

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

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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.

INTRODUCTION

Tourism is one of the world's largest and fastest-growing industries (Goeldner and Richie 2003). Charles (1992a) argues that many countries, both developed and developing have regarded tourism education as an investment for the future of their countries. South African policy reform in education during the post apartheid era effected some changes through the introduction of a new curriculum. South Africa has a 3 tier system of education starting with primary school, followed by high school and tertiary education in the form of academic universities and universities of technology. School life spans 13 years or grades although the first year of education, Grade R or "reception year", and the last three years, Grade 10, 11 and Grade 12 or Matric are not compulsory. Recently, great advances have been made in the introduction of tourism and new technology to the formerly disadvantaged schools which are mostly found in rural areas and townships. So tourism as a new

learning area was also one of those subjects that were construed by government officials as a trajectory for social justice and a new strategy to advance job opportunities in South Africa. It was also assumed and thought that tourism will benefit mostly learners from the previously disadvantaged communities (DoE 1996). Teaching of tourism in South Africa takes place in public and private high schools and universities. Most schools are funded by the state while private schools are funded by fees. 2.8% of the total school population is private equaling 340, 000 students. The purpose and focus of the study is to investigate factors affecting effective teaching and learning of tourism in Township schools.

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation with the development of the Outcome-Based Education (OBE) forming the foundation for the curriculum (DoE 1996). A new curriculum also introduced new learning areas including tourism in the senior phase programs. Unfortunately the

advent of tourism in schools is stifled by many challenges that are related to the shortage of human resource and well trained teachers as specialists.

The advent of tourism programs at senior secondary schools by the department of education was welcome and embraced by many social science teachers. The department officials thought and believed that the subject itself will meet the needs of tourism industry and broaden the scope of teaching. Dale and Robinson (2001) assert that in an effort to meet the needs of the tourism industry, Business Enterprises for Sustainable Travel (BEST), comprised of educators and industry professionals, sought to develop a set of curriculum modules to teach students the relevance among principles of sustainable tourism and specific management techniques, and how to apply such knowledge.

Unfortunately the South African government underestimated or overlooked the shortage of qualified teachers for tourism. A rush for the inclusion of tourism by the South African department of education was also perpetuated by the perception that tourism has been a missed opportunity and the objective of wanting to meet the target of increasing the economy. There is also evidence that the introduction of the learning area was also construed as one of the strategies to address and meet a rapid increase of human resource needs and skills shortage desperately needed to resolve joblessness. Tourism was therefore perceived to be one of those subjects intended to prepare learners right from school level and beyond. Unfortunately and invariable the insufficiency of well trained teachers in the field of tourism defeated the purpose.

Literature search by the author revealed that there is a solid literature on the subject regarding factors affective teaching and learning. However, the solidity of literature is only addressing tourism education in western countries meaning that the emphasis has given short shrift to the teaching of the subject in the African continent both at university and specifically at school levels. There is a total disquiet with a particular literature in South Africa on tourism education in schools. South African literature in tourism education is so scarce that it's an area for concern for researchers interested in tourism as a field of study. The subject of tourism in the South African schools is being covered partially, selectively or not at all in the literature so there is a

wish to plug the gap. In a nut shell the study addresses a topic that has been under-researched in the South African school context.

Literature Review

Tourism education began as a development of technical/ vocational schools in Europe (Morgan 2004). These schools emphasized training in core competencies such as hospitality, hotel management and related business skills (Butler 1999; Morgan 2004). Interest and demand from the public and private sectors impelled rapid growth of tourism studies and the development, and establishment, of departments of tourism at institutions of higher education in addition to technical schools (Butler 1999). Although the development of tourism in the South African schools is gaining a momentum unfortunately the questionable qualification and competency of teachers impeded teaching and learning to have the desired effects. The supply of tourism subjects and courses has grown considerable over a decade in South Africa. Such growth has been fuelled by the rapid expansion of the tourism industry in the post apartheid era in South Africa ([http://www. Education.gov.za/ dynamic/dynamic.aspx](http://www.Education.gov.za/dynamic/dynamic.aspx)). The democratic government has recognized that tourism in SA contributes significantly to local and national economies. Consequently the supply of tourism courses has been met by an increasing student demand. This is also the case with the South African black township schools as they have begun to offer the subject. According to WTO (1983) there has been a sustained level of applications (in the region of 14,000) to tourism-related courses since 1996 and the level of acceptances has steadily risen over this to a high of 2, 350 in 1998. This trend is also evident in the black township schools of SA although it happens relatively marginally. This expansion in tourism-related courses/subjects has mushroomed to such an extent that it has been argued that tourism demand exceeds the supply of teachers. According to (Giroux 1993 and Gunn 1984) there has been much discussion over the past decade into the provision and content of tourism education. Some have acknowledged, and raised concern, over rapid growth in tourism degree courses and competent teachers which is the focus of this study. Evans (1993) argues and advocates that a body of knowledge should form the basis for

