



**HOW LEARNERS PERCEIVE TOURISM AS A CAREER OF CHOICE IN HIGH
SCHOOLS: A CASE STUDY OF UMLAZI LOCATION IN KWAZULU-NATAL**

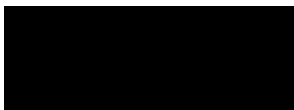
By

Nobulali Pamela Khulu

19955999

This dissertation was submitted in fulfilment of the requirements for a Master's
Degree in Management Sciences: Eco Tourism, Department of Tourism
Faculty of Management Sciences,
Durban University of Technology

March 2018



APPROVED FOR FINAL SUBMISSION

Chili, Nsizwazikhona S., Ph.D. (Geography)

Date 31/08/2018

Supervisor

DECLARATION.

I Nobulali Pamela Khulu declare that the contents of thesis represent my own work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of Durban University of Technology (DUT).

A black rectangular box redacting the signature of the student.

Nobulali Pamela Khulu

Date 31/08/2018

Student

DEDICATION

This work is dedicated to my lovely family at Lusikisiki and my husband who had to endure the challenges related to this commitment and have come out to be my pillar of strength and my source of inspiration. This is for their endless love, support and encouragement, patience and understanding when my attention was used up by this project.

Bhekani Khulu [husband]

Nokwanda C Mlonzi [Mother]

Malibongwe M Mlonzi [Brother]

Nandisa Beleza Mlonzi [daughter]

Amahle Azile Khulu [daughter]

Awande Athandiwe Khulu [son]



ACKNOWLEDGEMENTS



I would like to express my innermost gratitude to the following people who have assisted me in completing this study:

- First and foremost, I would like to thank all the respondents from both high schools in Umlazi Durban for taking their time to answer my questions. Their openness and sincerity was very valuable for giving me further insights and awareness for my fieldwork and study.
- My supervisor, **Dr Simon Nsizwazikhona Chili**, Senior Lecturer, Department of Eco-tourism in Pietermaritzburg, for encouraging me, guiding and criticizing my work, thus spurring me on towards the completion of this research project.
- The Durban University of Technology Research and Postgraduate Support office for their scholarship support during the preliminary phase of the study and the **National Research Foundation [NRF]** for granting me the privilege, opportunity and financial support to undertake this program.
- Finally, I would like to convey my heartfelt gratitude to the following people; **the transcriber, editor and the writing centre (B. M. Patel Library)** for their expertise, guidance and support during data analysis, fine-tuning of the final project, and for assistance with references and the turn-it-in process.



ABSTRACT



This dissertation discusses how learners perceive tourism as a career of choice in high schools in Umlazi in Durban, KwaZulu-Natal. In order to examine the research topic, this study scrutinizes the following key concepts: how learners perceive tourism as a career of choice, studying tourism as a career of choice, factors influencing learner's perspectives in tourism as a career of choice, tourism as a learning area in high schools, the role tourism teachers play to make tourism learners realise the significance of the subject as a career of choice, challenges that face tourism teachers when helping learners in preparing for future careers, the department's role regarding tourism as a high school learning area and the White Paper on the development and promotion of tourism as a subject in South Africa.

The research was guided by four research objectives:

- To investigate high school learners' attitudes and perceptions towards tourism as a career of choice.
- To examine factors influencing the learners' attitudes and perceptions regarding tourism as career of choice.
- To investigate the role of tourism teachers in making the subject significant as a career.
- To disclose or reveal underlying challenges facing tourism teachers and learners regarding how the subject is perceived as a career of choice.

The outcomes from the interviews indicate that the majority of the learners and all the teachers from both high schools were willing and interested in participating and answering all the questions on how tourism is perceived by the learners as a career choice.

Recommendations arising from the study include but are not limited to the following:

- Career counselling and career choice is needed and learners who have been informed about possible careers choices and about their abilities have better

chances of choosing suitable careers. This study shows that in most high schools learners are not given career counselling especially those high schools located in the former township areas.

- The teachers teaching tourism should be well equipped by attending productive workshops that will help learners to understand and love tourism.
- Different approaches and strategies in teaching tourism are recommended to be implemented, with the aim of ensuring the effectiveness of tourism as a subject.
- Some of the participants informed the researcher that there should be tours where the learners should learn about real life tourism situations.
- The teachers stressed that they should have tourism classrooms where there is relevant information for tourism learners, these classrooms should only be used by tourism learners.
- Based on the responses received, it is evident that both of the schools where the researcher conducted the study need proper career guidance for learners so that the learners can know what they are studying and what their career will involve when they are working in the tourism industry.



TABLE OF CONTENTS

DEDICATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	v
CHAPTER 1 : INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the study.	2
1.3 The aim of the study	5
1.4 Research problem statement.	5
1.5 Research goals and objectives.	5
1.6 Brief summary of the research.	5
1.7 Definition of key concepts.	6
1.7.1 Tourism.	6
1.7.2 Career.	6
1.7.3 Perspective.....	6
1.7.4 Career choice.....	6
1.7.5 Tourism as a subject.....	7
1.7.6 Career education.....	7
1.7.7 Career guidance.....	7
1.8 Structure of the study.....	7
1.9 Conclusion.	8
CHAPTER 2 : LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Studying tourism as a career choice.....	9
2.3 Tourism curriculum.	14
2.4 Factors influencing learners' perspectives in tourism as a career choice.....	16
2.5 Tourism as a learning area in high schools.....	23

2.6	The role that Tourism teachers play to make Tourism learners realize the significance of the subject as a career choice	29
2.7	Challenges that face tourism teachers when helping learners in preparing for their future careers.....	36
2.8	The departmental role played in tourism as a high school learning area.....	38
2.9	White Paper on the development and promotion of tourism as a subject in South Africa.	41
2.10	Conclusion.	42
CHAPTER 3 : RESEARCH METHODOLOGY		43
3.1	Introduction.....	43
3.2	Research design.	43
3.3	Research objectives.....	44
3.4	The key research questions	44
3.5	Target population.	44
3.6	Sampling method / size.....	44
3.7	Measuring instruments.....	46
3.8	Data collection.	46
3.9	Structure of the interviews	47
3.10	Data analysis.	49
3.9	Delimitations.....	51
3.10	Limitations.	51
3.11	Reliability and validity.....	52
3.12	Anonymity and confidentiality.	54
3.13	Ethical considerations.	55
3.14	Conclusion.	55
CHAPTER 4 : RESULTS OF THE STUDY		57
4.1	Introduction.....	57
4.2	Demographic factors.....	57
4.2.1	<i>Gender profile.</i>	58
Table 4.3	Learners perceiving tourism as a career of choice.....	59
4.4	Attitude of learners towards employment in the tourism industry.	61
4.5	Things mattered most when thinking about tourism careers.	62
4.6	The tourism jobs that interested learners as future careers.	63

4.7	Factors influencing learners to study tourism.	64
4.7.1	Opportunity factors.	66
4.7.4	Environmental factors.	67
4.7.5	The influence of tertiary institutions on learners to study tourism.	67
4.8	Career guidance offered in high schools.	68
4.9.	Lack of proper guidance.	69
4.10	Learners experiencing challenges in studying tourism.	71
4.11	Plans after completing school.	72
4.12	Teacher’s role in teaching tourism as a subject.	72
4.13	Challenges tourism teacher’s experience.	75
4.14	The role of developing a knowledge of tourism in high schools.	78
4.15	Conclusion and discussion.	78
CHAPTER 5 : DISCUSSION		80
5.1	Introduction.....	80
5.2	Summary of the study	80
5.3	Findings related to literature review	85
5.4	Unanticipated results.....	91
5.5	Recommendations of the study.....	91
5.6	Conclusion.	92
ANNEXURES.....		103

CHAPTER 1 : INTRODUCTION

1.1 Introduction.

This study focuses on the perception of high school learners regarding their fundamental considerations when choosing tourism as a career. The study was conducted by the researcher with the intention of understanding whether high schools' learners choose tourism knowing its future prospects.

Career of choice for learners is a multifaceted and complex phenomenon which makes it hard to predict and know that there are a number of competing theoretical methods for tourism career choice but it is best understood as the relationship between the individual activities (Armstrong , 2011:51). The attitude regarding the position of career guidance in high schools has not altered till today, the outcome is that most South Africans were never made alert of the implication of choosing a career through career guidance at high schools and were never afforded the chance to make informed career choices (Mbalwe, 2004:12).

