

‘Never short of a smile’:
A Content Analysis of Travel Guidebooks

by

Sarah Quinlan

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AUTHOR'S DECLARATION

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

ABSTRACT

Guidebooks are argued to be significant elements of the tourism infrastructure (Koshar, 1998), influencing the perception of destinations and the travel practices of millions of tourists (Gilbert, 1999). Guidebooks have been depicted as mediators, interpreters, and communicators of place and people, yet the examination of these texts as part of tourism has received little attention in the academic literature. There are few studies focusing on what information guidebooks are presenting to tourists (Bhattacharyya, 1997; Lew, 1991; McGregor, 2000).

In pursuit of cultural, environmental, and leisure experiences, tourists are going all over the world and there is increasing concern over the economic, socio-cultural, and environmental impacts of this activity. Information on these impacts can be found in academic literature and government reports, but rarely is it presented to tourists.

The purpose of this study is to analyse and describe how travel guidebooks communicate information on socio-cultural, environmental, and other destination specific issues. The republic of Perú was the case study area for this research.

Destination data was collected through interviews with tourism representatives in Perú, Destination Management Organisation (DMO) website analysis, and participant observation. This data was analysed to provide a coding scheme for the current issues and impacts in Perú relating to tourism. This coding scheme was used to analyse the content of the most commonly used commercial guidebooks for Perú (*Lonely Planet, South American Handbook, Rough Guide*) to understand if and how guidebooks are addressing current issues in Perú tourism.

Qualitative content analysis of destination data resulted in 29 emergent categories which were evaluated based on theme distributions (socio-cultural, environmental, and other) and source information. Categories were grouped based on importance values to allow for further examination of the main issues and impacts involved in Perú tourism.

Qualitative analysis of guidebook content resulted in 4 additional categories for a total of 33 items. This was followed by quantitative analysis of guidebook content to better understand theme distributions, statement types, marketing communication types, and relationships with original category intentions. Guidebook content was organised into groups based on importance values and compared with the importance groups found in the destination data to determine differences in category relevance.

The implications of this research in presenting information to tourists are discussed in terms of their relevance to socio-cultural and environmental interpretation, marketing and communication theory, and responsible tourism. Similarities and differences found in comparing destination and guidebook data are examined. Findings and discussions based on this research indicate that the role of the guidebook is multi-dimensional. These texts, juxtaposed between host and guest, mediate and interpret ecological, cultural, and social information. Findings of this research suggest that though guidebooks are involved in persuasive messaging which raises issues of power and representation, guidebooks are the only popular tourist information source in Perú attempting to influence tourists to reduce cultural and environmental impacts. This discussion is followed by suggestions for future research in this area.

Key words: Tourist information, Guidebooks, Perú, Responsible Tourism, Marketing messages, Content analysis.

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DEDICATION

I would like to dedicate this work to my grandparents, with the hope that someday we will inherit their greatness...

To Mary (Roche) Quinlan for her generosity and affirmations of delight,
To John Quinlan for his compassion and everlasting pursuit of knowledge,
To Elizabeth (Ego) Summerhayes for her creativity, humanity, and grace,
To Lloyd Summerhayes for his tenacity and adventurous spirit.

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1.0 INTRODUCTION

In the United Kingdom alone, over 7.5 million travel literature titles were purchased and circulated in 2002 (Mansfield, 2003). Due to the sheer number of these texts and their availability to a global audience, it is important to question and research the role that travel literature texts, such as guidebooks, play in tourism.

“Peruvians are politically passionate, warm and hospitable, soccer-crazy, unshakably patriotic but highly critical of their political leaders, energetic, never short of a smile, curious, very talkative, entrepreneurial and hardworking.” (*Lonely Planet*, 2004, 32)¹

This is how a guidebook describes Peruvian culture to travellers. These socio-cultural and environmental comments are the introduction that guidebooks present on Perú. In examining these comments, what are guidebooks communicating about destinations? Are they simply introducing the destination or is there something more? How are guidebooks addressing cultural and environmental issues?

Tourism has become a widespread human pastime and a significant component of our modern lives (Smith & Brent, 2001). In pursuit of cultural and environmental experiences, people are travelling all over the world and there is increasing concern over the economic, socio-cultural, and environmental impacts of this activity. The negative impacts of tourists are often referred to when discussing tourism development, however tourism management and mitigation plans rarely includes consideration of improving tourist behaviour (Moscardo, 1996). Responsible tourism is starting to become part of tourism discussions, as non-government organisations are expanding research and public awareness. The United Nations has recognised a Global Code of Ethics for Tourism which addresses principles of responsible

¹ Lonely Planet: Perú quotations can be found in Reference Chapter under Rachowiecki & Beech, 2004.

behaviour for the tourist and the industry (WTO, 2003). However, the question remains as to how socially and environmentally responsible tourism information is conveyed to tourists.

Tourism literature, such as guidebooks, may be an important source in forwarding responsible socio-cultural and environmental principles.

1.1 Statement of Problem

Attempts to examine and measure the effect of the tourism industry worldwide are underway. In 2004, the broader travel and tourism economy accounted for 10.4% of the global gross domestic product (GDP) and more than 214 million jobs (WTTC, 2005). Tourism growth rates in developing countries are now exceeding those of developed countries, with this industry becoming one of the most important earners of foreign currency for developing regions (Cleverdon & Kalish, 2000). Accompanying the realisation of the impact and growth of this industry, has been increasing research interest in tourism studies, but little research has been conducted on the relationship between guidebooks and tourism. Guidebooks are argued to be significant elements of the tourism infrastructure (Koshar, 1998), influencing the perception of destinations and the travel practices of millions of tourists (Gilbert, 1999). Guidebooks have been depicted as mediators, interpreters, and communicators of place and people, yet there are few studies focusing on what information guidebooks are presenting to tourists (Bhattacharyya, 1997; Lew, 1991; McGregor, 2000). Studies of how guidebooks interpret socio-cultural and environmental information on a destination are especially scarce.

1.2 Purpose of Study

Tourism impacts destinations economically, socially, culturally, and environmentally. Information on these impacts can be found in academic literature and government reports, but

rarely is it presented to tourists. Behavioural theory argues that knowledge of an issue may be a precursor to action or behavioural change (see section 2.1.2 *Visitor Management and Behavioural Theory*). Presentation of information on culturally and environmentally responsible tourism may influence tourist attitudes and lead to an improvement in visitor behaviour, thereby reducing the negative impacts of tourists at a destination. A conceptual diagram of this research is presented in figure 1.1. This diagram presents the relationship between tourist impacts, tourist information, and tourist knowledge and attitudes. The purpose of this study is to analyse and describe how travel guidebooks communicate information on socio-cultural, environmental, and other destination specific issues. The researcher² will investigate the linkages of information between the tourist impacts and concerns and the travel guidebook information on these issues. Research relating to the influence of guidebook information on tourist knowledge and attitudes, and the influence of these attitudes on behaviour is beyond the scope of this project due to time and financial constraints. It is hoped that this investigation into some aspects of the conceptual framework will encourage future study in this area, allowing for a better understanding of the model as a whole and the relationships between impacts, information, and attitudes/behaviours.

Destination data was collected through interviews with tourism representatives, Destination Management Organisation (DMO) website analysis, and participant observation. This data was analysed and provided a coding scheme on the current issues and impacts in Perú relating to tourism. This coding scheme was used to analyse the content of the most commonly used commercial guidebooks for Perú to understand if and how guidebooks are addressing current issues in Perú tourism.

² I will refer to myself as the researcher within the thesis.

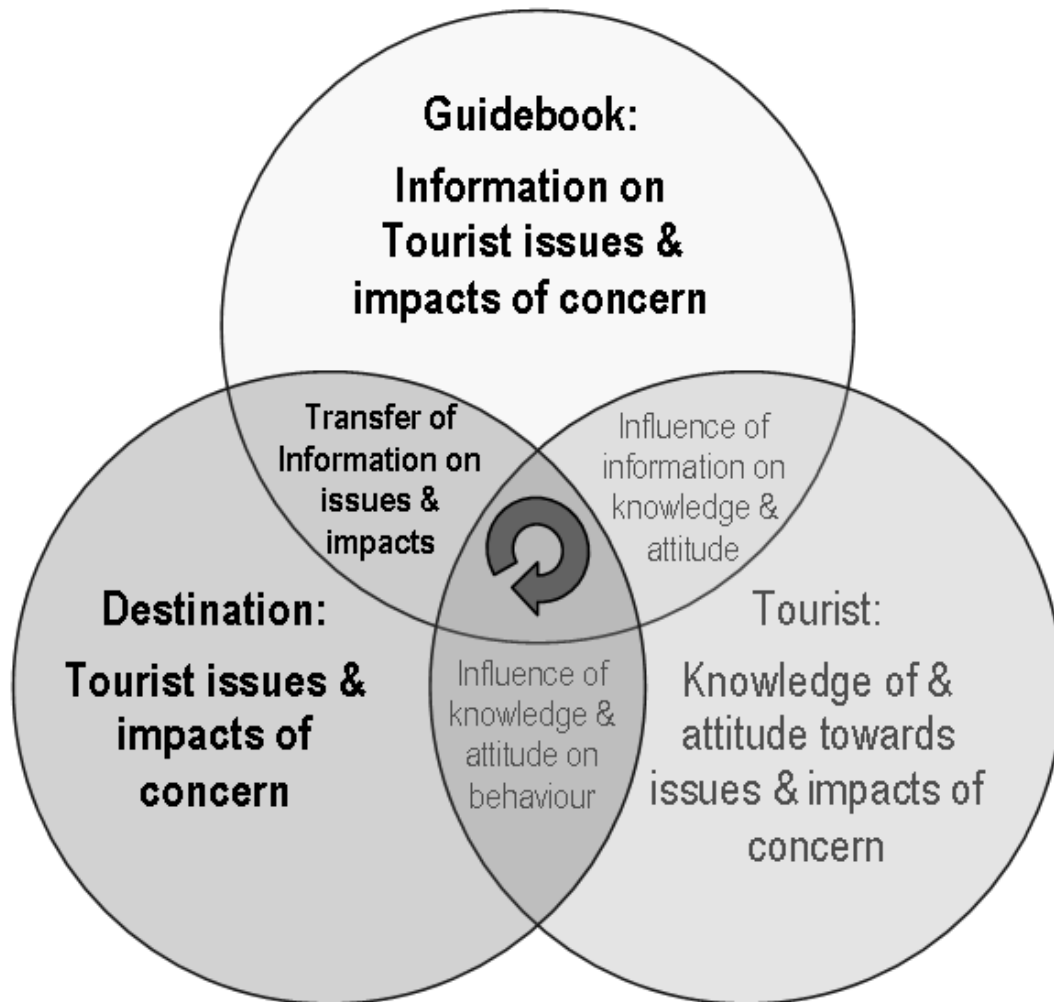


Figure 1.1. The conceptual framework outlining the relationship between tourist impacts, guidebook information, and tourist knowledge/attitude. (This study will explore part of this relationship, excluding those areas which are not bolded).

1.2.1 Goals and Objectives of Study

The goal of this study is to better understand and describe the role of travel guidebooks in presenting socio-cultural information, environmental information, and specific destination concerns to tourists. There are three objectives which address this goal.

The first objective is to generate a list of destination categories on current tourism issues such as tourist impacts, negative and positive tourist behaviours, and important information that tourists should know. This objective is met through content analysis of Perú's official

tourism website, participant observation notes, and through qualitative semi-structured interviews with tourism representatives in Perú. The second objective is to analyse the content of English guidebooks on Perú. Content analysis is undertaken on several of the most commonly used English language commercial guidebooks (*Lonely Planet: Perú, The Rough Guide to Perú, South American Handbook 2005*) as determined by a government initiated tourist survey (see PromPerú, 2003). The third objective is to determine if and how guidebooks address the current tourist issues in Perú. Content analysis results from the guidebooks are compared to the list of destination data categories to better understand how guidebook information addresses socio-cultural, environmental, and other destination specific issues.

1.2.2 Research Question

This study evaluates the role of travel guidebooks for a specific tourist destination: the nation of Perú. The research is based on the following question: What socio-cultural, environmental, and other destination issues are presented to tourists through travel guidebooks and how are these issues communicated?

Stemming from this research question are several sub questions that should be addressed:

1. What are the socio-cultural and environmental issues involved in tourism in Perú?
2. Are there other tourist specific issues of concern in Perú tourism?
3. How do guidebooks address social, cultural, environmental, and other tourist information?
4. Do guidebooks provide direction for culturally and ecologically sensitive behaviour?
5. Are guidebooks a source of responsible tourism information?

1.3 Definition of Terms

To provide a clear understanding of the central phenomenon of this study, it is important to outline general working definitions or understandings of major terms (Creswell, 2003). Travel literature can encompass a wide variety of genres. In this study the focus is on *travel guidebooks* and for the purposes of this research these are commercial travel books, not published by tourist bureaus or government agencies, which aim to present objective authoritative information on important attractions at a destination and details which allow for independent travel.

The terms traveller and tourist are used interchangeably in this thesis. The researcher recognises that there are differences in tourist types in terms of travel behaviour and decision-making; however distinguishing these differences in terms are not applicable in this research.

In this thesis, the terms developing nations and developed nations are used. These concepts relate to political, ideological, and economic criteria (Mason, 1997). Developing countries mainly include nations in Latin America, the Caribbean, Africa, the Middle East, Asia and Oceania (excluding Australia and New Zealand). These nations have a common history, having been colonized either politically or economically by developed nations (Mason, 1997). Developed nations tend to include countries found in North America and Europe. It is also important to note that tourist-generating countries tend to be developed nations.

2.0 LITERATURE REVIEW

2.1 Tourism

Tourism is professed to be the largest migration in human history with millions of visitors arriving and departing destinations annually throughout the world (Manning, 1998). Tourism is generally thought of as a leisure activity involving the geographical movement of people, to destinations which are not places of residence or work, and where the people have intentions to return home after a relatively brief period of time (Urry, 2002). However, for the purposes of this study, tourism is defined using the comprehensive definition provided by the Encyclopaedia of Tourism (Jafari, 2000):

Tourism is defined as the study of man [sic] (the tourist) away from his [sic] usual habitat, of the touristic apparatus and networks responding to his [sic] various needs, and of the ordinary (where the tourist is coming from) and nonordinary (where the tourist goes to) worlds and their dialectic relationships.

The beginnings of modern tourism were established by the Grand Tour, near the end of the 17th century when the sons of gentry and aristocracy, mainly in Europe, were encouraged to travel for scholastic purposes (Urry, 2002). After World War II, tourism began to grow rapidly, with mass tourism beginning in the 1970s (Smith, 2001a; Smith & Brent, 2001). In the last 50 years, international tourist arrivals have risen dramatically, from 25 million arrivals in 1950 to an estimated 760 million arrivals in 2004 (Smith & Brent, 2001; WTO, 2005).

As a global industry, tourism is now one of the world's largest employers, directly or indirectly providing work for 214 million people and comprising 10.4% (\$4,217.7 billion) of the global gross domestic product (WTTC, 2005). However, the importance of tourism goes beyond its economic impact.

Tourism has become a widespread human pastime and a significant component of our modern lives (Smith & Brent, 2001). The act of travel has been argued to be one of the most important elements in shaping our perceptions of places (Norton, 1996). Tourism allows for direct geographical and cultural experiences, providing an opportunity for the tourist to better understand countries, societies, and environments. Tourism development has impacted tourist-receiving destinations economically, socio-culturally, and environmentally (Sasidharan, Sirakaya & Derstetter, 2002). Impacts vary by destination; however the importance of studying tourism impacts on developing nations is evident, as the resources for tourism management and negative impact mitigation are more limited (Sasidharan et al., 2002).

2.1.1 Tourism Impacts in Developing Countries

Tourism growth is increasing in developing countries and is now recognised as the most important earner of foreign currency (Cleverdon & Kalish, 2000). Many developing countries focus on tourism as a way to generate employment, increase income, and diversify the local economy (Gossling, 2003). Tourism is seen as a way to integrate remote areas into the world economy, and if managed properly, it allows for the transfer of capital resources from developed to developing nations (Gossling, 2003). However, increasing inflows of tourists from developed countries has intensified the negative impacts associated with tourism in developing regions (Sasidharan et al., 2002). Socio-cultural and environmental impacts in terms of exploitation and degradation are a major concern as tourists flock to sensitive natural and cultural areas. Krippendorf (1987) argues that when people are on vacation, they are free from the constraints of everyday life. Therefore behaviour can become unusual, irresponsible, and egoistic as the tourist seeks to satisfy recreational goals. This unrestrained behaviour can lead to negative impacts, mainly out of ignorance about the local culture and environment.

Research suggests that though more fortunate members of society may benefit economically from tourism development, this prosperity is not extending to the poor areas and rural societies whose culture and resources are vulnerable to economic dependency and social inequity (Cleverdon & Kalish, 2000). Impacts of tourism can be classified into three major categories; economic, environmental/physical, and socio-cultural.

Economic impacts of tourism include positive aspects such as the redistribution of currency from guest nation to host nation, the increase in service industry employment, economic diversification, and the improvement of infrastructure such as roads, sewage, and airports (Sasidharan et al., 2002; Smith, 2001b). Though the increase in tourism employment is seen as one of tourism's benefits, tourism can undermine pre-existing agricultural, industrial, and traditional activities by encouraging the abandonment of other traditional resources and drawing that labour force into the tourism sector (Gossling, 2003; Urry, 2002). However, Urry (2002) argues that in some cases, tourism helps to preserve certain employment activities (such as farming) by turning the activity and the labourers into a social attraction for visitors. Negative economic impacts include seasonality of demand, economic leakage, and cost of security measures (Smith, 2001b).

Physical or environmental impacts of tourism can be both positive and negative. Interest in tourism products such as national parks or protected areas and megaf flora/megafauna (larger or well known plants and animals) often leads to conservation (Smith 2001b). Smith also outlined other positive impacts of tourism including the establishment of environmental standards, awareness of natural resource use, and the establishment of land use limits and protection policies. Pagdin (1995) studied the impacts of tourism in Nepal and noted that individual tourists have very little effect on the natural environment due to their participation in low

impact activities such as relaxation, biking, and shopping. Pagdin argues that negative physical and environmental impacts are largely due to tourism developments such as hotels, resorts, and other amenities.

Roggenbuck (1992) concluded that recreational use of natural areas can result in significant environmental impacts. Some species of flora and fauna are more susceptible to human activity, and therefore the presence of tourists in a natural area can lead to a decrease in species composition as sensitive species retreat to other areas or die out. Use of trails, parks, and campsites effects soil composition, as human movement compacts the soil and grinds down the organic layer resulting in a reduction of water and air filtration, increasing runoff, erosion, and exposing tree roots. The presence of people in wildlife areas can inhibit animal behaviour as tourists encroach on birthing grounds, waterholes, or migration paths. Litter in natural areas can attract animals and lead to changes in eating habits, causing nutritional problems and visitor-wildlife conflicts if the individual animals become too familiar with human presence. Removal of wood for fires reduces habitat for decomposers, which are a main food source for avian and other species.

Sasidharan et al. (2002) argue that the scarcity of resources faced by most developing nations leaves them vulnerable to tourism development activity. Resources such as water and electricity may be reserved for tourist areas, resulting in a decrease of natural resources for the local community. Other negative environmental impacts of tourism on developing nations include water and land pollution, the loss of wildlife, the loss of natural areas due to development, and the overuse of natural habitat by visitors leading to degradation of ecosystems, habitat fragmentation, and the introduction of non-native species (Sasidharan et al., 2002; Smith, 2001b).

Socio-cultural impacts of tourism are difficult to measure as they are based on a wide range of factors (Urry, 2002) which cannot be readily isolated from other influences such as pre-tourism social problems, globalisation, and modernisation (Pagdin, 1995; UNESCO, 1976). There are social benefits that tourism can bring to an area to offset social costs; however even these benefits have been seen as questionable (UNESCO, 1976). Positive impacts include the broadening of social perspectives, the increased interest in heritage, and greater appreciation of ethnic identity (Smith 2001b). Researchers have found that in some cases in developing nations, tourism has helped to revive or preserve customs and practices such as traditional dance and craft making that otherwise may have vanished (Ingles, 2001; Pagdin, 1995; Xie, 2003). Sites of cultural value such as religious buildings and archaeological monuments may be preserved due to their economic value as a tourist attraction (UNESCO, 1976). However, the social and cultural costs of tourism are in need of examination.

Tourism has been associated with the erosion of traditional values and changes in lifestyle, behaviour, appearance, and social structure (Pagdin, 1995; Pennington-Gray & Thapa, 2004). Demands on the host society to meet western standards for tourist accommodation, restaurants, and services can impact relations between hosts and guests (Urry, 2002), creating stress if demands do not coincide with the host society's social routines and values. Research suggests that greater differences between host and guest cultures lead to more prominent socio-cultural impacts (Pennington-Gray & Thapa, 2004). When tourists from developed nations visit developing nations or regions, the differences in social behaviour and economic resources between the visitors and the hosts can reinforce inequalities in income and leisure time (Urry, 2002).

Approximately 51% of international visitors to Perú, the case study area for this research, are from developed nations (based on data from MINCETUR, 2005). Other negative impacts of tourism in developing regions include the loss of cultural identity, the commodification of culture, the deterioration of heritage and cultural sites due to overuse, and the expansion of western multinational influences, sometimes referred to as Coca-colaisation or McDonaldisation (Sasidharan et al., 2002; Smith, 2001b).

In many cases, the destination and the destination's tourism industries are seen as the responsible agents in the management and mitigation of negative economic, socio-cultural, and environmental impacts, though some onus does fall on the individual tourist. Most destinations do not screen their incoming visitors to prevent irresponsible individuals from entering the area; instead they must hope that the individuals will behave according to legal, social, and environmental custom so as to limit adverse impacts. The question remains as to how tourists learn these customs. How can we teach tourists to be good guests, encouraging responsible behaviour in tourist destinations?

2.1.2 Visitor Management and Behavioural Theory

There are four main strategies that are used to achieve visitor management goals. Physical management controls visitor access to resources (Orams, 1996). Regulatory management strategies are rules and regulations put in place to provide for visitor safety and to enforce the protection of resources (Kuo, 2002; Orams, 1996). Economic management uses pricing (such as fees and fines) as an incentive in modifying visitor behaviour (Kuo, 2002; Orams, 1996). Physical, regulatory and economic strategies are deemed hard visitor management strategies due to their emphasis on restriction (Kuo, 2002). Educational management strategies, or soft visitor management strategies, are least common and are used to try and reduce inappropriate

behaviour through interpretation aimed at increasing visitor understanding and appreciation of appropriate behaviours (Orams, 1996).

Interest in soft visitor management strategies has been increasing in terms of how to use learning and behaviour models to produce positive visitor behaviour change or to reduce incidences of inappropriate behaviour. This strategy in tourism literature could be seen as a tool in promoting responsible behaviour in tourism.

The framework that links learning to behaviour has been studied in behavioural psychology and environmental education, and is based on the assumption that increasing knowledge leads to attitude change, which modifies behaviour (Orams, 1994). However, this relationship has been found to be much more complex, involving numerous other factors which influence knowledge-attitude-behaviour models (Hines, Hungerford & Tomera, 1986/87; Orams, 1994). The complexities of behavioural change relationships are beyond the scope of this thesis; however, the application of various findings on the factors which can lead to increases in responsible behaviour are important in understanding how to provide tourists with an ethical code of conduct.

Tourist behaviour management relates to codes of conduct for visitors which will foster a sense of responsibility for natural resource protection and cultural awareness (Kuo, 2002). The goal is to move towards a long-term change in visitor behaviour which will minimize negative impacts and even promote actions which will directly contribute to conservation and protection efforts (Orams, 1996).

Providing knowledge of important issues and outlining action strategies can increase the likelihood of appropriate visitor conduct (Orams, 1994). Hines et al. (1986/87) conducted a meta-analysis of studies on responsible environmental behaviour and found that knowledge of

a problem was a prerequisite to action as individuals with greater knowledge of environmental issues and action strategies reported a greater likelihood of engaging in responsible behaviours. The authors also found that people who believed that they had an ability to bring about change (internal locus of control) were more likely to engage in responsible environmental behaviour than those with a more external locus of control. Providing knowledge of important issues, outlining action strategies, fostering a sense of personal responsibility, and providing opportunities for individuals to support change (creating a more internal locus of control) can increase the likelihood of more appropriate visitor conduct (Orams, 1994). Reinforcing appropriate behaviours, through verbal recognition, or incentives (coupons, postcards) can also impact the learning process and long-term behaviour patterns through conditioning.

The message itself can be an effective agent of change. Cognitive learning, which has become a supported view of learning and knowledge accumulation, relates to how people make decisions about conduct using memories and environmental information (Orams, 1994). Cognitive theory involves concepts of dissonance and consonance where information is processed and that which contradicts a person's current belief or behaviour causes psychological discomfort, and can motivate behavioural change to reduce the dissonance, achieving consonance (Orams, 1994). In developing environmental interpretation programmes, managers need to apply relevant learning theories and use critical educational components. The presentation of information which contradicts inappropriate cultural or environmental attitudes will create cognitive dissonance encouraging change.

The problems associated with tourism interpretation are mainly due to the environment in which these are presented. Tourists are visiting sites for interest, leisure, and relaxation. They do not have to participate in interpretation programmes if they do not want to (Ham, 1992).

The challenge in providing interesting and relevant interpretation to tourists is that they are not a homogenous group. Oliver (1992) and Orams (1996) argue that the “visitor” or target group can be diverse in attitude and interest, vary in age, of different nationalities, and from differing socio-economic backgrounds (visitor typologies will be explored further in section 2.2 *Travel Guidebooks*). Therefore, specifying communication strategies and meeting the interpretation needs of each potential tourist is a difficult task.

2.1.3 Tourism Marketing and Communication Theory

Marketing is a management process which involves researching a target market’s needs, wants, or desires to more effectively and efficiently delivery customer satisfaction (Kotler, Armstrong, & Cunningham, 1999). This definition refers to pure marketing, as the marketer’s only goal is to satisfy customers (Havitz, 2000). Marketing includes several management strategies focusing on satisfying customers, including elements of the marketing mix. A marketing mix involves four areas which grow together to respond to the needs and wants of a target market (Morgan, 1996; Peter & Olson, 2002). These four areas are product or programme, place or distribution, price, and promotion.

A product or programme is what is offered, including the goods, services, destinations, ideas or attributes that satisfy customer wants. In consumer marketing, distribution relates to how, when, and where to provide the product or service to the target market. In terms of tourism, distribution encompasses channels of information relating to how customers can find out more details about an area, make bookings, and travel to the destination. Pricing is the cost or exchange of resources for the service or product offered. The promotional element is the exchange of information or communication about the product, price, and distribution to the target market (Morgan, 1996; Peter & Olson, 2002).

There are several variations of marketing. Societal marketing is similar to pure marketing as it involves the delivery of customer satisfaction, however it differs in that societal marketing attempts to offer a product or service in a way which maintains or improves the individual's and society's well-being (Kotler et al., 1999). Social marketing takes this further by adapting traditional marketing tools and techniques to advance social causes or promote social change (Ahmed, 1984; Dinan & Sargeant, 2000). Kotler et al. (1999, 270) define social marketing as "The creation and implementation of programs seeking to increase the acceptability of a social idea, cause, or practice within a targeted group". All marketing theories use communication strategies in promotion plans.

2.1.3.1 Communication in Marketing

How tourist destinations are marketed and communicated has been the subject of much discussion in the academic literature. The objectives of marketing communication can be grouped into three categories; inform, persuade, and remind (Kotler et al., 1988; Johnson-Tew, 2000). Inform objectives include giving basic information about a product or service such as what it is, where it is, and pricing. Persuasive communication encourages demand or customer preferences for a particular product or service. Persuasive techniques are also used when the objective is to change perceptions or behaviours. Reminders are seen as repeated information to keep customers thinking about products or services.

Persuasive messages can have several elements, including rational, emotional, and moral appeals (Kotler et al., 1988; Kotler, Roberto, & Lee, 2002). Rational elements are the straightforward information and facts in messages, whereas emotional elements focus on eliciting negative or positive feelings which motivate consumers. It has been found that emotional messages using humour are effective in social causes if they are not addressing complex issues or repeated too frequently. Emotional appeals using fear are most persuasive

when accompanied by solutions or actions. This point is reiterated by Stiff (1994), who argues that persuasive appeals must contain information or actions which will alleviate the direct or indirect threat in messages. Moral elements are used to appeal to an audience's sense of right and wrong and can be used to support social or environmental causes.

Tourism information sources, such as guidebooks, employ several of these communication objectives. Information sources inform tourists about services provided at destinations including transportation, accommodation, food and beverage, etc. Tourism literature can also function as educative tools, improving tourist understanding of a destination through the provision of information on culture, environment, history, attractions, and services available. Statements in the tourism literature can also persuade tourists by helping to direct them to certain areas, or by keeping them away from other areas through the sharing of positive/negative opinions about what should be done at a destination. In conveying information and messages to tourists, the credibility of the message deliverer is important.

2.1.3.2 Source credibility in marketing communication

Source credibility can affect the persuasiveness of marketing communication. Ajzen (1992) argues message receivers can make judgements about the position or argument in the message without a reasoning process. Therefore, messages by sources perceived as credible may simply be accepted. The perceived credibility of message sources has been argued to influence interpretation, perception, and response to information (Kerstetter, 2004). It has long been argued that messages coming from a highly credible source may be more persuasive than messages which come from a source which is seen as lacking credibility (Kerstetter, 2004; McKenzie-Mohr, 1994; O'Hara et al., 1991). Factors such as expertise, trustworthiness, and

likeability contribute to the credibility of sources (Kotler et al., 1988; O'Hara et al., 1991; Stiff, 1994).

Expertise is related to the authority of the source (Kotler et al., 1988). Using evidence or justification for any actions in messages can enhance credibility (Reynolds & Reynolds, 2002). If the message source is perceived as having a high level of expertise or knowledge on the subject area, the message is more persuasive than if the message source has a lower level of expertise (O'Hara et al., 1991). The trustworthiness of the source is linked to the objectivism or appearance of honesty in messages (Kotler et al., 1988). Sources perceived as trustworthy are more persuasive than untrustworthy sources (O'Hara et al., 1991). Likeability is the attractiveness of the source or the degree to which the source is liked by the message receiver (Kotler et al., 1988). Sources which are liked by a target audience (due to use of humour, personable writing, or openness) are more persuasive than non-likable sources, though likeability has been found to be secondary to the effects of source expertise and trustworthiness (O'Hara et al., 1991). Practitioners and marketing researchers have long argued that establishing personal connections between the message source and message receiver leads to more effective persuasion (Stiff, 1994).

In tourism, it has been found that individuals perceive official sources, such as government or guidebooks, as more credible than unofficial sources (see Nolan, 1976 in Kerstetter, 2004). Therefore, information provided by credible sources, including travel agencies, tourism websites, tour guides, and travel guidebooks, should be assessed to understand what messages are being given to tourists. Lew (1991) suggests that guidebooks are given a higher value and perceived to be more reliable than other travel literature as they are not promotional or given away by tourist bureaus. Therefore, how information is presented and what information is

communicated in guidebooks can have a significant impact on how tourists understand a place and its people.

2.2 Travel Guidebooks

Travel guidebooks are significant elements of tourism infrastructure (Koshar, 1998), presenting a portrait of destinations through the communication of place (Bhattacharyya, 1997). Guidebooks are designed to facilitate independent travel by providing practical information on accommodation, transportation, attractions, and cuisine at a destination (Ellerby & Butler, n.d.). Most guidebooks also include information on the area's history, geography and culture. The travel guidebook has been part of tourism ever since people began travelling for leisure (Otness, 1993).

The modern guidebook dates back to the middle of the 19th century, when guidebooks began to provide maps, advice, details of attractions, and suggestions for itineraries (Gilbert, 1999). These guidebooks were seen as the beginning of the modern guidebook due to their stress on objectivity, the absence of author recognition, reduction in size for portability, and the adoption of an authoritative tone of instruction (Allen, 1996; Gilbert, 1999). One of the first of these modern guidebooks, the *Hand-book for Travellers on the Continent*, assured its readers that the information in the guidebook was written by those who had travelled or those who had sought the advice of travellers (Allen, 1996). The *Hand-book* was presented as a dictionary of destinations, giving places a definable and describable identity (Allen, 1996). The *Hand-book* provided its reader with physical orientation through mapping, and temporal orientation through the suggestion of routes and schedules (Allen, 1996), and this continues today.

It has been argued that individual tourist decisions are becoming more dependent on the opinions of travel writers (Santos, 2004). Pacific Rim Press stated that the guidebook industry

is the fastest growing sector of trade publishing (Handley, 1989). Travel guidebooks are essential elements for the independent traveller, with guidebook publishers such as Tony Wheeler (the co-founder of the *Lonely Planet* series) being named one of the people most responsible for influencing the way we travel (Gluckman, 1999). The *Lonely Planet* series, as well as many other guidebook publications, offer up-to-date maps, travel recommendations, advice on where to stay, advice on how to interact with local people, and information on the culture, society, environment, religion, history, and language of a destination for a price which is around \$25 CAN (Otness, 1993). Guidebooks serve two main functions, which are to explain the important attractions at a destination and to provide details which allow for travel to be convenient and enjoyable (“Friendly, at long last, to Foreigners”, 1998).

Good guidebooks have been described as tools which build bridges between tourists and hosts by balancing practical information with details on a destinations historical, social, political, and cultural situation (“Friendly, at long last, to Foreigners”, 1998). Guidebook series are usually directed towards a specific tourist segment based on demographics and motivations for travel, helping to match a tourist group with the attractions that meet their interests (Lew, 1991). Tourists have been segmented by motivations, behaviours, trip types, and other variables (McGregor, 2000). Cohen (1972) proposed four tourist types. The organised mass tourist is an individual who relies mainly on package tours, has a fixed itinerary in advance, makes few decisions, and seeks familiarity in services. The individual mass tourist differs from the organised mass tourist in that the individual’s itinerary is not entirely pre-planned, though major arrangements are generally done through tour agencies. The individual mass tourist is still interested in familiarity, but does seek some novel experiences. The explorer is a tourist who does all the travel arrangements and makes all itinerary decisions. This individual is

interested in novel experiences but does not completely immerse him or herself in the host society. The final category is the drifter, which is a type of tourist who is not interested in ordinary touristic experiences. This individual has no itinerary or travel goals outside of novelty, aiming to immerse him or herself in the host society and culture. Variations of Cohen's tourist typologies based on novelty and familiarity can be seen in other segmentation studies (see Jiang, Havitz & O'Brien, 2000; Krebs, 2004; Mo, Howard & Havitz, 1993; Snepenger, 1987). These segmentations studies are important as they provide information on target markets of tourism products, such as guidebooks.

2.2.1 The Travel Guidebook Market

Markets for all products are segmented based on behaviour, characteristics, wants, and needs of customers (Sarigöllü & Huang, 2005). Guidebooks are mainly marketed to the independent traveller market segment which can be related to Cohen's independent mass tourist and explorer tourist typologies as organised mass tourists would not need guidebooks for pre-planned trips and drifters would most likely avoid anything which is associated with the tourism industry, including guidebooks. Otness (1993) argues that guidebooks have in fact facilitated independent travelling, providing for a wide range of accommodation, transportation, and tourist attraction choices. The continuing growth of independent travel and the relative decline of package tourism is becoming an international trend, making independent travel an important sector of worldwide tourism (Hyde & Lawson, 2003). Independent travel is defined by flexibility in itineraries and some freedom of decision as to where a tourist chooses to travel at a destination. In 1989, independent travel accounted for approximately 78% of British tourists overseas, 72% of French tourists, and 58% of German tourists (Hyde & Lawson, 2003). Backpacking is one subset of the independent tourism market. This sector is

usually characterised by prolonged self-organised travel to multiple destinations with a flexible itinerary (Sørensen, 2003). Despite the travel type, backpacker or otherwise, Hyde and Lawson (2003) argue that long distance travel to unfamiliar destinations increases the likelihood of using destination-specific information sources such as travel guidebooks.

2.2.2 Travel Information Sources

The consultation of various sources of information on a destination can be done prior to making travel decisions, during the planning stage of the trip, or during the trip itself. The primary motive for consulting information sources in travel planning is to augment the quality of the tourist experience (Fodness & Murray, 1997). It is important to recognise that, to formulate plans and make travel decisions, tourists make use of a wide variety of information sources.

The main travel information sources outlined in academic literature include communication with friends and family, brochures, destination sponsored guides, travel agents, tour operators, media (such as television programmes and advertising), travel guidebooks, and the internet.

Hyde & Lawson (2003) have stated that personal communication with friends, relatives, and other travellers is an important source of information for most decision making in tourism. However, the relative significance of these sources fluctuates with context and over time. The importance of personal communication was reinforced by Money and Crofts (2003) who surveyed overseas visitors to the United States. These researchers found that communication with friends and family was a popular source of information along with travel agencies and tour operators. Japanese visitors rated information from friends as the most important source triggering interest in visiting Alaska (Milner et al., 2000). A survey of Swiss travellers revealed that 47% rated friends and relatives as an important information source and 39% rated local

brochures as important or very important (Bieger & Laesser, 2001). In other research, the internet was deemed the most important information source by winter tourists to Banff National Park, British Columbia (Krebs, 2004). However, only 5% of Swiss travellers rated the internet as important for travel information (Bieger & Laesser, 2001).

Brochures are also an important information source. Travel guidebooks, like brochures, have functional and symbolic elements (Lew, 1991) and can therefore be comparable in terms of their use and impact on tourists. However, brochures are unique due to their design, distribution, and marketing usage (Zhou, 1997). Studies on the impact of brochures have yielded mixed results. Zhou (1997) concluded that brochures exert a greater influence on travel decisions for those who have not visited a tourist destination previously. However, Young (1999) found that brochures had little influence on the appraisal of the Cape Tribulation area in north-eastern Australia. The interpretation of place meanings was based more on previous experiences, socio-cultural backgrounds of tourists, and personal preferences (Young, 1999).

Brochures are a form of promotional travel text which amplifies the exotic nature of destinations (Lew, 1991). Objective depictions of reality are not necessarily a goal of marketing brochures. Often marketing agencies selectively present images and texts to attract tourists, thereby distorting views of people and places (Young, 1999). Guidebooks are usually more accurate in terms of assessing a destination and in providing a more comprehensive view of the attractions and the society.

In determining the percentage of tourists using guidebooks, studies have yielded mixed results. Some research has suggested that guidebooks play a minimal role in information source research (see Beger & Laesser, 2001; Fodness & Murray, 1997) whereas others have found guidebooks to be the main source used in travel planning and decision-making (see

Hyde & Lawson, 2003; McGregor, 2000; Milner et al., 2000). This fluctuation in findings may be related to other variables such as the percentage of independent travellers at the destination, the travel motivation (novel experiences versus familiar experiences), and the characteristics of the destination. However, most studies did not indicate the motivations, destination characteristics, and tourist travel type (independent or package tour) in the results, therefore it is difficult to determine why travel guidebook use among tourists varies. Table 2.1 provides summary of guidebook usage found in the literature.

Travellers to unfamiliar destinations seem to rely more heavily on guidebooks. Japanese tourists visiting Alaska and international visitors in Indonesia show a high percentage of guidebook use. Visitors to New Zealand also report high guidebook usage. This may be related to the high percentage of independent travellers in New Zealand which are generally the target market for guidebook publications. A 2001-2002 New Zealand study found that 92% of British tourists, 90% of Australian tourists, and 75% of American tourists were independent travellers (Tourism New Zealand, 2002 in Hyde & Lawson, 2003).

Studies show that a higher percentage of novelty seekers (tourists seeking unfamiliar places and/or experiences) use guidebooks when compared to other tourists. Therefore guidebook use may be related to independent travel to unfamiliar destinations, which is generally done by those who seek novel experiences. This is evident in the segmentation study done by Krebs (2004) and in the discussion of visitors to New Zealand by Hyde and Lawson (2003). The presence and use of guidebooks by various tourist segments should be investigated further to better understand the role guidebooks play in tourism.

Table 2.1. Summary of research findings on guidebook usage as a tourist information source

<i>Source</i>	<i>Context</i>	<i>Conclusions</i>
Bieger and Laesser (2001)	Survey of Swiss travellers	24% of Swiss travellers indicated that travel guidebooks, books, and journals were important.
Fodness & Murray (1997)	Survey of out of state auto travellers to Florida	14.3% consulted travel guidebooks.
Hyde and Lawson (2003)	Survey of independent travellers in New Zealand	80% had read a travel guidebook before arrival. Results from this study indicated that tourists seeking novelty and exploration tend to use guidebooks as their information sources.
Krebs (2004)	Survey of winter and summer tourists in Banff National Park, British Columbia and survey of cruise ship tourists in the Caribbean	When planning a trip to Banff, 36.6% of winter tourists and 47.2% of summer tourists used guidebooks. 10% of cruise tourists relied on guidebooks in the planning stage. Krebs segmented tourists using the International Tourist Role (ITR) scale and found that 47% of novelty seekers (tourists seeking unfamiliar places and/or experiences) used guidebooks as information sources.
McGregor (2000)	Interviews with tourists in Tana Toraja, Indonesia	90% of tourists indicated that the two main sources of information influencing travel decisions were guidebooks and verbal communication with other travellers, friends, or relatives. 40% of travellers used guidebooks only, having consulted no other sources.
Milner et al. (2000)	Survey of Japanese visitors to Alaska during both summer and winter	Travel guidebooks were used by 67.5% of Japanese summer tourists and 62.1% of Japanese winter tourists as a resource in planning the trip.
PromPerú (2004)	Stratified sample survey of international tourists leaving Perú	59% of international visitors use guidebooks as their main source of information. Guidebook use rates were highest in European and North American tourists.
Snepenger (1990)	Survey of destination-naïve tourists (tourists unfamiliar with the destination) travelling in Alaska	37% of tourists used guidebooks and/or brochures as information sources.

2.3 Travel Guidebooks and Tourism

McGregor (2000) argues that guidebooks open up foreign destinations by providing information on their accessibility and attractiveness while also structuring the way we travel.

These texts provide tourists with a framework for interpreting their experiences at destinations (Bhattacharyya, 1997). Santos (2004) argues that travel writing combines fact, fiction, and marketing, decoding socio-cultural information in tourism. Text is thought to be a way of seeing, lenses for viewing the world (McGregor, 2000). Analysis of travel guidebooks has been done in the past because these texts construct perceptions of places for travellers, before they have travelled; therefore they provide an underlying ideology of destinations (Carter, 1998). Understanding the ways in which travel guidebooks influence travellers, through the tourist gaze, mediation, and interpretation, is essential in understanding the role these texts play in tourism.