tourism education. The intention of this article is to investigate the reasons behind the ineffectiveness of teachers of tourism in Black township schools of SA.

Goeldner and Ritchie (2002) argue that undeniably effective teaching and learning through formal education plays a critical role in developing a skilled and competent workforce. According to Croy and Hall (2003) the tourism industry is comprised of many different types and levels of work at a variety of organizational levels, which requires different types of skills to enhance social transformation through holistic education. These skills are only achieved through the development of qualified teachers to teach at high school level to advance, satisfying and meeting tourism education demands specifically (Jurowski 2000).

Eade (1990) is not differing from Jurowski's claim and assertion that many developing countries including South Africa face a problem of producing suitable tourism teachers who will be able to equip students with knowledge and training skills needed in the tourism industry. They both argue that the dilemma is virtually caused by a short supply of qualified teachers for tourism. It is even worse in SA where tourism as an industry and a field of study is relatively new. The address of the aforesaid challenges by a number of researchers in Latin American countries is gaining a momentum alarmingly (Gilbert 1995). This paper argues that the policy and curriculum reformists in SA have either overlooked or underestimated the shortage of qualified teachers in tourism. Authorities just propelled and steamrolled its inclusion in the new curriculum. Goodenough and Page (1993) assert that both public and private schools adhere and adapt to new curriculum needs as a result some township high schools follow suits and do likewise to grab the opportunity to introduce tourism. Although the introduction of tourism as part of technology (TECH) learning area is a step towards a right direction, unfortunately the capacity of high schools to respond to the growing demand of tourism education is not inextricably linked with the supply of teachers.

Cooper (2000) notes that in many developing countries including South Africa, the educational system has struggled to keep up with the demands of rapidly growing tourism industry. The above claim is also a concern for Goodenough and Page (1993). They both argue that

educational institutions such as high schools and universities have not been able to prepare the necessary human resource base for a growing industry neither in terms of number nor quality.

Holloway (1995) argues that a teacher has to do several activities such as planning properly, providing effective instruction and evaluate the learning activities. He further suggests that being a specialist in the subject helps teachers to use appropriate methods and techniques that were acquired during professional training. This of course applies to tourism teachers as well who have to display wizardry. A tourism teacher is also expected to shine in class and even go an extra mile to perform a host of activities inside and outside the classroom as long as students benefit mentally and otherwise. According to King (1996) effective teaching and learning, class size also impact on the teaching and learning environment, with larger classes performing poorly in comparison to classes with fewer learners. However, the study still insists that irrespective of all challenges faced by tourism teachers, commitment and competence is of utmost importance for tourism teachers. The study is therefore emphasizing that effectiveness/ineffectiveness and incompetence/competence in teaching and learning are inextricably linked. A competent tourism teacher is expected to create classroom conditions and climate that are conducive for student to learn. Saayman (2005) is of the view that all teachers at all levels including those of tourism need to be competent and effective in their learning areas. As they teach they need to be endowed with a sound body of knowledge. Teaching is the two way traffic in the sense that both teachers and learners play an integral role. It is therefore crucial that in addition to mastery of subject matter, sufficient professional training is also required to communicate information and knowledge effectively to the students. Pine (2001) has placed an increasing emphasis upon the basic areas of competence and effectiveness which include mastery of subject matter, understanding of human nature, interest in continued professional development, and knowledge to apply the principle of teaching and learning.

