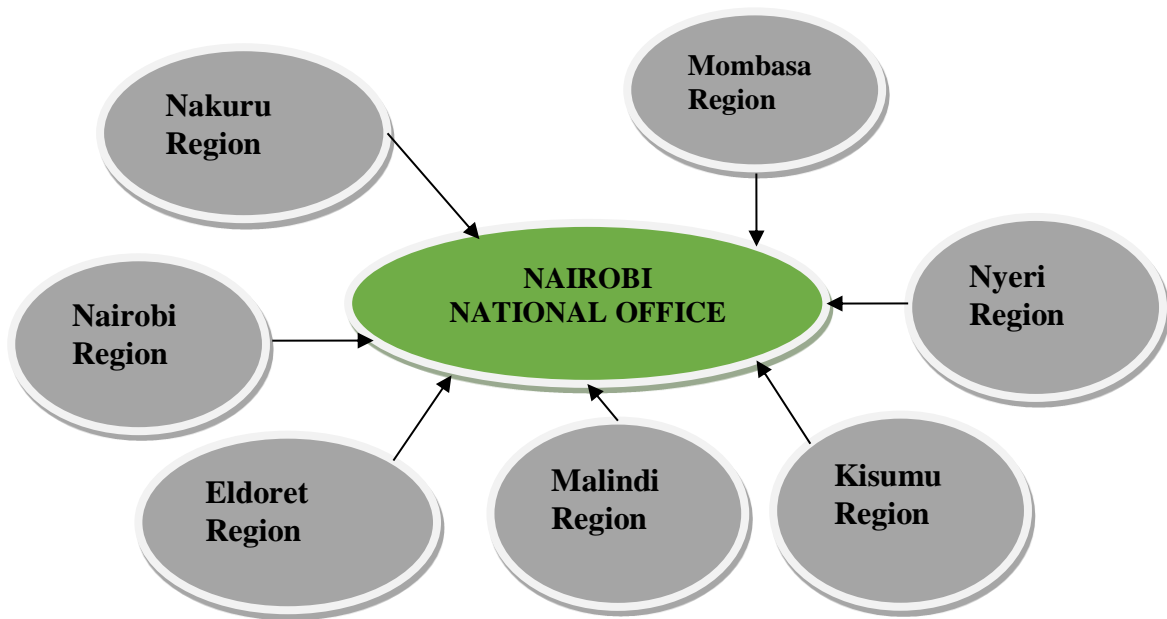


Figure 4.14: Proposed regional offices for guides associations

The lower tier composing of specialty guides such as mountain guides, forest guides cultural guides, and marine guides. All these guides must be registered according to their area of specialization. The upper tier to compose of the representative of regional associations.

“What can we borrow from teachers and lawyer association? Maybe that's why they are respected and have better bargaining power. Nobody takes us seriously and our employer uses a divide and rule approach. If we are divided, we have no bargaining power”

These were some findings from interviews.

4.6.3 Interview Finding On Influence of Membership on Performance

Respondents were asked to list three things they would like the association to do for them to improve their performance. This was an open-ended question where respondents listed various things. Their responses were classified into two. Category

one (internal) where that thing that can be achieved through the association itself or advocacy while category two (external) were other general issues that can address the ministry of tourism direct.

Members of the guiding association expected the officials to negotiate for better employment policies, better remuneration packages, working conditions, and even retirement benefits. They also said they would like their association to be recognized by labor law and their members to benefit like other members of a trade union. This was not the case since their employer and the other stakeholders do not support them. Likewise, members expected the government to address some of their challenges and reduce the required document and licensing procedures, traffic police harassment, control guides from other countries that come to Kenya, and register Tourist Service vehicles (TSV) differently from other public service vehicles (PSV). (Table 4.13)

Table 4. 13 Members expectations from the association

Problems that affect guides performances	
The expectation from their association	The expectation of the government
Negotiate for better remuneration for guides	Improve road heading to all attractions.
Register a union like other employees in the hospitality industry	Simplify licensing procedures
Conduct regular training for members	Standardize tour guiding curriculum
Set a uniform code of ethics for all members	Control foreign guides
Have a quarterly meeting for all members	Manage traffic police harassment
Agitate Better working environment	Insured guides while on duty.
Get jobs for members through their network	Remove tour vehicle as a tourist service vehicle, not PSV
Reprimand members with unethical practice	Increase speed to 100-kilo meters per hour.
Agitate for retirement and pension plans	Remove policy on speed governor
Develop Health and safety policies for members	
Negotiate for affordable accommodation rates for tour guides visiting parks	
Introduce language classes for members	
Introduce programs for career development	

Source; Field data 2016

This question was also posed to those interviewed and participants of the FGDs. Their reaction was emotive where some members wanted their officials to do what is not within their mandate.

‘Let them agree with Kenya Wildlife Service’s that no vehicle is allowed into the park without a qualified guide. This way all of us will have a job. During the high season, taxi drivers and Matatu drivers are allowed to the parks without any license or PSV sticker. But for our guides, were being asked to produce many stickers and permits this is double standards

The issue of police harassment was repeated by all participants of FGDs and interviews. Respondents felt that guides are treated like any other public transport such as Matatu or taxi drivers. They needed to be classified as Tourist drivers and be given special consideration mostly in the area of speed governors.

Remember in the park the maximum speed is 40Kmph. They should allow us to drive at least 110 Kilometers per hour (Kmph while on the highway). On the road from Mombasa to Tsavo West and Amboseli, there is a permanent traffic jam along Mombasa road to Voi due to many tracks and buses. The maximum speed one can travel is 60 Kmph. Once the road clears, we should be allowed to drive at least 110Kmph so that we don't get late for lunch in the Kilaguni Serena Lodge or Amboseli National Park. Customers complain a lot if they miss meals or game drives. Something needs to be done.

The current licensing procedure for a tour guide under legal notice No.20 of 20th February 2015 is too long. Discussion from that interview indicated that the licensing procedure was too lengthy and time-consuming. They thought that their association

should advocate that the bureaucracy is simplified. This prompted the researcher to investigate the licensing process and documentation.

Licensing and registration process of tours vehicle

The finding shows guides are regulated by the National Transport and Safety Authority ACT 2015. To be licensed as a guide, one must:

Have valid tour operators license issued by the Tourism Regulatory Authority

Have in place a code of contract approved by the authority governing its employees.

Agents and sub-contractors

Have in place Document Management System

Have in place a traffic Safety Management System or equivalent and Customer Complaint Handling System based on ISO39001:2012

Comply with labor law and regulation including those relating to statutory deduction, health, and safety of the workplace, insurance, statutory leave days, and written contract of employment

Subscribe to an accident and Emergency Mutual Aid System

Have in place or outsource a Fleet Management System capable of recording the speed and location of the vehicle at any time.

Subscribe to a Data Storage System capable of storing data on vehicle speed, location for a given period.

Likewise, the following documents were to be submitted with the application

Valid operator's license issued by TRA

Public service license (PSV)

Valid tourism driver-guide license issued by TRA

Certificate of registration as a company under the company's ACT

List of company's directors

A lease or certificate of ownership of the head office

Tax compliance certificate issued by Kenya Revenue Authority (KRA)

Valid driving license

National identity card

Certificate of good conduct

Valid inspection certificate issued by the Authority for each vehicle

Third-party insurance

Speed governor for all tourist service vehicles

After validating the guides' concerns, the study concluded that the process was long and frustrating for the guides. This may have been one reason why they felt that their association should advocate for the simplification of the process.

4.6.4 Influence of Guides Associations on Performance

The finding indicated that between 6.6% and 11.8% of performance was likely to have been influenced by a guide being a member of any professional association

Table 4.14: Cox & Snell R Square and Nagelkerke R Square¹

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	162.852 ^a	0.066	0.118

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

In the model summary of table 4.14 we can conclude that between 6.6% and 11.8% of the variation in guides performance can be explained by the model in block 1.

Table 4.15: Variables in the Equation on professional associations 1

Variables in the Equation		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Q11.JoiningguideREC2	.125	.591	.045	1	.832	1.133
	Q11.MemberinterestREC2	1.345	.737	3.327	1	.068	3.837
	Q11.PermitsREC2	-.467	.499	.877	1	.349	.627
	Q11.CriteriaREC2	-.701	.621	1.274	1	.259	.496
	Q11.UmbrellaREC2	-.934	.521	3.208	1	.073	.393
	Q11.PerformbetterREC2	-1.013	.473	4.577	1	.032	.363
	Constant	-.581	.756	.591	1	.442	.559

a. Variable(s) entered on step 1: Q11.JoiningguideREC2, Q11.MemberinterestREC2, Q11.PermitsREC2, Q11.CriteriaREC2, Q11.UmbrellaREC2, 11.PerformbetterREC2.