2.3.1 The Tourist Gaze

The concept of a tourist gaze relates to the way tourists see their surroundings at a tourist destination. Tourist brochures and guidebooks are recognized as significant sources in the construction of the tourist gaze (Lee, 2001). The gaze is a term used to conceptualise the understanding of symbols and meanings, supported by the tourism industry, which lead to the development of a perspective or a way of seeing people, objects, and destinations (Jacobs, 2001). The construction of the tourist gaze is based on both tourism and non-tourism materials such as social experience and consciousness (Lee, 2001; Urry, 2002).

The tourist gaze is an organisation of the experience between guests and hosts or guests and host attractions including landscapes and townscapes (Urry, 2002). Tourist practices are located within structured social systems and signs, identifying the visual and experiential contrasts between home and 'Other'. Therefore, the tourist gaze is the way we see and experience people and places when we are tourists. This perception is grounded in the idea of social construction, where places are given meaning beyond their physical locations due to our

individual social and cultural experiences. Consequently, the tourist gaze varies between social groups and historical periods - there is no one gaze (Urry, 2002). This idea of multiple tourist gazes has been tested in cross-cultural studies. Lee (2001) found that Korean tourists had a unique gaze when compared to European tourists.

Though there is no single way of seeing places, Urry (2002) argues that the tourism industry services a mass tourist gaze, which characterises destinations to develop national or international interest. Tourist gaze is directed to attractions and scenery which can be captured visually by cameras and reproduced on postcards or in brochures allowing for the gaze to be objectified. Images in media perpetuate perceptions of places which are used by potential tourists in selecting destinations to visit. Repeated images and text regularise the tourist gaze, providing markers which indicate how, when, and where to see attractions, events, or experiences (Urry, 2002).

The tourist gaze involves both tourists and hosts in systematic social relationships which are organised by tourist professionals such as photographers, travel guidebook writers, tourist planners, etc (Urry, 2002). Guidebooks choose and describe objects to be gazed upon, building up anticipation and expectations in tourists before they visit the area (Lee, 2001; Urry, 2002). This construction of gaze through text provides a way of controlling travel experiences (Dann, 2003; McGregor, 2000). Guidebooks mark tourist attraction by naming them, providing details on their significance, and pointing them out geographically on maps. In this way, guidebooks shape the tourist's understanding of landscapes and townscape (Lew, 1991). This construction of gaze and experience relates to the provision of information for tourists, where the constructor of gaze mediates or interprets the destination for the visitor.

2.3.2 Mediator and Culture Broker

Only recently has there been interest in studying the ways in which destinations and their people are presented by culture brokers in tourism (Dann, 1996). Culture brokers function as mediators, presenting attractions, guiding visitors, organising interactions, and facilitating communication between host and guest (Dann, 1996; Pennington-Gray & Thapa, 2004). As a type of culture broker or mediator, guidebooks negotiate the relationship between tourists and destinations and between tourists and host populations (Bhattacharyya, 1997). Dann (2003) argues that culture brokers influence touristic movements through information, instruction, persuasion, advice, coercion, and interpretation.

Smith (2001a) describes culture brokers or cultural mediators as those who, through special circumstance, have been able to know, move, and live between two cultures. These mediators function as interpreters of culture, taking on a guiding role through instrumental leadership, interaction, and communication (Bhattacharyya, 1997; Smith, 2001a). Smith notes that culture brokers act as decision-makers who are responsible for the selection of cultural content and ethnic imagery.

Bhattacharyya (1997) analysed guidebook style and image representation and argues that these texts act as culture brokers, mediating interactions, presenting sites and attractions to tourists, and enabling visitors to access a variety of facilities and services. However, describing the disposition of people at the destination was criticised for being an evaluation of behaviour, reinforcing expectations of how local people should behave with tourists. Bhattacharyya goes on to argue that guidebooks also regulate interactions with tourist and local people. Examining the content of a guidebook on India, the author argues that the guidebook fails to generate interest in guest/host interactions outside tourist services. McGregor (2000) interviewed

travellers in Indonesia and found that intercultural communication outside of regular tourist service exchanges was not considered essential to the travel experience. McGregor argues that the destination and travel information presented in the guidebook and the travel advice given by other travellers negates the need to communicate with local people.

Bhattacharyya relates the role of guidebooks to the role of a tourist guide. Cohen (1985) discusses the roles of tourist guides, identifying a leadership sphere and a mediatory sphere. In the understanding of guidebooks as mediators and culture brokers, the mediatory sphere for tour guides is of most importance as the leadership sphere relates more to direction, physical access, safety, and tour group dynamics.

Tour guides function as moderators, interposing themselves between the tour group and the environment and between the tour group and the local population (Cohen, 1985). The communicative responsibility of the tour guide is described by Cohen to be the principal component consisting of several different elements. Cohen added that the guide is responsible for the selection element by choosing to create awareness for attractions and objects which the guide deems worthy of tourist attention. This selective representation of place will direct tourists to gaze upon certain attractions, environments, and cultural attributes, while excluding other elements of the destination. Most guidebooks offer sections on 'what to do' or 'places to visit', having made decisions on what is of value at a destination. Therefore, understanding the role of communication is important as it selects not only what tourists will see but also what they will *not* see (Cohen, 1985). Cohen argued that the dissemination of information is another element of the communicative role in guiding tourists. The presentation of correct and unbiased information assumes that the guide (or guidebook) possesses the appropriate knowledge about the destination and is not influenced by policies of the tourism industry.

Interpretation is a third important element of communication, and will be discussed in greater detail in the following section. Cohen (1985) argued that guides (and in this case guidebooks) are responsible for not only knowing the culture, but also for being able to interpret it effectively to help visitors understand the destination and the local population.

2.3.3 Interpretation and Social Control

As mentioned in the previous section, the act of mediation between destination and visitor involves the idea of interpretation, where guidebooks provide information on culture, society, attractions, and geography in a way that is understandable by outsiders (those who are not a part of the host community). Interpretation programmes in tourism provide many functions including welcoming tourists, providing messages to visitors, guiding people safely through sites, and presenting information on site features, activities, and visitor codes of conduct or appropriate behaviours (Kuo, 2002). Lew (1991) argues that guidebooks are a source of travel literature full of revelations that are used to interpret the world.

At destination sites, guidebooks provide interpretation through the organisation of spatial and social orientation and by the emphasis on attractions and destination characteristics (Lew, 1991). Lew argued that guidebooks state what places are like and what features are worth experiencing. By stressing these places or objects, guidebooks define both desirable and undesirable aspects and experiences (Carter, 1998; Lew, 1991). However, Allen (1996) contends that along with guiding tourists to sights that should be seen, guidebooks dismiss all other places as non-interesting, through the exclusion of information. This omission can control the understanding of destinations (Lew, 1991). Through the inclusion and omission of information, guidebooks exert a massive influence on the tourist experience (McGregor, 2000). Bhattacharyya (1997) argues that through the use of the guidebook's narrative voice, these

texts claim authority on the destination. Information is presented in an authoritative way, without opposing arguments, insinuating that further evaluation of statements made in the guidebook is unnecessary.

McGregor (2000) studied how text influences tourist practices and found that many tourists at the study site restricted themselves to only those attractions and areas mentioned in a *Lonely Planet* guidebook. The author claims that guidebooks are dynamic objects with an inordinate amount of power over how tourists see the world. McGregor goes on to argue that by dominating travel experiences and the tourist gaze, guidebooks are a form of social control.

This argument is affirmed by Siegenthaler (2002), who emphasizes how text provides interpretation on nations and cultures, playing a central role in destination selection, and channelling tourist movement through the fashioning of itineraries and the normalisation of destinations. Thus, guidebooks are important elements in understanding the interpretation of place and tourism experiences.

2.4 Guidebooks, Tourists, and Host Populations

Though guidebooks have been recognised as elements responsible for gaze directing, mediation, and interpretation, researchers should question how this translates into tourist knowledge and what the implications are for host communities when travel texts guide tourists through their community and culture.

2.4.1 Tourists and Travel Guidebooks

Tourism is about experiences, and guidebooks encourage people to seek a wide range of these (Otness, 1993). Travel guidebooks are written to aid in the selection and organisation of information on destinations which also shapes travel behaviour (Lew, 1991). Lew theorised that tourist behaviour results from the interaction between travel motivation, experience of

place, and the communication which connect these two. Young (1999) argued that a wide variety of sources influence tourist behaviour as people bring their own social constructions, interpretation, and understandings to destinations.

In evaluating how travel guidebooks may influence behaviour, studies have found that tourist expectations and what they experience are very closely linked to the tourist literature for the destination (Timmer, 1992 in Edwards, 1996). This leads to the conclusion that prior cognition of place shapes tourist behaviour as well as the tourist experience (Desbarats, 1983 in Lew, 1991). Otness (1993) describes the guidebook's influence as allowing for exploration of other cultures, thus developing tolerance and sympathies leading to a better understanding between people. Guidebooks claim authority by presenting the description of the place as the *only* description (Bhattacharyya, 1997). However, a guidebook is written based on interests and opinions of the authors or editor and for a particular market (Lew, 1991). Many tourists claim that guidebooks for independent travellers are more trustworthy than other travel literature as they present not only places to see but also places to avoid (Carter, 1998). This claim needs to be understood in terms of how these books are written, how these books are seen and understood, and what impact that can have on tourists and host communities.

2.4.2 Responsible Travel

For years, tourism has been criticised for its economic, social, and environmental costs; however, this industry continues to expand (Yiping, 1998). The forwarding of responsible tourism initiatives and principles is being used to address the negative aspects of tourism. Responsible tourism is concerned with protecting environments and cultures while helping ensure that local communities will benefit from tourism spending (Hurdle, 2005). For the tourist, participation in responsible tourism can lead to a better understanding of culture and the

environment and encourage more meaningful connections with local people at destinations, thereby providing for a more satisfactory tourist experience (ICRT, n.d.). Social customs, traditions, and cultural respect are important to host cultures and understanding the culture and customs of people at the destination has been linked to trip satisfaction (Pennington-Gray & Thapa, 2004). Tourist segments are becoming more experienced and interested in learning about other cultures (Luck, 2003). Moscardo (1996) argues that though tourists are often cited as a cause of negative impacts, sustainable tourism initiatives rarely consider improving tourist behaviour. Krippendorf argues that tourists are generally not made aware of their impacts and this should be corrected.

The damage tourism causes to the people, economy and environment of the host area, especially in the long-term, remains hidden from the tourist. He [sic] has been left out of all discussion on the subject, even though he [sic] is one of the main protagonists... They are therefore carefree and ignorant rather than devious. To lay all blame at their door would be as wrong as denying their responsibility. But they should certainly be made aware of the situation! (Krippendorf, 1987, 43)

Several organisations now present codes of conduct and promote responsible information to tourists. Responsible tourism campaigns raise awareness for cultural and environmental impacts and encourage potential tourists to demand more ethical holiday options (Goodwin & Francis, 2003). Tourism Concern is a non-government agency which campaigns for fair trade tourism and ethical tourism to reduce the social, cultural, and environmental problems associated with the industry. This organisation also addresses responsible visitor behaviour and encourages tourists to consider their impact on destinations. Principles of responsible tourism are outlined in table 2.2 and were adapted from Tourism Concern's traveller's code and information on responsible tourism.

Table 2.2. Adapted list of principles of responsible tourism

Responsible Tourism

- Learn about the destination
 - Learn about proper behaviour and dress codes
 - Contributions the destination's economy
- Think about the costs of the trip or vacation
 - Pay fair prices
 - Buy local products, foods, and drink
 - Stay in locally owned accommodations and hire local guides
 - Support community-run projects
 - Learn about culture of bargaining
 - Consider wealth of tourists compared to local people
- Learn about culture
 - Be open-minded to cultures and traditions
 - Be respectful
 - Be culturally sensitive
 - Adopt local practices where applicable
 - Learn from local people
 - Be discrete about personal views on cultural differences
 - Know laws and attitudes towards drugs and alcohol
 - Learn about culturally offensive behaviours
 - Talk to local people for more information
 - Learn some of the local language
 - Dress with sensitivity
- Minimise your environmental impact
 - Learn local methods of waste disposal
 - Minimise waste by using biodegradable products, limiting packaging, and filtering water
 - Be sensitive to limited resources (water, electricity etc)
 - Support conservation
 - Do not exploit wildlife
 - Follow rules of local governing bodies and national parks
 - Help preserve wildlife and habitats
 - Respect rules and regulations
 - Do not buy products made from endangered plants or animals
- Rules of photography
 - Photography can be intrusive
 - Don't treat people as part of the landscape, ask first and respect their wishes
- Holidays are in other peoples homes
- Porters should not be maltreated
- Do not participate in child sex tourism
- Respect human rights

(Adapted from Tourism Concern, n.d.¹ & Tourism Concern, n.d.²)

The World Tourism Organisation (2003) has produced a code which contains a set of principles for all stakeholders involved in tourism, including governments, industry, travel agents and tourists themselves. This code outlines 10 articles which discuss responsible and sustainable tourism development. Tourist implications of the code include awareness of the

importance of cultural respect, local economic benefits, protection of cultural heritage, and protection of natural environments.

Tearfund has commissioned surveys of consumer attitudes towards responsible tourism to determine demand for ethical tourism products. The majority of respondents indicated that they wanted to know more about ethical issues including information on local customs and appropriate tourist behaviour (Goodwin & Francis, 2003). More than half of consumers surveyed reported that they would be more likely to purchase vacation options from companies which addressed ethical issues. Growth in ethical and fair-trade marketplaces suggests that consumer attitudes are changing towards consumption of more socially and environmentally responsible products, services, and/or experiences (Goodwin & Francis, 2003). This would indicate that there is a demand for responsible travel initiatives. However, research indicates that there is a lack of responsible tourism information in marketing materials.

Santos (2004) found that travel information in newspapers was mostly information describing attractions and vacation options. There was limited responsible tourism information in this medium. In a Destination Management Organisation (DMO) website content analysis, Pennington-Gray and Thapa (2004) found that 32 of 264 DMO websites contained responsible cultural information or guidelines. Several cultural information themes emerged and were coded as table manners, religion and faith, tipping, clothing, respect, folklore and traditions, and social customs. Tipping and bargaining was the most frequently mentioned category (14 of 32 sites) and information on clothing and social customs was also common. Few sites included information on respect for local culture and table manners.

The researchers concluded that few DMOs are educating tourists about cultural awareness and cultural responsibility. It was also argued that forwarding responsible tourism issues can

improve holiday experiences for both the guest and host. Tourists gain a better understanding of local culture and a greater awareness of environmental issues, while at the same time there are economic benefits for the local community.

2.4.3 Issues for Host Populations

Guidebooks, as an example of transcultural text, establish popular meanings and understanding of other cultures (Gilbert, 1999). When dealing with media (books and travel shows), there are no guarantees that certain images or information will be presented (Hanefors & Mossberg, 2002). Therefore content is a concern for host populations as destinations have little control over how they are portrayed. Other concerns have arisen over the consumptive nature of guidebooks. With places presented as spectacles outside of political and human dimensions, tourists no longer need to communicate, only consume (Allen, 1996). Popular writing has discussed the disadvantages of guidebooks as discouraging tourists from seeking out other sources of information, such as local people and local guides (Handley, 1989). This has also been discussed in academic literature. Bhattacharyya (1997) maintains that guidebooks enhance self-sufficiency thereby reducing a tourist's dependence on the local community. Therefore, guidebooks can affect social interactions between hosts and tourists. Lew (1991) states that cohesion between image and reality or direct experience is the key to maximising the benefits of tourism – for both host and guest. Guidebook information on place and interpretation of culture needs to coincide with factual information about the direct experience of destinations, the lives of the local community, and the reality of the socio-cultural and environmental issues facing that community, especially in relation to tourism and tourist impacts.

2.4.4 Summary

As guidebooks include descriptions of local cultures and protected areas as well as tourist attractions, the information they provide and how tourists behave based on this information is a concern for researchers in various disciplines (Jacobs, 2001). The study of guidebooks as part of the tourism system has received little attention though the guidebook fulfills several functions, acting as a culture broker, mediator, and surrogate tourism guide (Bhattacharyya, 1997). The importance of this research is supported by Gilbert (1999) who argues that a guidebook's account of place influences the perception of destination and the travel practices of millions of tourists. There has not been much research on the relationship between text and tourism (McGregor, 2000), and academic discussion on the theoretical context of guidebooks is rare (Siegenthaler, 2002). McGregor (2000) sees issues of reception in textual studies as a great challenge in the evolution of cultural research. We do not know if tourists accept or reject guidebook representations of destinations or to what extent tourist interaction with host populations is structured by guidebook information (Bhattacharyya, 1997). The incorporation of ideas and messages based on text has been given little attention (McGregor, 2000). There has been no general analysis of guidebook cultural history and study on the impact of text on cultures is open for advancement (Kosher, 1998; Lew, 1991). Gilbert (1999) argues that the lack of research on guidebooks has led to the underestimation of their importance as 'transcultural' text. Further research on the role of guidebooks in tourism is warranted.

3.0 RESEARCH METHODS

3.1 Case Study: Perú

3.1.1 Description of the Case Study Area

Hunter-gatherer societies began fanning out into South America 20,000 years ago (Hudson, 1993). Around 2500 B.C. small farming and fishing villages settled in the river valleys in the north coast of what would later be Perú. The introduction of maize (corn) as a staple annual crop and the development of irrigation in the 13th century also coincided with the beginning of the Inca expansion throughout the area (Hudson, 1993). The Inca conquest accelerated in the mid 15th century, creating paths across the empire and masonry structures using no mortar (Casado, 1998; Hudson, 1993). Approximately one third of South America was part of the Inca empire, with a population of 9 to 16 million (Hudson, 1993). The Spaniards arrived in 1532 to find an empire that had undergone five years of civil war and by 1544 the Spanish occupied the entire region. The civil war combined with the diseases brought by the Spanish had weakened the Inca empire, paving the way for Spanish conquest and colonisation. Spain ruled the area of Perú until 1824, when the country achieved independence (Hudson, 1993). Figure 3.1 is a current map of the Republic of Perú.

It is estimated that Perú is home to more than 27.9 million people (CIA, 2005). Health indicators for this area are poor, with malnutrition and starvation being the leading causes of illness (Hudson, 1993). The country has two official languages, Spanish and Quechua, and the population is predominantly Roman Catholic, though Protestantism, Mormonism, and other religions are increasing (CIA, 2005; Hudson, 1993). Perú has a competitive advantage in South America's tourism market, offering important archaeological sites and amazing ecological

attraction for the region (Casado, 1998; PromPerú, n.d.). Tourism in Perú has suffered through uprisings of terrorist groups such as the Shining Path (*Sendero Luminoso*) and a Cholera outbreak, but is now working towards stability (Massa & O'Neill, 1996).

3.1.2 Justification and Applicability

This case study area was chosen for several reasons. Firstly, it has been mentioned in the literature that South America is lacking in independent travel research when compared to other geographical areas (Sørensen, 2003). Therefore this research contributes to tourism studies in this region by focusing on the South American destination of Perú. Secondly, several researchers have stated that tourists are more likely to use travel literature, such as guidebooks, to clarify images and understanding for destinations which are unfamiliar to the tourist or viewed with uncertainty (Etzel & Whalers, 1985 in Lew, 1991; Mathieson & Wall, 1982 in Lew, 1991). Therefore, in studying the use of English guidebooks it is important to choose a case study area that is seen with uncertainty by tourists from English-speaking countries. Destinations may make tourists feel uncertain if they differ from the home country of the visitor in areas such as language, political systems, cultural traditions, and development. Perú meets these uncertainty criteria. South America is not as well known as a tourist destination, having fewer international visitors when compared to other regions, such as Southeast Asia. Provisional data from 2004, indicates that 16 million international visitors arrived in South America compared to 48 million visitor arrivals to destinations in Southeast Asia (see table 3.1)(WTO, 2005).

Perú was chosen among all South American nations as it attracts over a million visitors a year, due to its wealth in archaeological, cultural, and natural attractions. A stratified survey conducted by the Peruvian government in 2002 (see PromPerú, 2003) indicated that 28% of

international tourists use guidebooks as a main source of information. When the survey was repeated in 2003, it was found that 59% of international visitors were guidebook users (PromPerú, 2004). European and North American tourists had high guidebook use rates compared to travellers from other areas. Therefore a study of guidebook information is relevant to Perú as a large percentage of guidebook users arrive at this destination annually.

Area	2004 International Tourist Arrivals (million)
World	760
Africa	33
Americas	124
<i>South America</i>	16
Asia and the Pacific	153
<i>South-East Asia</i>	48
Europe	414
Middle East	35

Guidebook sources were chosen based on a 2002 survey done in Peruvian airports. Results indicated that *Lonely Planet*, *South American Handbook*, and *Rough Guide* were the three most used guidebooks by international visitors (PromPerú 2003).

3.2 Methods

Several research methods were used to collect data in order to mitigate the limitations and biases inherent in any single method of research. Creswell (2003) noted that the process of triangulation using different methods enriches the understanding of complex issues and lends support to research findings as the research questions have been looked at using more than one source. Qualitative key informant interviews were done to gather information on the research issue and participant observation carried out during the researcher's time in Perú provided

background information and context for analysis. Information from the Destination Management Organisation (DMO) website and brochures at the destination were also collected. Content analysis of interviews, notes, website information, and brochures provided a coding scheme for the qualitative and quantitative evaluation and analysis of guidebooks content. Research methods are described in detail in the following sections.

3.2.1 Qualitative Semi-Structured Interviews

A qualitative interview is a conversation between an interviewer and a respondent, where the interviewer asks questions and then listens to the responses (Babbie, 2001; Warren, 2002). Semi-structured interviews are based on a series of structured questions allowing for probing questions or follow up discussion during the interview process (Rothe, 1993). In this study, semi-structured interviews were carried out with 15 key informants. Four groups of key informants were interviewed:

1. Government officials: A government official in a parks and protected areas agency,
2. Non-government organisation (NGO) representatives: Four individuals from organisations which address tourism issues in Perú,
3. Tour guides: Five individuals who guide day trips or longer tours with international and domestic tourists in Perú, and
4. Private tourism industry professionals: Five individuals who were tourism consultants or tour operators.

Information from these participants allowed for emergent research and interpretation of tourism concerns in Perú by taking into account opinions and findings from a cross section of representatives who work in tourism related areas. Qualitative research recognises that behaviour and action are not based on a single factor or variable and that they are processes,

changing and forming through experience (Rothe, 1993). There are several strengths and weaknesses involved in this research method.

In qualitative interviews, respondents can share their opinions on issues that may not be adequately captured in closed survey questions, allowing for the clarification of answers and expansion on important ideas (Rothe, 1993). This method is flexible, permitting modification of interview questions and probes during the interview process (Babbie, 2001). Researchers using qualitative interviewing can focus on subtle nuances in attitudes, beliefs, and behaviours which may not be captured using quantitative methods (Babbie, 2001). Qualitative methods are argued to be strong on validity, as they tend to gain extensive insight on one measure or research question (Babbie, 2001). There are however, several disadvantages or weaknesses in the qualitative interview process.

One weakness is the reliance on personal opinion or judgement when discussing issues and in analysing dialogue (Babbie, 2001). This weakness was addressed in this study by interviewing several people involved in different areas of tourism to provide a cross section of opinions from tourism representatives. Qualitative methods are not appropriate for describing large populations as they are usually based on a small sample of individuals (Babbie, 2001). Reliability may be problematic in qualitative interviewing as the interview process does not follow rigid steps, and is not repeated in its entirety with each respondent (Babbie, 2001). Another disadvantage relates to the amount of time and energy that are usually invested in collecting, analysing, and interpreting data (Rothe, 1993). To address the time constraints of this study, the interviews did not involve exhaustive questioning on tourism phenomena or life experience for later interpretation. The information sought from interviewees was on the specific impacts of individual tourists, tourist information needs, and tourist behaviour for

comparison with guidebook content. By specifying the purpose and use of qualitative interview information in the proposal process, time spent in analysis and interpretation was more focused.

Goal of this research method was to gather information on current tourist impacts, appropriate and inappropriate tourist behaviours, and tourist information needs as defined by destination sources. The interview process involved several semi-structured questions (see Appendix 1). Interview questions were designed to meet the above research goals. A pilot test of the semi-structured interview questions was carried out with a parks and protected areas research professional in Canada. All questions and probes were asked, changing the word 'Perú' to 'Canada'. The pilot test was undertaken to identify potential bias or issues of marginalisation in the questions and to determine if there was any confusion or misinterpretation of questions being asked. The pilot test interviewee was asked to point out any problems with the questions or interview process. Questions which caused confusion or which were a concern to the interviewee were highlighted and later reworked. The final draft of all interview questions was then translated into Spanish so that the interviewees could read the Spanish questions if there was any confusion with words or the English language.

The interview process and all interview questions were approved by the University of Waterloo's Office of Research Ethics. All written communications, including introduction letters, consent letters, and feedback letters were translated into Spanish and given to each interviewee whenever possible. Scripts on obtaining verbal consent were also translated into Spanish and read to interviewees who were not interested in signing forms. All interviewees were informed of the research purposes, asked for a voluntary interview, and informed of their rights as a participant to ask questions and/or withdraw from the interview process.

Initial research on Perú provided several key contacts who worked in the tourism industry. The snowball method was then used to establish contact with tourism representatives, allowing for the identification of a sample population of important key informants (Babbie, 2001; Ritchie et al., 2003). The potential interviewees were contacted, given a brief overview of the research, and asked to suggest other potential interviewees. Through this method, 10 people were contacted and interviewed.

Tour guides were sampled during the researcher's time in Perú. This sample population was established using opportunistic sampling, which allows for research to be conducted as opportunities arise during the course of fieldwork (Ritchie et al., 2003). The researcher spent several weeks touring different areas in Perú. Tour guides identified by the researcher during her time in Perú were asked for an interview. All names of interviewees were changed and their employment or area of expertise was vaguely identified to protect anonymity.

The content of interview responses was combined with DMO website statements and participant observation notes. This group of information was deemed the **destination data**. The destination data was analysed for reoccurring themes and patterns in tourist impacts, tourist information needs, and appropriate or inappropriate tourist behaviours to create coding scheme categories. The qualitative analysis was broad, focusing on aspects of tourism and not on the lives or histories of the interviewees. The categories were then used to analyse the content of guidebooks on Perú. Content analysis methods are explained further in section 3.2.3 *Content Analysis*.

3.2.2 Participant Observation

Participant observation is a field research method where the researcher participates in the activities, interactions, and events of the study population or in its community setting to learn

explicit and implicit aspects of the culture, events, and/or routines which occur (Dewalt & Dewalt, 2002; Ritchie, 2003). This method simultaneously combines note-taking, document analysis, informal interviewing, participation, observation, examination, and reflection (Denzin, 1989b in Flick, 2002). This method allows for the investigation of naturally occurring data in its own setting, rather than through manipulation or in a laboratory setting (Ritchie, 2003).

This method is considered to be essential to social and anthropological study as it can provide for direct experience with the subject matter (Ritchie, 2003). Participant observation familiarised the researcher with tourism issues in Perú and allowed for the direct observation of tourists at the destination. This information was useful in analysing the content of guidebooks by providing a better understanding of the current tourism situation in the country.

Participant observation research has several advantages and disadvantages. Firstly, this method allows the researcher to observe and experience natural phenomenon as it is revealed, allowing for the study of subtle behaviours, usual and unusual occurrences, and social processes (Babbie, 2001; Creswell, 2003). Secondly, participant observation provides the researcher with context and understanding by enhancing the quality of data obtained and the quality of interpretation of data collected through other methods (Dewalt & Dewalt, 2002). Participant observation is deemed to be both a data collection and analytical tool in social research. Finally, this method is described as flexible and inexpensive, as it can be done using a paper and a pen, and the process can be modified at any time during the field study (Babbie, 2001; Flick, 2002). Participant observation has several disadvantages as a research tool. Babbie (2001) argues that participant observers may affect behaviours and actions of those being observed. If people who are being studied are aware of the observer, they may modify their

speech or actions. Participation in events may also mean that, as a participant, the researcher can affect the social processes or the decision-making (Babbie, 2001). Another problem associated with this method is the issue of ‘going native’ or becoming too involved with the subject matter. The researcher may lose detachment and come to identify with the interests or actions of the population under study (Babbie, 2001). Flick (2002) suggests that planning and reflection on one’s own research and resources can help to reduce the potential of being absorbed by the phenomena under study. Finally, participation and observation are limited by time, resources, and capabilities. Not all phenomena can be seen, experienced, or recorded (Dewalt & Dewalt, 2002; Flick, 2002).



Figure 3.2. Tour guide explaining the process of distilling alcohol for Pisco Sour (a national beverage) to the researcher and another tour participant (Photo by B. Cutler, 2004)

The purpose of this method was to provide context for research in Perú, and to provide information on the destination. The researcher carried a notebook throughout her time in Perú. Notes were taken on places visited, signage, information communicated by tour guides, tourist behaviours, environmental issues, and cultural behaviours of the host population along with the researcher's thoughts and interpretation of events. An example of participation in tourist activities can be found in Figure 3.2³. Photographs of sites and people in public areas were also taken to present a visual understanding of the field site and the population observed. Photographed sites included mostly public areas or tourist sites. As discussed earlier, participant observation notes were combined with interview data and website data and subjected to content analysis.

3.2.3 Content Analysis

Content analysis was done on both destination and guidebook data. Content analysis methods are discussed and then the process for destination and guidebook content is addressed separately.

Content analysis is deemed one of the most common approaches in geographical research on travel literature, allowing for the understanding of textual representations (Lew, 1991). This method is deemed unobtrusive and used for measuring, classifying, and evaluating the content of any type of human communication (Mehmetoglu & Dann, 2003). Content analysis is founded on the belief that communication affects and is affected by our social environment (Rothe, 1993). This method systematically examines symbols in communication material to answer research questions, find and describe relationships, and draw inferences about content meaning (Riffe et al., 1998). Analysis of content can include manifest content (which is the

³ *Note:* the tour guide in the photograph was not interviewed for this research.

visible wording and/or explicit themes) and latent content (which is the underlying meaning in communication) (Babbie, 2001). Types of human communication suitable for content analysis include, but are not limited to books, magazines, websites, songs, photographs, and artwork, (Babbie, 2001). The units of analysis can be pages, paragraphs, sentences, or words (Riffe et al., 1998). This technique allows researchers to examine ideas and intents found in writings and representations (Rothe, 1993).

Like all research methods, content analysis has both strengths and weaknesses. One advantage of this technique is that it is unobtrusive and is not influenced by the presence of the researcher, as it is based on image or text and not behaviour (Babbie, 2001; Riffe et al., 1998; Rothe, 1993). Content analysis materials are also easier to access, as the researcher does not need to gain ethics approval and materials are usually free or inexpensive to obtain (Mehmetoglu & Dann, 2003). Another advantage is that the analysis can be easily repeated if any problems arise or if preliminary analysis was unsatisfactory (Babbie, 2001; Mehmetoglu & Dann, 2003). The content information can simply be recoded to address new research questions. However, content analysis is limited to the examination of communication records (Babbie, 2001). Another disadvantage of content analysis is that data can not be subject to further experimentation therefore inferences related to causality are highly subjective (Mehmetoglu & Dann, 2003). Rothe (1993) notes that a weakness of content analysis relates to the improper use of data as a cause rather than a reflection of socio-cultural phenomena. In this study, the researcher will consider these issues in the examination of content.

The goals of this method are:

1. To analyse destination data, including interviews, participant observation notes, and DMO website information, to generate a coding scheme based on a list of

reoccurring categories on tourist impacts, tourist information needs, and tourist behaviours.

2. To evaluate guidebook data based on the coding scheme which emerged from the destination data.

To organise the data for this research study, five data files were created (see Kirby & McKenna, 1989). The content file contained copies of original data for analysis. The process file was used to house daily notes on the research and analysis process, including decisions made by the researcher and reflections on the data. The identity file stored information on the identities of the research sources along with the information on the name changes for privacy purposes. The document file contained the original research materials and the tape file housed the audio recordings of the interviews.

3.2.3.1 Destination Data Coding

The destination data included 15 interviews, participant observation notes, and DMO website content for a total of 17 sources. Fifteen interviews were carried out in several areas of Perú with tourism representatives from four different tourism sectors in August 2004. Sex, age, nationality, location, and tourism sector were recorded to determine if any patterns in the data related to demographic differences. The sex and age category of the interviewee was recorded based on a visual assessment by the researcher. Sex was determined by observing whether the source was male or female. If this could not be determined (i.e. if the source was not a person), it was coded as not applicable. Age groups were determined by the researcher and four categories were used: Teenager (13-17), young adult (18-30 years), adult (31-49 years), and older adult (51 or more years). Interviewees were asked about their nationality and this information was recorded as Peruvian or non-Peruvian. The location refers to the area where

interviews were conducted which was the area where those interviewed generally lived and worked, though many had done work in other regions. For non-interview sources, the area was determined by the location where data was taken from or by the area which the data was applicable to. The tourism sector was based on the companies or organisations the interviewee worked for or the organisation responsible for the data. Government sources included sources from government agencies dealing with parks and protected areas or with tourist issues. Non-government organisations (NGO) included those people who worked in tourism or a tourism-related field in not-for-profit organisations. Five people were included in the private sector or consultant category. These interviewees were operators of tour companies or consultants for the tourism industry. The tour guide sector included interviews with people who worked as a guide for tourist excursions which were one to five days in length. The destination data sources are profiled in appendix 2. For ethics purposes, all names of those interviewed have been changed, and companies or employers are referred to with vague descriptions to protect the identity of the people interviewed. Interviews were transcribed and statements related to tourist issues were pulled from the transcriptions for further analysis.

Participant observation notes, based on the researcher's observations of tourist behaviours, information given by tour guides, and tourist site signage in Perú, were treated as one source. The source for these data recorded by the researcher is coded as female, young adult, and non-Peruvian. As notes were recorded in different areas of the country, the data were coded as encompassing all of Perú. In terms of the tourism sector, items were coded as notes and added to an excel file containing the interview statements.

The DMO website for Perú was explored for socio-cultural and environmental statements related to tourist issues. DMO website data were treated as one source and most of the

information on socio-cultural and environmental issues was found in Portable Document Format (PDF) on specific activities in Perú, such as climbing and trekking. The website data were coded as being a government source and Peruvian, though sex and age categories were not applicable. The website statements were treated as having a location which encompasses all of Perú. All statements found were added to the excel file housing the interview and participant observation data. Several government-produced brochures were read for environmental and cultural themes (outside of descriptions of attractions), but no statements relating to the research question were found.

Table 3.2. Representation of sex, age, nationality, location, and tourism group in destination sources (n=17)

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Sex			Nationality		
Female	5	29.4	Peruvian	14	82.4
Male	11	64.7	Non-Peruvian	3	17.6
Not applicable	1	5.9	Not applicable	0	0.0
Total	17	100.0	Total	17	100.0
Age			Location		
Teenager	0	0.0	All of Perú	2	11.8
Young adult	8	47.1	Cusco	3	17.6
Adult	5	29.4	Lima	9	52.9
Older adult	3	17.6	Manu	2	11.8
Not applicable	1	5.9	Puno	1	5.9
Total	17	100.0	Total	17	100.0
Tourism Sector					
Government	2	11.8			
NGO	4	23.5			
Notes	1	5.9			
Private sector	5	29.4			
Tour guide	5	29.4			
Total	17	100.0			

The summary of information on the sources can be found in table 3.2. The majority of destination data sources were male (64.7%, n=10) and Peruvian (82.4%, n=14). The ages of the sources varied, eight sources were young adults (47.1%), five were adults (29.4%), and three were older adults (17.6%), with the DMO website age coded as non applicable (5.9%).

The majority of the interviews were done in Lima (52.9%, n=9). Two sources examined all of Perú (11.8%), three sources were based in Cusco (17.6%), two sources worked in Manu Biosphere Reserve (11.8%), and one source was from Puno (5.9%). Though sources were based in several areas, questions did not relate to specific geographical regions of Perú, therefore all answers are based on the opinions and experiences of the tourism representatives and are not necessarily applicable to the location of the source. However, many of the sources (specifically the tour guides) had limited experience with tourists outside of their regions.

The tourism sector was based on the companies or organisations the interviewee worked for or the organisation responsible for materials used. The government sector included two sources (11.8% of all sources). The first was a person who worked in a government agency dealing with protected areas and the second was DMO website data. Non-government organisations (NGO) included four people (23.5% of all sources) who worked in tourism or a tourism-related field in not-for-profit organisations. Five people were included in the private sector category (29.4% of all sources) and there were five tour guide sources interviewed (29.4%).

The researcher was the sole coder to limit variability and to maintain mutually exclusive categorisations (Lew, 1991). Destination sources, which included interviews, website data, and observation notes, were compiled into one data set (referred to throughout this document as **destination data**) in Microsoft excel. Statements from the destination data were then examined and grouped into categories to analyse patterns of environmental and socio-cultural issues, tourist impacts, and information needs. The coding process is explained in more detail in the following paragraphs.

Data were broken down into statements and each statement counted as one item.

Statements which discussed tourism industry issues or management issues (such as government and private sector cooperation or funding for tourism development) were not included as it was beyond the scope of this research and not directly relevant to behaviours, information needs, and impacts of individual tourists. All tourist related statements in the destination data were identified and were then subject to initial coding based on two questions adapted from research on analysis processes (see Lofland & Lofland, 1995):

1. What does this statement represent?
2. What issue is being addressed?

Open or initial coding is the first process of unrestricted coding where the data is scrutinised for provisional concepts (Strauss, 1987). Each statement relating to social, cultural, and/or environmental issues was coded with key words based on their underlying themes. Coded items were pulled from the original data set and re-examined through a focused coding process, where statements were assessed and grouped based on emergent themes. In focused coding, initial codes are reviewed, and the information is analysed more intensely to focus on the main themes and patterns emerging from the data (Lofland & Lofland, 1995). During the first focused coding process, 59 categories were identified. Categories were then reanalysed and combined into 29 categories based on two themes; environmental and socio-cultural. Statements were coded as having environmental themes if they addressed issues involving air, water, soil, biological species, natural areas, sustainability, waste management, and renewable/non-renewable resources. Statements were coded as socio-cultural if they addressed behaviours, histories, customs, traditions, arts, language, religion, and/or social interactions.

The researcher then left the data for a full 48 hours. After the 48 hour period, a second focused coding process was undertaken, regrouping coded items into categories based on similarities in emergent characteristics. Following this process, a decisive focused coding process was completed to analyse each grouping of statements more closely and to finalise categories. The coding process was recorded and the final 29 categories were described in the handbook of coding (see appendix 3), providing a coding scheme which was then used to evaluate the content of guidebooks. All statements were recorded with related source data such as age, sex, nationality, location, and tourism sector.

3.2.3.2 *Guidebook Data Coding*

Based on a 2002 international visitor survey (see PromPerú, 2003), the three most popular guidebooks used as an information source for Perú were *Lonely Planet*, *Rough Guide* and the *South American (SA) Handbook*. The newest edition for each publication as of October 2004 was purchased for guidebook content analysis. Each publication is introduced below.

- Lonely Planet: *Lonely Planet* guides are based out of Australia and offer over 650 guidebooks translated into fourteen different languages, with new editions every two years (*Lonely Planet*, n.d.). The *Lonely Planet* publication on Perú was written by R. Rachowiecki & C. Beech. Rachowiecki has a Master's degree in ecology and has written previous guides on Perú and Beech studied archaeology and was a travel book editor. This is the 5th edition of *Lonely Planet's* Perú guidebook and was published in January 2004. A total of 436 pages (2797 paragraphs) were analysed for content. The researcher did not include information from the glossary of terms, index, author's page, credits, and legend. There are 44 pages in the introduction section which discuss highlights, itineraries, history, culture, environment, and food

and drink. The regional section is 352 pages and includes chapters on the different political areas of Perú. There are 40 pages in the concluding section which contain information on transport, health, time zones, language, and a directory.

- South American Handbook: This guidebook was published by Footprint Travel Guides in September 2004. The *SA Handbook* was written by B. Box, who has a doctorate in Spanish and Portuguese studies and has been a long-time guidebook author. Footprint Travel Guides have close to 100 titles for five continents. This is the 81st edition of the *SA Handbook* which is updated annually and contains information on all South American countries. A total of 375 pages (1445 paragraphs) were analysed in this research as the researcher did not include advertisements, index, map pages, and sections specifically related to South American countries other than Perú. There are 79 pages which are counted as the introduction. This includes introduction pages on South America discussing planning and other travel essentials, as well as Perú introductory pages which address travel information such as money, getting there, getting around, accommodations, food, shopping, and other activities. The regional section on Perú is 228 pages which contains chapters on different political areas of the country. The concluding section (68 pages) is for all of South America and discusses history, culture, environment, and language.
- Rough Guide: *Rough Guides* are a British publication, available for more than 200 destinations and revised every two to three years (*Rough Guides*, n.d.). The *Rough Guide to Perú* used for this research was written by D. Jenkins, a journalist, teacher, tour operator, and development consultant in Perú. This book was published in September 2003 and is the 5th edition. A total of 629 pages (2016 paragraphs) were

analysed from this book as advertisements, end pages, indexes, and map pages were omitted. The introduction section is 81 pages and discussed where to go, what to see, safety, sex and gender issues, geography, national parks, and basic travel information such as transportation, accommodation, and eating and drinking. The regional section is 463 pages in length and had various chapters on the political regions in Perú. The concluding section is 85 pages, addressing history, music, wildlife, indigenous issues, recipes, books, and language.

Note that results and further discussion on the content of the texts analysed for this research use the term 'guidebooks'. However, these books are created and revised by the author(s) and editor(s) and it should be recognised that guidebook content is based on the research, decisions, and opinions of the people involved in its publication. Therefore the guidebook content is directly related to the perspective of the guidebook author(s).

The researcher was the sole coder to limit variability and to maintain mutually exclusive categorisations (Lew, 1991). The three guidebooks were read in their entirety and data were broken down into statements, which were defined as full sentences or groups of consecutive sentences which addressed the same issue. Each statement counted as one item. The content analysis process differed from destination data coding as guidebook data was assessed using a coding scheme which was developed through analysis of destination data (see appendix 3). Therefore initial and focused coding processes were replaced with open, axial, and selective coding to organise the data using the pre-established coding categories.

An open coding process was done to identify statements containing destination data category content or environmental and socio-cultural themes related to tourism. Statements were recorded with related data including guidebook section, chapter title, and page number.

Each paragraph in the guidebook was counted, and statement paragraph numbers were also recorded. Paragraphs were counted based on the following criteria:

- Indents in the first line, spaces between text sections, and titles or headings indicate a new paragraph.
- Bullet points or lists are one paragraph.
- Sidebar statements are one paragraph.
- Lists of accommodations, restaurants, entertainment establishments, stores, emergency listings etc. count as one paragraph unless differentiated by a title or heading.
- Business paragraphs containing name and contact details only are not counted as a paragraph.
- Photos and map descriptions, author pages, timelines, Spanish phrase lists, and pricing bullets are not counted as a paragraph.
- Titles and headings are not counted as paragraphs.