Tourism as a field of study in most high schools is hard to clarify and is reflected in the expansion of tourism education from a variety of different prospects (Jugmohan, 2009:4). According to Ayres (2006:113) careers in the tourism industry are relatively new phenomena. When learners study tourism in high schools they are more likely to chase a career in the tourism industry (Suuyman, 2015:23). It is vital to know the perception of learners studying tourism and hospitality at high school level, and to learn if learners are accepted to enter the tourism industry after school (Bamfort, 2012:47). Tourism is a significant subject in high school level since its potential for improving learner's prospects of employment; they also recognize its slow position in the school curriculum (Brown, 2014:163).

Career education has to start early as possible in order to enable the development process, emphasize the need to prepare learners for changing social and economic conditions through career guidance and this should not be limited to high school only, but should be part of the whole school career (Mbalwe 2004:13). Having understood learners' attitudes towards the industries also provided tourism in high schools with

better insight with how to cultivate an enthusiastic workforce, which is considered vital to any firms to gain in competitiveness (Collier and Harraway 2014:1).

A learner will need to understand his or her curricular choices to meet individual career objectives, to achieve this objective teachers' counsellor should avail information about careers and the world of work to the learners (Ombaba, 2014:264). High schools are responsible for ensuring that learners are highly skilled, experienced and encouraged to study tourism as a subject and also pursue it while in tertiary (Armstrong, 2012:44). A guide for high schools is meant at learners to assist them to make well-informed subjects choices to help from career opportunities, it is also alleged that this process would occur through a different career approach, where the high school learner is accountable to take the opportunity to make his/her own choices (Kim, 2008:34).

1.2 Background of the study.

The study was conducted because there is little literature in the South African context that focuses on the factors or reasons that compel or influence high school learners to choose tourism. The researcher believes strongly that one of the underlying factors contributing to the literature scarcity in tourism as a learning area is the culmination of a new political and democratic dispensation that emerged in 1994 in South Africa, which then resulted in the introduction of Tourism in high schools.

How the learners perceive tourism as a career of choice, what are the things they like and the things they don't like and what can be the challenges and benefits of tourism when being in tourism working environment. The researcher is interested to know through the findings of the study whether high school learners choose tourism as a learning area bearing in mind the career choices that are associated with it.

The study was aimed at providing information in the form of data and findings for other academics and researchers who might have an interest in the same topic or phenomenon. In terms of the government expenditure on higher tourism education may well mean that much of it used inefficiently provided that there is no discrepancy between learner's negative attitudes towards tourism jobs and their cultural behaviour after graduation (Kusluvan and Kusluvan, 2001: 262).

Tourism is rapidly growing industry major source of employment and a principal argument for encouraging the development of tourism is that it produces a considerable number of jobs, both directly in the sectors in which tourist expenditure occurs and many widely via-inter linkages (Oztin, 2012:5).

According to Richardson (2009:28) the tourism employment is devastated by the confusing complexity of its own image. They further claim that the image of a particular industry will have a major effect on the potential recruit's perception of the industry. Learners try to make career choices while still in high schools, they face challenges of corresponding their career with their skills and high school performance (Mason, 2014:153).

According to (Jenkins 2014:98) learners studying tourism in high schools pass without knowing what tourism organisations do, and what domestic and international tourists and most of the learners enter tourism with no actual understanding of the kinds of work obtainable of the tourism industry and with less information of the employment conditions in the tourism industry.

Learners face problems in selecting careers, and in many cases they make wrong decisions or poor choices uncertain of what the selected careers will lead to and some of the high school learners join universities and colleges with little information about the future prospects and what the selected courses will offer (Ombaba, 2014:264). The influence of various factors of the career choice in learners has been shown to vary significantly across cultures, due largely to differences in attitudes and notions of collectivism (Armstrong, 2011:52).

Tourism education from high school level to tertiary level should become more of a professional career choice and emphasis on the career associated with tourism necessity to be stressed (Chili 2013:36). According to Roney (2007:13) learners who are willing to study tourism and chasing a career in the tourism industry, tend to have more realistic view of the nature of tourism related occupations, which means more sensible expectations. Tourism education and training is essential, it offers high school learners with management entrepreneurship skills, creating skills and these skills are crucially the tourism industry (Nkumane, 2008:3).

High schools offering tourism meet problems in the course of discharging training and education to learners and the technique or way in which the training and education is

being received by learners of tourism (Roney and Oztin, 2012:15). According to Quezada (2004:21), the challenge for high school teachers teaching tourism is to be well-informed of the changes and their implications when preparing learners for their future; it is also vital to inspire and assist learners in developing the type of skills, information and attitudes that will improve their opportunities for achievement.

Gender differences also play a part in subject choices, with perceived subject suitability or gender stereotypes affecting choices at high schools (Zopiatis and Kyprianou, 2012:10). The perception of high school learners towards tourism as a subject have an influence on their success; if learners have a negative attitude towards a subject there is a higher chance that they will have a negative attitude towards a possible career in the industry linked with the subject (Kyprianou, 2006:36).

According to Roney and Oztin (2012:14), the overall of absence of sufficient qualified teachers with tourism background, ill-equipped tourism departments and public library, has led to indifference towards education by learner. Certain factors which appeared to account for negative attitudes towards careers in tourism are stressful jobs, lack of family life due to the type of work, long working hours, strenuous and cyclical jobs, little social status of tourism jobs, unsatisfactory and unfair promotions, little pay and inadequate benefits, unqualified superiors and directors, poor attitudes and behaviours of superiors towards workers, unqualified colleagues and poor physical working conditions for workers (Stefanescu, 2012:12).

According to Zhang and Wu (2014:1), factors that are affecting career choice in tourism as a subject are: type of work; Social status; Industry-person congeniality; physical working conditions; salary/fringe benefits; promotion; career choices of high school learners from previously underprivileged primary schools are negatively impacted by absence of funds, lack of career information, poor school performance and unacceptable career counselling programmes (Naong, 2012:171). Gender differences also play a part in tourism as a subject choice, with perceived subject suitability or gender stereotypes affecting choices (Zopiatis and Kyprianou 2012:10).

Little thought has been given to career choice of undergraduate learners in tourism and hospitality subjects in high schools (Harkison, Poulston and Kim, 2011: 51). Most learners who are at high schools do not have precise information about job-related opportunities to help them make suitable career choices (Edward: 2001:81). Social

status has an effect on the learner's perceptions of their career prospects and is a significant determination of learner's commitment to the industry (Getz, 2014).

1.3 The aim of the study

The main aim of the study is to investigate how learners perceive tourism as a career in Umlazi a township in KwaZulu Natal, South Africa.

1.4 Research problem statement.

The research focused on how learners perceive tourism as a career of choice in high schools. South African high school learners were found to have a poor image of guidance teachers, and teachers on the other hand overrated guidance teachers as learners most favoured source of assist, and underestimated parents, friends and relatives as preferred sources (Quezada, 2004:21).

1.5 Research goals and objectives.

- To investigate high school learners' attitudes and perceptions toward tourism as a career choice.
- To examine factors influencing learners' attitudes and perceptions regarding tourism as a career choice.
- To investigate the role of tourism teachers in making the subject significant as a career.
- To disclose or reveal underlying challenges facing tourism teaching.
- To analyse the tourism curriculum based on the review of literature

Learner perception and attitude towards tourism jobs may help foresee the possibility of learners seeking employment in that industry after completing school (Pang, 2008:77). In order to develop the flexibility and usefulness of their programs, higher education institutions around the world have gradually created virtual learning environments for their learners (Zagonari, 2012:114).

1.6 Brief summary of the research.

According to Yong (2014:1) statement of purpose is the most important and most challenging element. This research focussed on the perspectives of high school

learners on tourism as a career of choice. The attitude towards a possible career in the tourism industry has developed much more negative over a period of several years. It is clear that high school learners usually do not believe that a career in tourism and hospitality will offer them the reasons that they find important (Richardson, 2008:282). Little consideration has been given to career choice of high school learners studying tourism as a subject (Harkison Poulston and Kim, 2011: 51).

1.7 Definition of key concepts.

A key concept is an overall idea or view that corresponds to some class of things and that consists of the characteristics or essential features of the class (Dewark, 2000:16).

1.7.1 Tourism.

Tourism is perceived as providing an impetus for economic and social growth, it is the tourism industry looking for people with good perceptives, communication, social and leadership skills, who are also very self-motivated and independent (Huang, 2015:5). According to Zopiatus and Kyprianoua (2006:12), tourism is the total experience related to tourists, government tourism, tourism suppliers, and the environment in a process that involves attracting, entertaining, accommodating and transporting of tourists.

1.7.2 Career.

Careers are the expectations can be found expressive employment after completion and will be able to make use of the skills acquired during their studies (Jugnohan, 2001:1).