The Wald test is used to test the hypothesis that each $\beta = 0$. In the sig column, the p-values only better performance (Sig.=0.032) which is below 0.05 level of significance.

This means that once the other variables are controlled, there is a strong enough relationship between professional association membership and guides performance.

Table 4.16: Omnibus Tests of Model Coefficients 2

Omnibus Tests of Model Coefficients				
Step	Step	Chi-square	df	Sig.
Step 1	Step	10.943	6	.090
	Block	10.943	6	.090
	Model	10.943	6	.090

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	154.832 ^a	.050	.093

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Q11.JoiningguideREC2	-1.060	.558	3.604	1	.058	.347
	Q11.MemberinterestREC2	.775	.690	1.261	1	.261	2.170
	Q11.PermitsREC2	.059	.518	.013	1	.909	1.061
	Q11.CriteriaREC2	.258	.645	.160	1	.689	1.294
	Q11.UmbrellaREC2	-.258	.589	.192	1	.661	.773
	Q11.PerformbetterREC2	-1.219	.491	6.172	1	.013	.296
	Constant	-.988	.766	1.664	1	.197	.372

a. Variable(s) entered on step 1: Q11.JoiningguideREC2, Q11.MemberinterestREC2, Q11.PermitsREC2, Q11.CriteriaREC2, Q11.UmbrellaREC2, Q11.PerformbetterREC2.

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

In the model summary of table 4.16 above, we can conclude that between 5.0% and 9.3% of the variation in tour guide performance can be explained by the model in block 1. The Wald test is used to test the hypothesis that each $\beta = 0$. In the sig column, the p-values and only better performance (Sig. =0.013) are below 0.05 level of significance. This means that once the other variables are controlled for, there is a strong relationship between better performance and knowledge. Tour guide performance is 2.170 times more likely to be influenced by Joining a Professional Association.

4.6.5 Mechanism of Improving Tour Guides Services and Performance

The last question in the FGDs was to ask the respondents to give their opinion on what should be done to improve the quality of guiding services in Kenya. Several suggestions were given from which ten statements were generated and used in the questionnaire. Respondents were to answer either yes or no to these statements. Their responses were subjected to Chi-square Goodness of fit to determine whether they were as expected and not by chance. Descriptive statistics of the finding showed that 68% agreed that all guides should be license irrespective of whether they are self-employed or employed by a company. The majority 73% suggested that there should be some minimum academic for one to be allowed to guide and before being registered as a member of any professional association. On the code of ethics, 88% suggested that there should be a uniform code of ethics to be followed by all practicing.

Likewise, 78% of respondents, said there should be a mechanism or reprimanding guides who break the agreed codes of conduct. Operating guides should have a self-regulating mechanism that ensures all guides adhere to agreed practices. During the FGDs regulation of practicing guides arouse many descending opinions where some felt that such regulation may be abused. But all participants agreed that currently there

were guides who break park rules and these individuals are not trained and have been construed to be licensed guides. It also emerged that sometimes, guides see their colleagues breaking some park rules but they did not have any mandate to reprimand them. Most of the park rules broken were off-road driving, chasing some animals in the park, over speeding, and stopping too close when watching animals.

They also agreed that all practicing guides must be a member of a registered association or welfare and this should be mandatory. The majority (89%) of the respondents said that there should be a mechanism of rewarding guides who excel in their duties. There should be set criteria to identify those who perform exemplary. This will motivate other upcoming guides.

Finally, 82% of respondents believed that clear criteria for monitoring guide performance should be set. They believed that if guides knew that they were monitored it would make them be more responsible and offer their customer the best services. This was one of the ways of improving the performance of guides. A minority of the respondents 10% did not agree that having such a mechanism would improve performance. They said that such a mechanism may be abused and used to settle scores among guides. It was agreed that the above suggestion could only be realized if all guides were registered and were members of the professional association. Associations should also be mandated to work with other stakeholders such as the Kenya Association of Tour operators (KATO) and Kenya Wildlife Service (KWS) to see to it that only registered guides were allowed to guide just as it is the practice in other professions.

4.6.6 Summary of the Study Finding and Hypothesis Testing

This chapter responded to the three objectives of the study. The major finding was that tour guide's training did not have a significant effect on their performance. The study

observed that the tour guide job performance job satisfaction. Guide membership to professional association also significantly influence their performance. (table 4.17)

Table 4.17: Finding summary for the study objectives

	Null hypothesis	Pearson Chi-Square cross-tabulation test for dependence	Hypothesis Conclusion
1a	H ₀ : Tour guide's performance is independent of their level of education	$\chi^2=1.07$, df=2, P=0.583	The level of education did not significantly influence their performance
1b	H ₀ : Tour guides performance is independent of their professional qualification	$\chi^2=5.143$, df=2, P=0.076	Professional qualification did not significantly influence performance
1c	H ₀ : The tour guide's performance is independent of the form of training	$\chi^2=1.145$, df=3, P=0.766	Form of tour guide training did not significantly influence their performance
2a	H ₀ : Tour guide performance is independent of the benefits got from their employer/employment	$\chi^2=20.805$, df=3, P<0.001	Job performance as dependent on benefits from their employers
2b	H ₀ : Tour guide performance is independent of their terms of employment	$\chi^2=22.013$, df=3, p<0.001	Job performance was dependent on terms of employment
2c	H ₀ : Tour guide performance is independent of their work experience	$\chi^2=11.436$, df=3, p=0.013	Job performance was dependent on work experience
3	Tour guide performance is independent of membership to a professional association	$\chi^2=25.332$, df=10, P<0.001)	The performance was dependent on whether a guide is a member of a professional association or not

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

This chapter discusses the finding of the study highlighting the objectives of the study and the hypothesis tested for each objective. The chapter further interprets these findings giving their implication to different stakeholders. The chapter also gives the limitation of the study that might have affected the findings. Finally, the chapter gives a conclusion and recommendation for other studies.

5.2 Summary of Findings

The purpose of the study was to investigate factors that influence tour guide performance. The study noted that the respondent's level of education; professional qualification and form of training did not significantly influence their performance. Tour guide's training needs were also independent of their level of experience, education, and terms of employment.

This study found that tour guides in Kenya were aware of their strength and weaknesses in guiding skills and interpretation. It was also noted that guides irrespective of their education level, professional qualification, work experience, and terms of employment required more training in mammals, reptiles, the culture of East Africa, communications, and computer skills to perform better and offer the customer quality services and experiences. Even though they needed this training, most of them could not afford to pay the training fees, neither did they have time. This was because most of them work for less than 6 months a year due to seasonality.

Most of the guides said that they expect their academic and professional qualification to be recognized and rewarded by their employers. This is currently what happens in

other careers. Minimum qualification is recommended before one is licensed as a guide. Guides' performance was dependent on the employee's salary, benefits, terms of employment, and work experience. The study also noted the majority of tour guides were in part-time employment. Others were either self-employed or under contracts. This implies that most of them did not enjoy employment benefits given to employees on full-time employment. This affected their job satisfaction and the extension of their performance.

Although tour guide performance was dependent on their membership to the existing association, there was no significant difference between tour guides who were members of the guiding association and those who were not on their terms of employment, and salary, and other benefits. This should not be the case. Despite most guides being members of different tour guide associations, they did not benefit as they expected from membership, and there no significant difference in the employment benefits given to those who were members as compared to those who were not. There was nothing that motivated guides to join the association and most of them alleged that the association did not advocate for their interest. Most of them thought that their association was poorly managed and did not represent their interest, neither did the official lobby for member's welfare.

There was no policy on tour guide training, recruitment, remuneration, or minimum academic and professional qualification. Although some associations had some code of ethics for their members, most guides were not bound by these guidelines. These associations do not have the resources and manpower to achieve their mandates and often received little or no support from the Kenya Association of Tour operators (KATO), tour companies, or the government. Finally, tour guide training, licensing and

association membership should be guided by a policies framework which is not the case today.

5.2.1 Tour Guides' Opinion on Current Working Conditions

The nature of occupation and the work environment influence the employee's service attitudes and behaviors. Employee's satisfaction and dissatisfaction with their existing work conditions would, therefore, help in the understanding of their job satisfaction and performance. Guides' dislike of the job was influenced by a high workload, pressure to perform and impress visitors, job seasonality, and lack of guarantee of personal benefits, low income, and low social status.