Open coded items were pulled from the guidebook data then re-examined through an axial coding process which grouped statements into the pre-established categories based on instruction provided in the handbook of coding (see appendix 3). Axial coding is a more intense process which revolves around looking at core categories, one at a time (Strauss, 1987). Emergent themes from several statements addressed environmental and/or socio-cultural issues which were not present in predetermined destination data categories. Therefore four additional categories were created and added to original list for a total of 33 list categories. These four guidebook categories were society and culture issues, volunteering and donations, impacts of

the tourism industry, and drugs. The handbook of coding was revised to include the newly created categories.

The researcher then did not return to the data for a full 48 hours. After the 48 hour period, a second axial coding process was undertaken, regrouping guidebook statements based on similarities with the 33 list categories. Following this second axial coding, a selective coding process was undertaken to confirm category placements. This process systematically assesses statements and finalises their relation to core categories (Strauss, 1987).

Coded statements were those which related to the original list categories and/or addressed environmental or socio-cultural issues. General social statements on religion, demographics, literature, music or related areas and general environmental statements on land, flora, fauna, geographic zones, or related areas were not coded if they did not specifically address list categories or did not stress issues of concern to the tourist.

Along with category coding, each statement was evaluated for an underlying theme; environmental, socio-cultural, or other. Other themes grouped items which address coding scheme categories but are not based on socio-cultural or environmental themes (this included statements on economics, infrastructure, and expectations). Statements were also coded with qualifiers and focus codes (see appendix 3) and statement types to describe how socio-cultural and environmental information is being communicated (see appendix 4).

3.2.3.3 Validity and Intercoder Reliability

Validity is defined as the extent to which the coding scheme measures the intended concept (Merrigan & Huston, 2004; Neuendorf, 2002). The coding scheme (found in appendix 3) in this research directly addresses environmental and socio-cultural impacts, information needs, and tourist behaviours and is based on opinions, knowledge, and information recorded from

destination sources and thereby addressing the research question. This coding scheme is then used to measure the extent to which guidebooks provide information on environmental, socio-cultural, and destination category issues. Measuring reliability in qualitative content analysis is related to repeatability of the coding scheme or whether or not the coding procedure can achieve the same results in several analyses. This can be measured as intercoder reliability (Neuendorf, 2002).

As the researcher was the sole coder for the destination and guidebook data, an intercoder reliability test was done by additional coders to determine the reliability of the coding process. In qualitative coding, reliability becomes associated with intercoder agreement to determine the reliability of the data coding process between two or more individuals, therefore, a second coder is needed to test the coding scheme (Neuendorf, 2002). Reaching an acceptable level of agreement between coders provides a basic validation of the coding process, indicating that multiple individuals can use the coding scheme to analyse data with similar results. Levels of acceptable agreement vary in the literature. For this study, acceptable intercoder reliability was set at 70% which is consistent with research done by Frey, Botan & Kreps (2000 in Neuendorf, 2002).

For the destination data, two intercoder reliability tests were conducted. Twenty statements (11% of the coded items) were randomly selected from the data set. These statements were given to two different individuals or second and third coders (the researcher is the primary coder), with a brief explanation of the research and a handbook of coding. The second coder was familiar with communication research at an undergraduate level and the third coder had graduate level qualitative research experience. The handbook of coding was developed throughout the coding process by the primary researcher to provide information on coding

choices and key words (see appendix 3). The second and third coder grouped statements into pre-determined categories which were explained in the handbook of coding. The selections made by the second and third coder were then compared to the primary coder selections. The second and third coders did not code data for sex, age, nationality, location, and tourism sector as they were not present during the field research. Percent agreement (PA) was used in determining intercoder reliability.

$$PA = A/n$$

Where A=number of agreements between two coders and n=total number of units coded. A 70 percent agreement was found when comparing the second coding to the primary coding, and a 76 percent agreement was found when comparing the third coding to the primary coding. Therefore it was determined that the coding scheme had an acceptable level of intercoder reliability of 70% or more (see Frey, Botan & Kreps, 2000 in Neuendorf, 2002). Data coded by the second and third coders were re-examined and some changes were made in item coding categories. Many of the discrepancies related to those statements which had heavily broken English and Spanish phrasing or where the context of the statement was unclear. The primary coder had the advantage of familiarity with the data and the questions asked during the interview process, and therefore had a better grasp of the context of all statements. The researcher (or primary coder) was also the only coder with a background in the Spanish language, and as a result was able to better decipher statements which had broken English and Spanish phrasing. Therefore the coding scheme for statement categories was not changed despite the discrepancies found in secondary and tertiary coding.

For the guidebook data, the handbook of coding developed throughout the destination content analysis process was revised to include the four new categories. Several additions were

made to the handbook to direct the researcher in determining the theme (environmental, socio-cultural, or other), the statement type (Hard, Medium, Soft, or Neutral), and the qualifier and focus of the statement (See appendix 3). Qualifiers and focus helped to associate the statements as being directly or indirectly related to the original intention of the categories. The focus also determined the specific issues for applicable categories.

An intercoder reliability test was done by a second coder to determine the reliability of the coding process for guidebook data. 40 statements (5% of data) were randomly selected from the data set. The second coder had an extensive social science research background at a graduate level, and was given the intercoder guidebook data, along with a revised handbook of coding and a brief explanation of the research. The second coder grouped statements into predetermined categories, qualifiers, focus, and themes as identified by the handbook of coding. Statements were also grouped by statement type (see appendix 4). The selections made by the second coder were then compared to the primary coding. Percent agreement (PA) was used in determining guidebook intercoder reliability.

In evaluating the reliability of associating statements with one of the 33 list categories, an 88 percent agreement was found. The percent agreement had increased from the destination data reliability test. This may be due to language and understanding as the guidebook data were written by English language writers for an English audience, whereas destination data were gathered from sources whose first language may not have been English, and therefore statements may have been more confusing and harder to evaluate. In evaluating theme reliability, an 88 percent agreement was found. An acceptable percent agreement was found for statement type (73%) as well as category focus (70%). The percent agreement for category qualifiers (62%) fell below the acceptable reliability level. However, qualifiers were only used

for certain categories and initial explanations in the handbook of coding were vague. The qualifier codes were later used to determine how statements related to the original intention of the category (direct, indirect or opposite). Based on the intercoder reliability results, qualifiers were rewritten to provide for more comprehensive instruction and qualifiers for statements were recoded by the primary coder. Following the revisions, the coding scheme was deemed reliable.

These methods provide for triangulation of the study so that the role of guidebooks in tourism can be better understood by using several different research approaches. The results of the research methods and analysis are presented in the following chapter.

4.0 RESULTS

The results chapter is divided into two sections; destination results and guidebook results. Both qualitative and quantitative findings are reported in this chapter.

4.1 Destination Results

Interviews conducted during August 2004 were transcribed and statements related to tourist issues were pulled from the transcriptions for further analysis. Tourist issues were defined as those which affected tourists, were affected by tourists, directly related to tourist knowledge, attitudes, and actions or indirectly related to tourist knowledge, attitudes, and actions. Socio-cultural and environmental statements related to tourist issues from the Destination Management Organisation (DMO) website (PromPerú) and participant observation notes were added to the interview data. This destination data set (interviews, website information, and notes) was then examined and grouped into categories to analyse patterns of environmental and socio-cultural issues, destination issues, tourist impacts, and information needs. Several government produced brochures were read in their entirety, but no statements on tourist issues related to this research were found.

4.1.1 Description of Statements

Destination sources, which included interviews, website data, and observation notes, were compiled into one data set (referred to throughout this document as **destination data**). These data were subject to a qualitative content analysis coding process. After the coding process was completed, a total of 204 statements or items from 186 original statements were grouped into 29 categories. Several statements addressed two or more categories and were therefore coded two or more times to capture all list category items. Categories were only formed once there

were two or more statements. Individual statements which did not fit into any category were omitted as outliers. Once categories were established, items were related to source data for quantitative evaluation.

Sex, age, nationality, location, and the tourism sector of statement sources were examined to determine if there were any significant differences or patterns related to demographic variables. Table 4.1 summarises the source variables related to destination data statements.

Table 4.1. Summary of destination statements grouped by sex, age, nationality, location, and tourism sector		
<i>Variable</i>	<i>N</i>	<i>%</i>
Sex		
Female	79	38.7
Male	111	54.4
Not applicable	14	6.9
Total	204	100.0
Age		
Teenager	0	0.0
Young adult	97	47.5
Adult	70	34.3
Older adult	23	11.3
Not applicable	14	6.9
Total	204	
Tourism Sector		
Government	35	17.2
NGO	85	41.7
Notes	8	3.9
Private sector	42	20.6
Tour guide	34	16.7
Total	204	100.0
Nationality		
Peruvian	149	73.0
Non-Peruvian	55	27.0
Not applicable	0	0.0
Total	204	100.0
Location		
All of Peru	22	10.8
Cusco	37	18.1
Lima	122	59.8
Manu	17	8.3
Puno	6	2.9
Total	204	100.0

Though females made up 29.4% of the sources, they were responsible for 38.7% of the coded statements (see tables 3.1 & 4.1). Males were responsible more than half (54.4%) of all coded items. In looking at the age distributions of statement data, 81.9% of all statements were provided by those who were between 18 and 50 years old. It was found that 73.0% of coded statements were from Peruvians, though this group made up 82.4% of data sources. In looking at location, most coded statements were taken from those interviewed in Lima (n=122, 59.8%). NGOs contributed 41.7% of the coded statements though this sector made up 23.5% of all sources. Tour guides made up 29.4% of the sources but contributed 16.7% of the coded statements.

4.1.2 Theme Distribution

Themes for each statement were determined by the main issues presented and based on the following descriptions:

Socio-cultural Themes: Statements dealing with behaviours, histories, customs, traditions, arts, language, religion, and social interactions of both tourists and peoples at the destination.

Environmental Themes: Statements which address issues involving air, water, soil, biological species such as flora and fauna, natural areas including terrestrial and marine, protected or unprotected and those statements dealing with sustainability, waste management, and renewable/non-renewable resources such as forests, electricity, natural gas, mining, etc.

119 statements (58.3%) addressed socio-cultural themes and 85 statements (41.7%) addressed environmental themes. Both males and females interviewed made more socio-cultural comments relating to tourists than environmental comments. No significant differences were found in comparing sex and theme areas ($p=0.77$, Fisher's exact test)⁴.

⁴ Fisher's exact test provides a p-value and is reported differently than chi-square tests.

In looking at the total statements, non-Peruvian sources had a higher percentage of environmental comments (n=27, 49.1%) than did Peruvian sources (n=58, 38.9%). However, no significant differences were found in comparing nationality and themes (p=0.20, Fisher's exact test).

Significant differences were found through a Pearson's chi square test when comparing location of sources with theme distribution ($\chi^2=24.62$, $p<0.001$). The differences seem to lie within comments from sources for all of Perú, where the proportion of environmental statements were higher than expected (n=20, 90.9%).

Table 4.2. Themed statements by location (n=198)			
Location	Theme		Total
	Environment	Socio-cultural	
<i>Lima</i>			
Observed	47	75	122
Expected	51.8	70.2	122.0
Percentage	(38.5%)	(61.5%)	(100.0%)
<i>Cusco</i>			
Observed	12	25	37
Expected	15.7	21.3	37.0
Percentage	(32.4%)	(67.6%)	(100.0%)
<i>Manu</i>			
Observed	5	12	17
Expected	7.2	9.8	17.0
Percentage	(29.4%)	(70.6%)	(100.0%)
<i>All of Perú</i>			
Observed	20	2	22
Expected	9.3	12.7	22.0
Percentage	(90.9%)	(9.1%)	(100.0%)

Chi square = 24.62, $p<0.001$

Comments from Puno were removed as expected counts were less than 5.

Significant differences were found in comparing tourism sectors by theme areas ($\chi^2=19.93$, $p<0.001$). The results of this comparison can be found in table 4.3. Differences seem to lie with government sources (i.e. the DMO website), as the proportion of environmental statements were higher than expected (n=24, 68.6%). The proportion of environmental comments made by

private sector representatives were lower than expected (n=8, 19.0%), as this group had more socio-cultural themed statements (n=34, 81.0%). There was little difference between expected and observed statements in environmental and socio-cultural theme areas for non-government organisations representatives and tour guides.

<i>Tourism Sector</i>	<i>Theme</i>		<i>Total</i>
	<i>Environment</i>	<i>Socio-cultural</i>	
<i>Government</i>			
Observed	24	11	35
Expected	13.9	21.1	35.0
Percentage	(68.6%)	(31.4%)	(100.0%)
<i>Private sector</i>			
Observed	8	34	42
Expected	16.7	25.3	42.0
Percentage	(19.0%)	(81.0%)	(100.0%)
<i>Non-government organisation</i>			
Observed	34	51	85
Expected	33.8	51.2	85.0
Percentage	(40.0%)	(60.0%)	(100.0%)
<i>Tour Guide</i>			
Observed	12	22	34
Expected	13.5	20.5	34.0
Percentage	(35.3%)	(64.7%)	(100.0%)

Chi square = 19.93, p<0.001

Note: notes were removed as expected counts were less than 5, n=196

4.1.3 List Categories and Codes

The purpose of generating destination data (through interviews, website content, and notes) was to determine tourist issues and impacts, tourist information needs, and appropriate tourist behaviours applicable to the country of Perú. Destination data were examined through qualitative content analysis and statements were grouped into 29 categories. Table 4.4 presents the frequency and valid percentage of all category statements. A handbook of coding was created to outline and identify the main ideas and issues in each category, providing an instructional guide for the coding scheme (see appendix 3).

<i>List Categories</i>	<i>N</i>	<i>%</i>
Litter and waste management	15	7.8
Tourist and wildlife interactions	14	6.9
Cultural respect	13	6.4
Tourist and local people interactions	11	5.4
Conservation and environmental issues	10	4.9
Expectations of developing countries	10	4.9
Interactions with guides and tour operators	10	4.9
Interest in Perú	9	4.4
Expecting the unexpected	8	3.9
Protected areas	8	3.9
Vandalism	8	3.9
Consumer complaints and demands	7	3.4
Contemporary culture	7	3.4
Awareness of impacts	6	2.9
Begging and gifts	6	2.9
Economic support	6	2.9
Expectations of wildlife	6	2.9
Peruvian disposition	6	2.5
Tourist attitude or temperament	6	2.9
Collection of plant materials	5	2.5
Greetings and manners	5	2.5
Punctuality and timing	5	2.5
Treatment of porters	5	2.5
Expectations of natural areas	4	2.0
Fire	3	1.5
Language	3	1.5
Money issues	3	1.5
Trade in flora, fauna or cultural artefacts	3	1.5
Photography	2	1.0
Total	204	100.0

Destination data categories are organised by theme (socio-cultural themed categories, environmental themed categories, and categories with both themes) and discussed in detail in the following sections.

4.1.3.1 Socio-cultural Categories

Cultural respect

Statements grouped into this category encourage respect for the local norms, cultural practices, traditions, and religion or discourage disrespect. This category includes general comments on respecting the local people in Perú and proper cultural codes of conduct.

I think in the first briefing, you should tell them [tourists] that sometimes Peruvians are different of the rest of the world. Conduct codes, is very important, the tourist should know how to act in the country that he is visiting. Should know codes of conduct.

(Felipe, older adult, Peruvian, NGO)⁵

Thirteen statements were grouped into this category (6.4% of total statements). All statements are socio-cultural and the issue of cultural respect was mentioned by six individuals from three different sectors. The majority of comments came from NGO (53.8%) and private sector sources (30.8%).

Tourist and local people interactions

Statements in this category discuss interactions between tourists and local people. Statements encourage tourists to spend time with local families, ask questions, engage in conversations with local people, and share information about the tourist's country or culture with people at the destination. Destination sources wanted tourists to approach local people for advice on travel or tourist activities.

I think that tourists, the perfect tourist, would be that one that could also exchange opinions, ideas, and things with local communities and populations. Not only, you know, strike into small groups and *vamoose* [we go] from there, but just like interact more, be more open with other

⁵ Quotes are taken directly from recorded interviews. English is not the first language of many interviewees – grammatical errors may be present. Spanish wording is italicized and/or removed and explained in brackets.

people. People in rural areas for example are - not only in Perú, but elsewhere - love to have the exchange, I mean ideas, conversations with other people from other countries or from other areas, experiences, right? And that's like a mutual learning process. (Elisa, adult, Peruvian, private sector)

Eleven statements were grouped into this category (5.4% of total), from nine individuals in four different sectors. All statements were coded as socio-cultural. The majority of comments (54.5%) were from female sources and 90.9% of all statement sources were Peruvian.

Expectations of developing countries

This category is made up of comments which discuss what the traveller can expect in Perú in terms of the possibilities and impossibilities associated with tourism in a developing country. Statements in this category include issues of understanding, expectations which are too high, and/or explanations on the way of life in Perú. These statements may address expectations related to services such as transportation, accommodation, food preparation or restaurant issues, water precautions, or guiding services. Sources felt that it was important for the tourist to have realistic expectations of Perú so visitors did not become frustrated or disappointed.

They [tourists] have little bit high expectation from what they were going to find here. That is because the information we give them. So they expect some kind of hosting. Of food, or restaurants, or guiding services that we don't have here. Perhaps we're not going to have never. (Juan, adult, Peruvian, government)

Statements in this category are socio-cultural and account for 4.9% of all statements (n=10). Comments on expectations of developing countries were given by seven individuals from three tourism sectors with NGO sources and tour guides providing the majority of comments (60% and 20% respectively).

Interactions with Guides and Tour Operators

Statements in this category outline the tourist's relationship with guides or tour operators. These statements discuss listening to rules and regulations outlined by guides or tour operators, listening to safety measures, following instructions, exchanging ideas, or voicing concerns.

I would tell them [tourists] to please abide to the regulations in natural areas, listen to the recommendations of the park or listen to the recommendations of the tour operators. (Catalina, young adult, Peruvian, NGO)

Statements in this category are socio-cultural. There are ten comments from seven individuals in three different sectors. The majority of comments were given by sources

from the private sector (50%) and tour guides (30%). This category had a higher proportion of comments from male sources (80%) and all statements came from Peruvian sources. Figure 4.1 is a photograph of a tourist wanting to know more information about the characteristics of native plant species. Tour guide sources pointed out that it was more pleasurable to work with tourists who were interested in the tour, than tourists who were disinterested.



Figure 4.1. Tourist asking guide about plant properties, Taquile Island, Perú (Photo by S. Quinlan, 2004).

Interest in Perú

This category groups statements which encourage interest in the country of Perú or which identify non-interest as a negative trait. Statements include having interest in culture and knowledge or education about Perú as a country.

[good tourists are those] who've read about Perú, you know, are genuinely interested in it as culture, want to see more of it. (Jenny, young adult, non-Peruvian, NGO)

There are nine comments (4.4%) in this category from six individuals spread throughout NGO, government, and private sector sources. All statements are socio-cultural.

Expecting the unexpected

Statements grouped in this category address general issues of expectation, flexibility, and adapting to change. Statements include cautions on unplanned incidents, unexpected happenings, being prepared for changes, and open-mindedness in travel.

To get in touch with nature in this way it has some requirements, I think tourism in Perú is not for everybody. It's for a type of tourist, and this type of tourist is a person that needs to absolutely decide and prepare for what is not planned. (Bernardo, adult, Peruvian, private sector)

Comments in this category were coded as having a socio-cultural theme and made up 3.9% (n=8) of the total statements. Four sources from three sectors made statements relating to this category. All comments were from Peruvian sources and half the comments (50%) were made by one individual from the private sector.

Consumer complaints and demands

Comments in this category discuss consumer complaints or demands for quality services/products or more responsible services/products. Statements include complaints of bad service, demands for better quality service, complaints on the mistreatment of people or

relating to inappropriate behaviours, and complaints involving a lack of conservation efforts by tour operators.

And we need strong consumer complaints in order to make sure that people who just sell ecotourism, but don't do ecotourism, don't receive tourists. (Carl, adult, non-Peruvian, NGO)

All seven comments (3.4%) in this category are socio-cultural. Statements were given by three individuals from two sectors, NGO (n=6) and government (n=1).

Contemporary culture

This category includes statements which address current cultural practices in Perú. Statements address cultural differences, cultural similarities, social realities, differentiation from Inca culture, and descriptions of socio-cultural aspects of Perú which can be found today. These statements encourage learning about and understanding contemporary culture.

One of the most important problems is that they [tourists] don't understand the Peruvian idiosyncrasy. (Felipe, older adult, Peruvian, NGO)

In this category there are seven (3.4%) comments from five individuals in four tourism sectors. All statements are coded as socio-cultural and are from Peruvian sources.

Begging and gifts

This category is made up of statements which address issues of begging and/or gift giving. Statements encourage appropriate gift giving, including suggestions on what to give families, communities, or other local people. Statements also express concern for begging in Perú and give suggestions on what can be done when the situation arises.

Don't give money to kids – teaches bad behaviours, give presents: pens, pencils, something for the future. (Carlos, young adult, Peruvian, tour guide)

All six statements (2.9%) in this category are socio-cultural. Comments were given by three individuals from three tourism sectors. The majority of comments were from outside

Lima, with Cusco sources providing three comments and a source from Puno providing two comments.

Peruvian disposition

This category groups statements which identify Peruvian disposition or temperament. Statements include descriptions of personalities, general traits, or specific traits such as kindness and friendliness.

So if you go to shanty town or very small place no? You can find this, they are not prepared for tourism but they are good hearted. This is the nature of people here, so you really don't have to fear people. (Bernardo, adult, Peruvian, private sector)

All six statements (2.5%) are coded as socio-cultural. Statements from four individuals in three tourism sectors are included in this category. All statements were from Peruvian sources and the majority were from Lima (83.3%). Sources wanted tourists to understand and appreciate Peruvian disposition and temperament.

Tourist attitude or temperament

Statements in this category address favourable or unfavourable tourist attitudes or temperament. Sources described traits they prefer in international visitors. Statements include favourable attitudes such as appreciation, friendliness, happiness, and enjoyment.

Well I think a friendly one [tourist]. Yeah friendly one, I think that if he is going to choose different chores.... but if you are doing something I think you have to be happy, and good energy for himself and for people around that is working with that. (Pedro, young adult, Peruvian, tour guide – when asked to describe a good tourist)

There are six statements in this category (2.9%) from five individuals in two different sectors, tour guides (n=5) and government (n=1). All comments were from Peruvian sources and have socio-cultural themes.

Greetings and manners

Statements in this category address proper greetings and manners in Peruvian society. Statements provide advice on how to exchange greetings, politeness, and culturally appropriate behaviour in particular situations.

For us greeting people with a kiss is normal and but for non-Peruvians, it's a problem, they are awkward. (Felipe, older adult, Peruvian, NGO)

There are five statements (2.5%) dealing with greetings and manners and all have socio-cultural themes. Statements were taken from four individuals in four sectors. All statements were from male Peruvian sources.

Punctuality and timing

The comments in this category discuss the issues involved in punctuality and timing in Perú. Statements discuss a lack of punctuality or fixed itineraries in Perú, and encourage awareness of cultural differences in timing issues.

I was explaining something like that before, it related to not being there on time, not to fix the itineraries, changes in the itineraries. Because most of the tourists that come here they have been planning their trips for such a long time before. So they really want to, all the time they have available they want to use them as better as they can so when sometimes there's something out of time, they get upset. (Catalina, young adult, Peruvian, NGO)

There are five statements in this category (2.5%), all of which are coded as socio-cultural. Statements were given by five people from NGO's and the private sector.

Treatment of porters

This category contains statements which address concerns in the treatment of porters in Perú. These statements discuss issues of abuse, reporting of problems, tipping, and appreciation for porter services.

They [porters] do get paid yes, but they rely on the tips as well. Highlight the fact that, take the English people... not necessarily a tipping nation, but here it's really actually very - it's relied upon... And to give it directly to the porter. (Jenny, young adult, non-Peruvian, NGO)

All five statements (2.5%) in this category are socio-cultural from two sources. All comments are from non-Peruvian sources and 80% are from a single individual in the NGO sector.

Language

Statements in this category discuss language. Statements include information on Spanish or Quechua language, language expectations, or encourage tourists to speak with Peruvians in their own language.

People who, who wouldn't speak a word of Spanish at all, and so get very frustrated and angry when at local service stands they're assuming that everybody speaks English. (Jenny, young adult, non-Peruvian, NGO)

The three statements (1.5%) in this category are from one source, a non-Peruvian NGO representative. All comments are coded as socio-cultural.

Money and spending

This category is made up of statements which address money and spending. These statements include issues of bargaining, paying fair prices, reasonable vacation budgeting, or address tourist wealth versus local people and poverty.

Being very cheap and that won't promote tourism in Perú. We need people, we need tourists that come to spend in Perú. Reasonably but to spend, that's what we need. We don't need cheap tourists. (Elisa, adult, Peruvian, private sector)

All three statements in this category are socio-cultural. Statements are from three Peruvian sources in the private sector in Lima.

Photography

This category groups statements which discuss issues associated with photography in Perú. Statements include issues of proper etiquette when taking pictures of people, offensive or intrusive aspects of photography, asking of permission for photos, or sharing of photos with local people.

Ask before taking pictures. (Carlos, young adult, Peruvian, tour guide)

There are two statements in this category from two individuals in two sectors, NGO and tour guide. Both statements are coded as socio-cultural.

4.1.3.2 Environmental Categories

Litter and waste management

This category groups statements which address waste management and litter. Statements included problems associated with garbage and opportunities for waste reduction.

Yes, yes, around or along the Ubamba river you going to find a lot of rubbish, plastic bottles.

(Pablo, young adult, Peruvian, tour guide)

Issues of litter and waste was a major area of concern, receiving the highest proportion of comments from destination sources (n=15, 7.8%). Litter and the presence of waste were seen as negative and many statements expressed a need for awareness in waste management issues and a reduction in garbage in tourist areas around Perú, though it was unclear as to whether litter was due to tourists or local people. All comments have environmental themes. Litter and waste was discussed by nine individual sources from four different sectors. The majority of litter and waste statements came from representatives in NGO's (40.0%) and government (33.3%). Non-Peruvian sources provided 40.0% of litter and waste management comments, though non-Peruvian sources were responsible for 27.0% of all coded statements.

Tourist and wildlife interactions

The tourist and wildlife interactions category groups statements which encourage proper interactions or discuss improper interactions between people and wildlife. These statements address minimum distance requirements, issues of animal harassment, hunting and fishing regulations, wildlife disturbances, rules and regulations involving fauna, and noise pollution. Figure 4.2 shows a boat in the Ballestis Islands, Perú, which has driven tourists very close to a group of sea lions, ignoring minimum distance requirements.

That we have too many tourists coming in boats – up to 75 boats per day, and that they do not comply with any minimum distances, they go two, three metres to the sea lions, and the guide in the boat animates people to scream so that the animal moves around and everybody applauds like in a circus. (Carl, adult, non-Peruvian, NGO)



Figure 4.2. Close encounter between boat and sea lions on rock face (photo by S. Quinlan, 2004).

Fourteen statements (6.9%) dealt with tourist and wildlife interactions and all statements were based on environmental themes. This category was discussed by four individuals from two different sectors. Carl, a non-Peruvian working with an NGO in Perú, was responsible for

50% of the statements. He was very concerned with maintaining minimum distances and the respectful treatment of animals. This partly accounted for why the majority of comments came from NGO representatives (64.3%) and non-Peruvians (71.4%). Tour guides and private sector representatives made no comments relating to tourist and wildlife interactions.

Conservation and environmental issues

This category groups statements which discuss conservation of the natural environment. Statements address sustainability, environmental awareness, and ecological protection. Statements encourage respect for natural resources and support of conservation efforts.

El bon turista [a good tourist] is interested in environment, wants to know about resources, the fauna, the flora. (Alfredo, older adult, Peruvian, private sector)

All statements are coded as having an environmental theme. This category has ten statements (4.9%) from six individuals in four different tourism sectors. The main sources for this category were NGO (50% of comments) and the private sector (30%).

Protected areas

Statements in this category discuss protected areas and identify the rules and regulations associated with parks, reserves, or natural regions. Comments encourage respect for protected area systems and awareness of protected area boundaries. Statements also identify specific rules related to protected areas in Perú. Sources expressed a desire for tourists to understand that much of Perú is within protected natural and historic sites and therefore visitors should be aware of this and behave as they would in protected sites in their home country.

I think ninety percent of the nature tourism in Perú is in protected areas or related to protected areas. But people don't know they are in protected areas. (Juan, adult, Peruvian, government)

All eight statements (3.9%) in this category are environmental. Protected area issues were mentioned by five individuals from four sectors.

Vandalism

This category involves statements which discourage vandalism or discuss physical damage. These statements include physical vandalism, graffiti, destruction or defacing of property (purposeful or not) or the alteration of objects in natural or cultural sites.

Tourists walked through sacred monuments and touched and moved stones. No signs about rules, nothing was said. (Notes and observations, Patapampa, Perú)

The area in which the above observation was recorded is shown in figure 4.3. All statements in this category are coded as environmental. Eight comments (3.9%) were given by four individuals from three tourism sectors.



Figure 4.3. Tourists wandering through sacred rock piles in Patapampa, Perú (Photo by S. Quinlan, 2004)

Expectations of wildlife

Statements in this category identify realistic or unrealistic expectations of wildlife or wildlife tourism. Statements discuss the problem with unrealistic expectations in seeing

wildlife or interest in particular wildlife sightings. Sources expressed concern that tourists expect to see certain species on their trip, and become disappointed if they are not spotted.

And also I try to say them that take care with expectations. Okay we're a diverse country that's right. But here is not like Africa. We have lot of wilderness, wilderness area, we have a lot of wildlife, we have a lot animals but here is very difficult to watch them, the animals. So if you come here to watch [animal species] remember there is only fifty or forty percent of probabilities to watch one of the [animal species]. (Lorenzo, adult, Peruvian, private sector)

There are six statements (2.9%) in this category which have environmental themes. Comments were by three individuals from three sectors and all were from Peruvian sources.

Collection of plant materials

This category is comprised of statements addressing the collection of plants, flowers, or vegetation in natural areas. Statements discourage picking or destruction of flora.

It's forbidden, [cutting] the flowers, because it's the national park or protected reserve. (Pablo, young adult, Peruvian, tour guide)

The five statements (2.5%) in this category are environmental and were taken from four sources in four tourism sectors. All statements were from Peruvian sources.

Expectations of natural areas

Statements grouped in this category discuss tourist expectations or preparations for difficulties which could be encountered in natural areas. These statements include issues such as dangers and annoyances, weather, and other difficulties associated with wild areas.

Because the jungle is not easy for people, its is not easy, it's a little dangerous too – because the snakes or the tigers or something like that and a couple in the middle of the trip they are saying oh what am I doing here. They are a little – not angry, I don't know how to say. (Pedro, young adult, Peruvian, tour guide)

There are four statements in this category (2.0%) from four individuals in two different tourism sectors, tour guides and private organisations or consultants. All statements are environmental and from Peruvian sources.

Fire

This category groups statements involving fire regulations in outdoor settings.

Do not start fires in high altitude forests. (PromPerú website, government).

All three statements in this category are environmental and from two different sources in two sectors, government and NGO.

4.1.3.3 Mixed Theme Categories

Awareness of impacts

Statements in this category encourage understanding or thinking about impacts individual tourists can have on destinations. These statements include environmental impacts, impacts on communities, issues of self-restriction, responsible behaviour, and/or sensitivity to limited resources (such as water, electricity, and fuel).

Compare issues that, various issues around the world, encouraging people to think of the impact of what their holidays, what it costs to live with communities. (Jenny, young adult, non-Peruvian, NGO)

There are six comments in this category from two individuals who are from non-government organisations. Four comments have environmental themes and two are related to socio-cultural themes. All comments were given by Carl and Jenny who are not Peruvian.

Economic support

Statements grouped in this category involve issues of financial support for the local economy. Statements include suggestions on responsible travel standards, how tourist dollars

can benefit local communities, support for quality services, encouragement for community based projects and conservation projects, and/or how to contribute to locally run businesses.

Statements could also discuss benefits of tourist money and awareness of economic leakage.

So we tell the tourists, don't give the money to me, buy food, buy crafts, buy souvenirs, buy t-shirts, okay. And that's a way you are going to support conservation because they [the local people] are not going to come to protected area to hunt, to cut the trees. (Juan, adult, Peruvian, government)

There are six statements in this category from four individuals in four tourism sectors. Four statements have socio-cultural themes and two statements are environmental.

Trade in flora, fauna, or cultural artefacts

Statements in this category discuss and discourage the trafficking and/or trading of natural or cultural items. Statements include issues such as trade of endangered species, sale and export, cultural heritage purchases, CITES agreement, or legal requirements of trade.

Unfortunately many of these species are endangered due to their unauthorized exploitation for the manufacture of tourist souvenirs and the cruel traffic of wildlife (transported under conditions which cause most of them to die during the trip). It is for this reason that Peruvian laws prohibit and sanction the extraction, transport, sale and export of all types of wildlife and wild flora, dead or alive, without the authorization of INRENA (1). The prohibition extends to any object made with their parts (crowns or necklaces made of Macaw (guacamayo) feathers, butterfly wings, musical instruments, "tigrillo" skin or "palos de lluvia" (also called oncelote, a small feline resembling a tiger)). (PromPerú DMO website, government)

There are three statements in this category, two are environmental and one is socio-cultural. All comments are from are from the Peruvian government's DMO website.

These 29 categories which came out of the destination data analysis are synthesised and described with key words in the handbook of coding (appendix 3). These list items are seen as

the emergent issues of importance for tourists travelling to or travelling around Perú. To compare guidebook data with destination data, it was essential to gain a better understanding of the importance of the issues discussed.

4.1.4 Importance Value

To quantitatively evaluate the data, the weight or significance of categories needed to be determined. An importance value equation was developed based on biodiversity sampling.

Importance value (IV) for destination data categories was calculated as:

$$IV = RF+RI+RS$$

Where RF is the relative frequency of the statements in each category. Relative frequency is calculated as the number of statements in each category divided by the total number of statements ($RF=F_i/\Sigma F$). It was determined that issues which had a higher number of mentions were more important than issues with a lower number of mentions. RI is the relative individual sources for each category. Relative individual sources is calculated as the number of individual sources who contributed statements to the category divided by the total number of individual sources ($RI=I_i/\Sigma I$). The number of individual sources was entered into the equation to address individual bias. Therefore if one source mentioned a category several times, it was not seen as important as if a category was mentioned by several sources, as this indicated that the category was more of a universal concern. RS is the relative sectors of tourism representatives in each list category. Relative sectors is calculated as the number of sectors who contributed to statements in the list category divided by the total number of sectors ($RS=S_i/\Sigma S$). Some tourism sectors may be more focused on certain issues than others. Therefore it was determined that categories which were of concern to many sectors would be given a higher importance

value than categories which were mentioned by fewer sectors. Results from these calculations are presented in appendix 5.

<i>Table 4.5. Categories grouped by importance value</i>	
<i>Destination Information</i>	<i>Importance Value</i>
<i>Very Important</i>	
Litter and waste management	1.40
Tourist and local people interactions	1.38
Conservation and environmental issues	1.20
Protected areas	1.13
Contemporary culture	1.13
Economic support	1.06
Expectations of developing countries	1.06
Interactions with guides and tour operators	1.06
Collection of plant materials	1.06
Greetings and manners	1.06
Cultural respect	1.02
Interest in Perú	1.00
<i>Important</i>	
Expecting the unexpected	0.87
Vandalism	0.87
Peruvian disposition	0.86
Begging and gifts	0.81
Expectations of wildlife	0.81
Tourist attitude or temperament	0.72
Punctuality and timing	0.72
Tourist and wildlife interactions	0.70
Expectations of natural areas	0.65
Consumer complaints and demands	0.61
Fire	0.53
Photography	0.53
<i>Somewhat important</i>	
Money and spending	0.39
Awareness of impacts	0.35
Treatment of porters	0.34
Language	0.27
Trade in flora, fauna or cultural artefacts	0.27

The objective of determining the importance value was to arrange categories into importance groups, therefore the numerical importance value was used to determine whether categories were very important, important, and somewhat important (see table 4.5). With the exception of the two highest categories, groups were determined by large decreases in numerical values between list items. In looking at importance values, there was a 0.13 decrease between interest in Perú and expecting the unexpected, which is much larger than the previous decreases between categories. Several categories following the decrease differ by 0.01 to 0.09, and then there is another large decrease of 0.14 separating photography and money and spending.

Litter and waste management, tourist and local people interactions, conservation and environmental issues, protected areas, contemporary culture, economic support, expectations of developing countries, interactions with guides and tour operators, collection of plant materials, greetings and manners, cultural respect, and interest in Perú were categories with high importance values (*Very important*). These high values mean that categories were mentioned often, by numerous individuals in several different tourism sectors. These categories are therefore determined to be major issues of concern in Perú tourism.

Expecting the unexpected, vandalism, Peruvian disposition, begging and gifts, expectations of wildlife, tourist attitude or temperament, punctuality and timing, tourist and wildlife interactions, expectations of natural areas, consumer complaints and demands, fire, and photography were found to have a medium importance value (*Important*). These issues were a concern in the destination data but may not have had a high frequency of mentions or a universal appeal, mentioned by fewer individuals from fewer sectors.

Money and spending, awareness of impacts, treatment of porters, language, and trade in flora, fauna or cultural artefacts were the least important issues addressed in destination data (*Somewhat important*). These areas are a minor concern for Perú tourism.

4.1.5 Destination Results Summary

This section summarises the main findings of the destination data research. The analysis of interviews, website content, and observation notes provided context for destination specific issues. Statements categorised through content analysis provided information on current tourist impacts, tourist issues, and tourist information needs in Perú.

Destination sources and data description

- Most sources were Peruvian.
- Sources were separated into five tourism sector categories: government, NGO's, private sector, tour guides, and participant observation notes.

Theme distribution

- Government sources had significantly more environmental themed statements and private sector sources had significantly more socio-cultural themed statements than expected.

List categories and codes

- 29 list categories emerged from the destination data: Litter and waste management, tourist and wildlife interactions, cultural respect, tourist and local people interactions, conservation and environmental issues, expectations of developing countries, interactions with guides and tour operators, interest in Perú, expecting the unexpected, protected areas, vandalism, consumer complaints and demands,

contemporary culture, awareness of impacts, begging and gifts, economic support, expectations of wildlife, Peruvian disposition, tourist attitude or temperament, collection of plant materials, greetings and manners, punctuality and timing, treatment of porters, expectations of natural areas, fire, language, money issues, trade in flora, fauna, or cultural artefacts, and photography.

Importance Value

- Three importance groups were calculated based on importance values of categories:
 - ▶ Very important categories included: Litter and waste management, tourist and local people interactions, conservation and environmental issues, protected areas, contemporary culture, economic support, expectations of developing countries, interactions with guides and tour operators, collection of plant materials, greetings and manners, cultural respect, and interest in Perú.
 - ▶ Important categories included: Expecting the unexpected, vandalism, Peruvian disposition, betting and gifts, expectations of wildlife, tourist attitude or temperament, punctuality and timing, tourist and wildlife interactions, expectations of natural areas, consumer complaints and demands, fire, and photography.
 - ▶ Somewhat important categories included: Money and spending, awareness of impacts, treatment of porters, language, and trade in flora, fauna or cultural artefacts.

Through content analysis of destination source data (interviews, website content, and notes), categories were identified, described, and examined to provide a basis for evaluating guidebooks.

4.2 Guidebook Results

Three guidebooks were analysed for environment, socio-cultural, and destination list category content: *Lonely Planet*, *South American (SA) Handbook*, and *Rough Guide*.

Statements were grouped into category areas and coded to evaluate the information given to tourists in guidebooks. In this section, secondary results from Perú visitor surveys will be summarised and then statements in guidebooks will be described and analysed, comparing a number of variables including statement types, relation to original list categories, theme distribution, and publications. List categories and codes are also presented along with importance value calculations for guidebook statements. Finally, the data are also analysed for marketing and communication type. The main findings are summarised in the final section.

4.2.1 Profile of International Tourists in Perú

This section will provide an introduction through contextual information on tourism in Perú, providing an overview of international tourists. The number of international visitors to Perú has been increasing over the last several years (see figure 4.4). In 2004, there were more than 1.2 million international visitors in Perú (DIGEMIN, 2005). International visitors arrive in Perú for several different reasons. In looking at data on the purpose of visits for international tourists to Perú from 2000 to 2004, on average 89.8% of visitors arrive in Perú for tourism purposes such as vacation or recreation (see table 4.6).

Information on tourist activities, time spent in Perú, and travel literature/information sources was taken from the 2002 and 2003 *Perfil del turista extranjero* [Profile of foreign tourists] (PromPerú, 2003; 2004). These profiles were done using a stratified sample of 4,400 tourists from specific tourist generating countries, therefore the findings can not be applied to all international visitors to Perú. The 2003 statistics are based on a sample of 400 tourists from

each of the following countries; United States, Canada, France, Germany, Spain, Britain, Italy, Chile, and 200 tourists from each of the following countries; Argentina, Brazil, Bolivia and Ecuador. The survey also included 400 tourists from “other” nations

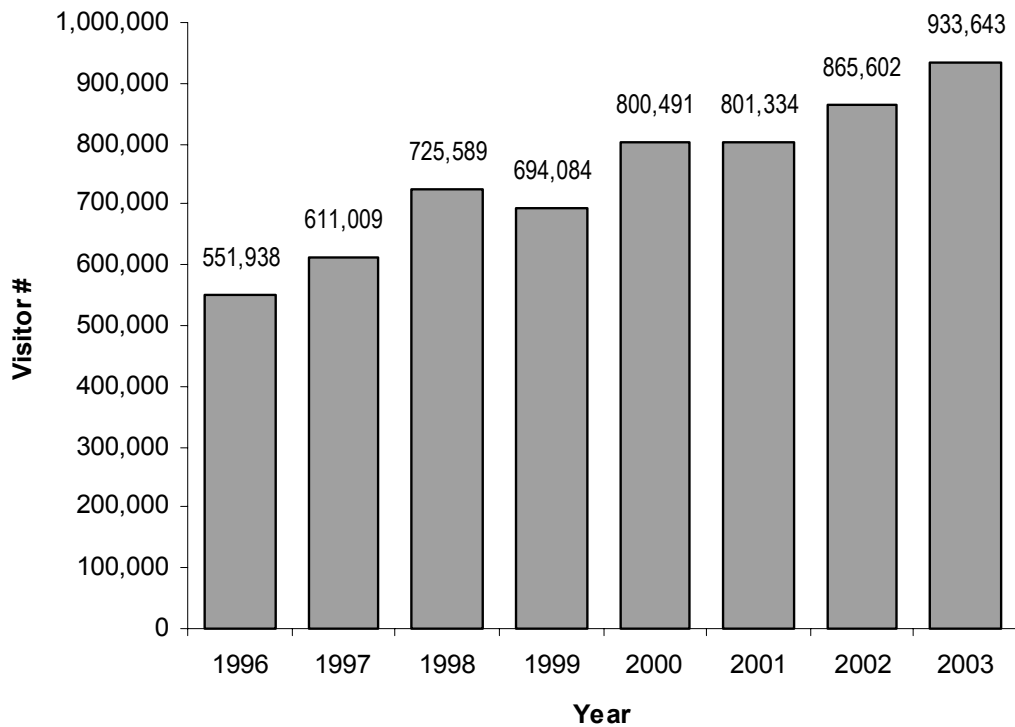


Figure 4.4. International visitor arrivals in Perú 1996 to 2003 (using data provided by MINCETUR, 2005)

In the 2002 survey of international visitors it was found that 91% of visitors participated in shopping and 89% of visitors participated in cultural activities during their time in Perú (PromPerú, 2003). In 2003, the survey questions were modified (see PromPerú, 2004). It was found that 93% of visitors participated in urban tourism, 70% in cultural tourism and 47% in nature-based tourism. The time visitors spent in Perú varied (see PromPerú, 2004). 35% of visitors stayed in Perú one month or less, 40% of visitors spent between one and four months in the country and 25% of visitors spent 5 months to more than a year in Perú.

