

The Ecology of Teaching: Efficiency, Efficacy and Effectiveness of Teaching and Learning of Tourism in Township High Schools

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ABSTRACT The present paper explores the underpinnings that drive efficiency, efficacy and effectiveness in teaching and learning of tourism in some few township high schools. The variables scrutinized have been elicited through the following tools: principals as management strategists, teachers as knowledge experts and learners as recipients for content knowledge imparted by tourism teachers. These variables were analyzed and interrogated based on principals' inter personal skills and the application of their cognitive thinking reflected in their management styles when interacting with teachers and learners to steadfastly and firmly guaranteeing effective teaching. The paper argues that good principals' personality and their professionalism assist and encourage teachers to produce desired results. Virtually, in planning instruction, effective teachers draw on a growing body of research knowledge about the nature of learning and on crafting knowledge about teaching that is progressive and developmental. The present paper asserts fundamentally that teachers should consider and take note of the specific characteristics of the material to be taught and learned, prior knowledge of learners, the background of their students, and the conditions under which effective teaching and learning should emerge to achieve positive outcomes. Findings of this study revealed that there is an inextricable link between the extent in which principals cooperate with teachers and effort given by them to achieve good result. Learners' version also did not contrast much with their teachers regarding what takes place in their classes to achieve effective teaching and learning. According to learners effective teaching and learning in their schools take place progressively and virtually because principals and teachers pull together and commit themselves fully. The study postulates that effective teaching and learning is enhanced, achieved and realized when there is good relations between principals and teachers, when teachers are enthusiastic and competent and most importantly when a teaching ambience is favorable and auspicious.