1.7.3 Perspective.

Perspective governs the way we see and behave (Ah-Teck and Starr, 1994:24). According to Mering (2000:21) perspective is how positive or negative something feels depends upon what our frame of reference is; our attitude and beliefs play an important role.

1.7.4 Career choice.

According to Bloye (2010:17) career choice can be defined in the subjective well as in the neutral framework of economic conditions and sociological factors such as family

and education. Career choice is an act which reflects people's motivation; this action will motivate them to work towards their goals in order to achieve them (Mbalwe, 2004:2).

Career choice for learners is a complex and multifaceted phenomenon which makes it difficult to foresee or understand and there are a number of opposing theoretical approaches for selection of career choice, but it is best understood as the relationship between individual agencies and the contextual factors of structure and culture which enhance the social world (Harkison, Poulston and Kim, 2011:51).

1.7.5 Tourism as a subject.

Tourism as a subject is a subject that offers instant benefits as skills taught in tourism can allow learners to find employment even while still at school it prepares learners with the kinds of work-related businesses skills that would render them employable in the tourism industry after they leave school (Brown, 2014:165).

1.7.6 Career education.

Career education is the broadening of the typical educational programme by the infusion of career growth, preparation and placement of the appropriate levels of the educational system (Bloye, 2010:159). Career education refers to schools implementing career programmes to educate learners about planning and preparing for a future career choice. Such programmes should be effective so that realistic career choices are made (Quezada, 2004:5).

1.7.7 Career guidance.

According to Chireshe (2012:18) career guidance is a wide-ranging term used by many to describe most of the activities of career education other than the preparation factor it can also refer to the elements of career information, counselling and placement.

1.8 Structure of the study.

The structure of the study is laid out below.

CHAPTER 1: Introduction.

It introduces the reader to the research background, problem statement, aim of the study and objectives, as well as the research questions, with lastly, the outline of the whole research's chapters.

CHAPTER 2: Literature review.

The literature review chapter discusses the knowledge gathered from the secondary data that has been published on how learners perceive tourism as a career of choice. The interpretation, effectiveness, and lastly, negative perception of learners towards the tourism as a career choice are also discussed.

CHAPTER 3: Research methodology.

In this chapter the research type, sampling method applied and the data collection procedure as well as data analysis are explained.

CHAPTER 4: Data analysis.

The main purpose of this chapter is to present the statistical data collected from the learners studying tourism and teachers teaching tourism from both high schools. This data is presented with both frequency tables, to clearly illustrate the findings of the study.

CHAPTER 5: Discussions and findings.

The last chapter states whether the study met the aim and its objectives, aligned with the literature review and empirical research findings. The researcher establishes conclusions and offers recommendations, aimed at working in conjunction with study findings, in answering the study objectives against the research problem.

1.9 Conclusion.

A clear overview of the background to the study, rationale of the study, and problem statement was described, as well as the research aim, research objectives, delimitations and limitations. The summary of all five chapters was presented. The following chapter seeks to cover the literature review with the aim of giving an in-depth understanding of what other authors have written with reference into what learners perceive tourism as a career of choice

CHAPTER 2 : LITERATURE REVIEW

2.1 Introduction.

The previous chapter introduced the research study, providing the background and highlighting the problem statement. The theoretical background of the study was further explained regarding how learners perceive tourism as a career choice. This chapter situates the study in the context of previous research and scholarly material pertaining to the topic, presents a serious synthesis of empirical literature according to relevant themes or variables, that explains how the study addresses a gap or problem in the literature, and outlines the theoretical or conceptual frame work of the study. A dissertation does not merely paraphrase the available knowledge base of a particular topic, but adds to or augments it.

2.2 Studying tourism as a career choice.

Knowing current tourism learners' perspective will assist to have an understanding into why many learners are unwilling to join or even continue to work in this industry (Khan 2006:3). One method of making tourism awareness in South Africa has been to introduce tourism as a high school subject, an awareness tool that was also used by the national tourism development internationally (Suuyman, 2013:20).

The necessity of preparing learners for changing economic and social conditions must not be limited to high school only, but it must be part of the entire high school career (Mbalwe, 2004:50). Investigation of career choice method will therefore offer a meaningful productive, satisfying quality of choices (Lewis and Airy, 2002:19). According to Pawson (2012:335) learners' inspiration, perception and career choice decisions to engage in tourism encompasses their knowledge of and interest in the tourism industry, and parents, peers, relatives, media, career counsellors has influenced the learner's personal clients (Kyprianou 2006:35).

According to Pawson (2012:3312) learner's inspiration perceive and career choice decisions involve in tourism includes their knowledge of and interest in the industry is being influenced by their parent's career counsellors, friends, relatives, media and even their own experiences as clients in tourism encounters. Tourism education remains a controversial field in part due to the relative youth of the learning area and

since it is determined by disagreements and controversy (Cooper 2009:20). High school learners are supposed to be developed and have more realistic opinions of career choices, as associated to learners who are still in in junior secondary schools (Mbalwe, 2004:39).

A new profession like tourism tries to embrace this dynamic and developing career environment, but many questions linked to worker career development rise (Ayres, 2006:114). The perception of a career in the tourism industry had developed much more unfavourable over the previous years. (Nazli, 2012: 49). The tourism and hospitality industry is seen as actuality amongst the main providers of employments and careers internationally (Stefanescue, 2012:3).

The necessity to formulate perceptions based on direct experience will leave people with a stronger and more realistic view of the industry and will then be more predictive of future behaviour (Richardson, 2008:29). Preparing learners for changing social and economic conditions through career guidance must not be limited to high school years only, but must be part of the whole school career (Mbwale, 2004:13).

High school learners will have accomplished making a career choice if a complete, considerate, educated choice was made assessing all factors possible in the career process (Chuenyane, 2002:16). A small, fully equipped career centre must be set up in each school; this will allow learners to have easy access to services (Ross, 2004:9). Learners are not keen on taking up professions in the tourism and hospitality industry even though there is very good scope and huge employment opportunities in the tourism sector (Khan, 2016:2). The learners who are more interested in tourism careers are those who are also have the interest in work standards for example the learners who like working with people, like travelling and self-development such (Kyprianou, 2006:35).

According to Brown (2013:12), the active role of parents in the career decision-making procedure is probable to decrease perceived barriers of young people and the perception of barriers may be a main and significant problem in optimal career choice. Learners' career objectives directly from their perception of both the intrinsic and extrinsic value of academic tasks and this perception of task value has, in turn, a direct result on the learner's academic choices, presentation, and determination (Chireshe, 2012:282).

Career choices of high school learners from previously underprivileged primary schools are negatively impacted by absence of funds, lack of career information, poor school performance and unacceptable career counselling programmes (Naong 2012:171). Gender differences also play a part in tourism as subject choices, with perceived subject suitability or gender stereotypes affecting choices (Zopiatis and Kyprianou, 2012:10).

Kolodner (2005:5) argues that effective instruction needs the teacher to have an understanding of learners' knowledge of and attitudes to a certain specific subject. The attitudes of learners towards the tourism as a subject have an influence on their success; if learners have a positive attitude towards a subject there is a higher chance that they will have a positive attitude towards a possible career in the industry linked with the subject (Kyprianou, 2006:36).

The main objective of studying tourism would be to notify learners of facts and matters relevant to the country's number one industry to allow them to ask information about the industry, seek career information from tourism professionals and exchange through a forum session their views and opinions concerning the industry related matters (Kyprianou, 2006:44). A learner's character need to be self-motivated type, so as to investigate career possibilities from early on in their lives, not to be procrastinating type that waits till they are compelled to decide, learners need to take seriously the roles grades play in limiting opportunities in the future (Chuenyane, 2002:12)

Khan (2016:3) posits that knowing existing tourism learners' attitudes and perspectives will assist to increase an insight as to why many learners are unwilling to join or even remain employed in this industry and the learning of tourism in high schools can be perceived as being an advantage for learners interested in pursuing tourism as a subject even after matric.

Stefanescu (2012:11) affirms that learners whose perception of tourism professions is positive refer to that work as being exciting and offering brilliant work opportunities, being socially acceptable and contributing a positive working atmosphere. According to Roney and Oztin (2012:14), the overall of absence of sufficient qualified teachers with hospitality background, ill-equipped tourism departments and public library may lead to indifference towards education by learner. It is claimed that obligation to

tourism and the hospitality industry will be determined by the perceptions and attitudes of the learners (Khan, 2016:3).

High school learners' awareness of the tourism professions is essential in the effort to examine how they perceive tourism (Kyprianou, 2006:39). Gender differences also play role in subject choices with perceived subjects' suitability or gender stereotypes affecting choices (Stefanescure, 2012:3). The objective of introducing tourism in high schools was to familiarize learners with the idea of tourism and to activate interest in the study field, particularly since South Africa has such a huge potential for domestic tourism development (Saayman, 2013:20).