Some said;

'You need to handle well all the unexpected situations to avoid customers' complaints. The job consumes lots of energy in a relatively quiet short period mostly during the early morning game drives as you search for animals in the wilderness..., it's true that you don't need to work every day of the month, but on the other hand, it means you cannot live a regular life. These were some sentiments of those interviewed. Other respondents said, "As a guide, you are often not home during the high season which in some cases affects your family life, therefore, you are not able to take good care of your family". There are more concerns: "We feel that no organization protects guides' benefits from being invaded. We don't enjoy social welfare, we don't enjoy the public health service given to other employees, we cannot save enough funds for housing"; "I may have a tour today, but never certain of tomorrow. To make money, unhealthy industrial practices such as off-road driving are inevitable.

As noted in the quotations above, guides have mixed feelings about the career owing to its flexible working time and seasonality. However, it also creates discontent, among other guides due to high workload and work and family pressures, and the lack of protection of their benefits (salary, allowance, social welfare, insurance, etc.) Without a doubt, a lack of assured benefits further aggravates work pressure. The majority of interviewed tour guides did not think that their benefits were being protected by any organization. Respondents indicated that Tourism Regulations Authority and other labor organizations should agree with the employers on minimum salary and social benefits. Tour guiding Associations are powerless in negotiating for guides. They do not help guide salary guidelines or social welfare.

The tour guides in Kenya call themselves one of the 'disadvantaged social groups. They complained seriously about having to endure a high workload and pressure while getting no protection or guarantee of their benefits. However, there are no effective measures taken either by the government or other organizations to change the situation. The lack of a protection system for ensuring tour guide's benefits further complicates the situation. Upon accepting the guiding job, one has to obey all unfair rules of the game. They tolerated great workload and pressure and most of them had no guaranteed salary or other benefits.

5.2.2 Implication of Respondents' Demographic Profile on Tour Guiding Career

As observed in chapter four, the majority of guides were males with only 5% being females. This was opposite to other jobs in tourism and hospitality where such variation has not been observed. To the tourism and hospitality training institutes that offer tour guiding courses, they may want to investigate why such imbalances. Tour guiding career has been associated with males due to the nature of the job that might require

drive on rough roads for several days. To most of the ladies, this may not be comfortable and to the married ones, their spouses might not allow their wives to leave their children. Most lodges have driver quarters where driver guides are housed. Most of them have been designed to be shared and male guides share them. It means that female guides may not have such accommodations and the tour company may not book them in the hotel rooms due to associated costs. This is an area that may require further research.

The study observed that the majority of the guides have been trained up to the secondary level with only a few to the university. Does the career attract graduates and is the industry willing to hire the services of a graduate guide? As noticed earlier, the salary awarded to driver guides and the seasonality nature of the job may also be discouraging graduates from being employed as driver guides. This may call for a study to investigate why most universities do not train tour guiding courses.

The study found that the tour guiding course was offered at certificate and diploma levels only. This finding was unique because if compared with training for other jobs in the tourism industry you will find that employees have a career path through which they can advance up to the university level. This was not the case for tour guiding where the highest qualification level was a diploma. Although universities offered other programs such as botany, zoology, and environmental studies, a few of such graduates ended up working as guides.

The study did not find the reason and recommends further studies. A minority of guides in Kenya were employed on a permanent base while the majority were either on contract or freelance (62%). This means that most guides do not enjoy the benefits given to other employees who are on permanent employment. This affected their motivations,

livelihood, and job satisfaction. Maybe this is the reason why most guides said that given other options, they would quit guiding career. Their terms of employment, seasonality of their job affected their job satisfaction and in extension, their performance. Further studies may be required to investigate how it affects their customer service.

The majority of guides earned less than forty thousand Kenya shilling with the minority earning more than KES. 60,000. These were the guides who had worked for more than 15 years. The finding indicated that rarely would a guide work for more than 15 years unless he was employed by the big tour company and on permanent terms. Those on contract even if they worked for a tour firm for a long time, rarely would they use their work experience as a bargaining tool for salary increments or any other benefit. For those guides who own the tour vans, they used the vehicle model, amenities, and year of manufacture as a bargaining tool and we're normally paid a lump sum amount to cater for transport hire, entrance fees per vehicle, and driver and guiding allowance which catered for his accommodation and meals. On average the allowance would range between 20 to 35 USD per day. In Kenya, most tour companies range from small to medium employing between 2 to 15 employees. Such companies may not afford to employ a guide on permanent terms and engage them in contact once they have a tour. These among other factors that affect guides job satisfaction and performance. The study recommends more research but, in this case, involves the customers to investigate the relationship between guide employment terms and their performance.

5.2.3 Areas Guides Require Training to Improve Their Performance

This section discusses the finding of null hypotheses 1a, 1b, and 1c hypotheses examining whether guide performance was independent of their level of education,

professional qualification, and finally their work experience. It also discusses the implication of different stakeholders.

5.2.4 Hypothesis (1a): Guide's Performance and Level of Education.

All respondents needed training in customer service and communication skills, computer knowledge, reptiles, eco-tourism, and foreign language. Such training would be important to a guide if only the employers recognized it and rewarded them according to their qualifications. This is currently being not the case and that may have been the reason why training, level of academic qualification did not influence performance. The finding is important to the employers and tour guiding association to agree on minimum academic and professional qualifications before recruiting one as a guide. Likewise, academic and professional qualifications should be included when setting the salary scale of a guide.

From these findings, the study concluded that there is no significant dependence between the level of training primary, secondary, and even degree level and tour guide training needs and performance.

The study, therefore, failed to reject the null hypothesis and concluded that all guides irrespective of their training had the opinion that they needed more training in the selected areas to improve their performance. The training was likely to increase their confidence when guiding and by extension improve their performance. It, therefore, concluded that guide performance was independent of their education level.

This means that training institutions and other stakeholders such as tour companies and professional associations should include the suggested competencies as they develop their curriculum contents. The curriculum should take care of guides with the primary and secondary levels of education as well as those with university graduates.

From this hypothesis, the study recommends that guide training should be structured in modules and spread throughout the year in different regions in Kenya. From the success of the pilot training, then the program can be rolled over in different regions in the country depending on the guide's needs. Providing the training online is further recommended to make it more accessible to guides located in distant areas. The programs should be offered at different levels with a choice of upward advancement in guiding careers. The issue that remains to be addressed then would be the funding and rewards in recognition of individual qualifications.

As noted in chapter four, guides in Kenya alleged that they were poorly remunerated as compared to other staff members within a tour company. This makes it difficult for them to afford training fees unless they are fully subsidized by well-wishers. The study noted that tour guiding was not offered at the university level. These findings were different from what the researcher expected. The researcher thought that guide's training needs were dependent on the guide's level of education with those with the highest percentage of primary school leaver requiring more training than those with secondary and university education.

5.2.5 Hypothesis (1b): Guide's Performance and Their Professional Qualification

The hypothesis sought to investigate whether there was a relationship between tour guide's performance and their professional qualification. The relationship was not significant at $P=0.05$. The study failed to reject the null hypothesis that suggested tour guides' opinions on training needs were independent of the level of their professional qualification.

There was a weak negative correlation between tour guide qualification and their interpretation of mammals and plants, culture and history, foreign language, reptiles,

and training on communication skills. The study concluded that most of the guides have some professional training either formally or informally. For most of those trained through training institutions, the training took less than 12 months indicating that it was at a preliminary level. Some training institutions trained students for six months and awarded them a certificate of merit while others trained for one year and awarded them a certificate as well. Those that trained for 2 years were awarded a diploma. It was not possible to know the content of these curriculums but they were not uniform. There is a need for a uniform curriculum defining the content and duration of tour guiding programs. This may not be easy bearing in mind the complexity of tour guiding roles and duties but is recommended. Programs should be designed to take care of different categories of guides depending on specialty and the desired competence.

In summary, the findings showed that there was no significant relationship between tour guides' professional qualification and their performance. Guide's performance was independent of their qualification and all guides irrespective of their qualification needed to be trained. It is therefore for academic institutions and other stakeholders such as the Ministry of Tourism, tour companies, and Kenya Association of Tour operators (KATO), and professional associations to organize such training. A better-trained guide is an asset to the company and a destination.

5.2.6 Hypothesis (1c): Guide's Performance and Their Work Experience.

All respondents irrespective of their work experience required more training to improve their performance. For those with less than five years of work experience, about 95% of them indicated that they needed to be trained as compared to those who had worked for more than ten years. There was a negative correlation between the work experience and the respondent's guide's desire for further training and performance. Those with

few years of work experience had a higher percentage of those who desired more training as compared with those with more than 10 years. The study noted that as the tour guide's work experience increased, the desire for more training reduced. The study, therefore, concluded that the newly employed guides desired to be trained more than those with long experience. This was not expected by the researcher who thought that those with more than 15 years of work experience might not require further training. This study recommends continuous training in guiding and interpretation. This would give the guide room to improve their guiding skill and interpretations. The study noted that a tour guide in one itinerary required knowledge of mammals, birds reptiles, and insects. It was observed that guides shared with their visitors what they were knowledgeable in and left what they were not sure about. This made the drive for many kilometers in search of the big mammals while in the process, they missed interpreting amphibians, plants, and culture of the host communities which may also be of interest to the visitors.