Table 4.6. Main purpose of trip for international visitors arriving in Perú from 2000 to 2003 (using data provided by DIGEMIN, 2004)

<i>Purpose of Visit</i>	<i>Percent</i>					<i>Average</i>
	<i>2000</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	
Tourism	85.43	88.14	91.06	90.28	94.36	89.85

The PromPerú (2004) international visitor survey asked visitors about the most liked and disliked aspects of their visit to Perú. Visitors noted that the best parts of the trip were the friendliness of the people in Perú, the landscapes and natural areas, the culture and history, and the food. The most disliked aspects of the trip were the transportation system, the crime, the elevated costs of services, the cold climate, the contamination or pollution, the presence of other tourists, bad service, unemployment, the waste and litter in the streets, and poverty.

Table 4.7 shows the types of information sources used by travellers to Perú in 2003. In looking at the results, 59% of visitors surveyed use guidebook as an information source, making it the most popular source used by tourists.

Table 4.7. Tourist information sources for visiting Perú (PromPerú, 2004)

<i>Information sources</i>	<i>%</i>
Travel Guidebooks	59.0
Internet	55.0
Friends and family	47.0
Travel agency	25.0
Special books	16.0
Magazines, brochures	14.0
No information used	8.0

Note. Some visitors used numerous sources; therefore the total does not equal 100% (n=4,400)

In a similar study done in 2002, 28% of visitors used guidebooks as an information source (PromPerú, 2003). Based on this 2002 international visitor survey, the three most popular guidebooks used as an information source for Perú were *Lonely Planet*, *Rough Guide* and the *South American (SA) Handbook*. The 2003 survey did not indicate the most popular guidebook sources overall but did discuss guidebook publication use by nationality (see table 4.8) and

found that guidebook usage in was higher than the average in English speaking nations such as Canada (78%) and Britain (82%). The survey also indicated that translations of the *Lonely Planet* and the *SA Handbook* are used by tourists from non-English speaking nations such as Germany, Spain, France, and Italy.

Nationality	Guidebook usage
United States	60% of those surveyed used guidebooks as an information source (Lonely Planet – 40%, Frommers – 13%, Rough Guide – 7%, South American Handbook – 6%)
Canada	78% of those surveyed used guidebooks as an information source (Lonely Planet – 63%, South American Handbook – 7%, Guide du Routard – 6%, Rough Guide – 5%)
Germany	69% of those surveyed used guidebooks as an information source (Lonely Planet – 29%, Reise Now How – 13%, APA guide – 8%, South American Handbook 8%)
Spain	52% of those surveyed used guidebooks as an information source (Lonely Planet – 32%)
France	77% of those surveyed used guidebooks as an information source (Lonely Planet – 49%, Guide du Routard – 48%)
England	82% of those surveyed used guidebooks as an information source (Lonely Planet – 58%, Rough Guide – 16%, South American Handbook – 12%)
Italy	64% of those surveyed used guidebooks as an information source (Lonely Planet – 37%, Guide du Routard – 10%)

4.2.2 Description of Guidebook Statements

The guidebooks used for this research are based on the PromPerú, 2002 and 2003 survey results which indicated that the *Lonely Planet*, *SA Handbook*, and *Rough Guide* were the most popular guidebooks for Perú. For the guidebook content analysis, the newest edition for each publication as of October 2004 was analysed.

Guidebooks were read in their entirety by the researcher to identify guidebooks statements which addressed the main themes or issues present in the destination data list categories (see table 4.5) and other environmental and socio-cultural themes related to tourism. Data were broken down into statements, which were defined as full sentences or groups of consecutive sentences which addressed the same issue. Each statement counted as one item. Emergent themes from several statements addressed environmental and/or socio-cultural issues related to

tourism but were not present in the destination data. Therefore four additional categories were created and added to original list for a total of 33 list categories. These four guidebook categories were society and culture issues, volunteering and donations, impacts of the tourism industry, and drugs. The handbook of coding was revised to include the newly created categories (see appendix 3).

Originally, 759 items were coded into themed list categories from a total of 704 original statements, as some were applicable to two or more list categories and were therefore coded two or more times. This included counts of statements related to safety and/or theft. These statements outlined safety precautions and dangers in Perú such as pick-pocketing, theft, rape, robbery, and identified dangerous areas.

There have been reports of tourists being attacked and robbed while camping in fairly remote areas. (*Rough Guide*, 37)⁶

Each guidebook also had a section specifically on travel and safety. In total 108 statements on safety and/or theft were recorded from the three publications. The *Lonely Planet* had 44 statements (42.8% of total safety/theft statements), the *Rough Guide* had 35 statements (38.8%), and the *SA Handbook* had a total of 29 statements (26.3%). In comparing safety and/or theft statements found in each guidebook publication using a Pearson's chi square test, no significant differences were found ($x^2=0.79$, $p=0.67$).

It was later determined that safety and theft information is present in all guidebook publications and is therefore not a specific reflection of Perú culture or society. These statements were subsequently deleted from the data set. All calculations and findings in the following sections do not include statements relating to safety and/or theft.

⁶ This and all subsequent *Rough Guide* quotations appear in Reference Chapter as Jenkins, 2003.

After safety and/or theft statements were omitted, there were a total of 651 items from 596 original statements as many statements applied to more than one list category. Statements were recorded along with the headings and sub-headings to allow for a better understanding of context. The paragraph number for each statement was also recorded. A total of 512 paragraphs were identified as having environment, socio-cultural, or destination list category statements from a total of 6258 paragraphs for all three publications.

4.2.2.1 Multiple Categories

A total of 546 statements or items have singular categories or were coded in one list category only. In looking at the data, 47 statements fall into two categories (94 items), one statement falls into three categories (3 items), and 2 statements fall into four list categories (8 items) for a total of 105 items in two or more categories which indicates that 7.6% of the data set is made up of repeated items to make quantitative calculations based on list categories found in guidebooks.

4.2.3.3 Guidebook Statements

Guidebook statements were not only placed in list categories, items were also coded in other areas to allow for further quantitative and qualitative analysis. Table 4.9 presents a summary of information collected on guidebook statements.

The section for each guidebook was recorded to determine if the statement was found in the introduction section, regional section, or concluding section. The majority of statements were from regional sections (62.1%) with 27.0% of coded statements in the introduction and 10.9% in concluding sections. Statements were associated with the guidebook publication where the item originated. 39.5% of coded statements were from the *Lonely Planet* with 24.0% from the *SA Handbook*, and 36.6% from the *Rough Guide* to Perú. Publications are analysed further in

section 4.2.6 *Comparison of Publications*. If statements were highlighted in the guidebooks with bolding, larger fonts, or text boxes, they were identified as special text. Statements in side bars, story boxes or in the main section of the page were recorded as regular text. The majority of statements were regular text (97.1%) with 19 statements (2.9%) having a special text type.

Table 4.9. Summary of guidebook statements

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Section			Theme		
Introduction	176	27.0	Environmental	214	32.9
Regional Sections	404	62.1	Socio-cultural	344	52.8
Concluding Sections	71	10.9	Other	101	15.5
Total	651	100.0	Total	651*	100.0*
Statement Type			Source		
Hard	64	9.8	Lonely Planet	257	39.5
Medium	150	23.0	South American	156	24.0
Soft	101	15.5	Handbook		
Neutral	336	51.6	Rough Guide	238	36.6
Total	651	100.0	Total	651	100.0
Special Text Type					
Special text	19	2.9			
Regular text	632	97.1			
Total	651	100.0			

*8 statements had both environmental and socio-cultural themes and have been added to each category, therefore column totals do not match total statements and the total percent is larger than 100.

Theme was another variable used to measure data. Statements were coded as having environmental themes, socio-cultural themes, both environmental and socio-cultural themes, or other themes. Other themes included issues of health, management, economics, expectations, or infrastructure. Statements which contained both environmental and socio-cultural themes were added to each theme area in table 4.9 and divided by the total statements. The majority of statements are socio-cultural (52.8%) with 32.9% of the coded statements having environmental themes and 15.5% of the coded statements having other themes. Other themes include economics, infrastructure, and expectations. Therefore guidebooks provide more

information on socio-cultural issues than environmental issues. Theme areas are explored further in section 4.2.5 *Theme Distribution*.

Statement types were also recorded for each item. The classification of statements types can be found in appendix 4 and will be explained in more detail in section 4.2.3 *Statement Types*. Statements were coded as being from one of four groups:

- Hard statements: Obligatory statements such as laws, rules, or warnings.
- Medium statements: Advisory or petitionary statements such as advice, suggestions, tips, or polite instruction.
- Soft statements: Optional or demonstrative statements provided choice or outlining local norms and/or routines.
- Neutral statements: Informative, descriptive, or observation statements.

The results indicate that 9.8% of coded items were Hard, 23.0% were Medium, 15.5% were Soft, and 51.6% were Neutral statements.

4.2.3 Statement Types

To analyse how environmental, socio-cultural, and other statements are communicated, items were classified based on statement type. Before coding statements, four statements types were outlined and described (see appendix 4). The statement types are based on Dann's (2003) research on the qualities or characteristics of tourist signs or notices which are argued to be agents of direct and indirect social control. Dann identified several types of notices but for this research, notice types have been revised and include only those categories which are applicable to travel information found in guidebooks.

Hard statements are those which are obligatory, stating rules, warnings, or laws. These statements can be threatening, forbidding or encouraging a particular course of action. Hard

statements increase moral pressure by conveying the idea of deviance if the rules are not obeyed (Dann, 2003).

Note too that you should always use a camping stove - campfires are strictly prohibited in Huascarán National Park, and wood is scarce anyway. (*Rough Guide*, 305)

Medium statements are those which are advisory or participatory in nature, providing advice, tips, suggestions, or sweetened commands. These statements differ from Hard statements in that they are not strict rules, but helpful hints endorsing a specific activity or action. Commands or suggestions may be given with politeness, using please and thanks.

The churches often are open for early morning mass, as well as evening masses, but visitors at those times should respect the worshippers and not wander around. (*Lonely Planet*, 262)⁷

Soft statements are optional, giving the reader of the statement the choice to comply or ignore the instruction, though typically one of the choices may be presented with a more positive connotation. Soft statements can also be demonstrative, providing information by outlining what others do, identifying norms, actions, or routines of local people at a destination.

Travelling by train is a good way to meet locals, but buses are much easier for a person alone... (*SA Handbook*, 34)⁸

Neutral items include statements which are informative or observational. These statements outline main issues through the provision of informative details and discuss what can be seen or what is present in certain areas. Neutral statements differ from Hard, Medium, and Soft statements in that they do not provide direction and are not agents of social control. They are descriptive and educational, lacking any encouragement for specific activities or actions.

Many hotels, restaurants and bars have inadequate water supplies. (*SA Handbook*, 56)

⁷ This and all subsequent *Lonely Planet* quotations appear in Reference Chapter as Rachowiecki & Beech, 2004.

⁸ This and all subsequent *South American Handbook* quotations appear in Reference Chapter as Box, 2004.

32.8% (n=214) of all coded statements provided messages which conveyed direct forms of social control (9.8% Hard statements & 23.0% Medium statements). 15.5% of all coded statements were Soft, providing messages conveying indirect social control, whereas the majority of coded statements (51.6%, n=336) were Neutral.

A Pearson's chi square test was conducted for statement types in each guidebook section to determine if there were any differences between introductory information, regional information, and concluding information (see table 4.10). Significant differences in statement types existed between guidebook sections ($\chi^2=36.83$, $p<0.001$). Introduction sections had more Medium statement (34.7%, n=61) and fewer Neutral statements (35.2%, n=62) than expected. Regional sections had fewer Medium statements than expected (16.8%, n=68).

Table 4.10. Statement types found in guidebook sections					
Guidebook Section	Statement Type				Total
	Hard	Medium	Soft	Neutral	
<i>Introduction</i>					
Observed	18	61	35	62	176
Expected	17.3	40.6	27.3	90.8	176.0
Percentage	(10.2%)	(34.7%)	(19.9%)	(35.2%)	(100.0%)
<i>Regional sections</i>					
Observed	43	68	57	236	404
Expected	39.7	93.1	62.7	208.5	404.0
Percentage	(10.6%)	(16.8%)	(14.1%)	(58.4%)	(100.0%)
<i>Concluding sections</i>					
Observed	3	21	9	38	71
Expected	7.0	16.4	11.0	36.6	71.0
Percentage	(4.2%)	(29.6%)	(12.7%)	(53.5%)	(100.0%)

Chi square = 36.83, $p<0.001$

A chi square test was also done for statement type and special text. No significant differences were found ($\chi^2=3.86$, $p=0.27$). Statement types found in publication sources, theme areas, and list categories are discussed in later sections.

4.2.4 Relation to Categories

To further evaluate the 33 list categories, many categories were given qualifier codes and focus codes which helped to describe guidebook statements in terms of sub-themes. Qualifiers and focus codes were then used to identify how guidebook statements related to the original intent of the destination categories (see appendix 3 for category details). Based on the qualifiers and focus, statements were recoded to express the relationship of the statement to the original intention of the list category. No relationship is calculated for the four categories identified through the qualitative analysis of the guidebook data (society and culture issues, impacts of tourism, volunteering and donations, and drugs), as these categories were not found in the destination data set and therefore identifying a relationship to original destination category intention cannot be done. Only statements which fell into the original 29 categories were coded with relation to categories (see appendix 6 for coding details).

<i>Relation to Categories</i>	<i>N</i>	<i>%</i>
Direct	284	48.6
Indirect	293	50.2
Opposite	7	1.2
Total	584*	100.0

*The four categories formed during guidebook analysis are not included as they do not relate to destination data.

Statements relating directly to the list category descriptions were coded as direct. Statements which discussed the main ideas in the list category but which did not address the intention of the category were coded as indirect. Guidebook statements which contained information related to the list category but which had an intention contrary to that of the list category were coded as opposite. For example, the litter and waste management category is based on statements which discuss the reduction of garbage or management of waste materials;

therefore statements which specifically address waste reduction were coded as direct. Statements which addressed pollution or waste but which did not discuss management or reduction were coded as indirect. Opposite statements would have been those which encouraged tourists to leave bottles or litter on the ground, as it is contrary to the intention of the category description. 48.6% (n=284) of statements were direct, being directly related to the intention of the list categories and 50.2% (n=293) of statements were indirect (see table 4.11). Few opposite statements were found (n=7, 1.2%).

The following item is an example of an opposite statement in the expecting the unexpected category as the intention of this category included cautioning visitors on unplanned incidents and changes in scheduling. The quote implies that visitors should *not* expect changes in transportation schedules.

Whilst buses, trains or planes won't wait a minute beyond their scheduled departure time...

(*Rough Guide*, 57)⁹

Table 4.12. Direct and indirect statements found in guidebook sections (n=577)

<i>Guidebook Section</i>	<i>Relation to List Categories</i>		<i>Total</i>
	<i>Direct</i>	<i>Indirect</i>	
<i>Introduction</i>			
Observed	98	57	155
Expected	76.3	78.7	155.0
Percentage	(63.2%)	(36.8%)	(100.0%)
<i>Regional Sections</i>			
Observed	161	208	369
Expected	181.6	187.4	369.0
Percentage	(43.6%)	(56.4%)	(100.0%)
<i>Conclusion</i>			
Observed	25	28	53
Expected	26.1	26.9	53.0
Percentage	(47.2%)	(52.8%)	(100.0%)

Chi square = 16.86, p<0.001

Note: Opposite category removed as 3 cells had expected count less than 5.

⁹ Note: In the travel experience of the researcher, it was found that the majority of bus trips and train trips taken did not depart or arrive on schedule.

A Pearson's chi square test indicated that there were significant differences between observed and expected distributions when comparing guidebook sections and relation to list categories (see table 4.12). The opposite category was removed as it was too small to allow for comparison. More direct statements (63.2%, n=98) and fewer indirect statements (36.8%, n=57) than expected were found in the introduction sections.

In comparing relation to categories with statement type, the criteria were too related. The intent of many list categories is to endorse a specific course of action for tourists, therefore a high percentage of direct statements are Medium statements or advisory (86.7%, n=130). Results from comparing statement relation to categories with publication sources, theme areas, and list categories are presented in later sections.

4.2.5 Theme Distribution

Theme distributions found in guidebooks were examined to assess environmental, socio-cultural, and other information. Statements were coded as having environmental themes, socio-cultural themes, both environmental and socio-cultural themes, or other themes. Table 4.13 summarises the theme areas of all coded statements. 51.6% of coded statements were socio-cultural, 31.6% were environmental, 1.2% were both environmental and socio-cultural, and 15.5% were identified as other (which included economic, infrastructure, and expectations).

Table 4.13. Summary of theme areas found in guidebook statements and guidebook paragraphs

<i>Theme Statements</i>	<i>N</i>	<i>%</i>	<i>Theme Paragraphs</i>	<i>N</i>	<i>%</i>
Environment (ENV)	206	31.6	Environment	172	2.7
Socio-cultural (SC)	336	51.6	Socio-cultural	248	4.0
Both ENV & SC	8	1.2	Other	98	1.6
Other	101	15.5	Rest of text	5746	97.1
Total	651	100.0	Total	6258*	100.0*

*6 paragraphs had environmental and socio-cultural themes and have been added to each category, therefore column totals do not match total statements and the total percent is larger than 100.

Paragraphs containing themed statements were identified and counted. Results of the paragraph count of coded statements indicate that 8.3% of guidebook information has paragraphs which address the coding scheme categories (see table 4.13). The guidebooks have more paragraphs on socio-cultural issues (4.0%, n=248) than environmental issues (2.7%, n=172).

Pearson chi square tests were done to determine whether there were any statistically significant differences between observed and expected distributions. For all chi square tests, the 8 statements containing both environmental and socio-cultural themes were not counted as the category had cells with expected counts which were less than 5.

Table 4.14. Themes found in guidebook sections (n=643)				
Guidebook Sections	Theme			Total
	Environment	Socio-cultural	Other	
<i>Introduction</i>				
Observed	35	114	20	169
Expected	54.1	88.3	26.5	169.0
Percentage	(31.6%)	(67.5%)	(11.8%)	(100.0%)
<i>Regional Sections</i>				
Observed	153	179	72	404
Expected	129.4	211.1	63.5	404.0
Percentage	(37.9%)	(44.3%)	(17.8%)	(100.0%)
<i>Concluding Sections</i>				
Observed	18	43	9	70
Expected	22.4	36.6	11.0	70.0
Percentage	(25.7%)	(61.4%)	(12.9%)	(100.0%)

Chi square = 28.54, p<0.001

Note: The 'both' category was treated as missing as expected counts were less than 5.

Table 4.14 summarises the sections where themed statements are found in the guidebook. Theme statements differed significantly by section ($\chi^2=28.54$, p<0.001). Introduction sections had more socio-cultural statements (67.5%, n=114) and fewer environmental statements (31.6%, n=35) than expected. Regional sections had more environmental statements (37.9%, n=153) and fewer socio-cultural statements (44.3%, n=179) than expected. There were no statistically significant differences in special text types by themed categories ($\chi^2=2.53$,

p=0.28). A large proportion of special text statements were socio-cultural (68.4%, n=13), five statements were environmental (26.3%), and one statement (5.3%) fell into other theme areas.

Statement types between theme areas differed significantly ($\chi^2=81.27$, $p<0.001$) based on a chi square test (see table 4.15). Statements with environmental themes had more Hard (18.0%, n=37) and Neutral statements (61.7%, n=127) than expected. Socio-cultural statements had more Medium (32.1%, n=108) and Soft statements (21.1%, n=71) than expected. Statements with other themes had a higher number of Neutral statements (69.3%, n=70) than expected.

Table 4.15. Theme areas found in statement types (n=643)

Theme	Statement Type				Total
	Hard	Medium	Soft	Neutral	
<i>Environment</i>					
Observed	37	28	14	127	206
Expected	19.9	48.1	30.8	107.3	206.0
Percentage	(18.0)	(13.6)	(6.8)	(61.7)	(100.0)
<i>Socio-cultural</i>					
Observed	19	108	71	138	336
Expected	32.4	78.4	50.2	175.1	336.0
Percentage	(5.7)	(32.1)	(21.1)	(41.1)	(100.0)
<i>Other</i>					
Observed	6	14	11	70	101
Expected	9.7	23.6	15.1	52.6	101.0
Percentage	(5.9)	(13.9)	(10.9)	(69.3)	(100.0)

Chi square = 81.27, $p<0.001$

To compare the directness of statements with themes using a Pearson's chi square test, the opposite statement category was removed and the category counting statements with both themes was removed as they had expected counts of less than 5. Also the directness of statements does not apply to the four additional categories found through qualitative analysis of the guidebook (n=569). The relation of the statement did differ significantly by theme area ($\chi^2=128.42$, $p<0.001$). Environmental statements had more indirect statements (60.1%, n=119) and fewer direct statements (39.9%, n=79) than expected whereas socio-cultural statements had a significantly higher number of direct items (70.5%, n=194) and fewer indirect items (29.5%,

n=81) than expected. Statements with other themes had a larger proportion of indirect statements (93.0%, n=93) than expected, and few direct statements (7.0%, n=7). Figure 4.5 displays the distribution of directness of statements for each theme (including statements with both theme categories) and includes opposite categories. Four environmental statements (2.0%), two socio-cultural statements (0.7%), and one other statement (1.0%) were opposite to the intention of the category.

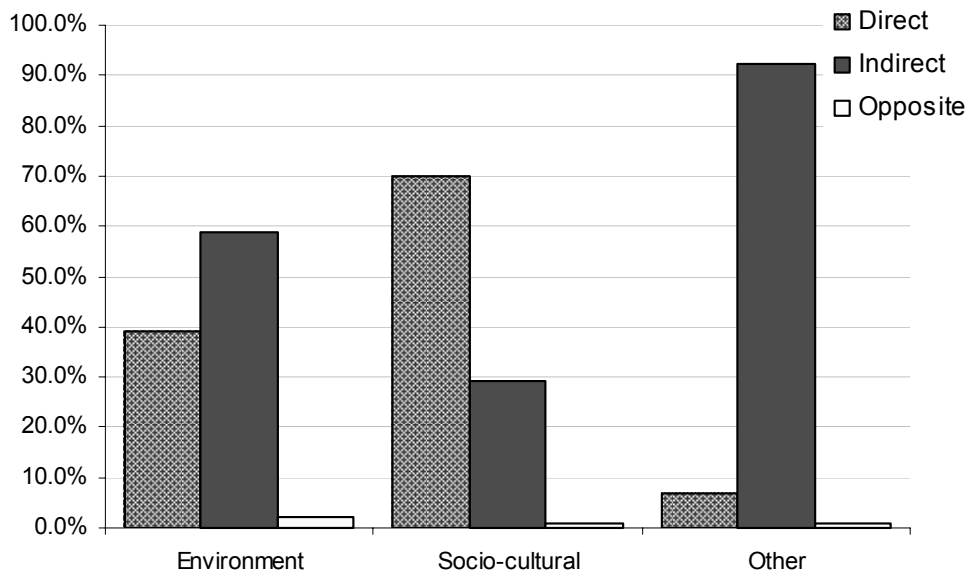


Figure 4.5. Theme areas broken down by relation to original category intention, including direct statements, indirect statements, and opposite statements (n=588).

4.2.6 Comparison of Publications

The three publications used for this research were compared and contrasted to determine how coded statements were distributed among guidebooks. As indicated in table 4.9, 257 statements (39.5% of total statements) were coded in the *Lonely Planet*, 156 statements (24.0%) were coded in the *SA Handbook*, and 238 statements (36.6%) were coded in the *Rough Guide*. Paragraphs containing coded statements were identified and counted to quantitatively compare publications (see table 4.16). 7.9% (n=220) of all paragraphs in the *Lonely Planet*,

8.4% (n=121) of paragraphs in the *SA Handbook*, and 8.8% (n=177) of paragraphs in the *Rough Guide* had coded statements based on the coding scheme. Therefore, on average 8.3% of guidebook paragraphs relate to tourist impacts, tourist behaviours, and environmental and socio-cultural tourist information needs.

Source	N	%
Lonely Planet	220	7.9%
SA Handbook	121	8.4%
Rough Guide	177	8.8%

Pearson chi square tests were done to determine whether there were any statistically significant differences between observed and expected distributions in publications. In looking at the contingency table comparing guidebook section and publications for coded statements, the chi square test indicated that there were significant differences ($\chi^2=84.56$, $p<0.001$).

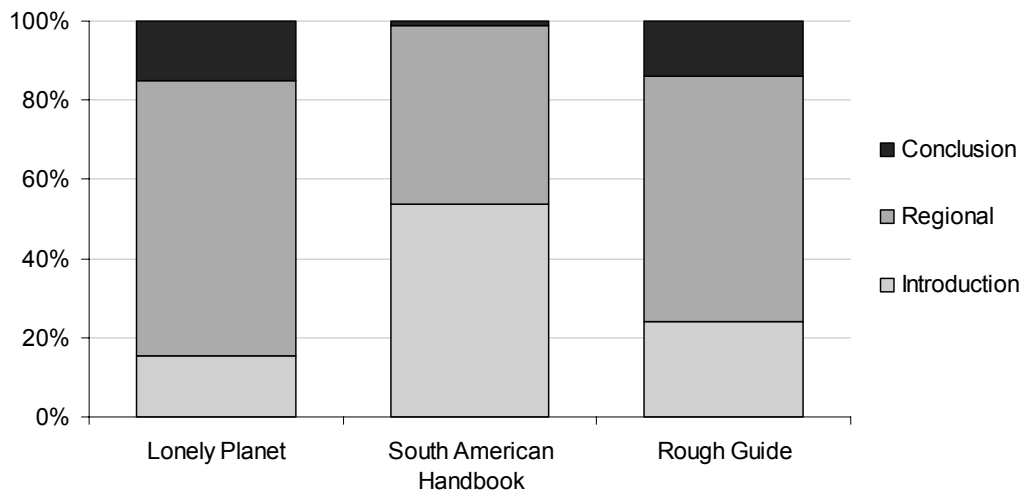


Figure 4.6. Total coded statements in each section of guidebooks publications (n=651).

The majority of statements were found in regional sections for the *Lonely Planet* (69.3%) and the *Rough Guide* (65.5%), with the *Rough Guide* have a slightly higher proportion of statements in the introduction (21.8%). Both guidebooks had similar statement proportions in

concluding sections (*Lonely Planet* = 15.2%, *Rough Guide* =12.6%). *Lonely Planet* had fewer statements in the introduction than expected (15.6%, n=40). The *SA Handbook* differed significantly from the other guidebook as it has fewer statements in the regional section (44.9%, n=70), more statements in the introduction than expected (53.8%, n=84), and minimal statements in concluding sections (1.3%, n=2) (see figure 4.6).

Significance of special text by source could not be calculated expected counts were too small. However, the *SA Handbook* had the majority of special text statements (52.6%, n=10) and the remaining were divided between *Lonely Planet* (31.6%) and the *Rough Guide* (15.8%).

Table 4.17. Types of coded statements found in each publication

Publication	Statement Type				Total
	Hard	Medium	Soft	Neutral	
<i>Lonely Planet</i>					
Observed	33	60	37	127	257
Expected	25.3	59.2	39.9	132.6	257.0
Percentage	(12.8%)	(23.3%)	(14.4%)	(49.4%)	(100.0%)
<i>SA Handbook</i>					
Observed	16	51	32	57	156
Expected	15.3	35.9	24.2	80.5	156.0
Percentage	(10.3%)	(32.7%)	(20.5%)	(36.5%)	(100.0%)
<i>Rough Guide</i>					
Observed	15	39	32	152	238
Expected	23.4	54.8	36.9	122.8	238.0
Percentage	(6.3%)	(16.4%)	(13.4%)	(63.9%)	(100.0%)

Chi square = 33.70, p<0.001

In looking at the contingency table comparing the statement type distributions in guidebooks (see table 4.17), the chi square test indicated that significant differences exist ($\chi^2=33.70$, p<0.001). The *SA Handbook* has more Medium statements (32.7%, n=51) and fewer Neutral statements (36.5%, n=57) than expected whereas the *Rough Guide* had more Neutral statements (63.9%, n=152) and fewer Medium (16.4%, n=39).

Statement types were examined for each publication by section. In the *Lonely Planet*, the majority of Hard, Medium, Soft, and Neutral statements were found in regional sections. The

remainder was split between introduction and concluding sections. The *Rough Guide* differed somewhat as the majority of Hard, Soft, and Neutral statements were found in regional sections; however, Medium statements fell in regional (48.7%) and introduction (41.7%)

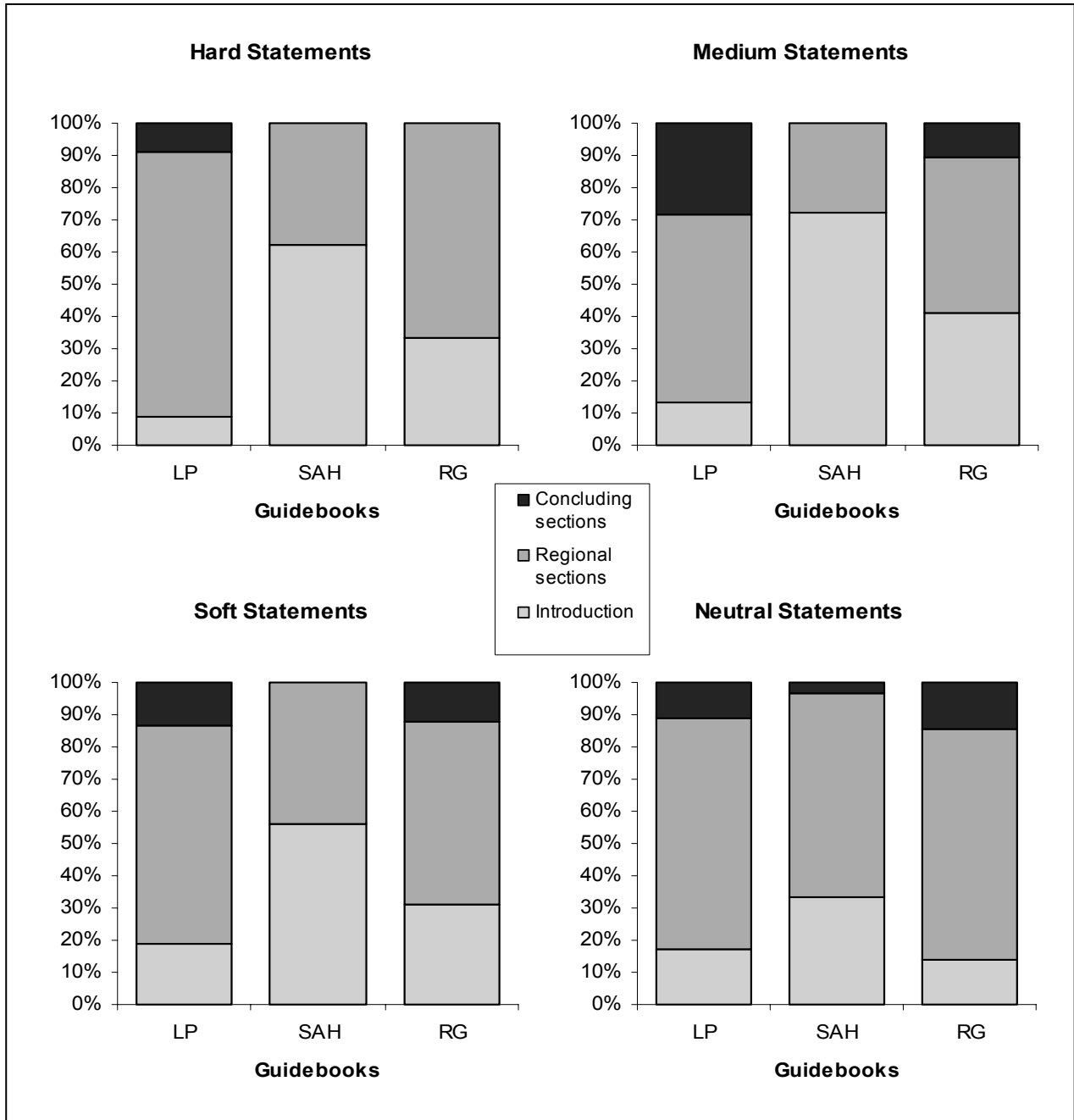


Figure 4.7. Statement types broken down by section for each guidebook publication (LP=Lonely Planet, SAH=South American Handbook, RG=Rough Guide).

sections. No Hard statements were found in the conclusion. The majority of Hard, Medium, and Soft statements in the *SA Handbook* were found in the introduction, with the remainder in regional sections. This guidebook had no Hard, Medium, or Soft statements in the concluding sections. The majority of Neutral statements in the *SA Handbook* were found in regional sections, with 33.3% in the introduction and 3.5% in concluding sections (see figure 4.7).

To compare directness of statements with sources using a Pearson’s chi square test, the opposite statement category was removed as this category had expected counts of less than 5. Also directness of statements does not apply to statements in the four additional categories found through qualitative analysis of the guidebook (n=577). The relation of the statement did differ significantly by publication ($\chi^2=11.74$, $p<0.01$). The *Lonely Planet* had an equal number of direct and indirect statements. The *SA Handbook* had more direct statements (60.0%, n=81) and fewer indirect statements (40.0%, n=54) than expected while the *Rough Guide* had fewer direct statements (41.0%, n=82) and more indirect statements (59.0%, n=118) than expected (see table 4.18).

Table 4.18. Direct and indirect statements of coded items in each publication (n=577)			
Publication	Relation to Categories		Total
	Direct	Indirect	
<i>Lonely Planet</i>			
Observed	121	121	242
Expected	119.1	122.9	242.0
Percentage	(50.0%)	(50.0%)	(100.0%)
<i>SA Handbook</i>			
Observed	81	54	135
Expected	66.4	68.6	135.0
Percentage	(60.0%)	(40.0%)	(100.0%)
<i>Rough Guide</i>			
Observed	82	118	200
Expected	98.4	101.6	200.0
Percentage	(41.0%)	(59.0%)	(100.0%)

Chi square = 11.74, $p<0.01$

Note: Opposite category removed as expected counts are less than 5.

As discussed earlier in section 4.2.3 *Description of Statements*, themed paragraphs for each guidebook were identified and counted. Table 4.19 summarises the paragraph counts of theme areas in each publication. Results of the paragraph count indicate that on average, 8.3% of guidebook paragraphs address environmental, socio-cultural, or other destination data. 7.8% (n=220) of the paragraphs in the *Lonely Planet* addressed list categories with 2.2% of the guidebook paragraphs (n=61) addressing environmental themes and 4.0% (n=113) addressing socio-cultural themes. In the *SA Handbook*, 8.4% (n=121) of guidebook paragraphs addressed list categories with 2.4% (n=34) discussing environmental themes and 4.3% (n=62) discussing socio-cultural themes. The distribution of the *Rough Guide* differed from the other guidebooks as it had the most paragraphs relating to list categories (8.8%, n=177) with a higher percentage of paragraphs addressing environmental issues (3.8%, n=77). However, no chi squared test for paragraphs was done; therefore significance of paragraph differences is unknown.

Table 4.19. Summary of guidebook paragraphs by theme		
<i>Publications</i>	<i>N</i>	<i>%</i>
<i>Lonely Planet</i>		
Environment	61	2.2
Socio-cultural	113	4.0
Other themes	46	1.6
All other paragraphs	2577	92.1
Total	2797	100.0
<i>SA Handbook</i>		
Environment	34	2.4
Socio-cultural	62	4.3
Other themes	25	1.7
All other paragraphs	1324	91.6
Total	1445	100.0
<i>Rough Guide</i>		
Environment	77	3.8
Socio-cultural	73	3.6
Other themes	27	1.3
All other paragraphs	1839	91.2
Total	2016	100.0

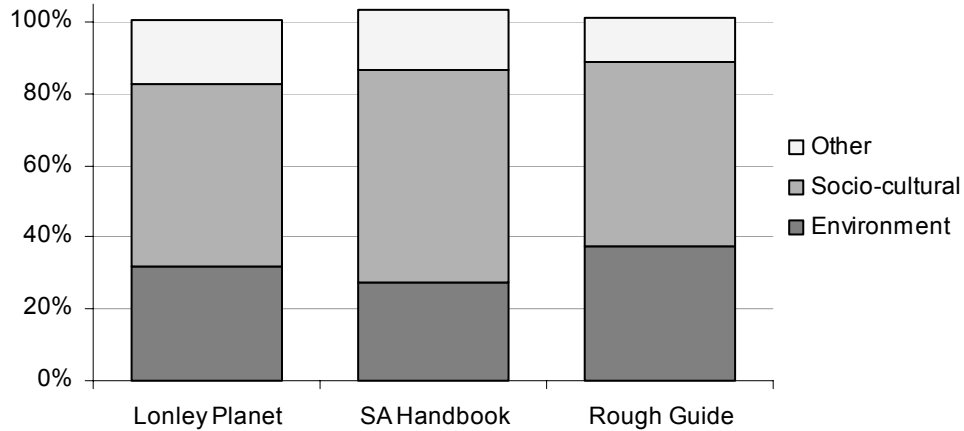


Figure 4.8. Theme distributions in guidebook publications (note that 8 statements had both environmental and socio-cultural themes and were counted twice, therefore total percentage is greater than 100).

Pearson chi square tests were done to determine whether there were any statistically significant differences between observed and expected distributions of themes in publication statements. For all chi square tests, the 8 statements containing both environmental and socio-cultural themes were not counted as the category had cells with expected counts which were less than 5. Theme distributions of coded statements in each guidebook did not differ significantly ($\chi^2=7.85$, $p=0.09$). Figure 4.8 displays the total coded statements for each publication by theme area. Note that in figure 4.8 items with both environment and socio-cultural themes were added to each theme area, therefore the total percentage is higher than 100. The majority of coded statements in each guidebook publication were socio-cultural. In the *Lonely Planet*, 50.6% ($n=130$) of coded statements were socio-cultural, 31.9% ($n=82$) were environmental and 17.9% ($n=46$) were based on other themes. In the *SA Handbook*, 59.0% ($n=92$) of all coded statements were socio-cultural, 27.6% ($n=43$) were environmental, and 16.7%, $n=26$) were based on other themes. In the *Rough Guide*, 51.3% ($n=122$) of statements were socio-cultural, 37.4% ($n=89$) were environmental, and 12.2% ($n=29$) had other themes.

Though no significant differences were found in comparing guidebooks and theme distribution, the Pearson's chi square test did show significant differences when comparing the directness of environmental theme area by publication (see table 4.20). The opposite category for the relation of statements was removed as were the statements which had both environment and socio-cultural themes. The *Lonely Planet* had a higher proportion of direct environment statements (55.0%, n=44) than expected. It was also found that the *Rough Guide* had a smaller proportion of direct environmental statements (18.8%, n=16) and a larger proportion of indirect environmental statements (81.2%, n=69) than expected.

<i>Publications</i>	<i>Observed</i>	<i>Expected</i>	<i>Percentage</i>	χ^2	<i>p</i>
<i>Lonely Planet</i>					
Direct	44	31.9	(55.0%)		
Indirect	36	48.1	(45.0%)		
<i>SA Handbook</i>					
Direct	19	13.2	(57.6%)		
Indirect	14	19.8	(42.4%)		
<i>Rough Guide</i>					
Direct	16	33.9	(18.8%)	27.65	<0.001
Indirect	69	51.1	(81.2%)		

4.2.7 List Categories and Codes

Guidebook statements were grouped into 33 categories after undergoing qualitative content analysis. Table 4.21 provides a summary of the statements found in each list category. In examining the guidebook data, conservation and environmental issues (n=67), economic support (n=64), and tourist and local people interaction (n=51) were the categories most frequently mentioned in guidebooks. It was also found that there were no statements in guidebooks on interactions with guides or tour operators or encouraging interest in Perú.

Table 4.21. Summary of frequency and valid percentage for all list categories identified in content analysis of guidebooks

<i>List Categories from Guidebook</i>	<i>N</i>	<i>%</i>
Conservation and environmental issues	67	10.4
Economic support	64	9.8
Tourist and local people interactions	51	7.8
Expectations of developing countries	41	6.3
Society and cultural issues	37	5.7
Protected areas	36	5.5
Peruvian disposition	33	5.1
Expecting the unexpected	32	4.9
Language	32	4.9
Expectations of wildlife	31	4.8
Contemporary culture	25	3.8
Money and spending	25	3.8
Litter and waste management	19	3.1
Consumer complaints and demands	16	2.5
Trade in flora, fauna or cultural artefacts	16	2.5
Tourist attitude or temperament	13	2
Cultural respect	12	1.8
Volunteering and donations	12	1.8
Begging and gifts	10	1.5
Greetings and manners	9	1.4
Impacts of tourism	9	1.4
Drugs	9	1.4
Photography	8	1.2
Tourist and wildlife interactions	7	1.1
Vandalism	7	1.1
Fire	7	1.1
Punctuality and timing	6	0.9
Expectations of natural areas	6	0.9
Treatment of porters	5	0.8
Awareness of impacts	4	0.6
Collection of plant materials	1	0.2
Interactions with guides or tour operators	0	0
Interest in Perú	0	0
Total	651	100.0

Guidebook categories are organised by theme (socio-cultural categories, environmental categories, other theme categories, and categories with multiple themes) and discussed in detail in the following section.

4.2.8.1 Socio-cultural themed categories

Tourist and local people interactions

This category groups guidebook statements which address interactions between tourists and local people.