Quezada (2004:4) highlights that career choice is needed because more and more South Africans high schools are seeking counselling for career related matters and career counsellors must be informed of the special needs of South African high schools. Tourism teaching and training are imperative for safeguarding positive effects of tourism in destinations (Wall, 2006:167). Having direct knowledge working in the tourism and hospitality industry might cause learners to obtain negative opinions to pursue a career in the industry (Richardson, 2010:192).

Consideration of career choices must be a positive effort for high school learners, a considerately built career choice process will offer meaningful, productive, and satisfying quality of career (Chuenyane, 2002:19). A number of writers have remarked on the constraints placed on the majority of learners in South Africa, choices were limited by job reservation in the previous apartheid era, resulting in poor achievement and negative self-concepts that were a result of an impaired school system, school guidance was therefore doomed to fail when one considers its intended objectives in relation to the context it functioned in (Daraniah, 2004:2).

Learners who are told about possible career selections and about their capabilities have a better opportunity of selecting careers, are more prepared to accomplish their objectives and enter careers counselling in high schools as to prepare themselves to enter tertiary institutions (Mbalwe, 2004:12). The tourism programme applied in high schools will make tourism awareness amongst the learners and this will turn influence the learners travel patterns which will then influence the travel patterns of their parents (Saayman, 2014:23).

According to Ndinga (2013:4) positive or negative feelings, views, prejudice, reactions to a certain people, objects, idea, tertiary, conditions, places, things or functions, can influence the conduct of an individual and the way one responds to a certain matter. Creating a good choice of career is a main worry of parents, government and learners since the goal of education is to assist the learners develop work-related and professional skills (Ozean, 2011:325).

Karmarkar (2014:102) postulates that a career in the tourism industry is extraordinary and growth oriented, offering rewarding prospects for hardworking learners who have the skill for engaging with visitors the tourism industry can offer lifetime careers and its parts of expertise vary from marketing to catering, engineering to public relations, and from security work to bookkeeping. Tourism was then perceived to be one of the subjects planned to prepare right from school level and beyond (Chili, 2014:24). The tourism and hospitality industry can grow realistic expectations working with educational organisations (Melody, 2014:276).

It appears that the incorporation of career guidance in high schools is highly effective, desirable and is playing a major part in preparing and shaping learners for the future (Kim, 2008:13). According to Conradie (2015:1) frequent intervention programmes must be provided to support learners making well informed choices. Tourism is one of those subjects planning to prepare learners right from school's level and beyond (Chili 2013:34).

The tourism industry can develop a realistic expectation together with educational high schools in the country (Melody, 2014:276). It appears that the combination of career guidance in schools is highly effective, desirable and is playing a critical role in preparing in shaping the learners for upcoming years (Kim, 2008:13). Numerous hospitality and tourism programmes still seem to be general in nature and some are meant at providing learners with a sectorial overview and industry specific skills and information (Wong, 2008:24).

According to Conradie (2015:1) frequent intervention programmes must be provided to support learners make well informed choices. Learners need to be educated of the educational alternatives obtainable to them and that there are different methods which can lead to success when planning their career (Quezada, 2004:21). A career in tourism includes working hand in hand with other people (Jenkins, 2008:334). The

development of tourism in South Africa and the desire to grow human resources has improved the number of institutes offering tourism studies (Jugmohan, 2009:3).

Mbalwe (2004:12) attests that choosing a career does not occur at a certain period in life, but is a process which starts in early childhood through fantasy about certain jobs and continues through adulthood to when a person retires. Career choice is the balancing of identifying and meeting the desires of the individual though at the same time reacting towards the outside forces and realities of life (Kwok, 2012:83).

2.3 Tourism curriculum.

According to the Tourism caps (2011:4) The National Curriculum Statement specifies policy on curriculum and assessment in the schooling segment to improve application, and the National Curriculum Statement was amended and a single comprehensive Curriculum and Assessment Policy document was established for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12. According to Ryan (2007:32) in the 1990s, tourism education emerged as a significant force in South African high schools. Many tourism curricula still seem to be general in nature and some are intended at providing learners with a sectorial overview and industry specific skills and knowledge (Wong, 2008:24).

On the other hand, the status of tourism in the curriculum seemed to be low and the skills and knowledge to be brought must be connected carefully to all other fundamentals of the programme as the very nature of the tourism and hospitality subject areas affects the techniques of subject delivery and assessment (Cooper 2015:92). According to Tourism caps (2011:6) the National Curriculum Statement Grades R - 12 serves the purposes of preparing learners, regardless of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and standards needed for self-fulfilment, and meaningful participation in society as citizens of a free country; providing access to higher education; facilitating the transition of learners from education high schools, tertiaries to the workplace; and providing employers with an adequate profile of a learner's competences.

The tourism curriculum applied in high schools will make tourism awareness among learners which will in turn influence the travel patterns of the learners, which will then influence the travel patterns of their parents and furthermore, whenever learners pursue tourism as a subject they are more probable to follow a career in the tourism industry and all of these factors will have a positive influence in the tourism industry (Saayman, 2013:68).Brown (2014:162) states that most of the content in the tourism curriculum is geared to increasing skills such as bookings, tour preparation and checking measures.

According to Tourism caps (2011: 6) the National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are re-dressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as de-fined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Appreciating indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

□ credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

□ identify and solve problems and make decisions using critical and creative thinking;

□ work effectively as individuals and with others as members of a team;

□ organize and manage themselves and their activities responsibly and effectively.

According to Abbey (2004:80), the curriculum has to offer learners with a full understanding of tourism as a phenomenon and not only as a business. According to Cooper (2009:21) it is vital that the programme is flexible enough to integrate a fast and constantly changing context, but it is so important to know that the programme need be context related and not context bound. The National Curriculum Statement Grades R-12 (NCS) summaries the programme on assessments and curriculum (Department: Basic Education Republic of South Africa, 2012). As of beginning of 2011 (January), alterations were made to develop the NCS (Cooper 2000:90). The National Curriculum Statement Grades R-12 (NCS) summaries the programme on assessments and curriculum (Department: Basic Education Republic of South Africa, 2012). As of beginning of 2011 (January), alterations were made to develop the NCS curriculum (Cooper 2000:90).

2.4 Factors influencing learners' perspectives in tourism as a career choice.

Learners' career choices are influenced by many factors including outcome expectations, individual variations such as gender, individual interest, learning experiences, environmental factors, and personal contacts (Edwards, 2011:86). Attitude has to do with people's feelings and how this influences their behaviours and this suggests that each learner undergoing the process of making a career choice has aspirations similar to their mothers' profession, parents offer support that comforts learners' fears about their careers and play a major role in their careers (Naong, 2012:176).

Parental involvement can manifest itself in conduct such as parent-child debates, observing of educational support strategies, with their parents acting as professional counsellors they can also offer social capital, such as transmitting on information of opportunities and making introductions for their learners. Liu (2009:85) states that the indicators of parental involvement are encouragement, expectations and role modelling. Learners' personality factors to be taken into consideration involve their mental abilities, special abilities, interests, feeling and reacting, and evaluation of environment. Character traits are valuable when selecting a career (Kwok, 2012:83).

According to Edwards and Quinter (2013:1637) employment opportunities are key factors influencing learners to study tourism. Factors such as non-discrimination of gender, promotion opportunities, and physical working conditions play a major role in inspiring more learners in selecting tourism studies (Khan, 2016:6). More learners are influenced by careers that their relatives, friends and parents favor, while others follow careers that their educational choices have opened for them and certain learners follow their dream irrespective of how big or how little income it will make them although other learners choose careers that provide high income (Kwok, 2012:83).

Other people who influence the learner's career choice are their friends, teachers and other family members (Mbalwe, 2004:33). According to Naong (2012:171) educators like parents are seen as main players on the career paths that learners finally follow. Mbalwe (2004:2) posits that role model supportiveness and quality of relationship contribute to career choice of learners. Opportunity might influence how learners have perceived their future in terms of the reasonable probability of a future in specific career fields (Nkumane, 2008:2). According to Mdinga (2013:3) learners can also be influenced by someone they saw on TV, parents' educational background may influence learners' opinions on whether or not to carry on with their education, and parents might have wanted that a specific career choice be selected.

According to Lee (2008:5) the influence of parents, teachers, relatives, career counsellors, and peers, and their experiences as clients in the tourism industry, remain relevant and other learners' career choices have been found to be powerfully influenced by their fathers as well as employed and professional mothers. Female role models were also found to apply strong effect on teenagers' (girls) choices concerning furthering study and careers (Sztendur, 2010:238).