These findings would be important to the guides themselves, their employers, and tour guide training institutions. The training can be in modules where one subject area such as ornithology may be covered for those interested in bird watching and mammals for beginners who are interested in mammals. Another area that needed training was computer and communication studies, reptiles and culture, and the history of East Africa.

5.2.7 Hypothesis (1d): Guide's Performance and Their Method of Training

The third hypothesis investigated whether there was a significant relationship between tour guide's performance and the way they were trained. The finding showed that performance was independent of whether the respondents had formal or informal

training thus the study failed to reject the null hypothesis. This finding means that tour guides whether trained formally or informally required more training to develop their performance. To the training institution, they should always plan to have some training for the guides during the low seasons. Such training will give them a forum where they can discuss with experts and fellow guides the challenges they face. These training forums would help them confirm the knowledge they have on wildlife, plants, and people's culture since most of them get information from a different source. Some guides indicated that they sometimes have conflicting information about attractions and most wildlife.

This means that training institutions and employers should organize training for the guides whether in-house or through seminars. Guides need refresher courses where they get to learn a new trend and changing consumer behavior. The study also noted that guides who are newly employed required more training than those with years of experience.

The study showed that the method in which respondents were trained had little influence on their performance. All guides desired to be trained and rewarded according to their qualification.

5.3 Assessment of Employment Benefits of a Tour Guide in Kenya

5.3.1 Guides Employment Benefits and Job Satisfaction

This section investigated what benefits tour guides get from their employment. The benefits ranged from medical care, insurance while on duty, pension scheme, on-job training, house, and transport allowance, and financial assistance during the low seasons when most guides are not working. As given in chapter four, these were some

of the benefits respondents had said they felt discriminated against during the FGDs and this seriously affected their motivation and performance.

5.3.2 Employment Benefits Given to the Guide

Tour guide job performance was dependent on the benefits they get from their employer or employment. The finding noted that more than half of the respondents did not get most of the benefits which are given to other employees in the tourism industry. This implies that most tour guides do not have medical care benefits for themselves or their families. In Kenya, there is a National Hospital Insurance Fund (NHIF) which covers members for Inpatient and outpatients, medical costs, and other hospitalization costs. Normally, employers deduct a specific amount of money being a member's monthly contribution to the insurance fund. This arrangement is normally effective for the employees on permanent terms. For those employees who are on contract and freelance, they can also contribute to the same NHIF by paying directly to the account every month. This is not normally possible since most of the months the guides are not working.

Data collected during interviews showed that the working environment for tour guides is slightly different from other employees in the tourism industry. Most of them work eight hours a day while others work on night shifts. But for the guide, most of them work as both a driver and the guide and in most cases work for more than 8 hours without compensation for the extra hours worked. It is not clear whether they are paid for driving or guiding. Guides, therefore, may not be motivated to spend his earning on education and training which adds little value to their contract terms and remuneration. Guides are normally paid a daily allowance irrespective of their education level. In the course of their duties, guides are normally exposed to more risks than other employees

working in the offices. This is an area where most of the respondents said it affects their performance and job satisfaction since they are not covered in cases of accidents and even death.

As discussed in the earlier chapter, over 62% of the respondents are either on the contract or freelance. Under the Employment Act 2014 of Kenya, employees on permanent employment are given a basic salary, overtime, house, and transport allowance, and bonuses. From this earning, there are other statutory deductions such as Pay as You Earn (PAYE), National Social Security Fund (NSSF) a pension scheme where the employer and the employee contributions, and National Hospital Insurance Fund (NHIF). These are some of the benefits not enjoyed by most guides due to the terms of their employment and make them feel disadvantaged and thus affecting their job satisfaction and performance.

The study noted that most financial institutions use employee payslips to decide whether one qualifies for a bank loan or not and the amount to extend. This puts the guides in a situation where they do not qualify for such loans and may not use their jobs as collateral for such funding leaving them to look for sources other than banks.

The finding indicated that most guides do not have a pension scheme to take care of them after retiring from their jobs. This affects their morale and performance. Likewise, 63% of the respondents were not supported during the low seasons. Some respondents said that during the low season, they were the first category employees to be laid off. This also affects their performance and the quality of service offered to the customers.

This study noted that there is no relationship between employee benefits and their professional qualification, as most of the benefits were determined by the terms of engagement between them and the employers. Under normal circumstances, an

employee would invest in training if the employer will recognize and reward such efforts. If not the case, rarely would guide invest in training and education. When a guide does not train himself, it becomes the duty of the employer who in most cases, gives priority to employees on permanent employment who may be bonded for sometimes to recover the investment in the training. Guides on contract who are not financially able to invest in further training stagnate at one point for a long time relying on the work experience gained as time goes by. This may not only affect the quality of services given to the visitors but the image of the tour company and the competitiveness of destinations as a whole.

In summary, most guides in Kenya do not enjoy most of the benefits given to an employee who is in permanent employment and this influences their performance. This is also one of the reasons that affect their satisfaction amongst many other reasons.

5.3.3 Guides Level of Job Satisfaction

This study affirmed that despite challenges faced by tour guides in Kenya most of them were satisfied with their job. Guides were optimistic that the tourism industry will improve and prolong the high season from the current three months to more than six. The percentage of those satisfied was higher for those married when compared to the singles. This was the opposite of the expectation of the researcher who thought that unmarried guides have fewer financial obligations as compared to married.

Likewise, a higher percentage of those satisfied had primary school level as their highest level of education when compared to those with diplomas and degrees. This means that the level of education had little effect on job satisfaction. In the guiding career, the experience of the guide was given more consideration when engaging a guide than his level of education. Rarely did tour companies ask for academic or

professional qualification certificates as a pre-qualification for one to be contracted. What has normally been considered as the model of the vehicle preferably a 4-wheel drive land cruiser and other amenities such as VHF radio, driving licenses, and other mandatory permits that a guide must possess. The explanation for this finding could be that, when a guide is engaged on contract, he is expected to have his vehicle after which he will be paid some money to take care of his daily allowances, entrance fees, and other related transport costs such as fuel. Most tour companies had daily allowance which kept changing depending on the season and the duration of the trip. Only guides with additional special qualities such as foreign language, experts in bird identification would have some extra amount paid. For those guides employed permanently most of them were paid a fixed salary at the end of the month and some daily imprest (allowance) whenever they have a tour.

It was noted during the focus group discussions and interviews that freelance and guides compete amongst themselves under-cutting the quotation given by their colleagues. In most cases, tour companies would benefit from such competition thereby getting services from the cheapest providers. This affected the quality of services offered to the customer and the performance of guides. This might be the reason why the level of education and training might not be a determinant that guides to use. Guides employed on permanent terms showed the highest percentage of job satisfaction as compared to those who are self-employed had the lowest. Self-employed guides invest a lot of their saving to purchase and equip tour vehicles to the standard and specification of customers and tour companies. They open a hatch on the roof of the vehicle to allow a better view.

More investment is done by changing the vehicle sitting configuration to allow each occupant to have a window seat and fitting VHF radio, cooler boxes, and many other amenities designed to enhance a visitor's experience. With this magnitude of investment, one could easily understand why there is competition amongst guides who had a financial obligation that demanded monthly servicing. Guides desired maximum utility of tour vehicles which brought high completion amongst them.

The study also found that those with more than 15 years of work experience had a higher percentage of those satisfied with their jobs as compared to those with less than 10 years' experience. The explanation may be that those with long work experience have well-established business sources and networks as compared to new entrants. This was observed during the interviews.

This study noted that guides earning more than 60,000 Kenya shillings per month (USD 600) indicated a higher level of job satisfaction when compared to those earning less. These were guides with more than 15 years of work experience. This finding was expected as other studies have documented positive relationships between salary and job satisfaction.

The study observed that the majority of guides on permanent employment felt their salaries were good when compared with other employees in the company. However, it was noted that most of them were affected by seasonality more than other employees. They also feared losing their employment during the low season which affected their morale, job security, satisfaction, and performance. Respondents were optimistic that they still stand a chance of being promoted but 40% indicated that given another chance they would quit their job and join other careers where they would be guaranteed their job the whole year. Most of the respondents suggested that they would not be

working as a tour guide for too long and were planning to open a Tour Company and be self-employed. They were eager to make use of their job to make acquaintance with as many visitors as possible to establish social networks to develop their businesses or find other careers soon.