Body language using hand gestures and facial expressions is hard to describe but an important part of interpersonal communication. Watch to see how the locals do it. (*Lonely Planet*, 32)

Table 4.22. Summary of tourist and local people interactions category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	18	35.3
Socio-cultural	51	100.0	SA Handbook	15	29.4
Other	0	0	Rough Guide	18	35.3
Total	51	100.0	Total	51	100.0
Section			Relation to Categories		
Introduction	21	41.2	Direct	51	100.0
Regional Sections	25	49.0	Indirect	0	0
Concluding Sections	5	9.8	Opposite	0	0
Total	51	100.0	Total	51	100.0
Statement Type					
Hard	0	0			
Medium	38	74.5			
Soft	9	17.6			
Neutral	4	7.8			
Total	51	100.0			

Table 4.22 presents information on statements in this category. All statements are related to socio-cultural themes. Few statements are found in concluding sections (9.8%, n=5), as most are in introduction (41.2%, n=21) and regional sections (49.0%, n=25). All guidebook publications addressed issues of social interaction. However, the majority of statements in the

Lonely Planet are found in regional sections (77.8%, n=14) while the majority of statements in the *SA Handbook* are found in the introduction (73.3%, n=11). In the *Rough Guide*, information on interactions is found throughout the guidebook, with 50% (n=9) in the introduction, 38.9% (n=7) in regional sections, and 11.1% (n=2) in concluding sections. Statements in this category have a high proportion of Medium statements (74.5%, n=38) giving travellers advice on how to interact with local people.

In looking at the statement qualifiers and focus, 34 statements (66.7%) are related to asking people specific advice and permission, 5 statements (9.8%) encourage learning and general interactions, and remaining 12 statements (23.5%) discuss problem areas and negative interactions (such as foreign women receiving unwanted attention from some Peruvian men). All statements are directly related to the intention of the category.

Society and cultural issues

This category is made up of guidebook statements which discuss society or cultural issues or problems facing people in Perú. Statements which did not fall into other social and cultural areas are grouped under this category.

But while many [indigenous people] are being sucked into the money-based labour market, others, increasingly under threat, have been forced to struggle for their cultural identities and territorial rights, or to retreat as far as they are presently able beyond the new frontiers of so-called civilization. (*Rough Guide*, 456)

In looking at the focus for this category, most statements did not relate to social or cultural issues associated with tourism (94.6%). However seven statements (18.9%) did address social solutions or provide advice to tourists on how to get involved in social or cultural issues.

Table 4.23 summarises the information for this category. All statements are socio-cultural and are spread throughout regional (45.9%) and concluding sections (40.5%), with five

statements (13.5%) in introductions. The *Rough Guide* has considerably more society and cultural issue statements than do the other guidebooks (75.7%, n=28). The majority of statements are Neutral (83.8%, n=31) with one Medium statement (2.7%) and five Soft statements (13.5%) providing options or demonstrative information. Relation to the original category intention of destination data was *not* calculated as this category emerged during guidebook content analysis.

Table 4.23. Summary of society and cultural issues category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	5	13.5
Socio-cultural	37	100.0	SA Handbook	4	10.8
Other	0	0	Rough Guide	28	75.7
Total	37	100.0	Total	37	100.0
Section					
Introduction	5	13.5			
Regional Sections	17	45.9			
Concluding Sections	15	40.5			
Total	37	100.0			
Statement Type					
Hard	0	0			
Medium	1	2.7			
Soft	5	13.5			
Neutral	31	83.8			
Total	37	100.0			

Peruvian disposition

This category is comprised of guidebook statements which describe the character of people at the tourist destination.

As anyone who stays more than a week or so finds, Limeno hospitality and kindness are almost boundless once you've established an initial rapport. (*Rough Guide*, 65)

In examining the focus of these statements, the majority of statements in the guidebooks describe Peruvians as friendly or helpful (66.1%, n=22). Statements also identify kindness and hospitality as well as other traits.

All statements relate to cultural themes and most are found in regional sections (69.7%), with 27.3% (n=9) in the introduction, and 3.0% (n=1) in concluding sections (see table 4.24). The *SA Handbook* has the least amount of statements in this category (12.1%, n=4). It was found that 48.5% (n=16) are in the *Lonely Planet* and 39.4% (n=13) are in the *Rough Guide*. There are five special text statements (15.2%) in this category emphasising Peruvian characteristics. The majority of guidebook statements in this category are Neutral (97.0%, n=32), describing Peruvian traits, with one Medium statement (3.0%). All statements are directly related to this category.

Table 4.24. Summary of Peruvian disposition list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	16	48.5
Socio-cultural	33	100.0	SA Handbook	4	12.1
Other	0	0	Rough Guide	13	39.4
Total	33	100.0	Total	33	100.0
Section			Relation to Categories		
Introduction	9	27.3	Direct	33	100.0
Regional Sections	23	69.7	Indirect	0	0
Concluding Sections	1	3.0	Opposite	0	0
Total	33	100.0	Total	33	100.0
Statement Type					
Hard	0	0			
Medium	1	3.0			
Soft	0	0			
Neutral	32	97.0			
Total	33	100.0			

Language

This category groups statements which address language and language issues such as learning Spanish and expectations of English or Spanish phrases.

Some initial study, to get you up to a basic vocabulary of 500 words or so, and a pocket dictionary and phrase-book, are most strongly recommended: your pleasure will be doubled if you can talk to the locals. (*SA Handbook*, 27)

Table 4.25 summarises this category. All statements are socio-cultural as they deal with language. The majority are found in regional sections (59.4%), with 21.9% in introductions and 18.8% in concluding sections. The *Lonely Planet* has a larger proportion of statements dealing with language issues (53.1%) when compared with the *SA Handbook* (15.6%) and the *Rough Guide* (31.3%). However, the *SA Handbook* has more direct statements when compared to the other publications.

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	17	53.1
Socio-cultural	32	100.0	SA Handbook	5	15.6
Other	0	0	Rough Guide	10	31.3
Total	32	100.0	Total	32	100.0
Section			Relation to Categories		
Introduction	7	21.9	Direct	9	28.1
Regional Sections	19	59.4	Indirect	23	71.9
Concluding Sections	6	18.8	Opposite	0	0
Total	32	100.0	Total	32	100.0
Statement Type					
Hard	1	3.1			
Medium	7	21.9			
Soft	7	21.9			
Neutral	17	53.1			
Total	32	100.0			

Though the majority of statements are Neutral (53.1%), there are seven Medium statements (21.9%) providing the tourist with advice on language and one Hard statement (3.1%). One statement on language is emphasised through special text and the majority of statements (71.9%, n=9) are indirectly related to the list category by describing courses or language issues but not encouraging tourists to learn Spanish or Quechua (indigenous language).

Contemporary culture

This category groups statements which discuss the contemporary culture of Perú.

Be up-to-date with Lima's El Comercio - dry, conservative but considered the best Spanish-language **newspaper** [emphasis in original] - and read opposing viewpoints in the mildly left-wing La Republica. (*Lonely Planet*, 400)

Table 4.26 provides a summary of this category. All statements are socio-cultural related to contemporary issues of culture in Perú. Statements in this category are found in each guidebook section, 36.0% (n=9) in the introduction, 48.0% (n=12) in regional sections, and 16.0% (n=4) in concluding sections. The *SA Handbook* has only one statement (4.0%) related to this category. All other statements are found in the *Lonely Planet* (52.0%) and the *Rough Guide* (44.0%).

Variable	N	%	Variable	N	%
Theme			Source		
Environment	0	0	Lonely Planet	13	52.0
Socio-cultural	25	100.0	SA Handbook	1	4.0
Other	0	0	Rough Guide	11	44.0
Total	25	100.0	Total	25	100.0
Section			Relation to Categories		
Introduction	9	36.0	Direct	4	16.0
Regional Sections	12	48.0	Indirect	21	84.0
Concluding Sections	4	16.0	Opposite	0	0
Total	25	100.0	Total	25	100.0
Statement Type					
Hard	0	0			
Medium	2	8.0			
Soft	6	24.0			
Neutral	17	68.0			
Total	25	100.0			

Two statements on contemporary culture are in special text types, to emphasising the issue. The majority of statements are Neutral (68.0%, n=17), 24.0% (n=6) are Soft, and 8.0% (n=2) are Medium. Four statements (16.0%) relate directly to the intention of the category, the majority (84.0%) are indirectly related as they provide information on contemporary culture but do not address cultural differences, understanding, or learning.

Tourist attitude or temperament

This category groups guidebook statements which describe or identify tourist attitudes which are appropriate or inappropriate.

Always remember that the traveller from abroad has enjoyed greater advantages in life than most Latin American minor officials and should be friendly and courteous in consequence. (*SA Handbook*, 47)

Table 4.27. Summary of tourist attitude or temperament list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	3	23.1
Socio-cultural	13	100.0	SA Handbook	8	61.5
Other	0	0	Rough Guide	2	15.4
Total	13	100.0	Total	13	100.0
Section			Relation to Categories		
Introduction	8	61.5	Direct	13	100.0
Regional Sections	3	23.1	Indirect	0	0
Concluding Sections	2	15.4	Opposite	0	0
Total	13	100.0	Total	13	100.0
Statement Type					
Hard	1	7.7			
Medium	10	76.9			
Soft	2	15.4			
Neutral	0	0			
Total	13	100.0			

In looking at the focus and qualifiers for this category, the majority of statements (84.6%, n=11) identify favourable traits such as friendliness, politeness and patience while the remainder (15.4, %, n=2) address unfavourable attitudes.

Table 4.27 summarises this category. All statements relate to socio-cultural themes and most can be found in the introduction (61.5%, n=8). Though all guidebooks address tourist attitudes, the *SA Handbook* has the most statements relating to this category (61.5%, n=8).

The majority of statements in this category are Medium (76.9%, n=10), giving advise to tourists on how to behave when in Perú. This category has no neutral statements; all provide

some form of explicit or implicit direction. All statements are directly related to the list category by identifying tourist attitudes.

Cultural respect

Guidebook statements in this category address issues of respect for cultural practices, traditions, and societies at the destination.

There is a natural prejudice in all countries against travellers who ignore personal hygiene and have a generally dirty and unkempt appearance. Most of Latin Americans, if they can afford it, devote great care to their clothes and appearance; it is appreciated if visitors do likewise. (*SA Handbook*, 47)

Table 4.28. Summary of the cultural respect category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	3	25
Socio-cultural	12	100.0	SA Handbook	5	41.7
Other	0	0	Rough Guide	4	33.3
Total	12	100.0	Total	12	100.0
Section			Relation to Categories		
Introduction	8	66.7	Direct	12	100.0
Regional Sections	4	33.3	Indirect	0	0
Concluding Sections	0	0	Opposite	0	0
Total	12	100.0	Total	12	100.0
Statement Type					
Hard	2	16.7			
Medium	6	50.0			
Soft	3	25.0			
Neutral	1	8.3			
Total	12	100.0			

Table 4.28 displays information on the statements in this list category. All statements are socio-cultural, with the majority found in introduction sections (66.7%, n=8). The remaining statements (33.3%, n=4) are in regional sections. Statements on cultural respect are found in each guidebook publication with no mentions in special text. A high proportion of statements are Medium (50.0%, n=6), providing advise on cultural respect. Two statements (16.7%) are

Hard or obligatory, and three statements (25.0%) are Soft or optional. All statements are directly related to issues of cultural respect.

Begging and gifts

Guidebook statements in this category address issues related to begging and giving gifts in Perú.

Whether you give money to beggars is a personal matter, but your decision should be influenced by whether a person is begging out of need or trying to cash in on the tourist trail. In the former case, local people giving may provide an indication. (*SA Handbook*, 48)

In examining the focus of the statement, most statements dealt with gifts (80.0%), and are related to whether or not gifts are appropriate or what sort of gifts travellers should bring with them for people in local communities. The remaining statements deal with issues of begging.

Table 4.29. Summary of begging and gifts category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	4	40.0
Socio-cultural	10	100.0	SA Handbook	3	30.0
Other	0	0	Rough Guide	4	40.0
Total	10	100.0	Total	10	100.0
Section			Relation to Categories		
Introduction	3	30.0	Direct	7	70.0
Regional Sections	7	70.0	Indirect	3	30.0
Concluding Sections	0	0.0	Opposite	0	0.0
Total	10	100.0	Total	10	100.0
Statement Type					
Hard	2	20.0			
Medium	2	20.0			
Soft	6	60.0			
Neutral	0	0.0			
Total	10	100.0			

All statements are socio-cultural with most being found in regional sections (70.0%, n=7), relating to specific communities or areas in Perú (see table 4.29). Statements are found in each guidebook and this category has no Neutral statements (see table 4.29). All statements give

explicitly or implicit instruction on begging and gift-giving issues. It was found that 70% (n=7) statements are directly related to the list category.

Greetings and manners

Statements in this category related to manners and proper ways to greet people in Perú.

A handshake is normally given at the beginning and end of even a brief meeting; men may exchange back-slapping hug known as an abrazo, and women may kiss one another on the cheek. Men may give women a decorous kiss on the cheek, except in business settings, where a handshake is appropriate. Indians, on the other hand, don't kiss and their handshakes, when offered, are a light touch rather than a firm grip. (*Lonely Planet*, 32)

Table 4.30. Summary of greetings and manners list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	6	66.7
Socio-cultural	9	100.0	SA Handbook	2	22.2
Other	0	0	Rough Guide	1	11.1
Total	9	100.0	Total	9	100.0
Section			Relation to Categories		
Introduction	7	77.8	Direct	9	100.0
Regional Sections	0	0	Indirect	0	0
Concluding Sections	2	22.2	Opposite	0	0
Total	9	100.0	Total	9	100.0
Statement Type					
Hard	2	22.2			
Medium	5	55.6			
Soft	2	22.2			
Neutral	0	0			
Total	9	100.0			

In looking at the focus of this category, most statements dealt with manners (66.7%, n=6) while the remaining statements identify proper greetings and introductions in Perú culture. Table 4.30 summarises the information for this category. All statements are related to socio-cultural issues and most are found in the introduction (77.8%, n=7). The *Lonely Planet* guidebook has the most statements in this category (66.7%). This category has no Neutral

statements. All statements provided explicit or implicit instructions on greetings and manners for the tourist with 55.6% (n=5) of the statements being Medium. All statements are directly related to the original intention of the category.

Drugs

This category groups statements which discuss drug use and other drug related issues.

Don't buy drugs. Dealers and police often work together, and Procuradores is one of several areas in which you can make a drug deal and get busted, all within a couple of minutes. (*Lonely Planet*, 172)

All statements are socio-cultural and the majority can be found in introduction sections (55.6%). The *Lonely Planet* and *SA Handbook* each have four statements on drug issues (44.4%). The *Rough Guide* has one statement related to this category (see table 4.31).

Table 4.31. Summary of drugs category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	4	44.4
Socio-cultural	9	100.0	SA Handbook	4	44.4
Other	0	0	Rough Guide	1	11.1
Total	9	100.0	Total	9	100.0
Section					
Introduction	5	55.6			
Regional Sections	2	22.2			
Concluding Sections	2	22.2			
Total	9	100.0			
Statement Type					
Hard	5	55.6			
Medium	3	33.3			
Soft	1	11.1			
Neutral	0	0			
Total	9	100.0			

The majority of statements are Hard (55.6, n=5) or obligatory with three Medium statements (33.3%) giving advice and one soft statement (11.1%)(see table 4.31). Relation to

the original category intention in destination data was not calculated as this category emerged during guidebook content analysis.

Photography

Guidebook statements in this category relate to issues associated with photography.

One of the more complex problems is how to take photos of people without upsetting them. You should always talk to a prospective subject first, and ask if s/he minds if you take a quick photo (una fotito por favor - a little photo please); most people react favorably [sic] to this approach even if all the communication is in sign language. (*Rough Guide*, 57)

Table 4.32. Summary of photography category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	3	37.5
Socio-cultural	8	100.0	SA Handbook	2	25.0
Other	0	0	Rough Guide	3	37.5
Total	8	100.0	Total	8	100.0
Section			Relation to Categories		
Introduction	3	37.5	Direct	7	87.5
Regional Sections	4	50.0	Indirect	1	12.5
Concluding Sections	1	12.5	Opposite	0	0
Total	8	100.0	Total	8	100.0
Statement Type					
Hard	3	37.5			
Medium	4	50.0			
Soft	0	0			
Neutral	1	12.5			
Total	8	100.0			

Statements address intrusive aspects of photography and permissions. The majority of statements (75.0%) deal with photographing people. Statements are socio-cultural and are spread throughout the book with 37.5% (n=3) in the introduction, 50% (n=4) in regional sections and 12.5% (n=1) in concluding sections (see table 4.32). Statements on photography are found in all guidebooks, though the *Rough Guide* is the only guidebook which deals with photography rules outside of photographing people (i.e. photography at borders and in

churches). One photography statement was emphasised through special text types and most are directly related to the list category (87.5%, n=7). Three Hard statements provide rules for tourists, four Medium statements advise on photographing people or places and one statement is Neutral, describing photography in Perú (see table 4.32).

Punctuality and timing

Statements in this category address issues involved in timing and punctuality in Perú.

It is appropriate here to mention that punctuality is not one of the things that Latin America is famous for. Be prepared for some serious waiting. (*Lonely Planet*, 411)

All statements relate to socio-cultural issues and are spread throughout the guidebook sections, with 50.0% (n=3) found in regional sections. All guidebooks address this category through Medium, Soft, and Neutral statements (see table 4.33). It was found that 50% (n=3) of statements are directly related to the category by identifying cultural idiosyncrasies surrounding punctuality and the remainder are indirectly related to the category by addressing general issues of timing.

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	2	33.3
Socio-cultural	6	100.0	SA Handbook	1	16.7
Other	0	0	Rough Guide	3	50.0
Total	6	100.0	Total	6	100.0
Section			Relation to Categories		
Introduction	2	33.3	Direct	3	50.0
Regional Sections	3	50.0	Indirect	3	50.0
Concluding Sections	1	16.7	Opposite	0	0
Total	6	100.0	Total	6	100.0
Statement Type					
Hard	0	0			
Medium	2	33.3			
Soft	2	33.3			
Neutral	2	33.3			
Total	6	100.0			

Treatment of porters

This category groups guidebook statements related to the treatment of porters and porter conditions.

Also take a small stash of cash for tipping the guide, cook and especially the porters who are woefully underpaid and work the hardest of all. (*Lonely Planet*, 214)

All statements in this category are socio-cultural and the majority (80.0%) are found in regional sections. All guidebooks have statements related to this issue and all statements are found in regular text. There are no Hard statements in this category. Statements are Medium (n=2), Soft (n=2), and Neutral (n=1). 40.0% (n=2) of statements are directly related to the intention of this category by addressing the treatment of porters, the remainder are indirect as they discussed porters in general terms.

Table 4.34. Summary of treatment of porter's category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	1	20
Socio-cultural	5	100.0	SA Handbook	3	60
Other	0	0	Rough Guide	1	20
Total	5	100.0	Total	5	100.0
Section			Relation to Categories		
Introduction	1	20.0	Direct	2	40.0
Regional Sections	4	80.0	Indirect	3	60.0
Concluding Sections	0	0	Opposite	0	0
Total	5	100.0	Total	5	100.0
Statement Type					
Hard	0	0			
Medium	2	40.0			
Soft	2	40.0			
Neutral	1	20.0			
Total	5	100.0			

Interactions with Guides and Tour Operators

No statements were found in any of the guidebooks which addressed tourist interactions with guides or tour operators.

4.2.8.2 Environment themed categories

Conservation and environmental issues

Statements in this category address issues involved in the conservation and protection of the natural environment.

Most walking is on trails well-trodden by local people, but some of the more popular routes are becoming damaged. Little is done to maintain the trails and no guards control them; a few conservation groups are trying to remedy this. (*SA Handbook*, 1245)

In looking at the qualifiers and focus, most statements (94.1%, n=64) relate to conservation issues and education about the current situation in Perú, the remaining statements (5.9%, n=4) encourage conservation or environmental awareness. Most statements (77.9%, n=53) deal with issues that do not relate directly to tourism. Table 4.35 outlines the variables for this category.

Table 4.35. Summary of conservation and environmental issues category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	68	100.0	Lonely Planet	18	26.5
Socio-cultural	0	0	SA Handbook	10	14.7
Other	0	0	Rough Guide	40	58.8
Total	68	100.0	Total	68	100.0
Section			Relation to Categories		
Introduction	16	23.5	Direct	11	16.2
Regional Sections	42	61.8	Indirect	57	83.8
Concluding Sections	10	14.7	Opposite	0	0
Total	68	100.0	Total	68	100.0
Statement Type					
Hard	3	4.4			
Medium	2	2.9			
Soft	4	5.9			
Neutral	59	86.8			
Total	68	100.0			

All statements in this category are environmental. The majority are found in regional sections (61.8%), with 23.5% in introductions and 14.7% in concluding sections. The *Rough Guide* has highest proportion of statements on conservation issues (58.8%), followed by the

Lonely Planet (26.5%), and the *SA Handbook* (14.7%). Three statements were displayed in special text (bolded or in statements boxes) to emphasis the issue. Most statements (86.8%, n=59) are neutral or descriptive and indirectly related to conservation and environmental issues (83.8%, n=57).

Expectations of wildlife

Guidebook statements in this category identify realistic or unrealistic expectations of wildlife.

During a one-week trip, you can reasonably expect to see scores of different bird species, several monkey species and possibly a few other mammals. Jaguars, tapirs, giant anteaters, tamanduas, capybaras, peccaries and giant river otters are among the common large mammals of Manu. But they are elusive, and you can consider a trip very successful if you see two or three large mammals during a week's visit. (*Lonely Planet*, 372)

Table 4.36 summarises the variables in this category. All statements are environmental relating to wildlife and the majority are found in regional sections (77.4%, n=24). The *SA*

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	31	100.0	Lonely Planet	16	51.6
Socio-cultural	0	0	SA Handbook	1	3.2
Other	0	0	Rough Guide	14	45.2
Total	31	100.0	Total	31	100.0
Section			Relation to Categories		
Introduction	3	9.7	Direct	8	25.8
Regional Sections	24	77.4	Indirect	22	71.0
Concluding Sections	4	12.9	Opposite	1	3.2
Total	31	100.0	Total	31	100.0
Statement Type					
Hard	1	3.2			
Medium	4	12.9			
Soft	1	3.2			
Neutral	25	80.6			
Total	31	100.0			

Handbook has one statement (3.2%) and it is opposite to the intention of the category. Other statements are split between the *Lonely Planet* (51.6%, n=16) and the *Rough Guide* (45.2%, n=14); however the majority of statements in the *Rough Guide* are indirect. One statement is emphasised in special text and most statements are Neutral (80.6%, n=25) with four Medium statements (12.9%) offering advise or suggestions to visitors. The majority of statement are indirect (71.0%, n=22) discussing potential sightings of wildlife while 25.8% (n=8) of statements are directly related to this category, addressing realistic expectations in wildlife tourism. One statement is opposite to the intention of this category, presenting unrealistic expectations of spotting wildlife.

Litter and waste management

Guidebook statements grouped in this category relate to issues of litter and waste management including trash, human waste, and waste minimisation.

Wherever you end up, be sure to pay heed to the rules of responsible trekking: carry away your waste, particularly above the snow line, where even organic waste does not decompose (if you can pack it in the first place, you can pack it out). (*Rough Guide*, 305)

Table 4.37 provides a summary of all litter and waste statements found in guidebooks. All statements in this category are environmental and the majority of statements (73.7%, n=14) are found in regional sections with 26.3% (n=5) in introduction sections. Issues of litter and waste management are mentioned in each guidebook and no statements are identified in special text. Statement types in this category varied. Seven statements (36.8%) are Hard, and seven statements (36.8%) are Medium. The majority of guidebook statements in this category are directly related to the category intention (84.2%, n=16), with three statements (15.8%) which are indirectly related.

Table 4.37. Summary of litter and waste management category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	19	100.0	Lonely Planet	7	36.8
Socio-cultural	0	0	SA Handbook	7	36.8
Other	0	0	Rough Guide	5	26.3
Total	19	100.0	Total	19	100.0
Section			Relation to Categories		
Introduction	5	26.3	Direct	16	84.2
Regional Sections	14	73.7	Indirect	3	15.8
Concluding Sections	0	0	Opposite	0	0
Total	19	100.0	Total	19	100.0
Statement Type					
Hard	7	36.8			
Medium	7	36.8			
Soft	1	5.3			
Neutral	4	21.1			
Total	19	100.0			

Tourist and wildlife interactions

This category groups guidebook statements which discuss interacting with wildlife.

It is illegal to hunt within the reserve, but you may need to remind the guides of that (though fishing for the pot is OK). (*Lonely Planet*, 385)

Table 4.38. Summary of tourist and wildlife interactions category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	7	100.0	Lonely Planet	5	71.4
Socio-cultural	0	0	SA Handbook	0	0
Other	0	0	Rough Guide	2	28.6
Total	7	100.0	Total	7	100.0
Section			Relation to Categories		
Introduction	1	14.3	Direct	7	100.0
Regional Sections	6	85.7	Indirect	0	0
Concluding Sections	0	0	Opposite	0	0
Total	7	100.0	Total	7	100.0
Statement Type					
Hard	3	42.9			
Medium	1	14.3			
Soft	2	28.6			
Neutral	1	14.3			
Total	7	100.0			

Table 4.38 provides a summary of this category. All statements in this category are environmental, relating to issues of wildlife. The majority of guidebook items are in regional sections (85.7%, n=6), with one statement in the introduction (14.3%). Statements related to interactions with wildlife are found in the *Lonely Planet* (71.4%, n=5) and the *Rough Guide* (28.6%, n=2). The *SA Handbook* did not have any statements discussing tourist and wildlife interaction. Items vary by statement types, three statements (42.9%) are Hard, providing rules on wildlife and two statements (28.6%) are Soft, providing tourists with choices. All statements are directly related to the intention of the list category.

Vandalism

This category addresses physical vandalism, graffiti, and defacing or destruction of property.

Suddenly, you reach a cleared area where the small, very-well made ruins are found.

Unfortunately, they are marred by graffiti. (*Lonely Planet*, 211).

Table 4.39. Summary of vandalism category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	7	100.0	Lonely Planet	3	42.9
Socio-cultural	0	0	SA Handbook	2	28.6
Other	0	0	Rough Guide	2	28.6
Total	7	100.0	Total	7	100.0
Section			Relation to Categories		
Introduction	0	0	Direct	5	71.4
Regional Sections	7	100.0	Indirect	2	28.6
Concluding Sections	0	0	Opposite	0	0
Total	7	100.0	Total	7	100.0
Statement Type					
Hard	3	42.9			
Medium	1	14.3			
Soft	0	0			
Neutral	3	42.9			
Total	7	100.0			

All statements have an environmental theme and all are found in regional sections of guidebooks (see table 4.39). Statements on vandalism and physical damage are found in each guidebook in regular text. Three of the statements in this category are Hard (42.9%), discussing rules on vandalism, three (42.9%) are Neutral and one is Medium (14.3%). The majority of statements (71.4%, n=5) are directly related to the intention of this category.

Fire

Guidebook statements in this category deal with fire and fire regulations.

Note too that you should always use a camping stove - campfires are strictly prohibited in

Huascarán National Park, and wood is scarce anyway. (*Rough Guide*, 305)

Table 4.40. Summary of fire category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	7	100.0	Lonely Planet	4	57.1
Socio-cultural	0	0	SA Handbook	1	14.3
Other	0	0	Rough Guide	2	28.6
Total	7	100.0	Total	7	100.0
Section			Relation to Categories		
Introduction	2	28.6	Direct	6	85.7
Regional Sections	5	71.4	Indirect	0	0
Concluding Sections	0	0	Opposite	1	14.3
Total	7	100.0	Total	7	100.0
Statement Type					
Hard	5	71.4			
Medium	2	28.6			
Soft	0	0			
Neutral	0	0			
Total	7	100.0			

All statements are environmental and the majority are found in regional sections (71.4%, n=5) (see table 4.40). All guidebooks addressed fire issues; however the *Lonely Planet* has the largest proportion of statements (57.1%, n=4). Most statements are Hard (71.4%) and consisted of rules and fire regulations. Six statements (85.7%) are directly related to the list category and

one statement was opposite to the intention of the list category as it advised tourists to light a fire if caught outside at night.

Collection of plant materials

This category captured statements discussing the collection of plant materials in natural areas. One statement was found in the guidebooks.

Don't defecate in the ruins, leave garbage, use wood fires for cooking (the trail has been badly deforested over the past decade) *or pick orchids and other plants* [italics added] in this national park. (*Lonely Planet*, 214)

The statement was environmental and found in a regional section – relating to a specific protected area. The statement was found in the *Lonely Planet*. The statement on collection of plants was Hard and directly related to the category.

4.2.8.3 Other themed categories

Expectations of developing countries

Guidebook statements in this category relate to expectations of Perú in terms of infrastructure and tourism in developing countries.

The city is now home to more than eight million people, over half of whom live in relative poverty without decent water supplies, sewage or electricity. This is not to say you can't enjoy the place. Limenos are generally very open, and their way of life is distinctive and compelling - but it's important not to come here with false expectations. (*Rough Guide*, 63)

Table 4.41 provides a summary of this category. No statements have environmental or socio-cultural themes. The majority of statements in this category (61.0%) are found in regional sections of guidebooks, with 24.4% in the introduction and 14.6% in the concluding sections. 43.9% of statements on expectations of developing countries are in the *Lonely Planet*,

31.7% are in the *Rough Guide*, and 24.4% are in the *SA Handbook*. There is one special text statement emphasising the issue.

Table 4.41. Summary of expectations of developing countries list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	18	43.9
Socio-cultural	0	0	SA Handbook	10	24.4
Other	41	100.0	Rough Guide	13	31.7
Total	41	100.0	Total	41	100.0
Section			Relation to Categories		
Introduction	10	24.4	Direct	4	9.8
Regional Sections	25	61.0	Indirect	37	90.2
Concluding Sections	6	14.6	Opposite	0	0
Total	41	100.0	Total	41	100.0
Statement Type					
Hard	2	4.9			
Medium	8	19.5			
Soft	2	4.9			
Neutral	29	70.7			
Total	41	100.0			

In looking at the qualifiers and focus for this category, most statements (53.7%, n=22) are related to specific issues with services (such as transportation, accommodations etc). Few statements talk about the challenges involved in travelling in developing countries. It was found that 42.5% (n=17) deal with electricity/sanitation and water supplies while 32.5% (n=13) discuss road conditions in terms of unpaved sections or landslides.

The majority of statements in this category are Neutral (70.7%) or descriptive in nature. Eight statements (19.5%) are Medium, providing advice on expectations, two statements (4.9%) are Hard, explaining rules, and two statements (4.9%) are Soft, providing options. A large proportion of statements (90.2%, n=37) are indirectly related to expectations in developing countries by describing services and infrastructures. The remaining 9.8% (n=4) deal directly with tourism and expectations in Perú. Direct statements are found in the *Lonely Planet* and the *Rough Guide* only, the *SA Handbook* does not directly address this category.

4.2.8.4 Categories with mixed themes

Economic support

Statements in this category discuss issues related to supporting the local economy.

They [tourists] can also support small-scale enterprises by staying in locally run hotels and hostels, eating in local restaurants and by purchasing local goods, supplies and arts and crafts.

(*SA Handbook*, 49)

In looking at the focus for this category 43.8% of statements related to information in the guidebooks on accommodations, restaurants, or tour operators who contributed to social or environmental causes and 29.7% of statements discussed hiring local guides. Table 4.42 summarises the findings for this category.

Table 4.42. Summary of economic support list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	21	32.8	Lonely Planet	26	40.6
Socio-cultural	42	65.6	SA Handbook	19	29.7
Other	1	1.6	Rough Guide	19	29.7
Total	64	100.0	Total	64	100.0
Section			Relation to Categories		
Introduction	7	10.9	Direct	33	51.6
Regional Sections	55	85.9	Indirect	30	46.9
Concluding Sections	2	3.1	Opposite	1	1.6
Total	64	100.0	Total	64	100.0
Statement Type					
Hard	1	1.6			
Medium	13	20.3			
Soft	15	23.4			
Neutral	35	54.7			
Total	64	100.0			

Statement theme varied, 32.8% of statements are environmental and 65.6% of statements are socio-cultural. One statement fell into the 'Other' category. Most statements are in the regional sections (85.9%). 40.6% of statements are in the *Lonely Planet*, 29.7% are in the *SA Handbook* and 29.7% are in the *Rough Guide*.

One statement in this category is emphasised through special text. Most statements are Neutral (54.7%), 13 statements (20.3%) are Medium providing advice to tourists on hiring local guides and supporting local communities, and 15 statements (23.4%) are Soft. Statements are split between direct and indirect relation to the category. One statement was found to be opposite, discussing how tourists could get out of paying entrance fees to a site. This opposite statement was found in the *Lonely Planet*.

Protected areas

Guidebook statements in this category discuss parks and protected areas in Perú.

The sanctuary authorities (the Unidad de Gestion del Sactuario Historico de Machu Picchu) have imposed a limit of up to 500 trekkers a day on the Inca Trail. In addition, they have made it mandatory for trekkers to go with a tour or licensed guide. (*Rough Guide*, 165)

Table 4.43. Summary of protected areas list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	26	72.2	Lonely Planet	19	52.8
Socio-cultural	0	0	SA Handbook	3	8.3
Other	10	27.8	Rough Guide	14	38.9
Total	36	100.0	Total	36	100.0
Section			Relation to Categories		
Introduction	4	11.1	Direct	7	19.4
Regional Sections	31	86.1	Indirect	29	80.6
Concluding Sections	1	2.8	Opposite	0	0
Total	36	100.0	Total	36	100.0
Statement Type					
Hard	13	36.1			
Medium	4	11.1			
Soft	3	8.3			
Neutral	16	44.4			
Total	36	100.0			

Table 4.43 summarises the variables in this category. Most statements have environmental themes (72.2%, n=26), with the remaining 10 statements (27.8%) having other themes, mostly related to management issues. The majority of statements on protected areas are in regional

sections (86.1%, n=31), relating to specific parks or natural spaces. The *Lonely Planet* has the most statements in this category addressing protected area issues (52.8%, n=19), followed by the *Rough Guide* (38.9%, n=14). The *SA Handbook* has few mentions of protected areas (8.3%, n=3). Hard statements make up 36.1% (n=13) in this category, relating to park rules or warnings for park visitors. The remaining statements are Neutral (44.4%), presenting information on parks, Medium (11.1%) and Soft (8.3%). Most statements are indirectly related to protected area issues and regulations (80.6%, n=29) with seven direct statements (19.4%, n=7) dealing specifically with rules or advice on codes of conduct in protected areas.

Expecting the unexpected

Statements in this category address general issues of expectations, flexibility and possibilities of change when travelling in Perú.

Flights are changed or cancelled with depressing frequency, so it's even worth calling the airport or airline before leaving for the airport. (*Lonely Planet*, 83).

Table 4.44. Summary of expecting the unexpected list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	23	71.9
Socio-cultural	2	6.3	SA Handbook	5	15.6
Other	30	93.8	Rough Guide	4	12.5
Total	32	100.0	Total	32	100.0
Section			Relation to Categories		
Introduction	6	18.8	Direct	1	3.1
Regional Sections	23	71.9	Indirect	30	93.8
Concluding Sections	3	9.4	Opposite	1	3.1
Total	32	100.0	Total	32	100.0
Statement Type					
Hard	0	0			
Medium	1	3.1			
Soft	2	6.3			
Neutral	29	90.6			
Total	32	100.0			

Table 4.44 summarises this category. Two statements (6.3%) in this category have socio-cultural themes while the rest are coded as having other themes, mostly relating the infrastructure. The majority of statements are in regional sections (71.9%, n=23), relating to specific places with 18.8% (n=6) in introductions and 9.4% (n=3) in concluding sections. The *Lonely Planet* has the majority of statements relating to expecting the unexpected (71.9%, n=23). Most guidebook statements are descriptive or Neutral (90.6% n =29), and indirectly related to the list category (93.8%, n=30) by identifying changes in plan schedules or timing. One statement identifies issues opposite to the intention of this category as it assures travellers that buses, planes and trains leave right on schedule.

Money and spending

The guidebook statements in this category address issues around money and spending at the destination.

Bargaining seems to be the general rule in most countries street markets, but don't make a fool of yourself by bargaining over what, to you, is a small amount of money. (*SA Handbook*, 58)

Table 4.45. Summary of money and spending category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	0	0	Lonely Planet	9	36.0
Socio-cultural	21	84.0	SA Handbook	13	52.0
Other	4	16.0	Rough Guide	3	12.0
Total	25	100.0	Total	25	100.0
Section			Relation to Categories		
Introduction	13	52.0	Direct	17	68.0
Regional Sections	9	36.0	Indirect	8	32.0
Concluding Sections	3	12.0	Opposite	0	0
Total	25	100.0	Total	25	100.0
Statement Type					
Hard	0	0			
Medium	16	64.0			
Soft	7	28.0			
Neutral	2	8.0			
Total	25	100.0			

In looking at the focus for this category, 56% (n=14) of statements relate to tipping, 24% (n=6) relate to bargaining, and 20.0% (n=5) relate to bribery. Table 4.45 summarises the information for this category. The majority of statements (84.0%, n=21) relate to socio-cultural themes though 16% (n=4) are coded as 'other' relating to economics themes. Most statements are found in the introduction section (52.0%), with 36.0% in regional sections and 12.0% in concluding sections. All guidebooks have statements relating to spending money. One statement in this category is emphasised through special text type. The majority of statements are Medium (64.0%, n=16) providing advice on tipping, bargaining and bribery. It was found that 28.0% (n=7) are Soft and 8.0% (n=2) are Neutral. A large proportion of statements (68.0%) are directly related to the list category.

Consumer complaints and demands

Statements grouped in this category address consumer complaints or demands for better quality services or more responsible services and/or products.

If your jungle trip really doesn't match what the agency led you to believe when selling you the tickets, it would help future visitors if you report this to the local tourist office and/or the 24-hour hotline of the Tourist protection service in Iquitos...(*Rough Guide*, 479)

Most statements (75.0%, n=12) relate to themes other than the environment or culture (see table 4.46). These themes are generally related to services, infrastructure, and protection. Two statements have environmental themes (12.5%) and two statements have socio-cultural themes (12.5%).

The majority of statements are located in regional sections (87.5%, n=14) and this category is addressed in each guidebook. It was found that 43.8% (n=7) of statements in this category are Neutral, 43.8% (n=7) are Soft, and 12.5% (n=2) are Medium. Most statements are indirect

(75.0%, n=12) providing information on who to complain to if needed or general information on previous complaints. Four statements (25.0%) relate directly to the category.

Table 4.46. Summary of consumer complaints category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	2	12.5	Lonely Planet	4	25.0
Socio-cultural	2	12.5	SA Handbook	6	37.5
Other	12	75.0	Rough Guide	6	37.5
Total	16	100.0	Total	16	100.0
Section			Relation to Categories		
Introduction	2	12.5	Direct	4	25.0
Regional Sections	14	87.5	Indirect	12	75.0
Concluding Sections	0	0	Opposite	0	0
Total	16	100.0	Total	16	100.0
Statement Type					
Hard	0	0			
Medium	2	12.5			
Soft	7	43.8			
Neutral	7	43.8			
Total	16	100.0			

Trade in flora, fauna, or cultural artefacts

Guidebook statements in this category address trafficking or trading of natural and/or cultural items.

One final word: protect wildlife and other natural resources - don't buy souvenirs or goods made from wildlife unless they are clearly sustainably produced and are not protected under CITES legislation (CITES controls trade in endangered species). (*SA Handbook*, 49)

Table 4.47 provides a summary of this category. Statements relate to both environmental and socio-cultural issues (68.8% and 43.8% respectively). The majority are found in regional sections (56.3%); however the issue is discussed in the introduction (31.3%) as well as concluding sections (12.5%).

All guidebooks address this issue. The majority of statements in the category are Hard (56.3%, n=9) outlining the rules and laws associated with international trade in flora, fauna and

cultural artefacts. The remaining statements are Neutral (43.8%, n=7) describing market places or other flora, fauna and cultural trade issues. Nine statements (56.3%) are directly related to the list category and four statements are indirectly related. It was also found that three statements (18.8%) are opposite to the intention of the category. These statements relate to descriptions of markets or purchases of materials which are made of flora, fauna or cultural artefacts but give no details on the rules involved or international trade agreements. One statement describes armadillo shells as a product for sale at a market place; however this statement fails to mention that the armadillo is an endangered species and it is illegal to take its shell out of Perú.

Table 4.47. Summary of trade in flora, fauna, or cultural artefacts category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	11	68.8	Lonely Planet	6	37.5
Socio-cultural	7	43.8	SA Handbook	3	18.8
Other	0	0	Rough Guide	7	43.8
Total	16*	100.0*	Total	16	100.0
Section			Relation to Categories		
Introduction	5	31.3	Direct	9	56.3
Regional Sections	9	56.3	Indirect	4	25.0
Concluding Sections	2	12.5	Opposite	3	18.8
Total	16	100.0	Total	16	100.0
Statement Type					
Hard	9	56.3			
Medium	0	0			
Soft	0	0			
Neutral	7	43.8			
	16	100.0			

*2 statements have both environmental and socio-cultural themes and are therefore counted twice – percentage based on actual count therefore total percentage will equal more than 100

Volunteering & donations

Guidebook statements in this category address volunteering opportunities in Perú and donations to social or environmental causes.

A number of organizations can arrange a 'voluntourism' package for you, in which you will probably have to pay for your airfare and raise money before you go. You will probably be working at grass-roots level and conditions may be harsh. But at the same time you will be contributing to the local community or its environment and gaining a new perspective on travel.

(*SA Handbook*, 29)

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	5	41.7	Lonely Planet	2	16.7
Socio-cultural	8	66.7	SA Handbook	8	66.7
Other	0	0	Rough Guide	2	16.7
Total	12*	100.0*	Total	12	100.0
Section					
Introduction	6	50.0			
Regional Sections	5	41.7			
Concluding Sections	1	8.3			
Total	12	100.0			
Statement Type					
Hard	0	0			
Medium	2	16.7			
Soft	8	66.7			
Neutral	2	16.7			
Total	12	100.0			

* 1 statements have both environmental and socio-cultural themes and are therefore counted twice – percentage based on actual count therefore total percentage will equal more than 100

Table 4.48 provides a summary of information for this category. Five statements (41.7%) deal with environmental themes while eight statements (66.7%) are socio-cultural. Total percentage of theme distribution does not equal 100 as several statements have both environmental and socio-cultural themes and are therefore counted in both categories. 50% of statements (n=6) are found in introductory sections with 41.7% (n=5) falling into regional sections. The *SA Handbook* has the majority of volunteering and donation statements (66.7%, n=8). Two statements in this category are emphasised through special text types. The majority of statements are Soft (66.7%), providing options on volunteering and donations in Perú. Two statements are Medium (16.7%), provided advice, and two statements are Neutral (16.7%).