Career choice by learners is influenced by numerous factors including subsidy, kind of school attended, cultural factors, race, and gender and there also some other factors that influence career choice which is job knowledge, personal factors, status, lifestyle preference, personality type and commitment in addition, factors such as enthusiasm, challenge, variety in a profession, motivation to assisting other people, financial reward and personal objectives are main factors of career choice (Bayat, Louw and Rena, 2014: 670). At high school the learners are still capable of being influenced significantly by their interactions together with their peers and their teachers (Balasubramanian, 2002:64). Learners need to know about themselves with regard to career development, since it allows them to implement their self-concept which is influenced by internal and external factors (Kim, 2008:68).

If tourism awareness can be raised amongst the youth of South Africa the outcome will be a development in local and even international markets and furthermore, awareness will not only be created among the learners, but the learners can also influence their parents' travel choices, including learners in tourism from an early age will not only influence their travel choices then may also sustain their interest in years coming, which will have an economic influence on the tourism industry (Saayman, 2013:23). According to Naong (2012:170) relatives, parents and guardians in specific, play a major part in the occupational goals and career goal development of the learners; without parental approval or support, learners are often unwilling to follow or even explore various career opportunities.

Learner's perceive of being appropriate aimed at specific careers has been found to be influenced by a numerous issue as well as ethnic background, year in school, level of achievement, attitudes and differences in job characteristics, role model supportiveness and quality of relationship contribute to career choice of learners (Kwok, 2012:83). According to Liu (2009:85) learners believe that their choice is made collaboratively with their parents and maybe surprisingly learners, perceive parents, peers and relatives as influencing their career choices and parental influence has been known extensively as is evident from the literature in which terms such as parental involvement, parental inspiration, parental hope, parental role modelling and parenting practice have remained used.

Kwok (2012:83) attests that career choice is influenced by numerous factors as well as self-concept, cultural identity, character, globalization, socialization, role model, funding and offered resources such as information and financial, every learner undertaking the method is influenced by numerous factors as well as the context in which they are living in, their personal abilities, social contacts and educational attainment and the factors influencing career choice can be intrinsic or extrinsic.

Most of the learners are influenced by their own observations of the industry which comes from leisureliness and work experiences together with media reports (Stefanescu, 2012:13). Factors such as skills, benefits, personalities, socio-economic factors, and culture influence choices made by learners regarding their careers (Mbwale 2004:24). According to Jameson and Holden (2005:11) attitudes are not only feelings that assist in preventing access but also place a limit on learners studying, if a person does not like tourism he or she might feel nervous when expected to apply it.

According to Naong (2012:170) other family variables that have been shown to influence career aspirations contain the parents' profession and the size of the family, the father's professional status is highly linked with his son's profession, the size of the family also seems to influence teenage career ambitions since parents with big families have a tendency to have less cash to assist the older children in attending high schools and some tertiary, while their younger children may obtain more financial help because the financial strain is lesser when the elder children leave home.

According to Alsalah (2013:1638) the following factors to be influential in the decision to study in tourism: personal, demographic (e.g. sex, nationality, age), psychological (motives, perceptions, attitudes), social factors (culture, level of family, reference group). Teenagers in high schools are easily influenced by their friends since they trust their peers to offer validation of the choices that they make with career decisions (Naong 2012:171).

According to Kim (2008:100) the influence of role models may improve self-efficacy beliefs in that they permit an individual to believe that he/ she is capable of carrying out a task. Parents frequently influence their children in choosing careers, the selection of their career objectives and their career behaviours (Liu, 2009:85).

The factors that influence learner's perceptions in tourism as a subject are as follows:

- Personal factors such as the status given to learners in the tourism career.
- Socio-economic factors such as the employment opportunities provided by the environment and the desires of the community.
- Socializers such as parents, peers, relatives, media, T.V and more.
- Work related factors such as working hours, circumstances and expected salary (Bayat, Louw and Rena, 2014:671).

Career choice will be affected by interests, abilities, personalities, and socio-economic aspects, and also by what the individual values as very important in life, individuals play different roles in life, like the role of a child, learner, worker, wife or husband, parent and citizen the importance of those roles to individuals at a specific given time, will determine which role he or she has to play (Mbwale, 2004:23).

Certain factors which appeared to account for negative attitudes towards careers in tourism are stressful jobs, lack of family life due to the type of work, long working hours, strenuous and cyclical jobs, little social status of tourism jobs, unsatisfactory, unfair promotions, little pay inadequate benefits, unqualified superiors and directors, poor attitudes and behaviours of superiors towards workers, unqualified colleagues and poor physical working conditions for workers (Stefanescu, 2012:12). According to Naong (2012:176) the ability of the learner to identify his/her ideal career choice and educators are important people that influence career choice of learners.

A learner's character need to be a self-motivated type, so as to investigate career opportunities as early as possible in their lives, and not the delaying type that delays until they are obliged to decide, learners need also to take seriously the role that grades play in limiting opportunities in the future the image of a career in tourism is also influenced by the transient nature of careers normally found in the tourism industry (Matazu, 2015:17).

Naong (2012:170) affirms that some of the variables that influence learners' work-related objectives comprise the family, level of parental state of education, high school, friends, behavior, socio-economic status and there are varying views and outcomes, however, as to which specific family characteristics influence career goals for example

conflicting data occur concerning the influence of socio-economic variables mother and a father state of education and salary influence career goals.

According to Zakaria (2014:1) learners in high schools are interested in choosing other careers like medicine, engineering etc. than choosing tourism as a subject. Additionally, Zakaria (2014: 1) argues that the influence and reassurance while in high school had greater influence on learners in determining their direction in reaching their future goals.

According to Tribe (2009:5) high school learners have the following in their minds about tourism:

- Low skilled;
- Linked to a negative image to the extent of being small piece jobs with low pay.
- Exposed to poor supervision;
- Casuals workers;
- Cyclical workers;
- A “immigrant division” and
- Lacking of a clear career structure.

According to Kwok (2012:88) learners are influenced by individuals around them and those close to them for many reasons some learners are influenced by successful business people who are role models, whereas some of them are influenced by advertisements of newsletters made by certain high schools to select a specific career.

Tourism is a sector that is in relationship with numerous social and natural sciences, in which an inter-disciplinary subjects having many links which offer different advantages tourism is a labour-intensive sector where most of services are realized by people’s hands, and some difficulties may arise since people from different cultures with different behaviours (Kazoglu, 2015:2). Other high schools can expose learners to several types of careers and explain the demands of every career, but the learners and the parents are the ones who are supposed to make a final decision (Mmema, 2010:36).

According to Naong (2012:171) friends play a main role in career choice of learners; peers’ attitudes towards gender and ethnicity may increase or decrease an individual’s

self-confidence in pursuing a career. According to Zhang and Wu (2014:1) factors that are affecting career choice in tourism as a subject are:

- Type of work;
- Social status;
- Industry-person congeniality;
- Physical working conditions;
- salary/fringe benefits;
- Promotion;
- Colleagues;
- Superiors; and
- Commitment to the tourism industry.

Role of the school counsellor has influence as well in guiding learners in their offer to select a career (Conradie, 2015:1). Learners are influenced in career choice by socio-democratic factors, these factors include family, friends, school, (T.V, magazines and radios) and advertisements (Naong, 2012:176).

According to Case (2003:73) factors influencing career choice might differ and the reasons South African learners select a career in tourism might be defined by the following groups:

- **Socializers:** Suggested by high school teachers, parents or close family (not necessarily those in the tourism industry); influence of relatives or friends who are learning tourism and those in the tourism industry; recommended by ability test.

Certain learners do not seriously consider various alternative choices in career selection, sources of influence, such as parents, advisors, might be brought into a circle of counselling and discussion to assist the learners form a complete career plan or outline (Chuenyane, 2002:4). Opportunity factors such as technical schools and job openings are influential in the choice of a career, personal interest and lifestyle of persons who are now in the tourism industry can influence learners to study a tourism career (Kwok, 2012:88).

Most learners study tourism for the wrong reasons, generally for billboards, radios and televisions, since they perceive tourism through the prism of tourism trips of sunshiny beaches with the strong jet-set image and many of them completely unrealistically imagine to become top supervisors instantly upon matriculating (Hendija, 2014:8). In an inequitable environment learner will make career choices based on limited factors including family, personal demographic characteristics, parents' qualifications, social class and such factors as acculturation and discrimination all affects in what manner learners grow their career expectations (Sztendur, 2010:239). Selected teachers inspire learners to enrol for certain subject options that are corresponding with skills and ability that they identify (Naong 2012:170).