A guide without job security is ever looking for another job thereby having divided attention and this affects their productivity and raises job turnover. It was clear that guides wanted their employers to support them during the low season. Unfortunate, this was only possible for those engaged in permanent employment and not those on contract. This is a dilemma for tour guides in Kenya.

This study also validates that although some tour guides are members of professional associations such as KPSGA, there was no significant difference in the job benefits as compared to those who are not members of an association. This was because different tour companies have different employment terms and considerations. For some companies, they recognize some certification and qualifications awarded by these associations while others don't. As suggested by some respondents, professional associations should establish contacts of guides in the country and encourage them to register as members. They are also to promote and protect the interest of members and represent them in forums where policies that affect their interests are passed. They also have a duty of improving the quality of services offered by their members and organize training and capacity building for their members. This is not the case in Kenya since most of these associations are not members of trade unions and labor movements. To most guides, there are limited benefits of such membership.

5.3.4 Hypothesis (2a) Guide's Performance and Their Job Benefits

This study noted that there was a positive weak correlation between guide benefits and job performance. It was noted that most guides are dissatisfied with their salaries whether on permanent or contract. Dissatisfaction with pay leads to a decrease in the level of job satisfaction, and interest in work, and decreased motivation and performance. As noted by (Nelson & Moberg, 2006), pay satisfaction positively influences overall job commitment and turnover, and the behavior of employees. This is the current scenario of Kenya's tour guiding career. Therefore, if tour companies want to retain skilled employees, they should provide them with good working conditions, a competitive salary, and job security (Akram, 2012). Kabir & Parvin, 2011; Sweet et al., 2006; Cummins, 2002; Diener & Seligman, 2004; Frey & Field, 2002, found that salary, fringe benefits, and good working affects job satisfaction. This finding was similar to that of Vieira and Serrano, (2005) who also found that low-paid employees have low job satisfaction and performance as compared to those earning a higher salary.

This study observed a causal relationship between job satisfaction and salary similar to the study conducted by (Beutell and Witting, 2005) who observed that increment of salary increased job satisfaction. While this relationship has been acknowledged by the studies, it was however noted that salary and benefits are not the only determinants of job satisfaction and performance since guides given the same allowance per day perceived the different levels of job satisfaction.

More than 62% of the respondents were either on a part-time job, self-employed or freelance which means that pay is one of the most important determinants of job satisfaction just as many other scholars have had alluded to.

5.3.5 Hypothesis (2b) Guide's Performance and Their Terms of Employment

A handful of studies have been done to investigate the relationship between part-time employees and their job performance. This section compares what other studies have found on the relationship. This study observed that most of the respondents were in part-time employment.

Sverke et al., (2002) argued that there is a negative relationship between part-time employment and job performance due to job insecurity associated with part-time jobs. Likewise, according to Psychological Contract Theory, when the employees of any organization perceive that their contribution to their organization does not provide enough reward, the psychological contract is violated and the employees feel dissatisfied. When the reward is perceived high as compared to other employees doing a similar job, the employee is satisfied. In this case, part-time employees perceive inequality between their contribution and the allowances paid and most of them did not get other benefits.

This finding was similar to that of (De Witte et al., 2003) who noted that employees on part-time employment will in most cases feel dissatisfied once they have the opinion that their hard work, efforts, and loyalty will unlikely be appreciated and be translated to permanent employment. Another theory that supports this finding is the Social Comparison Theory. The pioneer of this theory, (Festinger, 1954) stressed that individuals use social groups to fulfill their informational needs to evaluate their opinions and abilities and will modify their aspirations and performance to achieve uniformity with others. If there is a divergence of opinion, the individual is likely to modify his beliefs to bring them into line with those of the reference group. In general, however, individuals seek out others whose abilities or opinions are similar to their

own, thereby avoiding the need to reduce discrepancies. According to Festinger's the segmentation of society permits individuals to compare themselves only with their group.

According to this theory, individuals conduct a self-evaluation of their employment situation with that of reference point. In the context of temporarily employed guides, they perceive themselves as disadvantaged as compared to those guides employed on a permanent base if they choose them as a reference point and subjectively feel deprived and exploited Pearce, (1998). This perception of being deprived and disadvantaged is associated with declined job satisfaction, Beard, and Edward, (1995).

Relating the two theories to the finding, the study observed that there was a positive correlation between job performance and terms of employment at ($r=0.245$), work experience at ($r=0.186$), and employment benefits at ($r=0.157$). This means that job performance is dependent on these three variables used in this study. It is therefore advisable that tour companies examine the benefits given to the guides even though most of them are in part-time employment. Amongst the benefits guides suggested were medical care, insurance while on duty, training, and support during the low seasons when most guides are laid off.

The study assumed that a satisfied guide performance better than otherwise. It acknowledges that many other moderating factors may have been omitted in this study other than the three.

To relate these findings to the previous studies, numerous studies have hypothesized that job performance also affects job satisfaction in the circumstance where employees are compensated based on their performance. This is a reverse hypothesis for the study. The logic behind this argument is the assumption that benefits are valued by employees

and high performances are rewarded linking the performance with satisfaction. This was also observed by tour guides in cases where visitors recommend them and offered tips after the tour. Such guides were satisfied with the tour as compared to a situation where visitors were not happy and complained either because of the guide or services given by other suppliers such as accommodation, even though the guides do not have any control.

The finding from this study reinforces that of Locke, (1970) and Spector, (1997). The benefit performance relationship has been most investigated where several types of benefits were used as a moderator. Previous studies have used other moderating factors such as organization tenure (Noris & Niebuhr, 1984), need for achievement (Steer, 1975), career stage (Stumpf and Rabinowitz, 1981, and pressure for performance, (Ewen, 1973). Different results have been recorded.

5.3.6 Hypothesis (2c): Guide's Job Performance and Their Work Experience

This hypothesis sought to examine the relationship between tour guide job performance and work experience. Research on the relationship between job performance and work experience has attracted investigation from several scholars. Meyer et al., (2002) for instance, noted that employees with long experience with the same organization tended to be more reliable and found it more difficult to shift jobs from one job to another due to emotional attachment with the organization. Research evidence suggested that a person who stays in an organization for a long period were likely to become emotionally attached to the organization (Riordan, Griffith, and Weatherly, 2003).

This study noted that older employees were generally more satisfied with their job than younger employees and tended to perform better. A higher percentage of newly employed guides who had worked for less than 5 years indicated higher levels of

dissatisfaction as compared to those with work experience between 5 to 15 years. But as the age increased, the level of satisfaction reduced indicating that those guides with more than 15 years of experience expected more from their employer. It is common behavior for an experienced guide opting to be self-employed as compared to the young.

This study noted that elderly guides had invested in transport and some have some customers who book them directly. These categories of guides have referred “briefcase” tour company that operates during the high seasons along. During the low seasons, they are engaged by the tour companies who use their services due to their extensive experience in managing visitors. Tour companies who might not afford to employ a guide on permanent terms normally seek services from these elderly guides. This study noted that there was a weak positive correlation between job performance and work experience. To the tour companies, this finding means that if they do not motivate their guides, the chances of them leaving their company increase as experience increase. Experience guides who are specialized in bird and other activities such as mountain climbing, nature walk safaris, and foreign languages had a better bargaining power for daily allowance as compared to the newly employed ones who had little experience.

The study noted that most guides had their business cards and would persuade visitors to contact them directly for a cheaper tour package with the services of the same guide. Many tour companies considered such behaviors unethical but never the less it was happening. Experienced guides were said to take care of the visitors better than the newly employed. Their knowledge and expertise in guiding and interpretation were appreciated by the customers. Most of them were contracted by tour companies for business. It was noted that many companies would not afford to employ experienced

guides since they demanded a higher salary and benefits and only engaging them part-time when the need arose.

5.3.7 Implication of the Finding to Stakeholders

This section looks at the implication of finding different stakeholders who interact with tour guides. The study observed that tour guides' services are a combination of services offered by tour companies, accommodation facilities, curio shops and those offered by the tourist attractions visited. Tour guiding services determine the overall visitor's experience.

5.3.8 Implications Of Tour Guiding Practices

Numbers of studies have demonstrated that guide performance has a positive influence on visitor satisfaction. With the evidence that trained guides have resulted in higher customer satisfaction, tourism stakeholders should be encouraged to employ trained guides and support them to further their education and professionalism.

Tour guides are important players in the entire tourism system who provide important links in the tourism service network. The roles that they play and the way they fulfill these roles bring about numerous consequences for other tourism participants. Once the tour starts, guides represent their employers to offer service and fulfill the commitment to tourists. Their performance influences not only tourists' satisfaction but also the image and reputation of the employer and ultimately the prosperity of the employer's business (Pond, 1993; Hounnaklang, 2004).