Relation to the original category intention in destination data was not calculated as this category emerged during guidebook content analysis.

Impacts of Tourism

Guidebook statements in this category address general impacts of tourism at an industry or regional level.

It [tourism] has been a boom for the economy, but with serious and potentially disruptive effects environmentally, socially, culturally and economically. (*Rough Guide*, 35)

Table 4.49. Summary of impacts of tourism list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	3	33.3	Lonely Planet	2	22.2
Socio-cultural	9	100.0	SA Handbook	4	44.4
Other	0	0	Rough Guide	3	33.3
Total	9*	100.0*	Total	9	100.0
Section					
Introduction	3	33.3			
Regional Sections	6	66.7			
Concluding Sections	0	0			
Total	9	100.0			
Statement Type					
Hard	0	0			
Medium	1	11.1			
Soft	2	22.2			
Neutral	6	66.7			
Total	9	100.0			

* 1 statement has both environmental and socio-cultural themes and is therefore counted twice. Percentage is based on actual count therefore does not equal 100.0

Table 4.49 summarises this category. Three statements deal with environmental themes while nine statements are related to socio-cultural themes. Total percentage of theme distribution does not equal 100% as several statements have both environmental and socio-cultural themes and are therefore counted in both categories. The majority of statements on the impacts of tourism are found in regional sections (66.7%, n=6), with the rest found in the introduction (33.3%, n=3). All guidebooks have information on impacts of tourism with most

statements being Neutral or informative (66.7%). Relation to the original category intention in destination data was not calculated as this category emerged during guidebook content analysis.

Expectations of natural areas

Guidebook statements in this category discuss what to expect when in Perú's natural areas in terms of weather, physical requirements, dangers, and difficulties.

Going even a little off the beaten track in the jungle involves arduous travelling, though an intense mesh of plant, insect and animal life. It's an environment that's not to be taken lightly: apart from the real chance of getting lost (see p. 464), the popular image of poisonous snakes, jaguars and mosquitoes is based on fact, though these dangers don't actually come hunting for you. (*Rough Guide*, 460)

Table 4.50. Summary of expectations of natural areas list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	3	50.0	Lonely Planet	0	0
Socio-cultural	0	0	SA Handbook	2	33.3
Other	3	50.0	Rough Guide	4	66.7
Total	6	100.0	Total	6	100.0
Section			Relation to Categories		
Introduction	1	16.7	Direct	1	16.7
Regional Sections	5	83.3	Indirect	5	83.3
Concluding Sections	0	0	Opposite	0	0
Total	6	100.0	Total	6	100.0
Statement Type					
Hard	0	0			
Medium	2	33.3			
Soft	0	0			
Neutral	4	66.7			
Total	6	100.0			

Statements are divided between environmental themes and other themes such as safety and expectations. The majority of statements are found in regional sections (83.3%, n=5).

The *Lonely Planet* does not have statements related to this category. It was found that 66.7% of the statements are in the *Rough Guide* and 33.3% are in the *SA Handbook* (see table 4.50). Most statements are Neutral (66.7%) with two Medium statements (33.3%) providing advice to tourists on what to expect in the natural areas of Perú. The majority of statements are indirectly related to the category (83.3%).

Awareness of impacts

Guidebook statements in this category discuss tourist impacts or encouraged the tourist to consider his or her personal impact at a destination.

These impacts can seem remote and unrelated to an individual trip or holiday (e.g. air travel is clearly implicated in global warming and damage to the ozone layer, resort location and construction can destroy natural habitats and restrict traditional rights and activities) but, individual choice and awareness can make a difference in many instances, and collectively, travellers are having a significant effect in shaping a more responsible and sustainable industry.

(*SA Handbook*, 48)

Table 4.51. Summary of awareness of impacts list category

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
Theme			Source		
Environment	3	75.0	Lonely Planet	0	0
Socio-cultural	3	75.0	SA Handbook	4	100.0
Other	0	0	Rough Guide	0	0
Total	4*	100.0*	Total	4	100.0
Section			Relation to Categories		
Introduction	4	100.0	Direct	4	100.0
Regional Sections	0	0	Indirect	0	0
Concluding Sections	0	0	Opposite	0	0
Total	4	100.0	Total	4	100.0
Statement Type					
Hard	0	0			
Medium	1	25.0			
Soft	2	50.0			
Neutral	1	25.0			
Total	4	100.0			

* 2 statements are both environmental and socio-cultural, and counted in each theme, total will be more than count of statements 100.0

Statements are both environmental and socio cultural and several statements addressed both theme areas. All statements are found in introduction sections in the *SA Handbook* (see table 4.51). One statement relating to impacts of tourists was emphasized in special text. In this category, two statements are Soft, one statement is Medium and one is Neutral. All statements are directly related to awareness of impact issues.

Interest in Perú

Although the guidebooks provide sections on Peruvian culture, environment, literature, language, and history, no statements were found in any of the guidebooks which encouraged tourists to have an interest in Perú.

After grouping statements into 33 list categories, the importance of the guidebook categories needed to be better understood to compare the guidebook data with destination data.

4.2.8 Importance Value

As with destination data, the weight or significance of categories needed to be determined in order to evaluate guidebook categories. The importance value of each list category in the guidebooks was calculated. The equation was modified somewhat from the original destination data importance value equation to address guidebook variables. Statements coded as opposite to the list category intention were not included in the importance value calculations as it was determined that these statements devalued the category.

Importance value (IV) for guidebook list categories was calculated as:

$$IV = RF + RS + RSp + RD$$

Where RF is the relative frequency of the statements in each category. Relative frequency is calculated as the number of statements in each category divided by the total number of statements ($RF = F_i / \Sigma F$). It was determined that those categories with a higher frequency of

mentions were more important than those with a lower frequency of mentions. RS is the relative section for each category. Relative section is calculated as the number of category statements in the introduction sections divided by the total number of statements in the introduction ($RS=S_i/\Sigma S$). Introductory sections were seen as the part of the guidebook which would have the highest probability of being read as guidebooks generally highlight sections as ‘essential’ information for the country. Regional sections are specific to political areas and are generally read only if the tourist is visiting that particular location, and concluding sections seemed to contain background information on the country, not essential travel information. Therefore it was determined that categories with higher numbers of statements in introduction sections were more important than those with lower numbers of statements in the introduction. RSp is the relative number of special text statements found in the category. Relative special text is calculated as the number of special text statements in the category divided by the total number of special text statements ($RSp=Sp_i/\Sigma Sp$). Statements in special text are bolded, or highlighted in some way, attracting the reader’s attention. Therefore it was determined that categories with higher numbers of statements in special text were given a higher importance rating. RD is the relative directness of the statements found in the category. Relative directness is calculated as the number of direct statements in the category divided by the total number of direct statements ($RD=D_i/\Sigma D$). Relative directness was calculated for statements in the original 29 list categories to provide a measure of how guidebook statements related to those statements. Those categories with statements which directly addressed the intention of the category were given a higher importance value than those categories with statements which indirectly addressed the list category. The four categories which were added after content analysis of the guidebook data were not given a relative directness value as the intention of the

Table 4.52. Importance value of all categories based on guidebook data

<i>Guidebook Information</i>	<i>Importance Value</i>
<i>Very Important</i>	
Peruvian disposition	0.482
Conservation and environmental issues	0.390
Tourist and local people interactions	0.378
Economic support	0.306
Money and spending	0.226
Contemporary culture	0.210
Expectations of developing countries	0.188
Language	0.174
Volunteering and donations	0.158
Expectations of wildlife	0.144
<i>Important</i>	
Litter and waste management	0.118
Tourist attitude or temperament	0.112
Photography	0.107
Cultural respect	0.107
Protected areas	0.103
Awareness of impacts	0.096
Society and cultural issues	0.086
Greetings and manners	0.086
Trade in flora, fauna or cultural artefacts	0.080
Expecting the unexpected	0.080
<i>Somewhat Important</i>	
Begging and gifts	0.057
Consumer complaints and demands	0.050
Drugs	0.043
Tourist and wildlife interactions	0.041
Fire	0.036
Vandalism	0.035
Punctuality and timing	0.031
Impacts of tourism	0.031
Treatment of porters	0.021
Expectations of natural areas	0.019
<i>Not Important</i>	
Collection of plant materials	0.005
Interactions with guides or tour operators	0.000
Interest in Perú	0.000

category is based on the statements found in the guidebook; therefore all are directly related to the list category. Results from these calculations are presented in appendix 5.

The objective of determining the importance value was to be able to arrange categories into importance groups, therefore the numerical importance value was used to determine whether categories were very important, important, somewhat important, and not important (see table 4.52). Importance groups were determined by irregular decreases in numerical values between categories. In looking at importance values (see table 4.52), there was a 0.026 decrease between expectations of wildlife and litter and waste management, which is much larger than the previous decreases between categories, with the exception of the first four categories. Several categories following the decrease differ by 0.010 or less, and then there is another large decrease of 0.023 separating expecting the unexpected and begging and gifts. Again the decreases diminish to 0.010 or less until a 0.014 decrease separating expectations of nature and collection of plants (which has only one mention in the guidebook).

Peruvian disposition, conservation and environmental issues, tourist and local people interactions, economic support, contemporary culture, spending money, expectations of developing countries, volunteering and donations, language, and expectations of wildlife were the categories with the highest importance values. These categories were grouped as *very important* in guidebook data (see table 4.52). Litter and waste management, tourist attitude or temperament, photography, cultural respect, protected areas, awareness of impacts, society and cultural issues, greetings and manners, trade in flora, fauna or cultural artefacts, and expecting the unexpected are categories with medium importance values. These categories are *important* in the guidebook but mentioned less frequently or not highlighted in the texts. Statements in these categories may be less directly related to the original intentions of the destination data.

Begging and gifts, consumer complaints and demands, drugs, tourist and wildlife interactions, fire, vandalism, punctuality and timing, impacts of tourism, treatment of porters, and expectations of natural areas were the least important issues addressed in the guidebooks and grouped as *somewhat important*. Collection of plant materials, interactions with guides or tour operators, and interest in Perú were not addressed or were addressed only once in the guidebook and grouped as *not important*.

Table 4.53 presents the importance groups for destination and guidebook data, allowing for comparison. The results indicate that there are similarities and differences in how destination information is addressed by guidebooks. Conservation and environmental issues, tourist and local people interactions, economic support, contemporary culture, and expectations of developing countries are very important issues to both the destination and the guidebooks. The destination data show that interactions with guides and tour operators, collection of plant materials, and having an interest in Perú are very important categories. These categories however, are not found to be important in the guidebook data. There are no statements relating to interactions with guides and tour operators and no statements addressing interest in Perú. Only one statement was found which addressed the collection of plants.

In reviewing the guidebook, money and spending, volunteering and donations, and issues of language were very important. In looking at the importance values calculated for the destination data, money and spending and language were somewhat important and volunteering and donations were not addressed at all in the destination data. Society and cultural issues were found to be important in the guidebooks and the impacts of tourism and drugs categories were found to be somewhat important in the guidebooks. However, these categories were not addressed in the destination data.

Table 4.53. Importance value comparisons between destination information (interviews, website data and field notes) and guidebook statements

<i>Destination Information</i>	<i>Guidebook Information</i>
<i>Very Important</i>	
Litter and waste management Tourist and local people interactions* Conservation and environmental issues Protected areas Contemporary culture Economic support Expectations of developing countries <i>Interactions with guides or tour operators**</i> <i>Collection of plant materials</i> Greetings and manners Cultural respect <i>Interest in Perú</i>	Peruvian disposition Conservation and environmental issues* Tourist and local people interactions Economic support Contemporary culture <i>Money and spending**</i> Expectations of developing countries <i>Volunteering and donations</i> <i>Language</i> Expectations of wildlife
<i>Important</i>	
Expecting the unexpected Vandalism Peruvian disposition Begging and gifts Expectations of wildlife Tourist attitude or temperament Punctuality and timing Tourist and wildlife interactions Expectations of natural areas Consumer complaints and demands Fire Photography	Litter and waste management Tourist attitude or temperament Photography Cultural respect Protected areas Awareness of impacts Society and cultural issues Greetings and manners Trade in flora, fauna or cultural artefacts Expecting the unexpected
<i>Somewhat Important</i>	
<i>Money and spending</i> Awareness of impacts Treatment of porters <i>Language</i> Trade in flora, fauna or cultural artefacts	Begging and gifts Consumer complaints and demands Drugs Tourist and wildlife interactions Fire Vandalism Punctuality and timing Impacts of tourism Treatment of porters Expectations of natural areas
<i>Not Important</i>	
<i>Society and cultural issues</i> <i>Volunteering and donations</i> <i>Impacts of tourism</i> <i>Drugs</i>	<i>Collection of plant materials</i> <i>Interactions with guides or tour operators</i> <i>Interest in Perú</i>

*Bolded categories are those which are in the same importance groups for destination data and guidebook data

** Light italicized statements are those which have a difference of two or more importance value group distinctions when comparing both data sets.

4.2.9 Marketing and Communication

In reviewing the results of this analysis, it was difficult to determine what was being communicated by guidebooks. Therefore the research in marketing and communication was used to measure statements to better understand what was being promoted in travel guidebooks. Statements were recoded into three categories based on the goal of the statement. Did the statement inform the tourist, persuade the tourism, or to remind the tourist?

<i>Marketing type</i>	<i>N</i>	<i>%</i>
Inform	350	53.8
Persuade	162	24.9
Remind	139	21.4
Total	651	100.0

Statements which inform the tourist were highly related to descriptive or Neutral statements. These were statements which provided information or educated the tourist on category issues. Persuasion statements were those statements that directly or indirectly encouraged a particular course of action. Reminders were determined by looking at the source, section, and headings in which the information was presented. If statements were discussed in introduction section of the guidebook, all other similar statements in the guidebook were coded as reminders. If the statements were not mentioned in the introduction, then a first mention of a statement was coded as information or persuasion and any subsequent statements were coded as reminders if they were within the same sub section (i.e. under the same heading in the guidebook chapters).

Table 4.54 summarizes the marketing types found for all coded statements. The majority of statements were informing the tourist (53.8%, n=350), whereas 24.9% were persuading the tourist, and 21.4% were reminding the tourist of previous information or persuasive action.

In comparing marketing communication type with theme distributions, significant differences were found ($\chi^2=32.83$, $p<0.001$); however these differences seemed to be related to expected values in the ‘other’ theme category. Environmental statements and socio-cultural statements has similar proportions of information (Environment: 56.8%, Socio-cultural: 50.3%), persuasion (Environment: 26.2%, Socio-cultural: 30.1%), and reminders (Environment: 17.0%, Socio-cultural: 19.6%).

Table 4.55. Marketing communication statements in each guidebook source

<i>Publication</i>	<i>Marketing Communication</i>			<i>Total</i>
	<i>Inform</i>	<i>Persuade</i>	<i>Remind</i>	
<i>Lonely Planet</i>				
Observed	136	70	51	257
Expected	138.2	64.0	54.9	257.0
Percentage	(52.9%)	(27.2%)	(19.8%)	(100.0%)
<i>SA Handbook</i>				
Observed	80	52	24	156
Expected	83.9	38.8	33.3	156.0
Percentage	(51.3%)	(33.3%)	(15.4%)	(100.0%)
<i>Rough Guide</i>				
Observed	134	40	64	238
Expected	128.0	59.2	50.8	238.0
Percentage	(56.3%)	(16.8%)	(26.9%)	(100.0%)

Chi square =19.46, $p<0.001$

In looking at marketing types in guidebook publications, guidebooks did differ significantly ($\chi^2=19.46$, $p<0.001$). Table 4.55 provides a summary of this comparison. The *SA Handbook* has a higher than expected number of persuading statements ($n=52$, 33.3%) while the *Rough Guide* has a lower than expected number of persuading statements ($n=40$, 16.8%).

Statement type and marketing type were highly significant as persuasive statements are highly related to Hard and Medium statement types. This was calculated to gain a better understanding of how reminders were communicated. It was found that 12.5% of Hard statements, 20.7% of Medium statements, 10.9% of Soft statements, and 26.5% of Neutral

statements were reminders. Results indicate that guidebook statements can be categorised in the three market communication types to better understand the guidebook data.

4.2.10 Guidebook Results Summary

This section summarises the main findings of the guidebook data research. The analysis of guidebook statements provides information on guidebook sources, theme distributions, statement types, relation to category intention, guidebook categories, importance values, and marketing types. Guidebook statements categorised through content analysis and compared with destination data categories allow for a better understanding of how guidebooks address the current destination specific issues, impacts, and tourist information needs in Perú.

Description of Guidebook Statements

- Four additional categories emerged from guidebook content: Society and culture issues, volunteering and donations, impacts of the tourism industry, and drugs.

Statement Types

- Many guidebook statements could be classified into Hard, Medium, and Soft statement types, through most guidebook statements were Neutral.
- Significantly more Medium statements than expected were found in the introduction sections and fewer Medium statements were found in the regional sections of guidebooks.

Relation to Categories

- Approximately half of the guidebook statements directly related to list categories.
- Significantly more direct statements than expected were found in the introduction sections of guidebooks.

Theme Distribution

- Guidebooks had more socio-cultural themed statements and paragraphs than environmental or other themed statements and paragraphs.
- Introduction sections had more socio-cultural statements and regional sections had significantly more environmental statements than expected.
- Environmental themed statements had more Hard and Neutral statement types than expected.
- Socio-cultural themed statements had more Medium and Soft statements than expected.

Comparison of publications

- 8.3% of guidebook paragraphs relate to tourist impacts, tourist behaviours, and environmental and socio-cultural tourist information needs.
- The *South American Handbook* differed from the other guidebooks as it had significantly more statements in the introduction section than expected.
- The *South American Handbook* had significantly more Medium statements than expected and the *Rough Guide* had significantly more Neutral statements than expected.

List categories and Codes

- Findings for each of the 33 categories are summarised in tables 4.23 to 4.52.

Importance Value

- Four importance groups were calculated based on importance values of categories of guidebook statements:

- ▶ Very important categories included: Peruvian disposition, conservation and environmental issues, tourist and local people interactions, economic support, money and spending, contemporary cultures, expectations of developing countries, language, volunteering and donations, and expectations of wildlife.
- ▶ Important categories included: Litter and waste management, tourist attitude or temperament, photography, cultural respect, protected areas, awareness of impacts, society and cultural issues, greetings and manners, trade in Flora, fauna or cultural artefacts, expecting the unexpected.
- ▶ Somewhat important categories included: Begging and gifts, consumer complaints and demands, drugs, tourist and wildlife interactions, fire, vandalism punctuality and timing, impacts of tourism, treatment of porters, and expectations of natural areas.
- ▶ Not important categories included: Collection of plant materials, interactions with guides or tour operators, and interest in Perú.
- In comparing destination and guidebook data, categories which maintained the same level of importance in destination data and in guidebook data include: Tourist and local people interactions, conservation and environmental issues, contemporary cultures, economic support, expectations of developing countries, expecting the unexpected, tourist attitude or temperament, photography, and treatment of Porters.
- In comparing destination and guidebook data, categories which differed by two or more importance groupings between destination data and in guidebooks include: Interactions with guides or tour operators, collection of plant materials, interest in

Perú, money and spending, language, society and cultural issues, volunteering and donations, impacts of tourism, and drugs.

Marketing and Communication

- Approximately half of all statements informed tourists, one quarter were persuasive, and one quarter were reminders of persuasive or informative statements.

This chapter presented qualitative and quantitative results from the content analysis of destination data (interviews, website content, and notes) and guidebook data. Significant findings will be analysed, discussed, and integrated with the literature review research in the following chapter.

5.0 DISCUSSING GUIDEBOOKS AND TOURISM

In the results chapter, both the destination data (interviews, website content, and observation notes) and the guidebook data are evaluated. In this chapter, the main findings will be examined and integrated with the literature to better understand and describe the role of travel guidebooks in presenting socio-cultural, environmental, and destination specific information to tourists. As stated previously, discussion on the content of guidebooks should acknowledge that these texts are based on the research, decisions, and opinions of the author(s) and editor(s) involved in its publication. Though the term ‘guidebook’ is used throughout this thesis, it is the publications author(s) and editor(s) who have provided all content. Several statements will be presented to illustrate the discussion, though these statements may not have appeared in the results chapter, similar statements were presented. All statements have been analysed and findings are reported in chapter 4.0 *Results*.

5.1 Socio-cultural and Environmental Theme Distribution

Statements were coded into theme areas: Socio-cultural statements, environmental statements, and other statements. The items in the other theme area included issues of concern which were not related to social, cultural, or environmental themes such as economic issues, management issues, tourism infrastructure, and tourist expectations of Perú. In both the destination data (which includes interviews, website statements, and observation notes) and the guidebook data, more statements relate to socio-cultural themes than environmental themes. Perú is known as a cultural destination, with Machu Picchu being one of the more famous tourist sites. A stratified survey of international visitors to Perú in 2003 (see PromPerú, 2004), suggests that 70% of those surveyed participated in cultural activities and 47% of visitors

participated in nature-based activities. As more visitors participate in cultural tourism activities than environmental activities, issues related to cultural impacts, cultural information needs, and cultural behaviours may be more prevalent to tourism industry representatives and in the tourism literature.

Significantly more socio-cultural statements than expected were found in the introduction sections of guidebooks. In introducing the tourist to Perú, the guidebooks address general issues related to Peruvian culture and society. In the guidebooks, the cultural distinctions discussed are those which relate to indigenous populations who tend to live in rural areas versus Spanish or mixed populations who live more often in urban areas. Discussions on indigenous and Spanish cultures can be found in several of the socio-cultural themed categories. Socio-cultural information addressing culture, society, etiquette, and interactions is generalised for the entire country and can therefore be written in the areas of the texts which are applicable to the nation as a whole. This introduction to Peruvian culture may be appropriate for tourists or short-term visitors who want to get an idea of Perú society. However, as with most destinations, Perú is not mono-cultural and those interested in more in-depth information on the cultural variations throughout the country would need to consult other sources.

Environmental statements appeared more often than expected in regional sections of the guidebooks. This finding suggests that environmental issues differ by region, protected area, or ecozone, and are therefore addressed in the area specific chapters.

Though there were fewer environmentally themed statements than socio-culturally themed statements in guidebooks, environmental themes elicited significantly more obligatory statements (Hard) and descriptive (Neutral) statements than expected. This suggests that

statements on environmental issues are either to inform the reader or to persuade the reader through obligation. In looking over the data in section 4.2.5 *Theme Distributions*, it was found that many environmental statements presented laws, warnings, or rules on behaviours in natural areas.

Other park regulations include: don't disturb the flora or fauna; don't cut down trees or live branches for fires or other use (open fires are illegal); don't destroy or alter park signs; don't use off-road vehicles; don't hunt; don't fish during the off season (September to May); don't fish with explosives or nets and don't take fish less than 25cm in length. (*Lonely Planet*, 319)¹⁰

Higher than expected descriptive statements with environmental themes related to an abundance of statements in guidebooks which described environmental issues or informed the tourist about conservation initiatives or environmental problems, but did not outline action strategies.

The Rio Tumbes crocodile, which is a UN red-data species, is found at the river's mouth, where there is a small breeding programme (near Puerto Pizzaro), in its upper reaches. (*SA Handbook*, 1341)¹¹

Socio-cultural theme areas had significantly more advisory (Medium) and optional (Soft) statements than expected. Guidebooks encouraged more specific actions or behaviours relating to cultural issues such as greetings, manners, dress, bargaining, begging, permission, interactions, and gifts.

To speed the process [of making friends at a gathering], bring alcohol with you, accept every drink offered, be sure to encourage others to drink from your bottle, eat everything served to you, and ask to learn the words and sing along. (*Rough Guide*, 570)¹²

¹⁰ This and all subsequent *Lonely Planet* quotations appear in Reference Chapter as Rachowiecki & Beech, 2004.

¹¹ This and all subsequent *South American Handbook* quotations appear in Reference Chapter as Box, 2004.

¹² This and all subsequent *Rough Guide* quotations appear in Reference Chapter as Jenkins, 2003.

Guidebooks also provided more options for tourists on socio-cultural behaviours, by describing local socio-cultural practices or presenting cultural practices. Cultural behaviour is less of a legal issue as it is a courtesy to people in the country one is visiting. Advice or options on social awareness, norms, and etiquette is therefore more widely used to present socio-cultural information than obligatory statements as cultural behaviours are not rules. It is also difficult to describe traditions or etiquette without providing direction for behaviour, as you are presenting the normative practice to tourists. Therefore there are fewer descriptive statements in this theme area.

As guidebooks address socio-cultural and environmental themes, it can be argued that guidebooks are not only actively engaged as culture brokers through the interpretation of cultural information, they are also environmental brokers – interpreting ecological information for the tourist about the natural areas at the destination. Previous research has discussed culture brokers and their role as intermediary agents in tourism (see Bhattacharyya, 1997; Dann, 1996; Pennington-Gray & Thapa, 2004; Smith, 2001a). This research suggests that the guidebook's role as a mediator between the guest and host is reaffirmed. Guidebooks are negotiating the relationship between tourists and destinations by presenting attractions, influencing touristic movements, and facilitating communication between hosts and guests (Bhattacharyya, 1997; Dann, 2003). Guidebooks are also acting as decision-makers by selecting and presenting cultural content to tourists.

The concept of environmental brokers has not been found in the literature, yet in looking at guidebook content, these texts do act as an intermediary agent for protected areas and natural environments by creating awareness of environmental issues, protected area regulations, and destination specific environmental impacts. Guidebooks attempt to influence tourist

movements and behaviours in natural areas through the provision of instruction, persuasion, and interpretation of environmental themes.

It can be argued that in taking on the role of a culture or environmental broker, these texts are then accountable for the type of information being provided to tourists. Therefore study into the role these texts play in tourism is warranted. Guidebooks have an established authority on destination interpretation for independent travellers. Lew (1991) argues that guidebooks are dynamic objects depicting culture and environments and have a tremendous power over how a tourist sees a destination. It is the role of academic research to question this authority and examine its impact on local communities and on tourist knowledge.

In terms of developing countries – which may not have the economic resources to provide interpretation or other tourist information – obligatory, advisory, optional, or descriptive statements found in guidebooks could help broker cultural and environmental information, which may alleviate some of the tourist impacts by providing the visitor with a better understanding of destination specific issues. However, this raises more questions than answers. Should guidebooks be given the role of culture and/or environmental broker? The guidebooks in this research did not provide insider information as they were written by non-Peruvians for non-Peruvians. These texts are not developed by the destination tourism authority. Therefore, one must question the accuracy of this information. How do guidebook writers (outsiders to the destination) research cultural and environmental issues and are they consulting tourism authorities or members of the local communities at the destination? Finally, what are the implications of the presentation or omission of destination information in terms of tourist knowledge and local communities? Further investigation of these research questions is needed to better understand the role and potential impact of themed guidebook content.

5.2 Messages and Communication

For this research it was important to know not only what kind of information is given to tourists but also how this information is conveyed to better understand the way guidebooks communicate socio-cultural, environmental, and other destination issues to tourists. It was found that guidebooks are not only providing descriptions and basic information to tourists (Neutral statements), they are also encouraging tourists to adopt particular behaviours. The guidebooks are engaged in active messages of social control through the presentation of information which is persuasive. This was done directly through obligatory (Hard) statements and advisory (Medium) statements, and indirectly through optional or demonstrative (Soft) statements.

Obligatory statements made up 9.8% of all guidebook category statements and were more prevalent in environment themed items. These messages act as agents of social control by detailing what can or can not be done at the destination. Dann (2003) argues that these statements can be threatening, implying a sense of deviance if the rule or warning is not obeyed. Hard or obligatory statements apply pressure to encourage a greater sense of obligation in the tourist. It is implied that these statements are to be followed and behaviours should alter accordingly. Therefore, by using obligatory statements, the guidebooks are attempting to exert social control through messaging, and in some cases these messages involve appeals.

Emotional appeals aim to create negative or positive feelings (such as love, pride, guilt or fear) to motivate the target market (Kotler et al., 1988). Appeals using fear have been found to be correlated to intentions and behavioural change (see Fransson & Gärling, 1999; Finger, 1994). Stiff (1994) suggests that persuasive or in this case emotional appeals must contain

actions which will alleviate the threat. Though guidebooks were not examined for specific appeal types in this study, statements with emotional appeals were present in guidebooks through the use of fear or threatening messages in obligatory statements such as warnings, rules, laws and/or penalties of particular actions. Obligatory or Hard statements were examined in section 4.2.3 *Statement Types*. In the following statement, the tourist is made aware of laws pertaining to litter. The statement outlines the rule, but the emotional appeal is indirect, as the statement implies that failing to adhere to the rules may lead to an undesirable consequence (though no consequence is provided).

Littering is banned, as is carrying plastic water bottles (canteens only may be carried). (*SA Handbook*, 1427)

In many obligatory statements, guidebooks also provide direct actions or non-actions which could minimize or prevent negative consequence. It is assumed that these actions or non-actions are based on Peruvian customs, rules, and regulations. In examining the above statement, the tourist is made aware that carrying plastic water bottles is banned and a suggestion is made to carry a canteen. Here the guidebook presents the rule for the natural area, and provides an action which can allow tourists to abide by the rule. There were also statements which did not directly provide tourists with a course of action.

Some guides penetrate Pacaya-Samiria illegally; if caught, the tourist may face stiff penalties for trespass. (*SA Handbook*, 1457)

In examining the above statement, tourists are told of the rule and of the penalty for disobedience. This emotional appeal is threatening as the undesirable consequences of an action is given in the message. Though no specific action strategy is given, the statement implies that a non-action (not penetrating Pacaya-Samiria), will allow the tourist to avoid penalties for trespassing.

Advisory (Medium) statements made up almost one quarter (23.0%) of all guidebook coded statements. This statement type attempts to assert social control by directly endorsing a specific course of action to be taken by the tourist. These statements differ from obligatory statements in that they do not use threats, emotional pressure, or strong negative language such as ‘do not’ and ‘cannot’. Advisory statements imply that the course of action endorsed in the guidebook is the correct course of action. These types of statements found in the guidebooks try to elicit or encourage a particular behaviour from the tourist through petition, suggestion, or the provision of helpful advice. Dann (2003) argued that advice is useful if the goal is to endorse a particular behaviour as there is a moral undercurrent implied in the content. Moral appeals attempt to address the message receiver’s sense of right and wrong. Kotler et al. (1988) argue that these appeals are used to obtain support for social causes. Guidebook advisory statements use moral appeals to direct tourist behaviour by pleading to a tourist’s sense of social accountability or environmental conscientiousness.

All guidebook advisory statements coded in this study are persuasive statements, providing the reader with action strategies or behaviours to carry out. In a meta analysis, Hines et al. (1986/87) found that people who believed that they had an ability to bring about change (internal locus of control) were more likely to engage in responsible environmental behaviour than those with a more external locus of control. Statements which provide instruction for how an individual can bring about change allow for a personal sense of control over the situation. Therefore it can be argued that advisory statements encourage an internal locus of control, as the tourist is given an action which he or she can carry out to elicit change. Advisory or Medium statements were examined in section 4.2.3 *Statement Types*.

So many people walk this route every year that toilets have now been built, and hikers are strongly urged to take all their rubbish away with them - there is no room left for burying any more tin cans. (*Rough Guide*, 166)

In the above statement, tourists are given advice involving an action (take rubbish away) and a reason for this action (no room for burying waste). The use of evidence or justification for actions enhances the credibility of the message (Reynolds & Reynolds, 2002). Many of the guidebook statements provide informational or educational statements which accompany the action so that tourists know how to carry out the advice and why this advice is given. However, guidebook advisory statements were sometimes given without an explanation.

Expensive Camping Gas canisters are usually available in rental places (please carry them out after use). (*Lonely Planet*, 313)

In the above statement, a polite request is made to tourists to carry out gas canisters, but the guidebook does not give a reason for this action. It can be argued however, that this message is still persuasive though it does not contain both the how and why message elements. Firstly, the above statement addressed litter indirectly by asking tourists to take away canisters after they are used. Litter and waste management issues were discussed in introductory sections of each guidebook, so tourists are most likely aware of the problems associated with this issue, and are therefore aware of why they should carry out canisters. This advisory message could be acting as a reminder or reinforcement of previous messages. Secondly, it has been argued that sometimes full arguments or reasoning is not necessary if the advice or persuasion comes from a credible source. Ajzen (1992) suggests that message receivers can make judgements about the position or argument in messages without a reasoning process. The issue of credibility is discussed more thoroughly in section 5.2.1 *Source Credibility*.

It was found that the *South American (SA) Handbook* had more advisory statements than expected when compared to the other texts. The *SA Handbook* addresses all South American countries and therefore the section on Perú is smaller than the sections in the other guides. The author may have less opportunity to discuss and describe general destination information, focusing instead on the essentials and advice needed to travel in South America. Therefore to state that the *SA Handbook* (a Footprint publication) is a better guidebook as it provides a greater degree of cultural and environmental direction for travelers may be misleading as the provision of responsible tourist information could be a reflection of the editing process and book size, and not directly related to the goals of the publication. A more appropriate comparison would be to review the Footprint's Perú specific guide to see if this guidebook contained a significantly higher amount of advisory or optional statements on socio-cultural and environmental issues, when compared to the *Lonely Planet* and *Rough Guide*. However, this publication was not one of the three most popular tourist guidebooks used for travel within Perú, and was therefore not examined in this research.

Soft or optional statements made up 15.5% of all category statements. This statement type provides indirect messages of social control by presenting tourists with a choice. It was common for guidebook statements to endorse or value one choice over another. Optional statements differ from obligatory and advisory statements as tourists are not directly being told what to do or given rules about behaviours. These statements provide options (information on possible choices) or demonstrative descriptions (information on local norms, behaviours, or interactions), with no direct requests or pressure to carry out a specific action. Optional or Soft statements are examined in the results chapter in section 4.2.3 *Statement Type*.

A handshake is normally given at the beginning and end of even a brief meeting; men may exchange back-slapping hug known as an abrazo, and women may kiss one another on the cheek.

Men may give women a decorous kiss on the cheek, except in business settings, where a handshake is appropriate. Indians, on the other hand, don't kiss and their handshakes, when offered, are a light touch rather than a firm grip. (*Lonely Planet*, 32)

The above statement describes how local people greet each other. This statement does not direct action or endorse a particular behaviour; it simply presents a local strategy for interaction. This description is seen as an indirect persuasive message, as the tourist is being presented with 'proper' behaviours without explicit instruction to carry out those behaviours. However, the statement does imply that if the tourist should greet local people in this way, it will be more acceptable.

For each of the above social control statements (obligatory, advisory, and optional), the aim is not explanation, rather a partial understanding which will elicit an action or activity (Dann, 2003). Therefore, almost half (48.3%) of the guidebook category data provides direct or indirect social control through rules, advice, or options. This finding implies that guidebooks are in fact seeking to influence behaviour through messages in the text. This contradicts previous research which describes guidebooks simply as an information tool providing for independent travel (see Ellerby & Butler, n.d.; "Friendly, at long last, to Foreigners", 1998) and reaffirms the idea that guidebooks are actively involved in attempting to control touristic experience (See Bhattacharyya, 1997; Lew, 1991; Siegenthaler, 2002). What are the implications of this control in terms of local communities? Guidebooks are advising tourists to carry out or not to carry out particular actions which can then affect economic decisions, expectations, social interactions, and tourist understanding of destinations. In attempting to direct and/or control tourist actions, guidebooks are asserting power over the touristic experience. This potential power needs to be evaluated critically to allow for a better understanding of the implications of social control messages in tourist information.

Neutral statements are descriptive sentences or groups of sentences which present information to tourists without indication of actions or choices. The goal is simply to inform and/or educate and not to alter attitude or behaviour. However, all types of information can elicit changes in attitude if the information presented in the statements contradicts inappropriate cultural or environmental attitudes. Cognitive theorists argue that information which is in contradiction with current beliefs or behaviours causes psychological discomfort, motivating change in behaviours to reduce dissonance and achieve consonance (Orams, 1994). Therefore descriptive statements which address environmental or cultural impacts may be creating cognitive dissonance by contradicting previously held beliefs about the destination. More research into this is required to fully understand the impact of statement types on persuasiveness and the potential for behavioural change.

Messages in statements can also be examined through communication and marketing theory. In marketing theory, communication can be categorised as informing, persuading, or reminding (see Kotler et al., 1988). This communication classification is highly related to the obligatory, advisory, optional, and descriptive statement types discussed earlier. A large proportion of obligatory and advisory statements are *persuading*, and a large proportion of optional and descriptive statements are *informing*. It was however interesting to note that there were *reminding* statements associated with many categories, and therefore both persuading and informing statements were repeated in the guidebooks. The repetition of information provides guidebook readers with additional opportunities to see the messages, normalising the information. Therefore, socio-cultural and environmental statements are reinforced in the text through repetition. Also, as statements are repeated in various sections, guidebook readers do

not need to read the text cover to cover to be exposed to destination specific informing or persuading statements.

5.2.1 Source Credibility

As discussed previously, source credibility can affect the persuasiveness of messages. It has long been argued that messages coming from a highly credible source may be more persuasive than messages which come from a source which is seen as lacking credibility (McKenzie-Mohr, 1994; O'Hara et al., 1991). Factors such as expertise, trustworthiness, and likeability contribute to the credibility of sources (Kotler et al., 1988; O'Hara et al., 1991) and should be evaluated in relation to guidebooks.

In examining the factors which contribute to credibility, it can be argued that travel guidebooks are seen as a credible source. Expertise relates to the appearance of authority in the field of discussion (Kotler et al., 1988). Guidebooks market themselves as travel authorities, providing expert advice from people who are highly experienced and familiar with travel at the destination. Bhattacharyya (1997) discusses the guidebook claim to authority, arguing that this is a characteristic of the guidebooks narrative voice. Information is presented in an authoritative way and without argument, insinuating that further evaluation of statements made in guidebooks is unnecessary. This could have serious implications in terms of tourist information searches at the destination. If tourists accept the authority of guidebooks, does this take power away from the destination by eliminating the need to ask local people or local authorities (such as tourist bureaus) for travel information?

Guidebooks also address issues of trustworthiness by attempting to provide 'objective' travel information. All guidebooks in this study claimed on websites or in the text that they do not accept any compensation for the provision of information or recommendations. They

simply provide tried and tested travel information. Based on research done for this study, there is no way to prove or refute this claim; however, this should be examined further. Travel guidebooks are generally not thought of as promotional items for the destination as they do address both negative and positive travel issues. They aim to provide independently researched information on destinations. Therefore, accepting payment would severely affect the credibility of these publications, making it likely that the statements relating to not accepting compensation are accurate. However, for businesses, the economic impact of getting a positive mention in guidebooks can be substantial. So what lengths would business owners or managers go to get written up in guidebooks? Guidebook writers may not accept compensation but do they get more attention or better service than other travellers? If so, the trustworthiness factor of this source should be re-examined.

Another factor of source credibility is likeability. Researchers and practitioners have argued that establishing personal connections between the message receiver and the message source can lead to more effective persuasion (Stiff, 1994). Guidebook authors address the reader directly, using the word “you” when discussing tourist information and advice. The writing style of guidebooks also tends to be more informal and personal than brochures or destination information through the use of humour, slang, and traveller to traveller advice, creating a sense of similarity between the message source and the target audience.

Opening hours are erratic and can change for any reason - from feast days to the caretaker slipping off for a beer with his mates. (*Lonely Planet*, 172)

This can be seen as relating to aspects of likeability, as a personal travel source may be more attractive to travellers than an impersonal or academic source, which presents information in a more formal way. Lew (1991) argues that as guidebooks are not promotional items or given away by tourism bureaus, guidebooks are given a higher value and perceived to

be more reliable than other materials. Ajzen (1992) suggests that in some cases, message information is accepted without a reasoning process, if the message source is credible. If guidebooks are seen as credible sources, statements may be more persuasive than the original statement type intent, regardless of the message composition. The potential impact of guidebook credibility on persuasiveness and influence of messages should be subject to further examination. As this research did not address tourist views of guidebooks, it is not possible to determine the credibility of guidebooks. However, in looking at the literature, it is probable that guidebooks are recognised by tourists as a credible travel source, and therefore many statements may be trusted and internalised without a thorough reasoning process. A more in-depth critical evaluation of this type of tourist literature is needed to better understand the possible communicative power of credible tourist information sources. Further study into this area is warranted (see section 6.2 *Future Research*).

5.3 Comparing Destination Data and Guidebook Content

The analysis of destination data (interviews, Destination Management Organisation (DMO) website content, and participant observation notes) provided a coding scheme for guidebook information. Guidebooks were evaluated based on the categories which were extracted from the destination data relating to environmental, socio-cultural, and other themes. 8.3% of guidebook paragraphs relate to the 33 socio-cultural, environmental, and other themed categories (see appendix 3). Other theme areas included economics, management, infrastructures, and tourist expectations.

In comparing destination data content analysis results with guidebook content analysis results, several similarities and differences were found based on category information and importance values. These are discussed in detail in the following sections.

5.3.1 Similarities

Tourist and local people interactions

The tourist and local people interactions category was very important in both the destination data and in the guidebooks. Destination sources, such as interviewees, wanted tourists to interact with local people, develop relationships, and allow for mutual learning of cultures and ideas. This category was frequently mentioned in the guidebooks though most statements related to tourists asking for directions, advice about transportation, or asking permission to camp in certain areas. The guidebook statements encouraged an extractive process whereby tourists were persuaded to gather information from people at the destination, but not to engage in a process of sharing information, developing friendships, or learning. Guidebooks were more likely to encourage travellers to get better travel information on the destination to continue with their trip.

This finding is consistent with similar discussions by Bhattacharyya (1997) on tourist and local people interactions. In examining the content of a guidebook on India, the author suggests that local people are only of concern to tourists due to the services they can provide, and there is a general lack of interest in interactions beyond this. In the current study, guidebook statements which directly or indirectly encouraged relationships with local people, outside of a guest-host paradigm, were minimal. Bhattacharyya also argues that as guidebooks enhance the self sufficiency of travel, they also minimise the need for tourists to interact with local people by reducing dependence on local information for travelling needs. Popular writing has noted that guidebooks can discourage tourists from seeking out other sources of information, including local guides (Handley, 1989). Through interviews with travellers in Indonesia, McGregor (2000) found that intercultural communication outside of business or guiding

exchanges was not considered an essential part in experiencing the destination. McGregor speculates that information presented in the guidebooks and by other travellers is perceived as 'authentic', rendering communication with local people unnecessary. This finding is interesting considering that guidebooks are generally written from an outsider's perspective, by those who do not live at the destination. The idea that outsider tourism literature is perceived as 'authentic' over local information warrants further study. Is the destination information perceived as authentic due to the credibility of the source or is it related to the provision of travel knowledge by travellers for travellers? This would make guidebook information more authentic than information from local people or local authorities, who are not travellers. Are guidebooks then challenging the notion of destination insiders versus destination outsiders, by creating a different division? Though local people are more familiar with their region as a home, they may not have had the opportunity to travel within the area. This can be especially true for developing country destinations, as local people may not have the financial ability or the leisure time to go on vacation. Therefore, by grouping those who know about travel in a country against those who don't, the traveller (and travel writer) becomes an insider with information perceived as 'authentic', and the local people and local authorities become outsiders as they may not have traveller experience. This differentiation in authenticity implies that guidebooks have power over tourism information, which is removed from local people and local destination authorities who are now perceived as outsiders in the provision of tourist information for their own country.