The study raises critical questions that tourism education stakeholders need to acknowledge and address if tourism as a field of study at pre-university or high school level is to yield good results and sustain itself in the long term.

It was envisaged that the study would find shortcomings and limitations on tourism education in the institutions of higher learning in South Africa generally and at high school level specifically. The situation in SA concerning tourism challenges is also experienced in the Caribbean. Cooper (2000) asserts that the exposure of tourism at secondary school level in the Caribbean was confined primarily to the social studies curriculum and was not consistent from country to country. Nor did the emphasis reflect the economic importance of tourism to the region. What is claimed in Caribbean is exactly similar to the situation of SA where tourism is grouped with geography and history in the township schools. Most secondary teachers in the township schools had little or no training in teaching tourism. Very little integration of tourism into other related subjects, such as geography, history and agriculture was found in the Caribbean (Hall et al. 1991).

According to Eade (1990) there is a need for more tourism education at secondary levels in all Caribbean countries. Eade's assertion is supported by the author of this study as he argues that the need for tourism education at secondary is necessary because of the importance of tourism to the national economies of South Africa. And for tourism to contribute substantially to the economy of the country, good and competent teachers are also needed. Tourism is also important because of the need to inculcate positive attitudes towards early age. Charles (1992a, b) argue that there is a need for greater teacher training in tourism and for more textbook development specific to Caribbean and developing countries such as SA. They further argue that public-school education in tourism is seen as the beginning of public awareness. The importance of tourism is construed as a cornerstone of molding positive attitudes towards the industry. Unfortunately, some of these attitudes persist and continue to affect the perception of tourism and tourism education in the public-school system. The result is that too few students coming out of the public school system view tourism as a viable career option.

The study also proposes that tourism education right from high school level to university level should become more of a specialist field in nature and emphasis on the careers associated with tourism need to be stressed. Bossel et al. (1996) argue and note that there has been much

discussion over the past decade into the provision and content of tourism education needed to prepare learners for future careers. Of course for the above to be achieved teachers need to study and get appropriate qualifications for tourism. Some scholars have raised serious concern, over the perception of government officials, principals and educators concerning their perception about teaching the subject at school level. Most studies also show solid evidence over educators who do not regard tourism as a discipline. This is testimony of the revelations of the study on principals who have allowed teachers to teach tourism in their schools without suitability and appropriate qualifications.

Choy (1995) is of the view that teachers need to understand a subject more than enough to convey its essence to students. He further shares that new instructional strategies put the teacher more into the role of course designer, discussion facilitator, and coach while putting the student into the role of an active learner in discovering the subject of the course. In any case, the goal is to establish a sound knowledge base and skill set on which students will be able to build as they are exposed to different life experiences. Amoah and Baun (1997) argue that good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that students can understand, retain and pass to others. Studies from US suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible.

Theoretical Framework

This study is underpinned by a pedagogical content knowledge theoretical framework of Shulman. Shulman (1986) argues that to teach all students according to today's standards, teachers need to understand the subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman 1987). If teachers

were to be successful they would have to confront both issues of content and pedagogy simultaneously, by embodying “the aspects of content most germane to its teaching ability” (Shulman 1992). At the heart of pedagogical content knowledge is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprets the subject matter, finding different ways to represent it and makes it accessible to learners. The study concurs and supports Shulman categorically and unequivocally that lack of content knowledge from teachers for tourism will retrogressively affect students.

METHODOLOGY

The study is exploratory in nature and data were gathered from seven high schools in the township offering tourism as a subject. The main aim of the study was to elicit factors affecting effective teaching and learning of tourism, and of course principals, teachers and students were to be relied upon for data collection. All seven principals of the respective schools participated in the study willingly and were very much eager and curious to know the outcome of the study. They enthusiastically agreed to be interviewed and recorded especially because they were assured of anonymity and the confidentiality of the information extracted from them.

Data collected took place by means of a survey that contained the qualitative questions. Questions were designed with primary open ended questions and highly structured interviews. The researcher was therefore warmly welcome and grunted by principals the permission to investigate them and teachers on factors affecting effective teaching and learning of tourism in township schools. Highly structured interviews were used to all principals and seven teachers of high schools surveyed. Teachers were interviewed and recorded in classes during breaks only. Whilst interviews for principals were conducted and recorded simultaneously in their offices on one to one basis lasting not less than 30 minutes.