In line with the employer's expectations, the guides take sales promotion as their primary duty so that being able to maximize income becomes the primary indicator of a good tour guide and collecting as much 'kick-back as possible on tours becomes the work focus. That is why tour groups are always led to tourist facilities, why extra sports

are recommended why souvenir stores are patronized so frequently and why shopping activities take up so much time that tourists complain.

Guides are expected to promote the prosperity of the local tourism business by providing excellent services and facilitating the establishment of a positive image and reputation.

Suitable attitudes and certain qualifications, as well as skills, were also observed as being some criteria for being a good guide. A good guide is expected to have a strong sense of responsibility, and take good care of every matter on tours, and consideration of the safety and comfort of the guest. They should be knowledgeable and be familiar with local culture and customs.

Guide possessing qualified professional capabilities such as good oral expression and skillful interpretation is very welcome. A guide should have a strong sense of professional ethics and responsibilities, in leading tours safely and smoothly. A guide should be a person of considerable culture, commanding a variety of knowledge on such things as history, and nature.

The study observed that a good tour guide was expected to 'create' or 'maximize' monetary returns to their employer and themselves. They should be good at facilitating clients to obtain satisfactory experiences.

The study noted that many employers fail to acknowledge time and resources used by guides for training and most did not compensate them. Until there are greater recognition and opportunities for guides who are trained, the industry will remain insufficient with poor service quality and unprofessionalism. Tour operators should therefore employ trained guides to make a destination competitive. The working

condition of the guide needs to be improved so that guides do not feel disadvantaged. There should be a monitoring system to measure and monitor tour operators and guiding services offered in the country to ensure only those qualified offer guiding services. Provisions of professional training will, therefore, maintain a high quality of guide's performance.

Training of guides results in a higher level of satisfaction and performance making this finding important to operators and government agencies. This finding can be used to develop curriculum contents for guide training programs and continuing professional development. It can also be used to inform the guides' training needs for those interested to develop such a curriculum. Such a curriculum should be consistent in terms of content, duration, and certification bearing in mind the diversity and the complexity of guiding which may not allow the "one-size-fits-them-all" approach to train and education.

Some guides did not have formal training and rely on what they learn on the job. Such guides need regular programs in selected areas of their weakness as given in the study. The training material should also be available online for those guides who might not be available for full-time class attendance. Training should be a prerequisite to licensing for all guides to mitigate unethical guiding practices and poor performance which may damage the destination image.

The findings suggest that most of the tour guides in Kenya can lead tours by adhering to the contracted itineraries. They decide the visiting time and sequence to the scheduled sites they control the pace of the movement of tours without the consent of the visitors. Guides do their best to stimulate tourists' interests.

The study observes that the government and other stakeholders should develop incentive training programs where guides get trained since most of them have expressed the desire for more training to improve their knowledge and performance. Training institutions should offer a different level of training and give incentives to the guides who advance their career in different specialized areas. These incentives may encourage more guides to upgrade their knowledge as compared to imposing training through threats of de-registration. Employers and other stakeholders should reward further professional development through an increase in salaries and other benefits.

5.3.9 Implication to Tour Guides Training in Kenya

This study observed that changes in tourist behavior call for more training for the guides. This is because visitors are well informed and expect a lot of detailed information and interaction with guides. Kenya's tourist source market is changing and guides with specialized foreign languages are in demand. There is a need for innovation in guiding through the adoption of technology. Basic computer skills would, therefore, be a must for all guides. Guides are expected to convey factual information while applying both interpersonal and intercultural skills. Therefore, training is critical since guides are expected to have up-to-date communication skills and in some cases mediation skills between the host community and the visitors de Kadt, (1979) and Gurung et al., (1996).

The study noted that most guides do not have formal training and learn through on-job experience. Carmody, (2013) also reported that tour companies in many countries fail to train their guides and expect them to read some manuals and get on-the-job training from senior guides. This is risky to a destination since the standards and quality of what

is shared by senior guides sometimes may not be factual. Formal training is recommended in such cases.

The study observed most guides aged less than 30 years were computer literate and could source information from the internet. Those who were computer illiterate rely mostly on guidebooks and information from other peers. Even though most of the guides had smartphones some respondents confessed that they still cannot get information online. The reason given was that when driving it would not be possible and ethically to search for information from the Smartphone while the visitors were watching. Those who were computer literate used the internet as the source of information. Most of them would go to a cybercafé to access the internet since they did not have laptops or desktop computers. Only a negligible number had laptop computers or vehicles connected to WIFI.

Access to information on training was affected by the location and distribution of guides as some resided in remote areas where internet access was limited. This was mostly on community group ranches and other private ranches such as those around Amboseli national Park and along with the Laikipia ecosystem.

The study noted that most of the tour guiding training was conducted in major urban towns (Nairobi, Nakuru, Mombasa, Nyeri, and Kisumu) and was not accessible to most guides from rural areas due to the distance and even lack of information on when such training took place. Examples of some of these trainings were the refresher courses offered by Kenya Utalii College. The College does not have the capacity and resources to offer these refresher courses in many regions where guides are located. Such a challenge is not unique to Kenya alone and was reported in Peru by McGrath, (2003) and in Sri Lanka by Crick, (1992).

Problems associated with tour guiding training have also been highlighted by AP and Wong (2001); Ham and Weiler, (2003), and Mak et al., (2011). They reported that lack of training affected the esteem and performance of guides which in turn negatively affected the guiding profession. Some guides were involved in unethical practices such as off-road driving, harassing wild animals, and did not understand the effect of some of these activities on the wildlife and the environment. Training on sustainable tourism and other eco-tourism principles is recommended.

Information got from the FGDs indicated that even though some guides invested their time and resources in training, such effort was hardly appreciated and rewarded by their employers who in some cases concentrate more on the type and model of vehicle used by the guides, their work experience and whether the guide could drive the visitors to the required destination. Nobody was interested in the driver's academic and professional qualifications. There was no incentive for training. Till the industry starts appreciating guide training, the industry may remain sub-standard offering poor quality of services and unprofessional and unethical behaviors will in some cases be observed. This is an area where tour companies, the government, and lobby groups who advocate for responsible tourism need to rethink and agree on the way forward.

El-Sharkawy, (2007) reported that in Egypt even though most guides are licensed, they still lacked relevant knowledge and skills got through formal training and recommend that even if guides were trained on the job, formal training was more effective since it can be tailor-made according to the training needs evaluation and assessment.

Likewise, training was expected to offer guides with better negotiation skills for salary and other benefits. This was not the case for most of those interviewed. Training should be a prerequisite for a guide to be licensed and minimum academic and professional

qualifications should be emphasized. Tour guides' training programs should there be transformative to improve not only guides knowledge but their attitude toward nature and customer expectations. The programs should also involve the local community guides who interact with the visitors. It was noted that many visitors to cultural villages interact with the visitors and cross-cultural skills and communication skills were therefore very important for the local guides. Guides normally leave the visitors with the local community guides who explain to the visitors their traditions, culture, and taboos that might be of interest to the visitors. This is the reason why training such local guides is important.

Christie & Manson, (2003) suggested that local guide's traditional conservation methods and values if shared with visitors make them appreciate the way natives of a destination interact with their environment. Ham and Weiler, (2003) suggested that when coming up with any community training, the initiative should come from the community themselves rather than be imposed on them by the government or other stakeholders. In this way, they will own such training from the need's analysis level, implementation, and evaluation level. These sentiments were also echoed by respondents who were involved in the interviews. They also said that the language used during the training should be one that the target group understands. This is a challenge that needs to be handled bearing in mind that the resident community might not be comfortable with the English language where the participant is illiterate. Other issues that require serious consideration are the participant's selection criteria, sponsorship, and minimum academic and literacy level of participants.

Where possible, trainers should also come from the local community who understand the culture of the participants. The discrepancy of the education level among

participants was identified as a challenge when organizing guide training in Kenya. It was suggested that in such cases, tailor-made training to cater to a specific need should be encouraged. The study observed that no set mechanism evaluates the performance of guides before and after training. The evaluation would be important since it would be used to assess the success of any training programs to improve them and identify more training needs. Kohl, (2007) argued that when guides have attended training, there should be a follow-up method that evaluates its effectiveness in assessing new ideas got from the training to determine the efficacy of training. This study would recommend the same.

The study observed that most training institutions target students who have completed their primary and secondary school studies. For those tour companies that offer on-the-job training, the supervisors need to be receptive and supportive to the newly trained guides who have gained new ideas. Baseline data need to be collected to compare pre and post-training performance. After completion of the studies, there was no evidence of any training institution that sought feedback from the industry on the performance of their graduates after employment.