Contrary to discussions by Bhattacharyya, Handley, and McGregor, guidebooks on Perú encouraged tourists to seek more current or specific local knowledge from people at the destination, though this was limited to directions, schedules, transportation options and pricing,

and camping permission. Few statements in the texts addressed interactions or intercultural communications beyond simple travel advice. In the Perú guidebooks, advising travellers to seek local information may be related to the rapid changes facing Perú. In this part of the world the weather is unstable leading to landslides or deteriorating road conditions, the political climate is relatively unstable which is reflected in the many strikes and demonstrations held in Perú, and tourism development is continually changing the services and infrastructure of the country. As the guidebooks in this study are limited to publishing books once every one to three years, they can not keep abreast of the seasonal, monthly, weekly, or daily changes happening at the destination. Therefore advising tourists to ask locally for more current information on the travel situation may be more related to limitations of publications, rather than the encouragement of tourist and local people interaction.

Conservation and environmental issues

Conservation and environmental issues were also very important in both the destination data and the guidebook data. The majority of guidebook statements however, were indirectly related to the original intent of the category which is to address sustainability, environmental awareness, and ecological protection, encouraging respect for natural resources and support for conservation. Most guidebook statements described environmental issues in Perú such as pollution or endangered species but did not specifically address or encourage environmental awareness or support. Statements were largely descriptive in nature, by informing tourists of environmental problems, but these statements lacked advice or persuasive language, and therefore tourists were not provided with possible solutions to environmental issues or action strategies which would provide the tourist with an internal locus of control. Based on this

research, to address the wants and needs of destination tourism sources, guidebooks should be including more information encouraging support for conservation and environmental issues.

Contemporary cultures

Another category which was very important to both destination sources and in the guidebook was interest in contemporary culture. This is consistent with findings from research conducted by Pennington-Gray & Thapa (2004). This study evaluated culturally responsible information on DMO websites and results indicated that of the websites which provided cultural information, current social customs were one of the more frequently mentioned themes. These findings imply that interest in contemporary culture is important in tourist information sources. This would seem to be especially important for destinations which are known for cultural heritage tourism, so that visitors would not confuse historical cultures or societies with the cultural climate found in the country today.

PromPerú (2004) survey respondents reported that the Peruvian culture was one of the best parts of their trip to Perú. In guidebooks, tourists have access to a variety of information on the contemporary culture of Perú. If tourists do in fact take the time to read and process this information, it can lead to a better overall awareness of Peruvian culture. Awareness and understanding of the society and culture at the destination is argued to provide for more satisfactory touristic experiences (ICRT, n.d.; Pennington-Gray & Thapa, 2004). Most guidebook statements in this category were similar to the example below. Statements were indirectly related to the category as they provided information on Peruvian culture but did not specifically encourage understanding or learning about contemporary Perú.

Peruvians are politically passionate, warm and hospitable, soccer-crazy, unshakably patriotic but highly critical of their political leaders, energetic, never short of a smile, curious, very talkative, entrepreneurial and hard-working. (*Lonely Planet*, 32)

Another issue in addressing contemporary culture in guidebooks is that though this category was important to destination sources and guidebook content, evaluation of the specific contemporary culture information was not done. As discussed previously, the books are written from the perspective of those outside the destination, as no guidebook authors were Peruvian. Therefore all cultural information is written by individuals who are not a part of that culture. This may have implications with regards to the accuracy of cultural information in guidebooks. To include information from a destination perspective, should guidebooks work with Destination Management Organisations (DMOs)? Each guidebook publication office was emailed to ask about sources for environmental and cultural information. Representatives from the *Lonely Planet* (T. Paton, email communication, 12 May, 2005) and *SA Handbook* (Webeditor at Footprint, email communication, 6 May, 2005) replied indicating that the authors were familiar with the destination and the guidebooks were well researched. However, the email responses did not speak to how this research was carried out nor to the sources used (government sources, industry sources, etc). As previously discussed, guidebooks can be seen as credible sources; however accuracy and authority over destination information should be questioned. Guidebooks are presenting Peruvian culture based on research and opinions of non-Peruvian writers. How is this cultural information substantiated and is it accurate in its depiction of current Peruvian societies?

Economic support

Issues related to economic support were very important in the guidebooks and in destination data. Supporting local businesses and encouraging responsible tourism services in Perú through spending were key issues in the destination data, emphasised by the tourism representatives interviewed. A large proportion of guidebook statements in this category are on

businesses which support social or environmental causes. Statements did not encourage tourists to spend money at specific establishments but provided them with information on accommodations, tour operators, or other businesses which supported social or environmental initiatives. Therefore tourists were made aware of how they could contribute to these initiatives by making informed consumer choices, though these choices were optional.

Expectations of developing countries

Realistic expectations of developing countries were found to be very important in both destination and guidebook data. Statements from destination sources encouraged tourists to have realistic expectations about how life was in Perú as a developing country, so tourists would not be surprised or disappointed in services which did not meet standards in developed countries.

Based on visitor responses in a DMO survey (see PromPerú, 2004), problems with transportation and service were one of the most disliked aspects of trips to Perú. Poverty and lack of cleanliness were also listed as negative aspects of visits. Results of the visitor survey suggest that tourists need to be made aware of the possible problems associated with travel in a less developed region so they can be prepared for differences in services, landscapes, and social realities. Though few guidebook statements specifically addressed the expectations of travelling in developing countries, the guidebooks did describe information on what to expect in terms of transportation, accommodations, electricity, sanitation, water supply, and road conditions. Realistic expectations can alleviate disappointment in travel if the tourist is aware that there will be problems or that services will be different from those in the tourist's home country. Also by providing realistic information on what to expect in developing countries, tourists who are not comfortable with the standard of services can make different travel

choices. It provides a way to pre-segment tourists. Tourists who would be most disappointed in developing country service standards can make decisions to go elsewhere. Therefore, these tourists will not come to Perú and become frustrated, returning home to friends and family with negative opinions of the country. Juan (adult, Peruvian, government), who was interviewed by the researcher admitted that information on realistic expectations of travel in Perú is a problem. He stated how tourists have expectations of Peruvian infrastructure which are too high, due to information given to them by Peruvian authorities and promotional agencies. This statement indicates that tourist information is not effectively promoting awareness of travel in developing countries. Lew (1991) argued that the key to maximising the benefits of tourism for both the host and guest is to provide cohesion between image and reality. Information for tourists can not simply be promotional. Tourism information needs to coincide with factual information about the experience of the destination, the lives of the local people, and the cultural and environmental realities facing the country. In this study it was found that guidebooks do present information on expectations in Perú tourism. Providing more 'realistic' descriptions of the area can increase the readers trust in guidebook information – lending to the credibility of guidebook sources. This can also prepare the tourist for the destination, which can minimize disappointment as experiences and expectations will be more closely aligned.

Expecting the unexpected

Expecting the unexpected was important in both the destination data (interviews, website content, and notes) and in the guidebook. Destination sources wanted tourists to be aware that Peruvian culture and infrastructure differs from developed countries, and visitors need to be prepared for changes in schedules. Guidebooks also cautioned tourists about unexpected events, and prepared them for possible changes in travel plans. It would be interesting to

empirically test whether or not realistic expectations in infrastructure and scheduling are linked to trip satisfaction when compared to unrealistic expectations. This was beyond the scope of this project but could be included in future research.

Tourist attitude or temperament

Tourist attitude or temperament was an important category to the destination and in the guidebooks. Tourism representatives interviewed preferred positive tourist characteristics and pleasant personality traits. In the guidebooks, qualities such as friendliness, politeness, and patience were encouraged. None of the guidebook statements in this category were purely informational or descriptive as all statements provided direct or indirect persuasive messages encouraging positive behaviours when visiting Perú. This category relates to discussions by Krippendorf (1987) on how an individual's behaviour while on vacation tends to be different from behaviour of an individual at home or work. As discussed in section 4.2.1 *Profile of International Tourists in Perú*, approximately 90% of all visitors are in Perú for vacation or tourism purposes (data from DIGEMIN, 2004). Krippendorf suggests that when people are on vacation, they are free from the constraints and considerations of everyday life. Behaviour can become unusual, irresponsible, and egoistic as the tourist seeks to satisfy recreational wants. This more unrestrained behaviour can lead to negative impacts at the destination, mainly out of ignorance for the culture or local environment. He goes on to describe how this irregular behaviour can confuse host populations who may assume that this is typical behaviour for all people from the tourist's home country. In encouraging friendliness, politeness, and patience, guidebooks are discouraging behaviours associated with overindulgence, advising tourists to become more aware of how they act towards people at the destination. In this way, guidebooks

are clearly acting as agents guiding the touristic experience, as they aim to direct visitor attitudes or behaviour and not to address issues for local people.

Photography

Photography etiquette was found to be important in the destination data and in the guidebooks. This concern was mostly associated with photographing people and relates to the concept of the tourist gaze. Often, the tourist gaze is paired with the practice of tourist photography, as this is a tool used to visually capture the tourist gaze in terms of the attractions and scenery which come to represent the destination. The tourist gaze conceptualises the understanding of symbols and meanings, supported by the tourism industry, which lead to the development of a perspective or a way of seeing people and destinations (Jacobs, 2001; Urry, 2002). However, it is important to note that the tourist gaze can be reinforced by the destination. Tourist expectations for sights at a destination like performances or customs may be implemented or arranged by local communities or tourism representatives who want to meet tourist demands. Therefore expectations can lead to a change in local community traditions or customs to meet the wants or desires of tourists, which in turn, reinforces expectations and the tourist gaze. Through repeated images presented by the travel industry in television, travel brochures, or guidebooks, expectations and visual representations of the destination are regularized, including tourist expectations of people, practices, and presentation. The people at the destination can become part of the attraction or a sight to see (Bhattacharyya, 1997; Urry, 2002). In addressing issues of photographing people, both the destination data and the guidebooks emphasise that tourists should always ask permission. These types of statements may serve as a reminder that people are not tourist attractions, and should not be treated as such.

Treatment of porters

The treatment of porters was somewhat important to the destination, though this category was only mentioned by non-Peruvian sources. This issue was also somewhat important in the guidebooks and was mainly addressed in the regional sections where porters were most often hired.

5.3.2 Differences

Interactions with guides and tour operators

There were obvious differences between destination data and guidebook data in terms of interactions with guides and tour operators. This issue was very important to the destination but there are no statements in any of the guidebooks which relate to this category. Statements on guides were restricted to how to hire a guide, advice on when to use a guide, and benefits of guides (including protection from theft), which did not fall into this category. In the destination data, this category was mentioned mostly by tour guides or those who work directly with tourists. Though the guidebooks did not discuss interactions with tour guides and listening to tour operators, they did provide rules and direction which may be similar to what guides would tell tourists. Bhattacharyya (1997) argues that guidebooks take on the role of tourist guide, interpreting and communicating information on the destination. Tour guides (and guidebooks) interpose themselves between the tourist and the environment or between the tourist and the local population, selecting attractions, information, and objects deemed worthy of tourist attention, while excluding other elements of the destination (Cohen, 1985). Therefore, encouraging tourists to listen to guides may not be as applicable as the guidebooks are trying to provide all relevant information to tourists, negating the need for general guiding services. By taking over the role of mediator and interpreter from guides at the destination, the guidebook is

removing interpretive control from local tourism representatives. There are also economic implications of guidebooks as tour guides. Tourists may forgo hiring local guides, choosing instead to trust guidebook descriptions and use guidebook maps to negotiate tourist attractions. However, as discussed earlier, destinations are changing. Guides can provide more current information than guidebooks and guidebooks can not facilitate on-going interactions between tourists and tour guides or tour operators. One cannot ask a book a question or to elaborate on certain information. The lack of information encouraging tourists to respect and interact with tour guides and operators needs to be further evaluated in terms of possible reasons for and implications of its omission.

Collection of plant materials

The collection of plant materials category had a high importance value in the destination data but only one statement was found in the guidebook data (found in the *Lonely Planet*). This issue however, was addressed indirectly in statements on the trade of flora, fauna and cultural artefacts, which discouraged tourists from buying rare plant materials and from taking plant life out of Perú. This obvious discrepancy between destination and guidebook data implies that there is a disconnect between destination concerns and guidebook concerns, as the collection of plant materials is not considered to be an important issue to guidebook writers.

Interest in Perú

There was no mention in the guidebooks on encouraging tourists to have an interest in learning about Perú, though this was found to be a very important category in the destination data. However, each guidebook does provide historical, political, environmental, and cultural information to the tourist. Therefore though guidebooks do not directly encourage tourists to learn about Perú, they do address this category indirectly through the provision of information

and education on Perú within the guide itself. Some texts also direct readers to other sources such as nationally produced films and destination specific literature. In purchasing a guidebook on a destination, the tourist is already expressing an interest in learning more about the region and therefore, this category may not be as applicable to guidebook readers as it would be to a general tourist population.

Money and spending

Money and spending issues were more important in the guidebooks than in destination data. Destination sources (interviews, website content, and notes) encouraged spending of money (supporting tourism industries) whereas the guidebook provided advice and information on expectation or etiquette in specific situations involving money and spending. Guidebook statements in this category related to tipping, bargaining, and bribery. This coincided with findings from research done by Pennington-Gray & Thapa (2004), where the most common cultural information found on DMO websites related to tipping and bargaining. It could be argued that since shopping is a major tourist activity, undertaken by 91% of respondents in a 2002 Perú visitors survey (see PromPerú, 2003), issues of tipping for services and bargaining may be more important to the tourist than to tourist representatives. Therefore this information is provided by literature which caters to tourist needs.

Language

Language information was another category which was more prominent in guidebook data than in destination data. The tourist representatives interviewed for this research spoke several languages. Therefore, the language capabilities of tourists may not have been a concern, as these representatives would be able to communicate with a variety of international visitors. An analysis of destination data also revealed that tourism representatives wanted to

improve training and visitor services in Perú. The focus was on getting tourism workers to adapt to tourist needs rather than asking tourists to learn Spanish. Most guidebook statements are indirect, providing information on language courses and not specifically encouraging tourists to learn Spanish. The idea that tourism professionals or tourism service workers should be trained in languages may be a more realistic option than to encourage tourists to learn the language of all the places they wish to travel to. Though the use of some simple phrases (polite greetings and thanks) can be signs of respect for the local culture, learning an entire language for a vacation is generally not something most travellers want or are able to do. Guidebooks address this by offering a limited language section which allows tourists to get around the destination and by providing language course information for those who are interested in further pursuing Spanish.

Four categories found in guidebooks were not at all addressed by destination data sources; volunteering and donations, society and culture issues, impacts of tourism, and drugs.

Volunteering and donations

Volunteering and donations was a very important category in the guidebooks. Statements in this category addressed environmental and socio-cultural issues and directly or indirectly encouraged volunteering in Perú and/or making donations to social or environmental causes. In a 2003 visitor survey done by PromPerú (2004), it was found that 25% of visitors surveyed spent five months or more in and around Perú. Visitors spending longer periods of time in a destination may have the opportunity to volunteer with various organisations. The guidebooks examined in this study target independent travellers, and there are suggestions for itineraries for travellers who are spending more than a few weeks in the country. This suggests that guidebooks are addressing the travel wants of tourists who will spend longer periods of

time at a destination and would be able to participate in what the guidebooks have dubbed ‘voluntourism’. Information on volunteering may not have been an issue for destination data sources as these sources may have been considering the time constraints of the majority of tourists, who spend less time in Perú, which would explain the discrepancy between destination and guidebook data. The forwarding of ‘voluntourism’ opportunities in the guidebooks makes an interesting statement to guidebook readers. Not only can the tourist go to a place and see the sights, the tourist can give time and or money to the destination, specifically addressing social and cultural issues of concern. Specific concerns the tourist may have, or have had, when travelling through Perú can be addressed. For example, respondents of a 2003 visitor survey stated that one of the most disliked aspects of trips was poverty. Visitors who are concerned with this issue can donate their time, money, or expertise with an organisation that is directly involved in poverty alleviation. This provides visitors with more choices in tourism experiences, allowing them to not only experience travel in Perú, but also the opportunity to make a contribution to social or environmental causes.

Society and culture issues

This category was important in the guidebooks. Society and culture issues included indigenous land rights, mining and extraction, and other indigenous issues, though most information lacked persuasive messaging. Use of informative language indicates that guidebooks are simply making visitors aware of the social or cultural issues, and not encouraging change or providing visitors with options in addressing these concerns. This category absorbed socio-cultural statements which were considered to be related to the research question, but did not fall into the categories pulled out of the destination data.

Impacts of tourism

Impacts of tourism statements were somewhat important in the guidebook data. These statements differed from the awareness of impacts statements in that they did not relate to the individual tourist, but instead addressed the impacts of the tourism industry in general. Statements related to overall tourism impacts were not found in the destination data. Most destination data focused on how to improve tourism, or discussed problems associated with the management of the industry, but did not openly criticise tourism or point out overall impacts. As most of the destination sources were involved in tourism, the goal was to improve the industry. Information on the impacts of tourism in the guidebooks reinforces the idea that this information source is not promotional for the destination as there are statements on both negative and positive impacts of tourism.

Drugs

Issues related to tourists and drugs were not discussed by the destination but were somewhat important in the guidebook data. The majority of guidebook statements cautioned tourists against buying or using drugs in Perú. It is unclear why this issue is not addressed in the destination data. Destination sources may not have wanted to draw attention to the drug trade in Perú or may not consider drug use to be a problem among the tourist population. Destination source content were examined for important tourist issues and drugs or drug-related statements were not found, suggesting that this category is not seen as important in Perú tourism. This issue was not specifically brought up by the researcher during interviews, as the researcher was unaware of this category until after completing guidebook content analysis, several months after interviews took place.

The remaining categories discussed below had fewer differences when comparing destination and guidebook data.

Litter and waste management

Litter and waste was found to be the most important issue addressed in the destination data (examining interviews, website content, and observation notes). Based on a 2003 international visitor survey conducted by PromPerú (2004), contamination and pollution were one of the most disliked aspects of trips to Perú, indicating that this issue is a concern for visitors. It is unclear whether litter is attributed to Peruvians or tourists, though waste management infrastructure is below developed country standards. According to the guidebooks and in accommodation signage, the septic systems can not handle any waste outside sewage, including toilet paper, and tap water is undrinkable, forcing tourists and unaccustomed local people to purchase water in disposable plastic bottles. Therefore litter and waste it is likely a combination of local and tourist pressure on the countries resources and fragile waste management systems. The guidebooks do discuss litter and waste management. However, this issue was found to be in the second importance grouping, not in the first importance grouping as it was in the destination data. Many guidebook statements in this category used persuasive language through obligatory or advisory statements. Therefore, though litter and waste management was not a very important issue in guidebooks, statements related to this category attempted to persuade tourists, exercising some social control through message types.

Protected areas

Many destination sources discussed the protected areas system in Perú and emphasised its importance for tourism, placing this category in the first importance grouping (*very important*). This category remained important in the guidebook but was not in the first importance

grouping, through both the *Lonely Planet* and the *Rough Guide* had whole sections on protected areas in Perú. Based on a 2003 international visitor survey conducted by PromPerú (2004), Perú's landscapes and natural areas were rated as one of the best parts of visiting Perú. Though over 12% of the country is in protected areas, the protection and management of these areas is difficult due to lack of funding, infrastructure, and personnel resources. This was a concern to the destination and was discussed by the guidebooks. Further research into the barriers and opportunities involved in protected area management is warranted.

Greetings and manners

Greetings and manners were more important in the destination data than in guidebook data; however all guidebook statements provided explicit or implicit instructions (obligatory, advisory and optional statements) on appropriate greetings and manners. This category was also identified by Pennington-Gray & Thapa (2004). They found that social customs and table manners were frequently mentioned cultural themes on DMO websites. Use of proper greetings and manners when interacting with people at a destination can be a sign of cultural respect. This information is provided to create awareness of what is and is not acceptable in everyday interactions. Guidebooks do provide readers with actions in terms of how to greet people at the destination and what is considered polite, however this category was emphasised more often by destinations sources, who wanted tourists to have a greater awareness of this issue.

Cultural respect

Destination data revealed that cultural respect was a very important category; however statements on cultural respect were less important in the guidebook. Most guidebooks statements do provide some sort of advice or direction for the tourist on cultural respect and the majority are in introductory sections. In a study examining responsible cultural information on

DMO websites, Pennington-Gray and Thapa (2004) found that only 5 of 264 DMO sites discussed respect for local cultures, though several websites discussed issues of appropriate dress and social customs. These findings indicate that tourist information sources (including guidebooks and websites) need to provide more information on issues of cultural respect and encourage tourists to be conscious of this when traveling.

Peruvian disposition

The friendly nature of the Peruvian people was found to be one of the best parts of trips to Perú (PromPerú, 2004). Peruvian disposition had the highest importance value in the guidebook data. Guidebooks mostly described positive Peruvian traits such as friendliness, kindness, and hospitableness, though there were some references to chauvinism or ‘Machismo’. Bhattacharyya (1997) found that a guidebook on India described the friendliness, helpfulness, efficiency, and knowledge of local people. This was criticised for being an evaluation of the behaviour of people at the destination, reinforcing expectations of how local inhabitants ought to behave with tourists. As this research was not based on latent implications of statements relating to local cultures, it is difficult to agree or disagree with Bhattacharyya’s research. However, it is important to note that, in the Peruvian guidebooks analysed for the current research study, the emphasis was on the behaviour of tourists, and not on the behaviour of local peoples.

Begging and gifts

Statements discussing begging and gifts were important in the destination data, and somewhat important in the guidebook data. Based on a 2003 international visitor survey conducted by PromPerú (2004), poverty was one of the most disliked aspects of trips to Perú. Therefore providing tourists with information on how to address poverty in terms of begging

and gift-giving is present in tourism literature and addresses this perceived negative aspect of travel in Perú.

Tourist and wildlife interactions

Tourist and wildlife interactions were an important concern for the destination, though most comments were given by non-Peruvians. The importance of this category was less in the guidebooks, as there were fewer mentions of how to behave with wildlife. These findings suggest that guidebooks may not be providing adequate information on minimum distances or wildlife harassment.

Expectations of natural areas

Realistic expectations of natural areas in Perú were important in the destination data. Destination sources wanted tourists to be more aware of Peruvian climate, physical requirements for hiking in natural areas, and dangers associated with nature-based tourism. In a survey of international visitors, the cold climate was one of the most disliked aspects of trips to Perú (PromPerú, 2004). This finding suggests that tourists are not aware of the variation in weather and temperature throughout Perú. Perú has diverse ecological zones, and with the Andean mountain range running through the country, many tourist sites (including Machu Picchu) are situated several thousand metres above sea level. At this height the weather can be unpredictable and though this issue was less prominent in guidebooks, these texts constantly warn travellers about the symptoms of altitude sickness and the physical requirements of participating in nature-based tourism.

Consumer complaints and demands

Elevated costs of services and poor services were found to be another disliked aspect of trips in Perú, based on a 2003 visitor survey (PromPerú, 2004). This relates to the category of

consumer complaints and demands. Destination sources encouraged tourists to address issues of cost and poor service quality by complaining to tourist bureaus or directly to the tour operators. It was thought that this would encourage tour operators to improve services. Though this category was less important in the guidebook data, guidebooks did address consumer complaints and demands. Most of the guidebook statements related to information on tourist offices though some statements did ask tourists to complain about poor services or tour experiences. PromPerú has tourist information bureaus, where tourists can come and lodge formal complaints against companies who provided poor services or who did not provide the services advertised. PromPerú agents then try and act as a liaison between the tourist and the operator or business to arrange reimbursement or to discuss the situation. This was seen by destination sources as a way to improve tourist services in Perú, and to provide tourists with an outlet for complaints and grievances. Based on this research, guidebooks need to have more information encouraging tourists to demand better service or complain of inappropriate treatment (of the tourist or the environment), and why this is necessary to improve tourism experiences in Perú.

Awareness of impacts

The *SA Handbook* was the only publication to address awareness of impacts and has a section specifically on responsible tourism.

In fact, since the Responsible Travel section was first introduced in the South American Handbook in 1992 there has been a phenomenal growth in tourism that promotes and supports the conservation of natural environments and is also fair and equitable to local communities. (*SA Handbook*, 49)

No statements encouraging awareness of individual impacts were found in the *Lonely Planet* or the *Rough Guide*, suggesting that the *SA Handbook* is more focused on responsible

tourism initiatives, though responsible tourism is not part of this organisation's mission statement. This heightened awareness may have contributed to the finding that this publication has more advice than expected on socio-cultural and environmental behaviour.

This category was less important in the destination data. Though destination data sources encouraged tourists to be aware of their impacts, the focus was on more specific issues such as litter and waste or cultural respect. General information on tourist impacts was introduced by the *SA Handbook*, encouraging travelers to be aware of the cost of their vacation. This publication's relationship with responsible tourism organisations is unknown; however future research in this area could involve investigation into publication networks and associations to determine if they are actively engaged in information sharing on tourism issues with NGOs. It would be interesting to compare popular guidebook publications with more alternative guidebook publications which stress responsible travel such as *The Good Alternative Travel Guide* and *the Green Travel Guide*, to evaluate differences in content based on publication objectives and target audiences.

Trade in flora, fauna, and cultural artefacts

Trade in flora, fauna, and cultural artefacts was found to be important in the guidebooks, and less important in the destination data, as all comments were from a single government sources (DMO website). In the guidebooks, this category had a high number of statements which were opposite to the intention of the category. Guidebooks educated tourists on trade in flora, fauna, and cultural artefacts, and outlined rules and regulations associated with importing and exporting, including information on the Convention on International Trade in Endangered Species (CITES). However, several statements related to this issue did not provide trade information. All opposite statements were about shopping, and discussed the types of products

for sale. Some statements discussed animal paraphernalia such as whale bones and armadillo shells (both of which are products of rare or endangered species), and another statement referred to necklaces for sale which may have come from remote graves in an archaeological site. However, none of these statements go on to discuss the illegal exportation of endangered species or cultural artefacts, though this issue is highly related to the sale of the products mentioned. As trade issues are discussed in other sections, the omission trade information near these statements may imply that there are no regulations associated with purchasing the items mentioned by the guidebooks. In providing information on what is for sale and by not addressing those products which are illegal to take out of Perú, the tourist is not made aware of problems associated with purchasing animal parts such as whale bones and armadillo shells or in purchasing archaeological artefacts such as necklaces. To address CITES and trade issues, tourist information (in guidebooks or other sources) needs to provide consistent messages with regards to purchasing or exportation of flora, fauna, and cultural artefacts.

Other categories

Vandalism, punctuality and timing, and fire were found to be slightly less important in the guidebook data, than in the destination data, whereas expectations of wildlife were found to be slightly more important in the guidebooks. These differences were seen to be relatively minute, and this research concluded that these categories were sufficiently addressed by guidebooks.

Results of this study indicate that though some categories are similar when comparing guidebook content and destination data, there are discrepancies between the tourism impacts, tourist behaviours, and tourist information needs addressed by destination sources and the content of guidebooks.

5.4 Responsible Tourism

Moscardo (1996) claims that though tourists are often cited as a cause of negative impacts, responsible tourism initiatives rarely consider improving tourist behaviour. There are several books which discuss cross-cultural business conduct, yet there are few texts which explain the cultural taboos of vacation travel. Krippendorf (1987) argues that though tourists are a major cause of economic, social, and environmental damage, they are shielded from the long-term effects of tourism to the host area and remain ignorant of their impacts. This is consistent with findings from this research as many categories which were important to the destination in terms of possible tourist impacts and tourist information needs, were not as important in the tourist information found in the guidebook (interactions with guides or tour operators, collection of plant materials, interest in Perú, etc). Krippendorf (1987) states that this lack of tourist awareness needs to be addressed. Based on this argument, tourists should be given more information on responsible tourism and made aware of the impacts of the tourism industry. Pennington-Gray and Thapa (2004) recommend that tourist information providers, such as DMOs, should better educate tourists on culturally responsible behaviours. Yet this begs the question; who defines responsible behaviour?

In Perú, “machismo” is discussed by the guidebooks as being part of Peruvian culture and statements in the guidebooks advise travellers to accept this. Is it more socially responsible to accept local cultural behaviour or to encourage change in attitudes which are prejudiced or sexist? The first article in the United Nations recognised Global Code of Ethics for Tourism encourages tourists to practice tolerance and respect for diversity in religion, philosophy, moral beliefs, and cultural traditions (WTO, 2003). This document defines responsible behaviour for tourists and the tourism industry. There are also several international organisations (Tourism

Concern, International Centre for Responsible Tourism, Tearfund, etc.) which research and promote responsible tourism issues. Therefore, responsible tourist behaviour has been defined by international organisations focusing on tourism impacts.

It has been argued that certain tourists segments (groupings based on similar demographics, motivations, or trip characteristics) are becoming more mature and experienced (Luck, 2003). These 'new' tourists are interested in the destination and in learning about other cultures. The primary motive for consulting information sources in travel planning is to augment the quality of vacations or tourist trips (Fodness & Murray, 1997). Therefore awareness of cultural and environmental destination information can lead to a more enjoyable experience for the tourist (ICRT, n.d.). Cultural respect and maintaining social customs and traditions are important to host cultures and from a guest perspective, a better understanding of these customs and traditions has been linked to trip satisfaction (Pennington-Gray & Thapa, 2004).

Findings from other studies indicate that tourism information on websites (see Pennington-Grey & Thapa, 2004) and in newspapers (see Santos, 2004) is mostly informational, describing attractions and possible vacation planning options. Pennington-Grey and Thapa (2004) found that few DMO websites (14% of 264 sampled sites) educated tourists about cultural norms and responsible behaviour. The study found that though websites discussed history, geography, and the culture of the area, the majority of DMO websites did not address cultural sensitivity. In the current study, all English tourist brochures found in tourist bureaus or at tourist sites in Perú were collected by the researcher and analysed for responsible environmental and cultural information. No statements relating to the research topic were found in any of the brochures collected, and therefore brochure information was not included as a destination source. This finding, along with previous research on newspaper articles and websites suggests that

destination management information sources are not addressing issues of responsible tourism. Sasidharan et al. (2002) argue that the scarcity of resources faced by most developing nations leaves them vulnerable to tourism development. Therefore, destination management authorities may be more interested in the economic gains associated with tourism and promoting its increase rather than addressing negative impacts of the industry and responsible tourism initiatives.

However, all three guidebooks analysed in this research did address responsible tourism issues. Table 5.1 outlines principles of responsible tourism (originally presented as Table 2.2) taken from Tourism Concern, a non-government organisation which focuses on responsible tourism initiatives. Categories from this research are paired with related principles, indicating that many of the principles of responsible tourism were addressed in this research and are found in the guidebooks (see table 5.1). 8.3% of all guidebook paragraphs address category content, which indicates that guidebooks may be an important source of environmental and cultural information for tourists. However, this leads us to question why guidebooks would present responsible tourism information. Is it altruistic or based on other motivations?

In examining guidebook content, it is important to keep in mind that the main goal of guidebook publishers is to sell guidebooks. Guidebooks are designed to explain the attractions at a destination and provide information allowing for independent travel. Therefore, any discussion of how guidebooks address content categories is not a critique or review of specific publications. However, these texts are participants in the tourism industry and are therefore subject to examination in terms of their role and potential impact on tourists and local communities. The goal of this research is to critically evaluate the content of guidebooks, to better understand the information being given to tourists, and the potential role that guidebooks

play in presenting this information. Research on literature and communication in tourism is of interest to the academic community, as this area has not been given much attention.

Table 5.1. Adapted list of principles of responsible tourism with corresponding categories

Responsible Tourism

- Learn about the destination (interest in Perú)
 - Learn about proper behaviour and dress codes (Tourist and local people interactions, Greetings and manners)
 - Contributions the destination's economy (Economic support, spending money)
- Think about the costs of the trip or vacation
 - Pay fair prices (Economic support)
 - Buy local products, foods, and drink (Economic support)
 - Stay in locally owned accommodations and hire local guides (Economic support)
 - Support community-run projects (Economic support)
 - Learn about culture of bargaining (Money and spending)
 - consider wealth of tourists compared to local people (Money and spending)
- Learn about culture (Society and cultural issues, contemporary culture)
 - Be open-minded to cultures and traditions (Cultural respect)
 - Be respectful (Cultural respect)
 - Be culturally sensitive (Cultural respect)
 - Adopt local practices where applicable (Cultural respect, Tourist and local people interactions, Greetings and manners)
 - Learn from local people (Tourist and local people interactions)
 - Be discrete about personal views on cultural differences (Cultural respect)
 - Know laws and attitudes towards drugs and alcohol (Drugs)
 - Learn about culturally offensive behaviours (Cultural respect, Tourist attitude or temperament)
 - Talk to local people for more information (Tourist and local people interactions)
 - Learn some of the local language (Language)
 - Dress with sensitivity (Cultural respect)
- Minimise your environmental impact (Conservation and environmental issues, Awareness of impacts)
 - Learn local methods of waste disposal (Litter and waste management)
 - Minimise waste by using biodegradable products, limiting packaging, and filtering water (Litter and waste management)
 - Be sensitive to limited resources (water, electricity etc) (Conservation and environmental issues, Expectations of developing countries)
 - Support conservation (Conservation and environmental issues)
 - Do not exploit wildlife (Tourist and wildlife interactions)
 - Follow rules of local governing bodies and national parks (Protected areas)
 - Help preserve wildlife and habitats (Conservation and environmental issues, Protected areas, Volunteering and donations, Economic support)
 - Respect rules and regulations (Tourist and wildlife interactions, Protected areas)
 - Do not buy products made form endangered plants or animals (Trade in flora, fauna, or cultural artifacts)
- Rules of photography
 - Photography can be intrusive (Photography)
 - Don't treat people as part of the landscape, ask first and respect their wishes (Photography)
- Holidays are in other people's homes
- Porters should not be maltreated (Treatment of porters)
- Do not participate in child sex tourism
- Respect human rights

(Adapted from Tourism Concern, n.d.¹ & Tourism Concern, n.d.²)

Guidebooks present tourists with information which allows them to physically, culturally and environmentally negotiate a destination. By providing principles of responsible tourism, guidebook readers are given ‘insider’ knowledge of how to be a tourist. Through provision of tips or descriptions, guidebooks provide travel information which demystifies the destination, encouraging tourists to go certain places and behave in certain ways. This power of suggestion is important to evaluate as interpretations of place and people control knowledge through provision and omission of information.

In researching the purposes or mandates of each publication, only one guidebook, the *Lonely Planet*, emphasised goals related to social responsibility.

The main aim is still to make it possible for adventurous travellers to get out there - to explore and better understand the world. At Lonely Planet we believe travellers can make a positive contribution to the countries they visit - if they respect their host communities and spend their money wisely. (*Lonely Planet*, 443)

The guidebooks in this study did not identify goals of social change or stress cultural awareness and environmental protection in their mandates. Yet this research has found that these texts are promoting responsible travel principles, using persuasive language and reinforcing messages (reminders) throughout the texts.

It can be argued that guidebooks are partially involved in social marketing through the promotion of responsible tourism. Social marketing involves applying marketing theory to social causes, attempting to influence target audiences to benefit society (Kotler et al., 2002), or in this case, a destination. However, most social marketing is done in the not-for-profit sector or is publicly funded. In this instance we have private businesses (guidebook publishers) engaged in social marketing messaging. In this study, the DMO website had very few comments on environmental and socio-cultural issues for tourists. Also the brochures collected

by the researcher while in Perú did not contain any statements related to responsible tourist issues and was therefore not included in any analysis. These findings indicate that not only do guidebooks contain social marketing messages; these private businesses are addressing more social, cultural, and environmental issues than the Destination Management Organisation (DMO) through website and brochure content. This is counterintuitive to the concepts of social marketing, which is generally done by the public sector or not-for-profit organisations to improve the human condition (by forwarding social or environmental causes) and not for economic gain. However, guidebooks publications are profitable. It is important to note that though 8.3% of paragraphs are addressing responsible tourism principles, 92.7% of guidebook paragraphs are not. These texts are selling independent travel information, insider tips, and tourism secrets to potential visitors. It could be argued that the provision of social or environmental messages is done to reinforce the idea of insider traveller knowledge, providing travellers with the cultural and/or environmental tools to negotiate destinations.

Guidebooks are marketed to people with interest in travelling and who are financially able to travel. Though social marketing messages are present, none of these publications defined a social change objective. The objective is to sell guidebooks. Therefore, though guidebooks forward social marketing messages, these publications are not purely social marketing agents. Instead, guidebooks may be an example of overlapping in pure, societal, and social marketing (see section 2.14 *Marketing and Communication Theory*).

The presence of responsible tourism messages can be examined through a number of marketing philosophies. It can be argued that guidebook publications are engaged in the promotion of responsible tourism to meet the needs and wants of their target market. Pure marketing involves determining the needs and wants of a target market to coordinate activities

and deliver a satisfactory product to the customer (Kotler et al., 1999). If the target market is independent travellers who want information on unfamiliar destinations, pure marketing would lead to the creation of a product which fulfilled that demand. The overlap with social marketing would arise if the target market wants or desires social, cultural, or environmental messages which will allow them to better understand and negotiate a destination. Here the direct provision of the customer's wants through pure marketing is the forwarding of socio-cultural or environmental issues or responsible tourism causes, which is can also be interpreted as social marketing. However, the independent tourist market is not homogenous. Many tourist typologies have been presented, differing in demographics, motivations, and behaviours (McGregor, 2000). Therefore guidebooks may also be actively engaged in societal marketing which differs from social marketing in that the main goal is to meet the wants and needs of their consumers and not to promote social messages. However, in societal marketing, this customer satisfaction goal is met in a way which addresses the well-being of the society, or in this case, the host population. A guidebook reader may simply be interested in transportation information and accommodations, yet this information is threaded with obligatory, advisory, optional, and informative statements related to responsible tourism, reinforcing social or environmental messages and encouraging behavioural change. Through guidebooks, we have a blending of marketing philosophies, which are not on a two dimensional continuum (pure to societal to social), but overlapping and coexisting in different spaces within the marketing concept.

This research on guidebooks did not include an examination of how guidebook information is understood by guidebook readers, and the potential impact this could have on tourists and host communities. It can be argued that guidebooks, as part of the tourism industry, should be

working towards sustainability and subject to evaluation. In recognising the role of the guidebook as a marketing and educative tool, these texts need to be evaluated in terms of how they address tourist issues and whether or not the information in these texts is being provided in a responsible manner.

6.0 CONCLUSION

In this concluding chapter, the major findings of this thesis are summarised and the significance of this research is discussed. The limitations of the study are also addressed and recommendations for future research in this area are presented.

Few studies focus on guidebooks as interpreters of social, cultural, and environmental information for tourists. The goal of this research is to address this gap by gaining a better understanding of the function of travel guidebooks in communicating destination information. This academic analysis of guidebooks on the developing nation of Perú highlights the possible roles guidebooks play in tourism.

Findings and discussions based on this research indicate that the role of the guidebook is multi-dimensional. The guidebook provides and assesses travel information (activities, accommodation, transportation, etc) which helps tourists to physically, culturally, and environmentally negotiate a destination. With this assessment of information, guidebooks also act as marketing or educative tools, evaluating businesses, tourist sites, and travel routes. Through the inclusion and omission of information, guidebooks exert a massive influence on the tourist experience (McGregor, 2000). This provision of information demystifies unfamiliar areas, introducing them to potential visitors and guiding current visitors through the region, acting as an authority on 'insider' traveller knowledge. This position of power, juxtaposed between host and guest, allow guidebooks to negotiate the relationship between tourists and destinations, taking on the role of tour guide through the communication of place and people. In mediating and interpreting ecological, cultural, and social information, guidebooks become culture and environmental brokers. Findings of this research also indicate that though guidebooks are involved in persuasive messaging and this raises issues of power and

representation – guidebooks are the only popular tourist information source in Perú actively trying to influence tourists to reduce cultural impacts and environmental impacts. Responsible tourism messages were limited or absent in DMO website content and in brochures.

It is, however, the nature of all good research to produce more questions than answers. Though this research aims to describe and discuss the role of guidebooks in tourism, one must also ask - should guidebooks have this role? Should guidebooks interpret and negotiate cultural and environmental information? Should they provide responsible tourism messages? If these roles are not appropriate for guidebook publishers, a fair question might be: Who, among government, industry, and academia, should perform or police these roles? Discussions in this thesis recognise the need for further research into the relationship between information sources and tourism.

Research and discussions suggest that one of the major issues in responsible tourism and sustainability of the tourism industry is tourist knowledge and behaviour. Several researchers have claimed that though tourists are a main cause of economic, social, and environmental damage at destinations, they remain ignorant of their impacts (Krippendorf , 1987; Moscardo, 1996). Improving tourist behaviour, through responsible tourist information, persuasion, and reminders needs to be considered. It is hoped that this study will stimulate future research on tourist information sources, the communication of people and place, and responsible tourism.

6.1 Significance of the Study

This research is significant to tourism studies and the tourism industry in a number of ways. Firstly, this study is one of only a few studies which concentrate on the current nature of the relationship between guidebooks and tourism. Secondly, this study provides one of the first academic analyses of how tourist information sources communicate socio-cultural and

environmental issues. Thirdly, destinations can profit from this study by gaining an understanding of how their culture and environment is presented in guidebooks. This can lead to more open discussion between tourism bureaus and major travel publishers. Lastly, this research highlights the importance of the travel guidebook's role as a culture and environmental broker, interpreting social, cultural, environmental and other destination information.

6.2 Delimitations, Limitations, and Other Issues

Addressing delimitations and limitations establishes the boundaries, reservations, or exceptions inherent in research studies (Creswell, 2003). Delimitations identify the scope of the variables or research design. This study was restricted by time, monetary, and geographic constraints. The thesis research, writing, and completion were confined to a one year period, limiting long-term data collection, and the possibility of multiple case study areas. No grant or scholarship money was available to conduct this research, and therefore all expenses for this thesis (save a \$150.00 Recreation and Leisure Studies reimbursement) were incurred by the researcher. The case study area for this research was the republic of Perú, which is situated several thousand kilometres south of the University of Waterloo, making multiple visits to the study area unfeasible due to the previously mentioned lack of funding and tight time schedule for thesis completion.