Questions for interviews had the same format and sequence of words and questions for each respondent to ensure reliability and validity. Cohen, Manion and Morrison (2011) argue that changes in wording, context and emphasis undermine reliability, because they cease to be

the same question for each respondent. All teachers with the approval and mandate of their principals distributed the questionnaires at ease to students who ranged between 30 and 40 per class. Teachers were also very supportive and agreed to be left with questionnaires that were immediately distributed to be filled and collected from students after few weeks. It took almost 8 weeks for questionnaires to be completed by students from all the schools. Interviews were construed as an appropriate instrument to use for a small sample such as that of principals and teachers. Highly structured interviews helped a great deal as they served as one way of controlling reliability. Since learners were the only respondents that constituted a huge sample, questionnaires were regarded as an appropriate tool to solicit data from them. All of the schools surveyed were purposively selected as they were the only ones in the district that offer tourism.

Students as respondents were more or less 210 in total and they were purposely selected by virtue of doing tourism. Strangely learners shared the same sentiments of principals in believing strongly that the results will be developmental, eye opening and likely to improve the teaching and learning of tourism. Of the 210 students in these schools, about 200 students returned their questionnaires (response rate of 95.2%).

The main reason to consider principals as participants was due to the authors’ anecdotal knowledge that good and effective principals always take a lead to approve with scrutiny the finalization of the duty loads for educators especially at Further Education and Training (FET) level. Teachers were also considered as informants because they are the ones who teach students. By the way they are the main role players expected to guarantee quality teaching and learning. The study provided a unique opportunity to conduct the research looking at the various factors that impact adversely on effective teaching and learning of tourism in high schools.

As might be envisaged and preconceived there were significant differences between what principals reported as factors impacting on effective teaching and learning of tourism as opposed to the concerns of teachers and students respectively.

OBSERVATIONS AND DISCUSSION

The research results from respondents are organized and categorized in accordance of the

following themes, the proficiency of tourism teachers, teachers' suitability in terms of professional training and commitment concerning contact time. Since students could hardly understand what qualifies teachers to be suitable for teaching a subject, a question on suitability was asked to principals and teachers only during the interviewing process. Teachers also gave their own views concerning opportunities afforded to them by principals in order to be effective and competent.

Proficiency of Teachers

Results suggested that for principals to get tourism specialists was a daunting and difficult task since tourism as a learning area was not offered in colleges for teachers as well as in universities, as reflected below: Responses below were given by the majority of principals. It is worth mentioning that for ethical reasons, the names of all the respondents and schools mentioned below are not real, they are just pseudonyms.

...myself and the head of department for social science had to overlook and ignore the proficiency and specialty of teachers for grade 10 and 12 since tourism was not offered in teacher colleges and universities before 1994. (Mr Dwedwe, Ndelu High); (Mrs Nyanaga, Spoko High)

Principals from other schools also shared the same concern on teachers' proficiency:

Tourism teachers were not determined by competency and specialization since the learning area was one of those that fall under scarce skills ... (Mr Mndawo, Inje High, Ms Nyoni, Indedede High)

We also prefer geography teachers to teach tourism since there is a link between the two... (Mr Mndawo, Inje High; Ms Xele, Tobitobi High, Mrs Qele, Gwagwa High)

Ironically, one of seven principals shared the different information when attesting that he always ensures that he never takes chances when a duty load for grade 10 and grade 12 is compiled and finalized as reflected in the following statement:

I have a very qualified teacher for tourism who teaches from grade 10 to grade 12 and is highly proficient and output driven. (Ms Nyosi, Long High).

The above positive response from the principal was echoed by students as shown below:

We are very happy with our teacher for tourism. He teaches all grades from 10 to 12. He is very good, approachable and very knowledgeable... I am not doubtful that we will all do very well at the end of the year ... (Q29)

The above assertion by the principal and students is indicative and a testimony of an exceptional case of a positive ambience enjoyed by fortunate students in one of the schools surveyed.

