

Tourism Education: Factors Affecting Effective Teaching and Learning of Tourism in Township Schools

Nsizwazikhona Chili

*University of Kwa-Zulu Natal, South Africa, 031
E-mail: Chili@ukzn.ac.za*

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ABSTRACT This study reports on a cross-sectional case study that explores factors hampering and hindering the effective teaching and learning of tourism in the township schools. The variables scrutinized were elicited through the following tools: principals and students' perceptions, teachers' competence and commitment, and principals' experiences about teachers regarding their enthusiasm and willingness to commit themselves and expedite effective teaching. These variables were compared and scrutinized on the basis that principals are always interacting with teachers and learners daily as heads of schools who are entrusted by departmental officials to ensure that their schools are functional and effective. The principals' interaction with teachers and learners is presumed to have endowed and empowered them with enough experiences to contextualize and conceptualize challenges faced by both teachers and learners. As a result principals are expected to be in possession of all the tools and instruments needed to help teachers at harnessing and achieving their goal. The study vehemently asserts that assisting and monitoring of teachers by principals ought to be done consistently and continuously. The paper fervently believes that the spirit of commitment and selflessness need to be embodied in both principals and teachers' character. Principals and students seem to have the same views regarding lack of enthusiasm and commitment as an epidemic and catastrophic problems for teachers. Students avowed that principals need to select tourism teachers according to competency, dedication and specialization. Although some teachers could not refute other consternations claimed against them, however, they pinpoint lack of support from their superiors as one of their main concerns. The data also suggest that the effective teaching and learning of tourism in schools is stifled retrogressively by various factors that are related to unions. Students also illuminated factors such as shift of focus on teaching by teachers, a disregard for contact time spent in class, and virtually lack of ability to impart tourism content effectively. The author argues that unless teaching is made attractive and lucrative, proper training for tourism teachers to become innovative and competent is provided, principals as school authorities are supported and compelled to account at the end of the year for poor results, quality teaching and learning will never be achieved in South Africa.