The study observed that the guiding profession is faced with different challenges that affect a member's performance. Notably, the challenges ranged from seasonality, competition amongst guides, lack of professionalism amongst members, lack of recognition by other stakeholders, and lack of bargaining power for the most association.

5.3.10 Implications for Researchers

The study observed that one of the main research gaps is the lack of systematic evaluation and measurement of training outcomes to determine the effectiveness of

guide training and education. Research is needed to evaluate which training model and approaches are most appropriate for different categories of guides. The location and distribution of guides, areas of specialization may also influence the selection of approaches. For example, guides working on the contract may prefer training during the low season sponsorship by the government.

More research is recommended to determine where to use formal and informal training, determine the skills and knowledge needed for one to be a good tour guide. Such research should involve the customers who are the final consumer of the services rendered.

5.3.11 Section Summary

This study demonstrates that guides understand the need for continuous training and professional development. Training is one of the major factors that affect guide's performance. Tour guide job satisfaction and performance were dependent on their employment terms, salaries, and benefits. Guides desire training to improve their performance and job satisfaction and raise the esteem of the guiding profession. Training and education should be consistent in all regions where the guides work. Given the evidence that trained guides result in higher visitor satisfaction, tour operators guiding associations and guides themselves should be encouraged to attend training. Employers should also acknowledge and reward trained guides which will encourage them to further their training. Training should target all guides from the different regions since they represent the destination image.

5.4 Study Conclusions

This study concludes that tour guide job satisfaction and being a member of one of the existing tour guide associations are some factors that influence their performance.

The study concluded that most of the guides have some unstandardized professional training either formally or informally. For most of those trained through training institutions, the training took less than 12 months indicating that it was preliminary at the level. Some training institutions trained students for six months and awarded them a certificate of merit while others trained for one year and awarded them a certificate as well.

Tour guides are central agents in the entire tourism system, especially in locations where the product is dominated by the sale of packaged guided tours. They have direct contact with both the visitor and the local communities and work across all of the sectors of the tourism industry. Therefore, how tour guides operate influences not only what experiences tourists will obtain but also how destination resources will be used and interpreted, as well as economic and socio-cultural impacts. To researchers, tour guides appear to have been a hidden group, just as they have been within the travel trade.

More research is recommended to explore their challenges and methods that can be applied to enrich their skills and knowledge. This study recommends regular training of guides and mostly those who are newly employed in the industry. The government, tour companies, and tour guides should meet to work out a rational remuneration system that will provide a reasonable and stable income for the tour guides and reduce the heavy reliance placed on tips. This will also help to remove opportunism thinking about the occupation and foster an appropriate cognition about the career.

Tour guide association and other similar organizations, with a clear mission to further the interests of its members and the guiding profession as a whole, should be established. Such an organization could play an active role in maintaining the standards

of the guiding service, promoting professionalism, and encouraging integrity and ethical conduct among the guides. In particular, professional associations in Kenya needs to have the authority to speak on behalf of the tour guides, to represent their interests to the government, industry, and the community, and to protect their benefits from being invaded. It should endeavor to raise public, private, and governmental awareness of the valuable roles of tour guides in Kenya.

The quality of the guiding performance is not only influenced by the tour guide's level of professionalism in terms of their command of knowledge and skills, and the fostering of appropriate service attitudes, it is also affected by external factors that, at times, are even more critical, such as seasonality, business volume, nature of customers which in one way or another may affect the salaries and benefits given to them.

From the perspective of the individual tour guide, economic rewards may still be one of the most powerful motivating factors in the tour guiding situation. A steady income based on a rational standardized remuneration system would benefit the guides, fostering appropriate expectations and attitudes towards the occupation. Recommendations to some stakeholders are given in the next subsection.

5.5 Recommendations

5.5.1 Recommendations to Academic Institutions

Guides desired to be trained irrespective of their education level, employment terms, and work experience. The study noted that there was no agreed curriculum for tour guiding training and training institutions developed and use their curriculum. This brought disharmony and confusion in training. The skills and knowledge required by guides were too diverse that no curriculum can take the approach of "one-size-fits-them --". There is a need to develop different curriculums for specialized categories of guides

but all of them should have shared units on tour guiding principles, computer studies, communication skills, and information on tourism products of the country. Practical training and internship programs would be recommended.

The study recommends that a standardized curriculum is developed to guide all training institutions on what should be included at the certificate, diploma, and degree levels. A term like bronze, silver, and gold levels which were borrowed from Europe may be used to identify category and level of qualifications after a guide has gone through rigorous formal training and examination. For a guide to be registered and be licensed to practice, the study recommends that one should have basic tour guide training from a recognized training institution.

The study noted that it was only Kenya Utalii College that organized refresher training programs for the guides. These programs should be available to all practicing guides whether self-employed or on full-time employment. The current admission criteria were limiting since it targeted guides on full-time employment leaving other categories who are the majority. The contents of the training were skewed on large mammals, leaving birds, reptiles, and culture and computer skills. The programs should be replicated by other training organizations and institutions, tour guide associations, conservation-related NGOs, and other stakeholders such as lodges and other accommodation providers who interact with the guides. The programs can be introduced in different regions in the country targeting the guides within those regions and taking care of their unique training needs.

Community guides located in remote areas of the country should also be involved in training, curriculum design, development, and implementation, and evaluation of guiding programs. Training material should be available online for those guides who

may not have time to attend full-time classes. Training upgrades and advancement should be encouraged and rewarded by other stakeholders through remunerations and benefits given to guides with different levels of qualification. This may motivate guides to advance their training

5.5.2 Recommendations to Policymakers

Funding was observed as being the major deterrent to tour guide training. It was also observed that tour guides were not well organized. There were very many associations which made it difficult for any establishment to define who guides were and the best training programs for them. The government once again together with other stakeholders such as county governments should set a training budget for employees in tourism and hospitality within their counties. This may not only improve the performance of the guides but other employees in the tourism supply chain such as those working in museums, game lodges, along with the coastal beaches and other areas that attract tourists.

From these observations, the study recommends the development of policies in training and certification, guides registration and licensing, recruitment and remuneration guidelines, and finally recognition of the roles played by guides. Policy on the recruitment of guides from foreign countries is recommended.

5.5.3 Recommendations to Tour Guides Associations

The study noted that tour guide associations in Kenya are fragmented making them difficult to be managed. This study recommends that there should be only one umbrella association with representation from other regions in the country. The regions should include Nairobi, the coastal region including Mombasa, Malindi and Lamu, Western Kenya, North Rift, and Central Kenya regions.

All practicing guides should be members of a registered association before being authorized to practice in Kenya. Association of guides in different specialized activities such as marine guides, mountain guides, ornithologists, and those speaking different languages would be encouraged. The umbrella association should be a member of other international associations such as the World Tour Guide Association and others so that local guides can share experiences with guides from the rest of the world. These associations should have an agreed international and local code of conduct that protects the visitors, environment and the local community of the areas visited. This will promote sustainable tourism in the destination. Monitoring and evaluation of guide practice by their associations and other interested stakeholders such as Kenya Wildlife Services (KWS) are recommended. The study noted that the monitoring and evaluation of guides were missing. This would be recommended.

The study recommends a forum where best practicing guides in different categories are recognized, appreciated, and rewarded. This may highlight and promote the roles and duties played by guides thus motivating them to excel in their performance.

5.5.4 Recommendations to Tour Companies and Accommodation Providers

The study observed that there is no policy on guides employment qualifications, remunerations, and other recruitment guidelines. This has made the guiding profession a career for all which is not healthy for the profession and the industry. Untrained guides were accused of breaking most of the park rules and had inappropriate codes of conduct. Tour companies who are the main employers of guides should agree on the minimum qualification and recruitment requirements for a guide. Although all tour companies are privately owned, those that are KATO and KATA members should have a recruitment

and remuneration policy and guidelines to avoid discrimination and oppression of part-time and full-time guides.

5.6 Recommendations for Future Studies

Tour guiding career is males dominated. A study should be conducted to examine this inclination. More studies should be conducted and examine the roles of tour guides in the shaping destination image, management of natural resources that promote ecotourism, and other principles that support sustainable tourism in Kenya. It also proposes the profiling of guides in Kenya according to their specialty relating as guides by Kenya Vision 2030 tourism pillar.

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APPENDICES

Appendix I: Questionnaire

Kabii Francis, a lecturer at Kenya Utalii College is conducting some study to analyze FACTORS THAT INFLUENCE TOUR GUIDE'S JOB PERFORMANCE IN KENYA. You have been selected to participate in this research. The information given shall be kept confidential and used only to make a recommendation to employers and tourism stakeholders. Please complete all questions in the space provided. Please tick the appropriate place.