2.5 Tourism as a learning area in high schools.

In 1994 following the end of apartheid, the South African government presented new practical and vocationally oriented subjects such as Tourism, business studies, and Agriculture for high school learners in grades 10, 11 and 12, post-apartheid South Africa suffered a lack of skilled human resources and main unemployment rates, therefore, more vocationally oriented high school subjects such as Tourism were proposed as a plan to talk about these matters (De Waal, 2016:2).

According to tourism caps (2011:11), there are specific aims of Tourism in the subject Tourism learners will study

- Different types of tourists and the purpose of their travelling;
- the different tourism sectors, with special reference to transport, hospitality, travel organising and support services, and the attraction sector;
- map work;
- foreign exchange concepts and the buying power of different foreign currencies;
- the influence of world time zones on travel;
- South Africa and the SADC countries as tourism destinations;
- world famous icons and World Heritage Sites;
- sustainable, responsible and sustainable and responsible tourism;
- marketing of tourism products;

- technology in tourism;
- customer care and the value of service excellence; and
- tour planning.

Tourism as a systematic subject started in South Africa long time ago (Bao 2011:149). The aim of the study of tourism is to prepare learners for a career in the travel and tourism sector (Pang, 2011:73). Tourism is the learning of the activities, services and industries that bring a traveling understanding to groups or individuals. Tourism is the study of the expectations, conduct of travellers, and the economic, social and environmental impact of tourism on South Africa (Tourism Caps 2011:7).

According to Scott (2010:287) in South Africa awareness of tourism education has improved remarkably along with an increase in the number of learners studying tourism in high schools and tertiary institutions providing tourism courses. The subject has grown from 150 high schools and 3200 learners in the beginning of the new millennium (2000) to 3500 high schools and 145 756 and these are the learners in grade 12 in 2016 (Umalusi, 2014). Tourism subject has become one of the most popular electives in high schools with up to 48% of all high school learners studying it, introducing a variety of new job opportunities for high school learners (De Waal 2016:2).

Tourism as a subject can create a basis for further education and employment in companies and industries like tourist attractions, sailing, gaming, government and manufacturing organizations, conference and events organisation, marketing, caravan parks, museums and galleries, trip operations, vineyards, traditional liaison, tourism and leisure industry development and transportation and travel (Huang 2015:3). Cooper (2015:94) attests that tourism and hospitality are mostly well suitable to a variety of methods that expose the learner to the practical applications of the subject and furthermore the complexity and interrelationships of the sector.

According to Brown (2014:7), learners' perspectives on the role and position of tourism as a high school subject point to a paradox, on the other side tourism is viewed as a very important subject in as much as it offers learners with vocational skills, including practical and occupational skills and most of all with skills beneficial for safeguarding employment, thus lessening the problems of unemployment and poverty in societies.

Saayman (2014:31) affirms that most of learners who are studying tourism as a high school subject clearly indicated the influence of the curriculum on their travel awareness levels as well as the influence that they were having on their parents' travel patterns.

If high school learners are to be educated radically and sufficiently about careers and working conditions in the tourism industry they would form more truthful and lesser expectations with respect to jobs in the tourism industry (Ahmed, 2009:4). The supply of tourism subjects has grown up significantly over the previous era in South Africa such development has been powered by the quick growth of the tourism industry since the end of the apartheid era in South Africa in the 19s (Chili, 2013:34).

According to Brown (2014:162), tourism is a subject based on the perception that it releases career opportunities for learners which were not obtainable to all in the previous years. According to Brown (2014:156) tourism is not a unitary discipline, but contains of two separate fields, the business part and non-business part of tourism. According to Pang (2011:77), tourism learners are educated about the broad business studies usually justified on the basis that they must obtain a basic foundation in broad business skills and information which can then be applied to the specific business context of tourism.

Learners must play important roles in their career growth methods and attention must therefore be placed on their initiatives (Xia, 2012:5). Tourism is not only a theoretical subject only, but it also offers skills at high school level and vocational schools. Learners are likely to take advantage of tourism subject and start their own companies instantly after matriculated with skills learnt in the subject (Brown, 2014:161).

Tourism programmes must be established to comprise of more essential tourism subjects and adequate tourism electives that place their emphasis on the sub-sectors. Tourism is dynamic by nature and as a discipline its features distinguish it from other disciplines such as medicine, pilots, accountants, law or engineering (Jugmohan, 2009:20). Tourism is educated in all kinds of high schools from well-resourced private and public high schools to under-resourced rural and township schools, even if it remained expected that tourism would mostly help learners from (formerly) disadvantaged populations (De Waal, 2016:1). The main objective of tourism as a

subject is to assist learners prepare for the change from high school to a sustainable career in the tourism industry.

Through tourism subjects learners have the chance to learn and apply employability skills, as well as the practical and applied skills linking to specific jobs in this expanded career profession.

Other objectives comprise assisting learners to:

- Apply basic numeric, literacy, and other important skills in a context focused to careers in tourism.
- Attach already existing abilities and interests with the lifestyle(s) made possible by a career in tourism in high schools.
- Having the particular knowledge, skills, and attitudes required to be successful in tourism place of work.
- Prepare learners for direct transition to suitable post-secondary Tourism and Hospitality curricula.

Tourism as a subject creates a variety of new career opportunities for learners in high schools (Brown, 2014:162). The establishment of hospitality and tourism management education has established fast from its beginning in the 1970s with numbers of world-wide learners increasing fast (Wong, 2008:111).

The reason for studying tourism as a subject is approximately to see the employment needs of a growing tourism sector, then preparing learners with useful information and skills along with the understanding of the dynamics, complexes and challenges of the tourism sector (Pang, 2011:74).

The value of programme can be best measured by the perceptions of its end users (Jugmolan 2009:1). Tourism that is applied at high schools will make tourism awareness amongst learners (Suuyman, 2015:23).

Tourism as subject of study must prepare learners to bring improved tourism services with a high level of professionalism that reveals a positive attitude towards the tourism industry (Abbey, 2004:83). The visions and procedures that educational theory offers, serve to focus curriculum planners on important decision ideas and matters in the subject development method (Cooper, 2009:91). According to go2HR (2016:1) high

school learners who are involved in a career in tourism do not have to delay and wait for matriculation to get started on their profession since they are multi-skilled due to the skills achieved in high schools.

A numeral of programmes in South Africa let learners get a quick start or just explore tourism careers:

- **The Tourism Career Awareness Program (TCAP)** offers high school learners with an inside look at careers in tourism, with demonstrations by tourism experts.
- **The high School Apprenticeship (HSA)** lets learners begin the work-based training element of an internship program though still in high school. Learners 'earn while they learn' receiving double credits to both their high school certificate and internship on-the-job training.
- **ACE IT Program in tourism** allows high school learners to take the first level practical or classroom component of an internship program. Once the learner has successfully finished an ACE IT program in tourism they will receive recognition for the first level of the classroom component of the industry or trade training program and matriculation subject credits.
- **The South African Academy of Travel & Tourism (SAATT)** introduces and encourages careers in tourism to high school learners across South Africa and is integrated into the existing high school programme, allowing learners to specialize in tourism through a successful work and study method.

The image of a specific business has a main influence on the potential employee's perception of the tourism industry. In order to improve the adaptableness and flexibility of their programs, higher schools around the South Africa have bit by bit created virtual learning atmospheres for their high school learners (Zagonari 2012:114). According to Robinson (2001:34) tourism teachers must consider developing an initial bridging year that prepares the learners with a number of general tourism management skills without limited them to a precise themed way.

There are periods when people have to make career choices and they are incapable to do so then might be unable to capitalize on career choices that come their way (Daraniah, 2004:21). Most learners are not even alert of their skills and interests and their relationship to career choice (Mbalwe, 2004:13). Providing learners with correct and realistic perceptions of working in different jobs would lead them in creating the best appropriate choice mainly when they have limited knowledge of and work experience in the industry (Melody, 2014:276). In addition to mastery of subject matter, enough specialised training is also needed to communicate information and knowledge efficiently to learners (Chili, 2013:35).

Traditionally tourism and hospitality have had limited internal career opportunities which impose a ceiling on career development and is one of the main influences affecting employees exit behaviour (Richardson, 2010:192). Programmes on tourism education and training offer a balance between professional skills, simple information, and thematic specialism. Learners must reach professional skills in order to see the existing qualitative necessity of businesses (Zagonari, 2008:7). When learners are actually attracted to learning tourism and following a career in the tourism industry, they have a tendency to have an extra realistic vision of the nature of tourism-related jobs which means more sensible expectations (Roney 2007:13).