Teachers also had another side of the story concerning their proficiency as reflected in the statements below:

I agree that to produce adequate results as a teacher for tourism specifically or in any other subject generally, proficiency and being well equipped is fundamental but what can you do if unfortunately a head of department is not well versed about the subject as it is not his/her niche area and is unable to provide relevant resources when requested (Ms Cwecwe, Inje High)

Of course I did not specialize on tourism, but I'm sure that if the senior education specialists (subject advisors) can avail themselves and be always accessible when needed, improvement and progress in teaching the subject can be achieved (Mr Nyamande, Ndelu High)

From the above interviews of two teachers, it is evidently clear that there is no denial of not specializing in tourism however lack of support and cooperation from within and outside the school premises from relevant authorities is also mentioned and construed as a factor that stifles progress for teachers and students as recipients.

Teachers' Suitability

The results revealed explicitly that there were limitations and dynamics that make it difficult and impossible for principals to get and find suitable tourism teachers. It was virtually echoed by all principals including the one with a suitable tourism teacher. He himself stressed and confirmed emphatically that it is a very difficult and a challenging task to get a competent tourism teacher. Below are some of the statements that were recorded verbatim:

"A change in the curriculum needs of the school and redeployment process which applied a principle of last in first out (Lifo) also con-

tributed in protecting teachers who understood and interpreted redeployment as an infringement to their comfort zone". As a result history teachers switched to tourism...(Mr. Mndawo, Inje High)

Redeployment is a policy that intends to distribute teachers in South Africa with an objective of ensuring that all schools have quality teachers in terms of qualification, suitability and competence in urban areas and rural areas. One principal echoed the following statement

I would like to confess that due to a change in the curriculum needs of the schools I never thought of suitability as a barrier for achieving good results in and tourism.

I just assumed that history and geography teachers can teach tourism without hitches, I was totally ignorant about the learning area even regarding it as a subject that can be taught by any teacher who likes traveling and touring but I realized later that it's a serious discipline that requires specialization and training...(Mr Dwedwe, Ndelu High)

The aforementioned is explicitly and unequivocally reflecting and disclosing a disregard for teacher specialization by principals. It has surfaced from interviews that a disregard for suitability of tourism teachers by principals was not deliberate at all.

It appears elsewhere under methodology and method that no questions were asked to students about teachers' suitability as it was deemed impossible for them to know.

Teachers' responses on their suitability are also captured and reflected in the following statements:

If suitability means majoring in the subject technically I would say I am not suitable but if being skillful and passionate about knowledge imparting is considered, I think I can be more than suitable provided teaching and learning material is delivered in time and senior education specialists for tourism are always accessible when needed...(Ms Cwecwe, Inje High)

Although at times I do feel a bit challenged and sometimes cornered by gifted students however, I think I am capable of teaching tourism and beginning to enjoy it that is why I will do it part time from next year (Ms Nyamande, Ndelu High).

The author of the paper argues that suitability in teaching any subject including tourism is inextricable linked with commitment and

specialization. Responses from both teachers and principals above reveal clearly that tourism as a subject is a taken for granted field that is why the author of the paper argues that tourism in schools can hardly benefit students as recipients if opportunities for teacher development are not created.

Commitment and Contact Time

One principal defined contact time as commitment of teachers in the full amount of time spent in the classroom doing effective teaching and learning. It was also virtually clear that contact time and commitment was not a problem for tourism teachers only but a common problem for most of the teachers. Another respondent confirmed lack of commitment and disregard for respecting contact time as a disease for teachers and his pronouncement is as follows:

Teachers are always reminded of going to classes although obliged and compelled by their time tables, some always attend to their periods late after their periods have long started and leave learners before time...(Mr, Mndawo, Inje High)

Another principal as a respondent shared and echoed the same concern about teachers' commitment as reflected in the following statement:

Lack of commitment and disregard for respecting contact time is further worsened and perpetuated by teachers attending union meetings during school hours and this is also a case with tourism teachers...(Mr Dwedwe, Ndelu High)

It was evidently clear that lack of commitment and respect for contact time is common for many teachers and adversely affect effective teaching and learning for tourism. It also emerged that rarity and scarcity of workshops that are very important to skill and develop tourism teachers have an unintended consequences for the learning area.