As this research focused on tourism in one developing country, results may be generalisable, in part, to other developing tourist countries but may not be as relevant to tourism in more developed nations, as there may be differences in tourism management, resource constraints, and guidebook usage. This research was also constrained by language barriers, as the process of selecting interviewees was limited to tourism representatives who

spoke some English. Due to researcher capabilities, timeline, and monetary constraints, this study also confined itself to analysing three English travel guidebooks on a non-English speaking nation as translation of texts is beyond the researcher's means. It is important to note, however that many guidebook publications, such as the *Lonely Planet*, are translated into several different languages. Therefore results of the guidebook analysis could be applicable to publications in other languages. This research focused on issues of responsible tourism (relating mostly to environmental and socio-cultural themes), and was therefore delimited to addressing tourist issues and did not discuss issues involved in the management of the broader travel and tourism industry.

The limitations of research are the identification of the reservations or qualifications which could potentially weaken the study (Creswell, 2003). As the researcher is not Peruvian, research was conducted through an outsider's perspective in terms of Perú's cultural and environmental issues. This limitation was addressed somewhat through interviews with Peruvian tourism representatives from a variety of fields who provided information from an insider's perspective. The interview process itself was subject to limitation. As there is relatively little tourism research done in Perú, it was difficult to identify and locate tourism representatives for this study. No list of tourism representatives was found, and access to email and internet is limited in Perú, when compared to other developed countries such as Canada, restricting overseas online inquiries. Interviews were also limited due to time constraints and difficulties with national phone lines and calling cards. As the researcher was in Perú for a limited time, if interviews were postponed or cancelled or if potential interviewees were out of town for several days, it was difficult to reschedule meeting times. It was also difficult to contact potential interviewees over the phone to set up interviews, as area codes and calling

card instructions were unclear, and many public phones were damaged and did not work. Interviews were also limited to tourism representatives from four different sectors (government, non-government organisations, tour guides, and private sector representatives). This study did not consult key informants from academia, the accommodation industry, restaurants, craft-making industries, or members of local communities outside of the tourism industry who live or work adjacent to tourism developments. The opinions and knowledge of the four sectors of tourism representatives may not represent the broader opinions of the community as these representatives may be positively pre-disposed to the tourism industry which provides them with their livelihood.

Due to time constraints of interviewees and the researcher, interviews were limited to approximately one hour. Therefore, in some cases, questions were dropped or parts of the interview were not addressed. Questions were also missed if the interviewee was unfamiliar with the subject area. Therefore, though the researcher tried to maintain consistency in the interview process, all interviews did not follow the same line of questioning. Implications of this may be that some interviewees may not have been given the chance to address particular questions, limiting their ability to expand on tourism issues of concern. However, this could also be seen as a strength as probing questions were directed to the interviewee's area of interest and helped to expand on the opinions and experiences of those interviewed.

The researcher also found that there may have been a bias in responses to certain questions. One question asks interviewees to discuss what they do not like about international tourists (their attitudes or behaviours). It may have been hard for interviewees to discuss negative traits of international visitors with the researcher (who was an international visitor), as they may have felt as though it was impolite or insulting. Generally, interviewees discussed positive

traits and mentions of negative traits were qualified by naming specific countries which did not include the nationality of the researcher. Therefore, interview data may be skewed more positively. A final limitation relates to the process of qualitative content analysis, as analysis of the data could be subject to differing interpretation.

The researcher recognises that encouraging appropriate socio-cultural behaviour in tourists and environmental protection is not the mandate of guidebook publications. These texts are made by businesses whose aim is profit through catering to traveller demands. The role of the guidebook is generally one of advice and information related to attractions, accommodation, and restaurants, providing provide maps and itineraries for tourist trips. Many publishers of these guidebooks however, have explicitly or implicitly acknowledged their role in interpretation and mediation of destinations through the provision of cultural, environmental, and political information. The purpose of this thesis is not to review or judge individual guidebook publications but to provide a critical analysis of guidebook content. The goal of this study is to describe the role travel guidebooks play in tourism and to evaluate how the socio-cultural, environmental, and other tourist information in these texts is presented to tourists, allowing for a better understanding of how tourism literature addresses issues of responsible travel and to explore the potential impacts these texts have in touristic interpretations of destinations. Implications and directions of future research beyond this goal are discussed in the following section.

6.3 Future Research

There are several recommendations for future research related to this study, including issues related to methods, analysis, and discussion. It is hoped that this section will provide

ideas for future graduate research which will further explore the use and significance of guidebooks in tourism.

Interviews

As discussed in the previous section, qualitative interviews were limited to tourism representatives from four different sectors. In future studies, researchers should make efforts to include key informants from other areas of tourism, such as academia, regional government officials, local government officials, accommodation businesses, food and beverage businesses, craft-making industries, and related retail sales industries. Interviews with members of local communities who do not work within the tourism industry but who live or work adjacent to tourism developments could also be interviewed. Extending the interview process to be more inclusive of all potential tourism stake-holders may provide more insight into tourist impacts, tourist information needs, and appropriate tourist behaviours at a destination.

Content Analysis Coding Scheme

In this study, statements were coded into 33 qualitative categories which emerged through content analysis. After examining the categories in the coding scheme with both the destination and guidebook data, it was found that many of the categories are interrelated. This suggests that the coding scheme could be reorganised to provide a more obvious relationship between category information. Reorganisation can make the coding scheme more transparent in future studies on Perú tourism information and can also provide a skeleton scheme for the examination of information on other destinations. The new coding scheme is provided in table 6.1.

In the reorganised coding scheme, there are seven overall categories which address different information and behavioural needs in tourism. Each category can then be broken

down into sub-categories to further explore the information on the destination. Italicised sub-categories indicate that it is specific to research done on Perú and may not be wholly applicable to other destinations.

Table 6.1. Coding categories and sub-categories for qualitative content analysis of destination information	
<i>Category</i>	<i>Sub-category</i>
Conservation and environmental issues	General conservation and environmental issues
	Protected Areas
	Litter and waste management
	Tourist and wildlife interactions
	Vandalism
	Fire
Cultural Respect	Plant Collection
	General issues of cultural respect
	Tourist and local people interactions
	Language issues
	Tourist attitude and temperament
	Begging and gifts
	Greetings and manners
	Photography
<i>Treatment of porters*</i>	
Economic Support	General issues of economic support
	Money and spending
	Consumer complaints
	Volunteering and donations
Expectations	<i>Expectations of Developing countries*</i>
	Expecting the unexpected
	Expectations of wildlife
	Expectations of natural areas
Society and culture	General society and cultural issues
	Disposition and temperament (<i>Peruvian disposition*</i>)
	Contemporary culture
	Specific cultural idiosyncrasies (<i>punctuality and timing*</i>)
Impacts	Impacts of tourism
	Awareness of tourist impacts
Legal issues	Trade in flora, fauna, and cultural artefacts
	Drugs

* italicised categories are Perú specific and may not be applicable to other destinations

Developing Countries: Discourse and Representation

The concept of the ‘Third World’ or the developing world emerged in the 1950’s, grouping economically disadvantaged nations (Mason, 1997). Approximately 30% of all international tourist arrivals are in developing nations, the number of arrivals having tripled in the last 20

years (Echtner & Prasad, 2003). There has been increasing criticism of promotion and tourism materials in terms of the way developing destinations are communicated or represented, as the majority of the marketing for developing countries is done by First World marketing agencies selling to a First World market (Echtner & Prasad, 2003). The concepts of discourse and representation of developing nations and the theories behind this communication in tourism literature need to be further explored in future research studies.

In terms of tourism, marketing agencies from developed nations produce statements on destinations in developing nations which represent social, political, environmental, and cultural systems to tourists through promotional or informational discourse. Discourse is a way of speaking or a system of representation identifying, influencing, and regulating the meanings of social, economic, and cultural systems using one language to govern how an issue or topic can be understood (Hall, 1997; Hall, 1992). Touristic discourse becomes the representation of developing nations or the “other” in the tourism sector. The impact of touristic discourse on the expectations and understanding of developing destinations has not been given much attention in the academic literature. Though it has been touched on in this study, this area needs to be explored further.

To better understand tourism phenomena, we need to analyse tourist representations and the communication of those representations. Edwards (1996) contends that tourism information and experience are mutually sustaining as many studies have shown how tourist expectations and understandings are closely related to information on destinations. Therefore the analysis of discourse and representation using theoretical perspectives on the relationship between developing and developed nations can help to uncover the power structures found within tourism information. The examination of this information in guidebooks can determine what is

being communicated to tourists providing for a better understanding of how tourists interpret and come to understand their global environment. Comparing guidebooks on developing countries with guidebooks on developed countries, or familiar destinations with more remote destinations can help explore the touristic processes in discourse and representation. More in-depth critical evaluation of tourist literature is warranted to better understand the power and communicative role guidebooks play.

Appeals in Marketing Communication

Rational, emotional, and moral appeals were briefly discussed in section 5.1.2 *Marketing and Communication*. It was found that appeal types could be related to certain statements. For example, emotional appeals could be related to Hard or obligatory statements through the use of fear. However, this study did not specifically examine each statement for possible relationships with rational, emotional, or moral appeal types. In future guidebook content studies, researchers could examine the use of appeal types. Rational appeals would indicate that guidebooks are presenting statements with evidence, whereas emotional appeals would indicate that guidebooks are presenting statements to elicit positive or negative feelings. Moral appeals in guidebooks would be statements which pleaded to a tourist's sense of right and wrong.

It would also be interesting to determine how tourists responded to rational, emotional, and moral statements as this information is currently lacking in the academic literature. There is little research specifically addressing to how rational, emotional, and moral appeals affect belief, attitude, intention, or behaviour.

Perú Tourism Management

During the interview process for this research, many of the interviewees were less concerned about international tourists as they were for industry issues such as the lack of tourism infrastructure, privatisation, the offloading of federal responsibilities to regional governments, health and safety, protected areas funding, training, public and private sector cooperation, and indigenous issues. Though this information was helpful in providing context for this study, future research into the structure, dynamics, and management of Perú's tourism industry could provide further insight on the barriers to sustainable tourism development.

Tourists and Guidebooks

This research has found that the guidebooks analysed do provide socio-cultural and environmental descriptions, options, advice, and obligations. However, there is no guarantee that the tourist, having purchased a guidebook, will read all the information. There are a number of ways tourists can use guidebooks. Tourists may read information pertaining only to the region in which they are travelling, or may be using the guidebooks for accommodation and restaurant suggestions. Tourists may skip over sections on the environment or on Peruvian culture and are then not exposed to responsible tourism messages. Therefore, the provision of information in guidebooks, whether persuasive or not, does not necessarily mean that this information will even be seen by the tourist. In furthering social marketing of responsible tourism, research should be directed towards the information which is more likely viewed by tourists. Distribution of messages is as important as the message itself – it can not be persuasive if it is not reaching the target audience.

In this discussion, the question of credibility of guidebooks has been introduced. Future studies into the role of guidebooks in tourism could also address this issue by surveying

guidebook users and general tourist populations at destinations to determine the credibility of information sources and also to investigate the reasons for why some sources are perceived as being more credible than other sources. By addressing the issues of credibility, researchers could further speculate on the effect of messages, as credibility of sources has been related to the persuasiveness of message content.

Marketing Responsible Tourism

There have been few studies which concentrate on how tourist information sources communicate socio-cultural and environmental issues. Future studies should analyse other sources of travel literature to allow for a better understanding of source information and comparisons between medium. Comparing and contrasting main stream guidebooks sources with alternative guidebook sources focused on social or environmental issues could bring attention to the underlying differences in marketing, messaging, and information provision. The content of marketing materials such as websites, brochures, magazines, commercials, and travel shows could be analysed for socio-cultural and environmental content to gain a better understanding of the kinds of information tourists are exposed to before or during a tourist experience. This research could also be extended to tour guides at the destination, signage at tourist sites, and interaction with previous travellers or friends and family to determine what, where, and how socio-cultural and environmental information is transmitted to tourists. Research comparing other tourist information sources could reveal how destinations are portrayed through different media and which sources are providing responsible tourism information. This research may indicate a need for DMOs to work directly with private sector industries producing tourism information (i.e. guidebook publishers) to coordinate messages and address issues of concern.

Tourist Behavioural Change

Though this research has shown that many of the guidebook statements are persuasive, it is still unclear as to whether or not persuasive messages reduce cultural or environmental impacts. In this study, the researcher investigated the linkages of information between socio-cultural and environmental impacts of tourists and the travel guidebook information on these issues. Research relating to the influence of guidebook information on tourist knowledge and attitudes, and the influence of these attitudes on socio-cultural and environmental behaviour was beyond the scope of this project due to time and financial constraints. It is hoped that this investigation into one aspect of the conceptual framework (found in figure 1.1) will encourage future study in this area, allowing for a better understanding of the model as a whole and the relationships between impacts, information, and attitudes/behaviours.

Roggenbuck (1992) researched park visitor behaviour and argues that there are several types of undesirable actions which can be addressed by persuasive messaging. Therefore, it can be argued that the messages found in guidebooks (even in descriptive statements) can reduce impacts by visitors, if they provide sufficient information on problem areas and action strategies. However, this remains to be empirically tested.

Several researchers stressed the importance of before-and-after surveys to determine changes in knowledge, awareness, and behaviour (Kuo, 2002; Orams, 1995). Follow-up studies after tourists have returned home would be useful in determining the discrepancy between intention to change and actual behavioural change as assessments on how visitors modify behaviour after an interpretation experience are lacking (Kuo, 2002).

We have a limited understanding of how, if at all, codes of conduct change behaviour (Malloy & Fennel, 1998). Lack of our understanding in how behaviour change occurs is a

problem in the marketing of social or environmental causes. The linear model of knowledge leading to attitude change leading to behaviour change lacks validity and is limited in cause and effect relationships (Hungerford & Volk, 1990). We simply do not have strong evidence supporting the theoretical processes of behavioural change provided in journals and other academic publications. Future studies testing theories of behaviour are needed to further investigate the processes which are linked to changing behaviours. This research would be invaluable to social marketers and public agencies in forwarding environmental and social principles. More research into this area should be conducted to expand our understanding of text in tourism.

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APPENDIX 1 – SEMI-STRUCTURED INTERVIEW QUESTIONS AND PROBES

I would like to ask you several questions about tourism in Perú. You can refuse to answer any of the questions or we can conclude this interview at any time. Some of the questions will be repetitive in order to look at this issue thoroughly.

Background & Area of Familiarity:

My first questions are about your background, just so I can get an idea of your involvement in tourism, specific information will be kept confidential. Your occupation and experience will only be generally described.

- Have you always lived in Perú?
- What is your occupation?
- Are you familiar with tourism issues in Perú? How or through what experiences?

Thank-you.

Experiences:

The next few questions are about your experiences with tourism in Perú.

- When you go to a tourist site – what do you see tourists doing? (ask industry tourism representatives only)
- Generally, how do the tourists behave when you speak with them? (ask industry tourism representatives only)

PROBE: have you had any problems? Please explain...

- In your experience, what tourist impacts (effects, problems, opportunities) have you witnessed or researched in Perú's natural areas?

PROBE: Can you give me specific examples of tourist behaviours that are a problem in national parks or protected areas?

PROBE: What about examples of tourist behaviours that are a positive in national parks or protected areas?

- To the best of your knowledge, if we were visiting areas such as smaller villages or indigenous villages in Perú – would there be any problems caused by tourists? What would these problems be? What would the benefits of tourism be in these areas?

PROBE: Can you give me specific examples of tourist behaviours you have seen?

Thank-you.

Interpretation:

With these next questions I will be asking for your interpretation of the tourism situation in Perú.

- What strengths or benefits has tourism brought to Perú? Environmental benefits? Cultural benefits?
- Based on your experience, what changes could be made in tourism management or planning in order to encourage the strengths or benefits? What changes could be made to improve problem areas?

Emotion and opinion:

The following questions will be on your opinions of tourists in Perú and how you feel about tourism.

- Is there anything that pleases you or excites you about tourism in Perú?
PROBE: Why is this exciting?
- When you think about tourism in Perú, tourist behaviours, and the experiences you have had with tourists - is there anything that upsets you?
PROBE: Why was this upsetting?
PROBE: What can be done to change this situation?
- Please describe the perfect tourist.
PROBE: Which qualities make a good tourist?
PROBE: Which qualities make a bad tourist?
PROBE: Which type do you see more off or is more common?

Thank-you.

Knowledge of issues (past/future):

My next questions are related to your knowledge of tourists and the important issues in Perú tourism.

- Can you describe the most important impacts tourism is having in Perú?
PROBE: Are there any specific negative impacts? Or positive Impacts?
PROBE: What are the main environmental impacts?
PROBE: What are the main cultural impacts?
- Has anything been done to help manage these impacts?
PROBE: Who has been responsible for management and prevention?
- What behaviours of tourists would you like to see improve?

I would like you to think about how tourists behave here in Perú. I would also like you to think about important information tourists should have before coming to Perú – such as information on your environment, your culture, and your society.

- If you were in charge of greeting tourists when they entered Perú – what would you tell them about your culture?
- What would you tell them about your natural areas or national parks?
- What advice would you give them to help them to reduce/minimise their impacts in tourist areas or in sensitive areas?

Thank-you.

Guidebooks:

Finally, I would like to ask you your opinion on guidebooks and the role they play in tourism:

- Are you familiar with travel guidebooks? Have you read one or used one in the past?
- I would like you to think about where tourists get their information from, and the possible implications of this. Specifically, what do you think about guidebooks on Perú written for tourists, are they helpful? Why? Are they harmful? Why?
- Which ones do you see most commonly? Which ones do you think are the best? Why?
- What would good guidebooks say to tourists?

Thank-you.

APPENDIX 2 – INTERVIEW SOURCES

Name	Sex	Age	Nationality	Tourism Sector	Location
Alfredo	Male	Older adult	Peruvian	Private Organisation	Lima
Bernardo	Male	Adult	Peruvian	Private Organisation	Lima
Carl	Male	Adult	Non-Peruvian	Non-government organisation	Lima
Carlos	Male	Young adult	Peruvian	Tour guide	Puno
Catalina	Female	Young adult	Peruvian	Non-government organisation	Lima
Elisa	Female	Adult	Peruvian	Private Organisation	Lima
Felipe	Male	Older adult	Peruvian	Non-government organisation	Lima
Jenny	Female	Young adult	Non-Peruvian	Non-government organisation	Cusco
Juan	Male	Adult	Peruvian	Government	Lima
Lorenzo	Male	Adult	Peruvian	Private Organisation	Lima
Marcos	Male	Older adult	Peruvian	Private Organisation	Lima
Miguel	Male	Young adult	Peruvian	Tour guide	Cusco
Pablo	Male	Young adult	Peruvian	Tour guide	Cusco
Pedro	Male	Young adult	Peruvian	Tour guide	Manu
Rosa	Female	Young adult	Peruvian	Tour guide	Manu
PromPerú website	Not Applicable	Not applicable	Peruvian	Government	All of Peru
Notes and observations	Female	Young adult	Non-Peruvian	Other	All of Peru

APPENDIX 3 – HANDBOOK OF CODING

The handbook of coding describes meanings and themes in order to allow for coding units to be classified appropriately and on the basis of explicitly formulated rules.

Questions to ask of each statement:

- What does this statement represent?
- What is the issue this statement is addressing?

Cultural/Social Themes

Cultural themes are those dealing with behaviours, histories, customs, traditions, arts, language, religion, and social interactions of both tourists and peoples at the destination.

Environmental Themes

Environmental themes are those statements which address issues involving air, water, soil, biological species such as flora and fauna, natural areas including terrestrial and marine, protected or unprotected and those statements dealing with sustainability, waste management and renewable/non-renewable resources such as forests, electricity, natural gas, mining etc.

Category List

List Items have been derived from the interviews with tourism professionals in Perú, notes taken by the research while in Perú and from information provided on the government run tourism website for Perú. Information provided by Tourism Concern in regards to tourist codes of conduct or responsible travel codes have also been added to the descriptions of the list items in order to identify guidebooks which have addressed current issues of concern in Perú and issues of responsible travel.

#	List Item	Description
1	Litter and Waste Management	Statements which identify issues involving garbage. These statements could include problems associated with litter or waste, opportunities for waste reduction or ways to minimise litter and/or statements which address the management of waste. Key words: litter, waste, trash, rubbish, human feces, refuse, minimising waste.
	Focus 1. Litter 2. Human Waste 3. Both	Qualifier 1 = advise on reducing litter/waste, waste reduction 0 = issues involved in waste management or litter, problems with tourism and litter (but not offering of solutions or advice) -1 = general information/descriptive in nature on litter or waste management/Observation
2	Cultural Respect	Statements which encourage respect for the local norms, cultural practices, traditions, and religion and/or statements which discourage disrespect. Statements could include issues involving the general treatment of local people in Perú, social codes of conduct, appropriate cultural behaviour, adoption of cultural practices, appropriate dress, encouragement in understanding traditions, and issues of respect. Key words: respect, conduct, dress, behaviour, cultural practices, sensitivity, understanding.
	Focus	Qualifier 1 = statements encouraging sensitivity, cultural respect or discouraging disrespect 0 = statements outlining social codes of conduct and appropriate behaviours -1 = General statements on cultural sensitivity or respect
3	Tourist and Wildlife Interactions	Statements discussing proper or improper interactions between people and wildlife. These statements could include minimum distance requirements, issues of animal harassment, hunting and fishing regulations, wildlife disturbances, rules and regulations involving fauna, and/or noise pollution. Key words: wildlife, animals, hunting, fishing.
	Focus 1 = minimum distance 2 = hunting/fishing 3 = wildlife disturbances 4 = other	Qualifier 1 = Specific rules/advice on responsible tourist/wildlife interactions/encouraging interaction 0 = General statements on interactions -1 = statements which should address responsible tourists/irresponsible statements

4	Tourist and Local People Interactions	Statements which address interactions or contact between tourists and local people. These statements could encourage tourists to spend time with local families, ask questions or engage in conversations or idea exchanges with local people, and/or share information about the tourist's country or culture with people at the destination. Statements could also persuade tourists to get advice on travel or information about the destination and tourist activities from people in the local community. Key words: local people, conversations, interaction.
	Focus 1 Responsible reasons 2 neutral 3 selfish/help reasons	Qualifier 1 = Encouraging learning, general interaction, exchange with local people 0 = Asking local people specific advice "ask locals", permissions -1 = negative interactions – advising what to do if problems arise
5	Expectations of Developing Countries	Statements which discuss what the traveler can expect in Perú in terms of the possibilities and impossibilities associated with tourism in a developing country. Statements could include issues of understanding, expectations which are too high, and/or explanations of the way of life in Perú. These statements may address expectations related to services or service problems/precautions such as transportation issues, hospitality/accommodation issues, food preparation or restaurant issues, water precautions and/or guiding service expectations. Key words: roads, transportation, buses, accommodations, expectations.
	Focus 1. roads 2. food and beverages 3. electricity /sanitation/ water supplies 5. General/ other	Qualifier 1 = understanding about area – don't expect western standards (general statements on developing country expectations) 0 = Specific issues of service/food quality – with advice -1= issues of service/food quality – general
6	Interactions with Guides / Tour Operators	Statements which outline or advise on a tourist's relationship with guides or tour operators. These statements may involve listening to rules and regulations outlined by guides/tour operators, listening to safety measures, following instructions, exchanging ideas, or voicing concerns. Key words: guide, tour operators, instructions, obeying.
	Focus	Qualifier

7	Conservation and Protection	Statements which address issues involved in the conservation and protection of the natural environment. These statements could include issues of sustainability, environmental awareness, and ecological protection. Statements could also encourage interest in environmental issues, respect for natural resources, and support of conservation efforts. Key words: conservation, protection, awareness, sustainability, environmental issues.
	Focus 1 = tourist issues 2 = tourism industry issues 3 = other issues	Qualifier 1 = Encouraging conservation and protection 0 = details of conservation and protection issues – current situation / problem areas -1 = descriptive, informative statements relating to environmental issues (but not main theme of sentence)
8	Interest in Peru	Statements which encourage interest in the country of Perú or which identify non-interest as a negative trait. Statements can include issues involving interest in culture, knowledge about Perú as a country, interest in Peru’s natural areas, asking questions about Perú, interest in learning and/or education. Key words: interest, educated, knowledge.
	Focus	Qualifier
9	Vandalism/Physical Damage	Statements discussing vandalism. These statements could include physical vandalism, graffiti, destruction or defacing of property (purposeful or not) and/or the alteration of objects in protected natural/cultural/historical sites. Key words: vandalism, graffiti, alteration, moving objects, defacing.
	Focus	Qualifier 1 = Specific rules/advice on vandalism and graffiti 0 = General statements discouraging vandalism/graffiti -1 = general discussion on vandalism/graffiti (descriptive in nature)
10	Awareness of protected areas	Statements which discuss protected areas and identify the rules and regulations associated with parks, reserves or natural regions. This could include statements which mention respect for protected area systems, awareness of protected area systems, cooperation with protected area rules and regulations, and/or knowledge of protected area boundaries. Statements could also identify specific rules related to protected areas in Perú. Key words: codes of conduct, parks, rules, regulations, protected areas.
	Focus	Qualifier 1 = rules/advice on protected areas 0 = mention problems/conservation issues involved in protected areas -1 = Problems with parks

- 11** Expecting the Unexpected
- Statements which involve general issues of expectation, flexibility and the ability to adapt to change. Statements could include cautions on unplanned incidents, unexpected happenings, being prepared for changes, and open-mindedness in travel. Key words: unexpected, change in plans, unprepared/prepared, flexibility, open-minded.
- Focus**
- Qualifier**
 1 = encouraging flexibility, open-mindedness, patience
 0 = cautions, information on unplanned incidents, changes, expecting unexpected
- 12** Contemporary Culture
- Statements which address the current culture of Perú. Statements could include themes such as cultural differences, cultural similarities, social realities, differentiation from Inca culture, and descriptions of socio-cultural aspects of Perú which can be found today. These statements may encourage learning about contemporary culture, understanding of cultural idiosyncrasies, and identifying contemporary attitudes towards certain behaviours or issues
- Focus**
- Qualifier**
 1 = encouraging learning about contemporary culture, understanding of culture
 0 = descriptive statements on contemporary culture
- 13** Expectations of Wildlife
- Statements which identify realistic or unrealistic expectations of wildlife or of wildlife tourism. These statements could include expectations in seeing certain species and interest in particular wildlife sightings.
- Focus**
- Qualifier**
 1 = don't get hopes up, watch expectations, hard to see – Statements of realistic expectations
 0 = potential sightings, may see, there are _ in this reserve, if you lucky you could see,
 -1 = you will see, treats sightings as inevitabilities

14 Consumer complaints and demands Statements involving consumer complaints or demands for quality services/products or more responsible services/products. Statements could include complaints of bad service or demands for better quality service, complaints on the mistreatment of people, complaints relating to inappropriate behaviours, complaints reporting child sex tourism, complaints involving a lack of conservation or respect for the environment, demands for more conservation efforts, and demands for more culturally/environmentally responsible services. These statements may also include advice for tourists on who to complain to. Key words: complaint, demand, mistreatment, opinions, quality services, products.

Focus

Qualifier

1 = Encourages complaints and demands for better service, reporting of bad behaviours or standing up to tour operators
 0 = provides information on who to complain to if needed or general information on the issues, info on previous complaints
 -1 = Discourages complaints and demands

15 Time & Punctuality Statements which discuss the issues involved in punctuality and timing in Perú. Statements can include information on the lack of punctuality or fixed itineraries, awareness of cultural differences in timing, and/or encouraging flexibility of scheduling. Key words: time, punctuality, schedules, lateness.

Focus

Qualifier

1 = Statements which address lack of punctuality or time changes as the reality of Peru
 0 = statements which discuss general issues of timing and punctuality
 -1 = Statements which refer to correct timing or no issues with punctuality

16 Tourist attitude / temperament Statements which address favourable or unfavourable tourist attitudes or temperament. These statements may include favourable behaviours such as appreciation, friendliness, happiness, and enjoyment. Key words: friendly, happy, enjoy.

Focus

1 friendly
 2 polite
 3 patience
 4 multiple
 5 other

Qualifier

1 = Statements which state favourable attitudes or temperaments
 0 = statements which discuss neutral attitude or temperament
 -1 = Statements address unfavourable attitudes or temperaments

- 17 Peruvian Disposition Statements which identify general traits of Peruvian disposition or temperament. Statements could include descriptions of personalities, general traits, or specific traits such as charm, kindness, and friendliness. Key words: friendly, hospitable, kind.
- Focus**
 1 friendly/helpful
 2 kind/hospitable
 3. both 1 and 2
 4 other
- Qualifier**
 1 = Statements which identify positive traits
 0 = statements which identify neutral traits
 -1 = Statements which identify negative traits
- 18 Begging and gifts Statements which address issues of begging and/or gift giving. Statements can include ideas on what to give families, communities, or other local people or can include cautions about begging, and what to do when the situation arises. Key words: begging, gifts, beggars, offering.
- Focus**
 1 = gifts
 2 begging and gifts
 3 = begging or inappropriate gifts
- Qualifier**
 1 positive comments
 0 neutral comments
 -1 negative comments
- 19 Awareness of impacts Statements which encourage understanding or thinking about impacts individual tourists or tourism can have on destinations. These statements could include environmental impacts, impacts on communities, issues of self-restriction, responsible behaviour, and/or sensitivity to limited resources (such as water, electricity and fuel). Key words: impacts, impact awareness, responsible behaviour.
- Focus**
- Qualifier**
- 20 Collection of plant materials Statements which address the collection of plants, flowers, or vegetation in natural areas. Key words: cuttings, touching, collection, taking plants, uprooting.
- Focus**
- Qualifier**

21	Greetings and Manners	Statements which address greetings and manners in Peruvian society. Statements can include advice on how to exchange greetings, proper meeting traditions, politeness and culturally proper behaviour in particular situations. Key words: greeting, hand shake, manners.
	Focus 1 = greetings 2 = manners and greetings 3 = manners	Qualifier 1 = Statements encouraging proper use of manners/greetings 0 = Mainly descriptions of manners / greetings -1 = general information on manners / greetings
22	Expectations of natural areas	Statements which discuss tourist expectations or preparations for difficulties which could be encountered in natural areas. These statements could include issues such as dangers and annoyances, physical requirements or athletic abilities, weather, and difficulties associated with wild areas.
	Focus	Qualifier 1 = advice / preparations for or expectations of nature 0 = description of possible nature/weather related issues
23	Economic Support	Statements involving issues of financial support for the local economy. Statements could include suggestions on responsible travel standards, how to benefit local communities, where/where not to spend money, support for quality services, encouragement for community based projects, support for conservation projects, and/or how to contribute to locally run businesses. Statements could also discuss awareness of opportunities for financial contributions, benefits of tourist money, or awareness of negative contributions and leakage. Key words: standards, support, local businesses, community projects.
	Focus 1. accommodation/ restaurant 2. local guide/tour companies 3. purchases /shopping /contributions 4. parks / cultural areas / services 5. general	Qualifier 1 = Specific Statements which encourage economic support of conservation/community/local economy from tourist 0 = Specific areas of economic support (buying locally, local guides) -1 = Statements giving background on tours/accommodations/companies (which are involved in conservation/community projects)

24	Treatment of Porters	Statements which discuss the treatment of porters in Perú. These statements may involve issues of concern, issues of abuse, reporting of problems, issues of tipping and appreciation for porter services. Key words: porters, tipping, treatment.
	Focus	Qualifier
		1 = support for porters/ advise on porter issues 0 = General concern for porters -1 other porter issues
25	Money issues	Statements which address money and spending. These statements could include tips for bargaining or haggling, paying fair prices, reasonable vacation budgeting, and/or address tourists and wealth versus local peoples and poverty. Key words: money, poverty, cheap, bargaining, spending.
	Focus	Qualifier
	1 = Tips 0 = Bargaining / budgeting -1 = Bribery	1 = Positive statements 0 = general related statements -1 = neutral or negative statements
26	Fires	Statements involving fire and fire regulations in outdoor settings.
	Focus	Qualifier
		1 = rules on fires 0 = issues associated with fires -1 = general fire information (how to start one, where to start)
27	Trade in Flora, Fauna & Cultural artefacts	Statements discussing the trafficking and/or trading of natural or cultural items. Statements could include issues such as trade of endangered species, sale and export, cultural heritage purchases, plant extraction, orchid trade, CITES agreement, and/or legal requirements of trade.
	Focus	Qualifier
	1 = Flora/Fauna 2 = Flora / Fauna / Cultural 3 = Cultural	1 = advising tourists of illegal nature of Trade – with advice or warnings 0 = general discussion on Trade -1 = issues related to Trade BUT Trade issues not discussed

28	Learning the Language	Statements which addressing language. Statements could include information on barriers to understanding, Spanish or Quecchua language tips, pleasantries, expectations of English, and/or encouragement to speak with Peruvians in their own language. Key words: language, Spanish, Quecchua, English.
	Focus	Qualifier
		1 Need for Spanish, encouraging the learning of or use of Spanish 0 Statements on language use, native language, and general language issues -1 General Info on Language, Classes, Pronunciation, Tips
29	Photography	Statements which discuss issues associated with photography in Perú. Statements could include issues of proper etiquette when taking pictures of people, offensive or intrusive aspects of photography, asking of permission for photos, and/or sharing of photos with local people. Key words: photography, pictures, photos.
	Focus	Qualifier
	1 people 2 churches 3 other photography issues	1 = encouraging sensitivity to photography and etiquette 0 = rules of photography -1 = general photography issues
30	Safety/Theft issues	Statements involving issues of personal safety and theft
	Focus	Qualifier
31	Socio-Cultural Issues	Statements about social issues / problems or cultural issues or problems that are facing/ occurring in Perú. Including indigenous issues. Statements also include information on organisations involved in socio-cultural work in Perú.
	Focus	Qualifier
	1. tourist issues 2. tourist industry 3. non-tourism issues	1 encouraging socio-cultural solutions/advice 0 details of issues/problems -1 descriptions of information – not main theme of statement (company info)
32	Volunteering & Donations	Statements which address volunteering or donation issues. Only statements which specifically discuss volunteerism, donations or contributions are included.
	Focus	Qualifier
		1 Encouraging Volunteering or Donations 0 Information about Volunteering or Donations -1 Volunteer Org Info

33	Tourism Impacts and the Tourism Industry Focus	Statements which discuss general impacts of tourism on a larger scale. Qualifier
34	Drugs and legal matters Focus	Statements which discuss drug use, sales, and other drug related issues Qualifier

APPENDIX 4 – CODING STATEMENT TYPE

1. HARD / Obligatory

- ◆ Obligatory statements: Rules or warnings. Increases the moral pressure and can result in the experience of a greater sense of obligation to the recipient of a message. The idea of deviance is conveyed. (EX: litter is banned or do not pick orchids.)
- ◆ Laws: This is a statement that threatens. It is deemed insufficient merely to forbid or encourage an activity. (EX: The penalty for drug possession is up to 10 years in jail.)

2. MEDIUM / Advisory

- ◆ Advisory statements: Suggestions, advise or tips. Not strict rules but helpful tips which deal with test issues. The offering of advice or impression that a recommendation is being giving on a personal one to one basis. Endorses a specific course of action. (EX: The best thing to do is to ask local people for permission to camp in this area).
- ◆ Petitionary statements: Sweetening commands or direct courses of action with politeness, typically the advice or instruction is done with a please or thank you (EX: please pick up all your garbage at this site).

3. SOFT / Optional

- ◆ Optional statements: indirect form of social control where statements provide several options and the reader can comply or ignore instructions though one option is may be given a more positive connotation. (EX: Tips are not mandatory but they are appreciated).
- ◆ Demonstrative statements: Statements which indirectly provide instruction by outlining what others do. Most statements while identify norms or routines of local people. (EX: Local women wear long skirts and long sleeves when entering temples).

4. NEUTRAL / Descriptive

- ◆ Informative statements: Statements which outline the main issues through provision of information and detail.
- ◆ Observation statements: Statements which discuss what can be found or seen at a certain place or tourist attraction.

APPENDIX 5 – IMPORTANCE VALUE CALCULATIONS

Destination Data

List Categories	Frequency	Individuals	Sectors	Relative Frequ.	Relative Ind.	Relative Sect.	Importance Value
Litter and waste	15	9	4	0.074	0.529	0.8	1.403
Tourist and local people interactions	11	9	4	0.054	0.529	0.8	1.383
Conservation and environmental issues	10	6	4	0.049	0.353	0.8	1.202
Protected areas	8	5	4	0.039	0.294	0.8	1.133
Contemporary culture	7	5	4	0.034	0.294	0.8	1.128
Economic support	6	4	4	0.029	0.235	0.8	1.065
Expectations of developing countries	10	7	3	0.049	0.412	0.6	1.061
Interactions with guides or tour operators	10	7	3	0.049	0.412	0.6	1.061
Collection of plant materials	5	4	4	0.025	0.235	0.8	1.060
Greetings and manners	5	4	4	0.025	0.235	0.8	1.060
Cultural respect	13	6	3	0.064	0.353	0.6	1.017
Interest in Peru	9	6	3	0.044	0.353	0.6	0.997
Expecting the unexpected	8	4	3	0.039	0.235	0.6	0.875
Vandalism	8	4	3	0.039	0.235	0.6	0.875
Peruvian disposition	6	4	3	0.029	0.235	0.6	0.865
Begging and gifts	6	3	3	0.029	0.176	0.6	0.806
Expectations of wildlife	6	3	3	0.029	0.176	0.6	0.806
Tourist attitude or temperament	6	5	2	0.029	0.294	0.4	0.724
Punctuality and timing	5	5	2	0.025	0.294	0.4	0.719
Tourist and wildlife interactions	14	4	2	0.069	0.235	0.4	0.704
Expectations of natural areas	4	4	2	0.020	0.235	0.4	0.655
Consumer complaints and demands	7	3	2	0.034	0.176	0.4	0.611
Fire	3	2	2	0.015	0.118	0.4	0.532
Photography	2	2	2	0.010	0.118	0.4	0.527
Spending money	3	3	1	0.015	0.176	0.2	0.391
Awareness of impacts	6	2	1	0.029	0.118	0.2	0.347
Treatment of porters	5	2	1	0.025	0.118	0.2	0.342
Language	3	1	1	0.015	0.059	0.2	0.274
Trade in flora, fauna or cultural artefacts	3	1	1	0.015	0.059	0.2	0.274

Guidebook Data

LIST ITEMS	Frequency (FRE)	Intro (INT)	Special Text (ST)	Direct	Relative Frequ	Relative intro	Relative sp. txt	Relative direct	Imp. Value
Litter and waste	19	5		17	0.030	0.029	0.000	0.026	0.085
Cultural respect	12	8		12	0.019	0.046	0.000	0.019	0.083
Tourist and wildlife interactions	7	1		7	0.011	0.006	0.000	0.011	0.027
Tourist and local people interactions	51	21		51	0.079	0.121	0.000	0.079	0.279
Expectations of developing countries	41	10	1	4	0.064	0.057	0.053	0.006	0.180
Interactions with guides or tour operators	0	0		0	0.000	0.000	0.000	0.000	0.000
Conservation and environmental issues	68	16	3	10	0.106	0.092	0.158	0.016	0.371
Interest in Peru	0	0		0	0.000	0.000	0.000	0.000	0.000
Vandalism	7	0		7	0.011	0.000	0.000	0.011	0.022
Protected areas	36	4		7	0.056	0.023	0.000	0.011	0.090
Expecting the unexpected	31	5		1	0.048	0.029	0.000	0.002	0.078
Contemporary culture	25	9	2	4	0.039	0.052	0.105	0.006	0.202
Expectations of wildlife	30	3	1	8	0.047	0.017	0.053	0.012	0.129
Consumer complaints and demands	16	2		4	0.025	0.011	0.000	0.006	0.043
Punctuality and timing	6	2		3	0.009	0.011	0.000	0.005	0.025
Tourist attitude or temperament	13	8		13	0.020	0.046	0.000	0.020	0.086
Peruvian disposition	33	9	5	33	0.051	0.052	0.263	0.051	0.417
Begging and gifts	10	3		7	0.016	0.017	0.000	0.011	0.044
Awareness of impacts	4	4	1	4	0.006	0.023	0.053	0.006	0.088
Collection of plant materials	1	0		1	0.002	0.000	0.000	0.002	0.003
Greetings and manners	9	7		9	0.014	0.040	0.000	0.014	0.068
Expectations of natural areas	6	1		1	0.009	0.006	0.000	0.002	0.017
Economic support	63	7	1	33	0.098	0.040	0.053	0.051	0.242
Treatment of porters	5	1		2	0.008	0.006	0.000	0.003	0.017

Spending money	25	13	1	17	0.039	0.075	0.053	0.026	0.193
Fire	6	1		6	0.009	0.006	0.000	0.009	0.024
Trade in flora, fauna or cultural artefacts	13	5		9	0.020	0.029	0.000	0.014	0.063
Language	32	7	1	9	0.050	0.040	0.053	0.014	0.157
Photography	8	3	1	7	0.012	0.017	0.053	0.011	0.093
Socio-cultural issues	37	5		0	0.057	0.029	0.000	0.006	0.086
Volunteering and donations	12	6	2	0	0.019	0.034	0.105	0.008	0.158
Impacts of tourism	9	3		0	0.014	0.017	0.000	0.014	0.031
Drugs	9	5		0	0.014	0.029	0.000	0.012	0.043

APPENDIX 6 – CALCULATING RELATION TO LIST INTENTION

List Category	Direct		Indirect		Opposite	
	Qualifier	Focus	Qualifier	Focus	Qualifier	Focus
Litter and waste Management	1,0		-1			
Cultural respect	1,0,-1					
Tourist & wildlife interactions	1,0				-1	
Tourist and local people interactions	1,0,-1					
Expectations of developing country	1		0,-1			
Interactions with guides & tour operators						
Conservation and environmental issues	1,0	1	-1	2,3		
Interest in Peru						
Vandalism	1,0		-1			
Protected areas	1		0,-1			
Expecting the unexpected	1		0		-1	
Contemporary culture	1,-1		0			
Expectations of wildlife	1		0		-1	
Consumer complaints and demands	1		0			
Punctuality & timing	1		0		-1	
Tourist attitude and temperament	1,0,-1					
Peruvian disposition	1,0,-1					
Begging and gifts	1,-1		0			
Awareness of impacts						
Collection of plant materials						
Greetings and Manners	1,0,-1					
Expectations of natural Areas	1		0			
Economic support	1,0		-1			
Treatment of porters	1,0		-1			
Money and spending	1,0		-1			
Fires	1,0				-1	
Trade in flora, fauna & cultural artefacts	1		0		-1	
Language	1		0,-1			
Photography	1,0		0			
Society and cultural issues						
Volunteering & Donations						
Impacts of Tourism						
Drugs						

*Blank qualifier and/or focus spaces indicate that the numbers were either absent or of no significance to the directness of the statements.