Tourism does not have a long past as a high school subject having only lately received attention as a choice subject obtainable by a numerous of high schools in South Africa post-1994 not unexpectedly, there has been a continuing discussion about its position following its introduction as a field of study (Brown, 2014:156). The aim of tourism in high schools was to explain to learners the idea of tourism and to cause awareness in this field of study, specifically since South Africa has such a huge potential for domestic tourism development (Saayman, 2013:68).

High schools doing Tourism need to make awareness of the career through intensive advertisements and by introducing programs that assist high school learners increase their individual interest (Kwok, 2012:88). Studying tourism and hospitality is motivating for both local that is South African and world-wide high school learners (Edwards and Quinter 2013:1638). Career choice is founded on matching the individual's capabilities and interests with the work and is influenced by economic, social, environmental and physical factors (Mbalwe, 2002:22). Learner career guidance wants to be given

before, during, and after the accomplishment of grade 8 and chances for professional learning need to be completely integrated into the themed ways (Robinson, 2001:34).

The aim of tourism and hospitality education is to teach and train future generations of workers in the sector as well as perhaps to teach the customer (Cooper, 2000:90). According to Ayres (2006:121) careers must be personally tailored to overcome organizational, occupational and geographical limits and boundaries (Ayres, 2006:121).

Tourism has attracted a developing academic community including specialized journals and workbooks as well as professional societies within individual countries and internationally (Jugmohan, 2009:14). The perception of tourism and hospitality by learners and teachers links the differences amongst the learners and the tourism industry (Melody, 2014:263).

Mbalwe (2004:39) notes that appropriate guidance aims to grow learner's career choices information provided to learners about career information must be clear, concise and focused. It is very vital that delivery and assessment of the programme is suitable not only to the content, but also to the overall aims and objectives of the programme (Cooper, 2004:34). A number of education, training and tourism awareness curriculums and tools have been formed with the purpose of achieving the development of the tourism industry (Saayman, 2013:20).

2.6 The role that Tourism teachers play to make Tourism learners realize the significance of the subject as a career choice

The role of the teacher is understood as assisting learners to grow career information gathering, planning skills, a positive attitude to work and a work ethic (Kim, 2008:18). Teachers must know how the cultural and social backgrounds of learners can influence their views and perceptions as well as in what way they respond to the classroom's social context (Mering, 2000:23). Chili (2013:34) confirms that a qualified teacher is expected to make classroom environments and a climate that is helpful for learners to learn. Tourism teachers can well plan beneficial plans to accommodate different learning methods and improve learners' learning (Wu, 2014:357).

The different roles of the teacher and the tour guide may have an influence on learners learning skills in the field tours and despite the developing need for field tours, as they

are needed by more and more subjects, there has been very limited formal study and systematic review from which to grow procedures for improved prearranged tours or to evaluate the efficiency of the learning and teaching using this technique (Wong, 2009:25). Tourism is a dynamic industry with changing trends and developments, it is essential for the teacher to source, download and print relevant and new information, such as flight schedules, car-hire packages and tour packages. (Tourism caps, 2011:13).

According to Lankford (2006:3) teachers and industry specialists need to advance a set of programme modules to teach learners the relevance among values of sustainable tourism and specific management methods, and how to apply such information and these modules educate learners to classify, recognise and address how existing and future sustainability matters might influence their operation and their sponsors, the department of education must join sustainable core units into the wide range of all subjects provided, rather than confining the sustainability debate to just particularly designed tourism subjects.

How learners see the curriculum contents and working in the industry will allow teachers to advance their programs and the tourism industry to improve the working environment and attract future (Melody, 2014:264). Learners must accept suitable and focused feedback early in the subject and often to develop their learning and the kind of assessment best likely to improve teaching and learning in the classroom (Amherst, 2014:12). There is a wide variety of assessment techniques obtainable, it is vital that in tourism and hospitality, teachers select the best well-organized and effective methods of assessment and be clear about the purpose of the assessment methods. Practical-based assessments, case studies, and assessments in the workplace are all very suitable in the subject (Cooper ,2015:5). Teachers must inspire field tours in tourism education as a valuable educational tool for changing learning experience outside the traditional classroom, tours improve learners learning and rises the practical knowledge in the absence of real experience, field tours also help teachers with valued professional growth experience (Ning, Rachel and Chen, 2011:61).

According to Ning, *et al.* (2011:62), teachers must be involved in the different phases of preparation and organizing of field tours namely;

- the pre-tours stage where teachers essential prepare learners for learning during the field tour by providing lessons, guest speakers or related projects;
- The on-trip stage when the teachers must implement the role of a facilitator and organiser and permit learners to accomplish active learning and independent participation. During a field tour questions and answers must be included to permit informal connections and interacting with the host.
- The post-trip stage happens on return to the classroom where the learners reflect on their field tour knowledge. Therefore, field tours must prove experimental learning results through preparation and reflection.

According to Quezada (2004:458) high schools need teacher's applicants to take a subject in multicultural education or encourage matters of diversity, peace education and social justice within the programme. South African high school learners were found to have a poor image of guidance teachers, and teachers on the other hand overrated guidance teachers as learners most favoured source of assist, and underestimated parents, friends and relatives as preferred sources (Quezada, 2004:21).

Teaching tourism in high schools creates learners' awareness of jobs and career opportunities in the tourism industry (Brown, 2014:160). Teachers has to become the first interaction point for learners if teachers did not to present and explain the nature and demands of the industry appropriately, the learners may lose interest and gain a wrong impression and disagree with the facts once the learners enter the tourism industry or follows more lessons in the field of tourism and hospitality (Melody, 2014:263). It is important to note that learning itself cannot be totally qualified to teaching; it also remains the accountability of the learners (Stergiou, 2008:634). Learners with potential must be knowledgeable or informed about employment opportunities and circumstances prior to beginning in educational programs in order to reduce the gap between expectations and perceptions (Stefanescue, 2012:2).

The role of teacher is to found a dynamic and perfect teaching space; teachers must be alert of all the prerequisites of their profession since well managed classrooms guarantee a pleasant relationship between teachers and learners which leads the mechanism for lifelong learning (Faroog, 2011:37). For effective teaching teachers

need to have an understanding of learners' information of and attitudes towards tourism (Dabula and Makura, 2013:1).

Tourism teaching is frequently presented within formal education programmes as being a consequence of the growing economic influence of the tourism industry to private and public segments (De Waal, 2016:1). A good teacher is perceived as somebody who combines the right kind of behaviour or character with decent educational practice (Wong, 2008:124). Career growth is a balance amongst meeting of desires of the individual while at the same time responding to the outside forces and realities in lifetime (Chuenyane, 2002:21).

The teachers use curriculum materials such as programme documents, teacher guides, as well as workbooks or electronic media and assessment strategies to plan activities that will help learners to achieve the learning outcomes.

The outcomes method has two aims. They are:

- To train all learners with knowledge, understandings, skills, attitudes and principles required for future success.
- To implement curriculums and opportunities that maximise learning.

According to Mbalwe (2004:28) it is the responsibility of the teacher to orientate, update, prepare and inspire all learners through career education in order to create opportunities in worldwide in a significant way. According to Jenkins (2008:333) there is a need for tourism teachers as well as the industry to implement an integrative method to both addressing learner's inspiration and perceptions of the industry and tackling practical matters in the place of work or career growth (e.g. salary problems, promotion opportunities, career prospects, job safety, working atmosphere).

Effective injections of decision-making in high school programme would require that teachers offer learners with opportunities to make meaningful choices and effective programme must rise a learner's personal obligation to learning (Quezada, 2004:16). The role of teacher is supreme not only in understanding but also in having the capability to connect in ways that extend understanding (Stergiou, 2008:645). The learning of tourism in high schools can be perceived as being the benefit for learners interested in pursuing tourism studies even in tertiaries once matriculated (Brown, 2014:156).

A teacher must be a person with numerous roles in the learning process, his/her role goes beyond the traditional roles of preparation and evaluating, he/she is accountable for what goes on in the classroom environment (Kolodner, 2005:14). Motivating learners see the profession of tourism as something bigger than seeing studying tourism in high school as just as a problem they have to overcome in order to pass at the end of the year, but instead as something which will improve their key skills would be helpful and at the end of the process learners will be able to realise the value in terms of important skills that they have developed (Mottiar, 2010:11).

According to Bayat, Louw and Rena (2014:670) teachers, like parents, are seen as main players in the career paths that learners eventually follow, teachers encourage learners to take certain subject options that corresponds with their aptitudes and talents teachers can classify abilities and capabilities, and motivate learners to take certain subject choices, or take part in work experience, or employment visits and teachers who teach in the areas of tourism programme and planning already have a focus on sustainability in their subjects as showed by many case studies (Jacques 2005:34). Teaching tourism in South Africa takes place in public schools, private schools and in universities and in mostly it starts to be introduced in high schools (Chili 2013:33). The study of tourism will lead to job opportunities in the tourism industry as well as to business opportunities (Brown, 2014:161).