Students from all seven high schools hit the nail on the head and echoed the following statement:

The focus of teachers tends to be on bread and butter issues than on teaching. It is not uncommon for teachers to attend to union matters at the expense of teaching and learning...(Q27).

I think our principal needs to hit the ground running to ensure that effective teaching and learning in tourism is achieved as tourism opens doors for many and significant for poverty alleviation... (Q28)

Our principal needs to select tourism teachers according to competence, dedication and specialization... (Q26)

I think tourism is an interesting subject that can become more enjoyable if taught seriously... (Q30)

Either tourism teachers do not take the subject seriously or are not aware of its importance as one of the most importance business industries.... (Q 31)

It is very important to note that most students reported lack of commitment, malingering and absenteeism of teachers associated with union commitment, lack of depth in the learning area as reasons for poor performance in most of the learning areas including tourism.

It's the teachers' responses from two schools that are flagged verbatim below since one from the exceptional school was highly praised by the principal of the school and students respectively.

As far as I'm concerned I am committed to my work (Ms Cwecwe, Inje High)

I think I do my work according to my ability (Ms Nyamande, Ndelu, High)

My take about the above responses besides reflecting arrogance, indirectly reveal a deep rooted problem about a commitment of tourism teachers.

The study reports and reveals the acknowledgement and acceptance of principals and suitability of teachers as human resource for teaching tourism as very significant. It also argues that competency and specialization for teachers as a benchmark and prerequisite must never be undermined in selecting teachers for tourism. According to findings there are schools whose principals as heads could not consider or regard specialization and suitability as a benchmark or prerequisite to produce good results in tourism. Through lack of knowledge and desperation they even assume that geography teachers could be suitable to teach tourism without glitches. The study also reveals beyond reasonable doubt that good results in teaching tourism are also not difficult to achieve as long as principals as heads of schools can go an extra mile in getting suitable and competent teachers. The study

also reveals that the focus of teachers on their personal matters such as attending union meetings during school hours is also one of the reasons that retard good results in tourism. Although learners might not know exactly what qualifies their teachers to be suitable but they are able to differentiate between competent and laissez-faire teachers. Teachers could not be blamed for the process of redeployment which failed to produce the desired intentions and objectives of the department of education. Findings reveal that the criteria used, to redeploy teachers declared in access was not appropriately applied. Instead it retained them rather than letting them go to other schools where their service could be needed most. They were strategically shifted to tourism without consideration that the subject is not their niche area of specialization. It also emerged from findings that a change in the curriculum needs of schools also exerted pressure on principals and made them overlook the benchmarks for tourism teachers' suitability, proficiency and competence which unfortunately backfired and impacted adversely on teaching and learning of tourism at a late stage. Findings also exposed lack of strategy and management skill/styles from principals as some of the reasons why teachers do not adhere to contact time. Although one may argue whether commitment and proficiency is inborn or instilled at home, however, a principal's role and his relations with his/her staff can go along way in leveling a playing field for effective teaching.

The significance of the results has helped a great deal concerning issues such as those that are related to policy reforms and their influence regarding how and what to be taught in SA, the extent in which unions affect teaching and learning negatively, Lack of dedication for some of the teachers for tourism, influence of principals' perceptions about teachers' suitability as well as challenges that are associated with the advent of tourism in the South African township schools. Most studies on effective teaching and learning consider suitability, competence, proficiency and most importantly specialization as requirements for quality teaching and learning across the subject spectrum. According to various studies on the topic, although tourism education particularly at school level has recently grown at a rapid pace, research directly related to these programs seems to be virtually nonexistent. As tourism emerges as a global profes-

sion, it is critical that future studies address these issues (Getz 1991; Selin and Beason 1991).

CONCLUSION

This paper has presented key findings from a study of factors that affect effective teaching and learning of tourism in township schools. It has noted that the late introduction of tourism as a learning area in the township schools during a new democratic era in South Africa has manifested numerous challenges in the teaching and learning of tourism. The paper has flagged underlying factors that principals overlook and take for granted when the duty loads for tourism teachers is allocated. The learning area has been a "taken for granted" subject that has been construed by principals and teachers to be easily teachable by "any man and his dog". While this might not be unusual when schools change their curriculum needs due to new policies that compel them to introducing new subjects. It has therefore become virtually henceforth that the teaching and learning of tourism has a total disregard for competency and specialization of teachers. According to the study tourism is a subject which has proliferated unchecked and at times with stakeholders also disregarding the supply and demand of teachers, competency, and suitability. The study also revealed that some tourism teachers display a *laissez-fair* attitude when it comes to commitment and contact time with learners.