PERSONAL PROFILE						
i.	Your gender			Male	Female	
ii.	Marital status		Married	Single	Others	
iii.	Your highest education level		Primary	Secondary	University	
iv.	Your highest level of professional training		Certificate	Diploma	Degree	
v.	How Were You Trained as a Guide	On Job	College	University	Other(Specify)	
vi.	Nature of Employment	Self	Permanent	Contract	Freelance	
vii.	How many years have you worked as a guide	Less than 5 Year	5 To 10 Year	10 To 15 Year	Over 15year	
viii.	What is your current salary including benefits in Kenya shillings	Less Than 20,000	21,000 To 40, 000	40,000 To 60,000	Over 60,000	
ix.	Are you satisfied with your guiding job			Yes	No	

x.	Are you a member of any tour guide association	Yes	No	
	If yes, give the name and location of your association			

1. Have you been trained as a guide in a training institution YES? NO
2. Are you satisfied with the way tour guide training is conducted in Kenya? YES
NO
3. How long did your training as a guide take? Less than 6 months 6 months to 12 months More than 2 year
4. Which of the following benefits do you get from your employer? Tick the correct boxes

BENEFITS FROM YOUR EMPLOYER		YES	NO
i.	My company supports my medical care		
ii.	I am Insured while on duty		
iii.	My company supports my retirement saving plans		
iv.	My company supports my Professional career development as a tour guide		
v.	My company gives me on job training regularly to improve my skills		
vi.	I am paid house allowance		
vii.	I am paid commuter/transport allowance		
viii.	My daily allowance while on safari is adequate		
	My company support me during the low season while I am not on duty		

- 3 To what extent do you agree/disagree with the statements given below? Tick the correct box .1. Strongly Agree (SA) Agree. (A) Not Sure (NS) Disagree (DA) Strongly Disagree (SD)

JOB SATISFACTION STATEMENT		SA	A	NS	DA	SD
i.	My salary and benefits are good as compared to other employees in the company					
ii.	There is little chance of being promoted in this company					
iii.	Given another opportunity I would change my career as a guide					
iv.	I am consulted in planning itineraries and accommodation selection					

v.	My company appreciates the role I perform as a guide					
vi.	I have been allocated a comfortable office like other employees in the company.					
vii.	I am given the opportunity to give my opinion on visitors expectations					
viii.	I feel that my job is secure and I am proud of it					
ix.	My guiding job is able to support my family needs					
x.	I have the freedom to make suggestions and decision when guiding					

6. Please rate the level of importance of the benefits listed below in satisfying you as a guide. Very Important (VI), Important (I) Not Sure (NS), Not Important (NI) Not Important at All (NA)

	BENEFITS	VI	I	NS	NI	NA
i.	Medical care support					
ii.	Subsidized accommodation and meals given to the guides by lodges					
iii.	Insurance while on duty					
iv.	Support for retirement saving plans					
v.	The company supports my professional career development as a tour guide					
vi.	House allowance					
vii.	Commuter/transport allowance					
viii.	Having paid time off while off duty					
ix.	Involving the guide in determining the daily allowance during tour costing					
x.	Company support during the low season while I am not on duty					

7. Basing your response on your training as a tour guide, to what extent do you agree with the statements below. Strongly Agree (SA) Agree (A) Disagree (DA) Not Sure (NS), Strongly Disagree (SD)

	TOUR GUIDE TRAINING OPINION STATEMENT	S A	A	N S	D S	S D
i.	Tour guide course should have standard Curriculum and contents					
ii.	Tour guiding course should have both basic and advanced levels of training					
iii.	All tour guides should sit for an exam before licensing					

iv.	There should be a mechanism that monitors tour guides behavior while on duty					
v.	All tour guides should register with a professional association to work as a guide					
vi.	Guides should have a certificate that shows their area of specialization					
vii.	Training institutions offering tour guiding course should have qualified teachers					
viii.	Training Practical offered during the training are adequate					
ix.	The tour guide should be given a Professional ID and license before operating					
x.	Duration of the basic tour guiding course should uniform for all institution					

8. Which of the areas listed below do you feel you require more training in order to perform better as a guide? Answer YES OR NO. Tick the correct boxes

	AREAS THAT REQUIRE MORE TRAINING	YES	NO
i.	Knowledge of mammals and plants		
ii.	Knowledge of birds and insects		
iii.	Knowledge of tour planning and costing		
iv.	Knowledge of culture and history		
v.	Customer care and communication skills		
vi.	Knowledge of reptiles and marine ecology		
vii.	Computer Knowledge and skills		
viii.	Knowledge of eco-tourism and sustainable tourism		
ix.	At least one foreign languages		

9. How important are the following in enhancing tour guide performance? Tick the appropriate box using ; Very Important (VI), Important (I) Not Sure (NS), Not Important (NI) Not Important At All (NA). Tick the correct boxes

	Attribute	VI	I	NS	NI	NA
i.	Leadership and Interpersonal skills					
ii.	Interpretation and Customer Communication skill					
iii.	Computer and photography skills					
iv.	Tour management and foreign language					
v.	Vehicle maintenance and use of VHF radio					

vi.	Knowledge of mammals and birds					
vii.	Knowledge of insect and plants					
viii.	Knowledge of the history and culture of East Africa					
ix.	Knowledge of eco-tourism and Sustainable tourism principles					

How would you rate your performance of guides in the areas listed below? Very Good (VG) Good (G) Average (A) Poor (P) Very Poor (VP)

	ATTRIBUTE	VG	G	A	P	VP
i.	Leadership and Interpersonal skills					
ii.	Guiding and Interpretation skills					
iii.	Presentation and Computer skills					
iv.	Tour management and foreign language					
v.	Vehicle maintenance and good usage of VHF radios					
vi.	Knowledge of mammals and birds					
vii.	Knowledge of insect and plants					
viii.	Knowledge of the history and culture of East Africa					
ix.	Knowledge of eco-tourism and Sustainable tourism principles					

11. To what extent do you agree with the statements below about Tour guide Association Strongly Agree (SA) Agree (A) Disagree (DA) Not Sure (NS), Strongly Disagree (SD). Tick the correct boxes

	PROFESSIONAL ASSOCIATION	SA	A	NS	DA	SD
i.	Members benefit a lot from the joining guiding association.					
ii.	The association's advocates for members interest from all stakeholders					
iii.	The association is helpful to its members during licensing and acquisition of permits					
iv.	The criteria for admission should include both academic and professional qualification					
v.	There should be only one umbrella body representing all guides in Kenya					
vi.	Guides who are Members perform better than those who are not members of any association					

Give three things that you would like Tour Guide Associations to do to you in order to serve you better.

Please rate the importance of training in the areas given below for the betterment of your performance. Very Important (VI), Important (I) Not Sure (NS), Not Important (NI) Not Important At All (NA). Tick the correct boxes

		VI	I	NS	NI	NA
i.	Knowledge of mammals and plants					
ii.	Knowledge of birds and insects					
iii.	Knowledge of our planning and costing					
iv.	Knowledge of culture and history					
v.	Customer care and communication skills					
vi.	Knowledge of reptiles and marine ecology					
vii.	Computer Knowledge and skills					
viii.	Knowledge of-tourism and sustainable tourism					
ix.	At least one foreign languages					

14. Please list three major problems that affect your performances as a guide.

- a) _____
- b) _____
- c) _____

15. Which of the following mechanism would you recommend in order to improve the quality of services offered by tour guides? Answer yes or No. Tick the correct boxes

	METHODS TO IMPROVE GUIDING QUALITIES	YES	NO
i.	Licensing of tour guides before they start to work as a guide		
ii.	Licensing of guides according to their specialization before they start to guide		
iii.	Set minimum academic qualification for one to work as a guide		
iv.	Setting tour guides code of ethics to be followed by all performing guides		
v.	Ensuring that all guide has the basic tour guide Certification before practicing		

vi.	Punishing guides who break the tour guides code of ethic		
vii.	Registration of all practicing guides with a professional association		
viii.	The licensed guide should sign a code of ethics guideline manual to practice		
ix.	Have a mechanism for awarding guides who excel in their performance		
x.	Have a mechanism for Monitoring the performance of guides		

END

THANKS

To give back the questionnaire,

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Appendix II Interviews Guide

Interview Questions for FGDS

1. What are the factors that affect tour guides' performance in Kenya?
2. How would you rate tour guide knowledge on Kenya tourism product?
3. What would you recommend a tour guiding association to do in order to serve their members well?
4. How has been the relationship between guides and employers in terms of job benefits and motivation?
5. As a guide who has been guiding for more than 15 years, how do you think training affect guide performance
6. From your experience do you think guides are employed and remunerated according to their level of education and academic qualification?
7. What would you say is the level of job motivation and satisfaction of Kenya's guide?