Unfortunately principals are fairly unimaginative about the significance of tourism and the benefit of it being taught by suitable and qualified teachers. They seem to lack a good overview of the benefits of being taught by competent and proficient teachers. Teachers themselves also lack a foresight in the anticipation of teaching a subject that they are not well versed and confident with. We should remember that while the arithmetic of teachers' work is done today, wrong calculations and wrong answers discovered tomorrow, sadly learners become victims of the circumstances and suffer for the rest of their life. Epistemologically and pedagogically, the way teachers teach today reflects and projects the level of competence and the capacity of learners to solve problems when faced with challenges. Virtually the study has dissected challenges that everybody involved in teaching and learning of tourism is confronted with at

school level such as principals' attitude towards tourism as a subject, teachers' suitability, commitment, and diversion of focus on union matters by some tourism teachers who totally disregard the significance of contact time as the only mechanism to achieve effective teaching and learning.

RECOMMENDATIONS

As it was envisaged, some critical issues about the teaching of tourism in the township schools by teachers who are not well grounded have been raised. Of course these issues need to be addressed and taken seriously by the key stakeholders forthwith if tourism is to sustain itself as a field of study. If concerns about proficiency, suitability, qualifications and commitment of tourism teachers are to be allayed then depth in the understanding of the subject as a discipline and a field of study by relevant stakeholders including principals and teachers is no choice. The department of education in particular needs to inform practitioners to apply policies to tourism as they apply across the board. Tourism senior education specialists (subject advisors) in particular, need to steadfastly communicate and make principals aware of the legibility of tourism teachers. It must be the department officials who should be checking and monitoring that principals do use their prerogative powers to ensure that every tourism teacher is suitable and qualified especially because these prerequisites are yardsticks and deterrents for good results. The rest concerning contact hours and commitment becomes the responsibility of principals and heads of departments. Senior education specialists also need to consult and validate processes during curriculum development for tourism to facilitate more tailored syllabus that is more appropriate to the needs of both learners and teachers. As educators, we are partners in the process of teaching and development without exception. We do not exist in a vacuum; teachers' knowledge and activities represent their own ideological configuration of a preferred society. Without reflective consideration of teachers' priorities, they cannot be reduced to reproductive force for existing ideologies in society. Apply further argues that educators are political beings and knowledge reservoirs, and thus they should determine where to stand and understand the influence and the con-

sequences of their actions; it is a hidden curriculum that poses moral questions. Educators or teachers must take a natural stance that supports common sense which of course is based on knowledge of the subject. They also need to take a theoretical stance that studies the nature of common sense and our understanding of it. It is recommended that educators or teachers to provide students with intellectual and moral leadership. Taking the natural stance, our role as educators should be in preparing students to be employable, while the theoretic stance would require educators to facilitate thinking and moral decision making in our students. Educators are supposed to be more than skilled experts in classroom; they are social leaders, cultural advocates and moral visionaries, spiritual directors who choose to do their leading, advocating, visioning and directing. Consequently we, as tourism educators, need to revisit the focus of the education that we provide for our future professionals and scholars. When the aforementioned and foregoing is looked into deeply the implication is, one needs to be more practical and concrete to emphasize that educators need to do and teach students wholeheartedly.

This study amplifies that quality education demands that principals and teachers respectively must always be aware and note steadfastly that professionalism, competence and commitment are key principles for teaching and learning. Although relatively speaking tourism is in its infant stage as a field of study in SA, however, principals need to be in the know that the subject is not less important. Their mindset and attitude of downplaying the value and significance of tourism as a subject needs to change especially because the study regards principals as final decision makers in terms of who to teach, and what to teach to achieve effective teaching. Otherwise the purpose of schooling to reduce and eliminate a big percentage of South Africans who live below the poverty line will never be achieved.

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