In the process method, the learner is completely involved in the educational process, and the subject is intended with his or her desires in mind typically, the programme would reflect the other effects in the learners life at the time (home, work, and leisure) as well as the learners previous education, experience and upcoming needs, most subjects are established as a combination of the content and the process method with one or the other dominant, reliant on the nature of the tourism subject (Cooper 2015:91). Teachers can invite visitors to talk to learners about how important tourism is, the benefits and the skills you acquire through studying tourism and learners can use a map of their local area and identify facts of interest on it (Bruinswick 2005:5).

According to Moping (2005:2) teachers must be able to identify different instructional methods to talk about the different learning needs of the learners at the same time they need know how to work with each other to successfully implement the strategies and this knowledge of differentiated roles, collaboration and coordination need to be

thought through and approaches identified, for new teachers to be equipped for today's classroom, obtaining a pass in high school, tourism as a subject gives learners in the possibility of study tourism at degree level in a university after completing their matric from high schools (Brown,2014:156).

Teachers has to discover what being a quality teacher is in a diverse context involves (Wong 2008:5). Absence of positive work experience, poor career planning, absence of information of job opportunities and poor job decision-making are issues that affect career accessibility (Quezada, 2004:12). The role of a teacher is supreme not only in understanding but also in having the talent to communicate in methods that extend understanding (Jenkins 2008:645). The teacher helps the learners to select a career that benefits his/her interest, character and ability, the career counsellor evaluates how learners, teachers, parents and the school authorities co-operate to support learners to create knowledgeable choices (Conradie, 2015:2). According to Cooper (2015:19) the content method should not be out-dated, teacher must use the curriculum used by that time, the teacher decides on the goals of the subjects, content to be educated and its sequencing and the methods of assessment and conveyance.

Travel converts the teacher into a learner, able to benefit from an invaluable learning experience, which is the very same knowledge teachers wish their learners will experience (Wong 2008:125). Wong (2008:129) highlights that tourism and abroad teaching makes knowledge, skills and attitudes which are seen as relevant, the skills required to educate are difficult to get if the learner has not toured, that is why the school need to organise tours. The teacher must have access to e-mail facilities since tourism is a dynamic industry with changing developments and growths, it is necessary for the teacher to source, download and print applicable and new information, such as flying timetables, car-hire packages, tour packages etc. (Tourism Caps, 2011:9).

According to (Pawson, 2012:7), in a study conducted in Papua New Guinea, the results reveals that the tourism studies teacher:

- Is concerned in and about occasions and activities in the local, national and world-wide community.
- Keenly strive for keeping knowledgeable while also maintaining a serious distance towards sources of information.

- Takes an honourable stand and supports others who do so, against injustices and inequalities connecting to race, gender and classroom, physical or mental qualities.
- Notifies himself or herself about environmental matters as they impact upon his or her community, on world-wide communities and conservation systems.
- Values democratic procedures as the best means of bringing about optimistic change.
- Involves in some form of social act to support her or his views.

As a teacher, she or he will:

- Typical democratic ethics of justice, fairness and equal admiration.
- Usage a variety of teaching methods that foster both individual growth, group collaboration and allow learners to create the best use of their different learning methods.

According to Farooq (2011:12) curriculum must present curriculums present content in a clear and suitable method, appropriate for teaching, learning and assessment purposes, all programmes need to include supervision for teachers on the provision of the professional context; set out for learners the determination and professional relevance of the content (information, talents and understanding); set out for learners the information, abilities and understanding that they will essential demonstrate to accomplish the assessment components; set out for learners the proof that they must to produce within assessed components; set out for learners the marking criteria for the internally assessed units against which they will be evaluated.

Formal instructive tourism education must be kept to a minimum with sessions having real collaboration (Stergiou, 2008:644). According to Jameson and Holden (2005:15) teachers' positive attitudes towards learning might have a positive influence on learners' attitude to schooling in general and to the subject of tourism in specific.

Every teacher has to use different managing methods in the classroom to keep discipline and build a friendly atmosphere for effective teaching, professional growth in classroom management is equally important for senior and newly employed teachers (Farooq, 2011:24). The teacher must make sure that there is a permanent classroom for tourism, not shared with other teachers and it is suggested that the

tourism classroom has a journal magazines or pamphlet stand, shelving or similar facilities for storing or displays; has a political sphere of the world to enable teaching of different themes such as time zones and visitor attractions; and be armed with audio-visual equipment such as a laptop, data projector and DVD player view subject related DVDs (Tourism Caps, 2011:9).

According to Brown (2013:330) the specific objectives of teaching tourism teachers are to:

- Produce highly driven, conscientious and well-organized classroom teachers for all levels of our educational system.
- Motivate further the spirit of enquiry and creativity in teachers.
- Assist teachers to fit into social life of the community and the society at large and enhance their commitment to national aims.
- Offer teachers with the knowledgeable and professional background adequate for their project and make them adaptable to changing circumstances.

According to Brunswick (2005: 2) the learners record and share their opinions using a flip chart, overhead projector or a data projector which make a word search puzzle or game using the tourism-related terms they have brainstormed, formulate their definition of tourism and submit a printed report, reflecting the meaning of hospitality and tourism to members of their public, the teacher reviews the right responses to the questions and/or has learner submit answers on an individual basis or in pairs.

2.7 Challenges that face tourism teachers when helping learners in preparing for their future careers.

According to Richardson and Butler (2009:529) teachers may find out that providing learners with a rich professional knowledge in training for community leadership is a less intimidating challenge than changing their opinions about which accomplishments signify achievement and which life choices signify meaningful opportunities. It is very difficult for teachers since inspiring learners is not something that a teacher can turn on and off at will; it can be influenced by other issues like the learner's attitude towards the tourism subject (Ndinga, 2013:4). The most challenge encountered by teachers is that they had acquaint themselves with the new content which they were perhaps not exposed to before and during their training (Holtman 2000:103).

High schools offering tourism training and education meet problems in the course of discharging training and education to learners and the technique or way in which the training and education is being received by learners of tourism (Roney and Oztin 2012:15). There is absence of well-established forums which can inspire academic and practical-based debates and debate amongst teachers and other concerned parties concerning the future growth of the tourism subject; these circumstances exacerbate the current misunderstanding (Mayaka, 2007:300).

According Xio (2004: 101) the recent growth in research on experiential learning for the field of tourism subjects, the questions remain about which aspects of experiential learning best contribute to tourism subjects and how learners see the efficiency. According to Quezada (2004:21) the challenge for high school teachers teaching tourism is to be well-informed of the changes and their implications when preparing learners for their future, it is also vital to inspire and assist learners in developing the type of skills, information and attitudes that will improve their opportunities for achievement.

According to Constant (2004:1):

- Teachers encounter problems or differences from H.O.Ds.
- Teachers are not aware of special people like teenage parents or strategies such as those connected to the teen parents returning to school.
- They can't reach out to those who have failed at school.
- Private and domestic matters with outsiders.

According Frank (2013:80) the teacher counsellors had some skills and are always willing to advice learners, there are cases in which learners don't trust them at all and the learners end up not disclosing their problems to them; the teacher counsellors attribute the absence of being faithful to learners' cultures and also parental influence. There are parents who told their children not to disclose about private and domestic matters with strangers (Frank 2013:80).

Cornu (2013:1) argues that teachers come across very early in their careers and a number of reasons have been provided including a mismatch amongst early career teachers' idealistic motivations and the everyday realities of classroom education, and

the absence of coherence in the educating and training methods adopted in the many tourism-related curriculums.

According to Rashmed (2000:14):

- Teachers often find curricular integration and interdisciplinary educating varies, especially when the teacher does not have a role in curriculum policy.
- Tourism subjects that do not seem on significant examinations are not always taken seriously.
- Social attitudes towards the tourism subjects may not be constructive, and cultural designs are problematic to change.
- Thoughts perceived in other areas of the world may not be sufficiently adapted to the local context;
- Political and economic instability can lead to discontinuity in strategies and programmes, as well as teacher and administrator turnover.

2.8 The departmental role played in tourism as a high school learning area.

Career guidance was officially formed in schools because the Education Department was addressing the necessity for knowledge about career opportunities and desires of certain technical fields for learners (Kim, 2008:16). The department of education (government), and in specific the minister of education and culture which supervises high school education in any country, must attempt to reverse negative perceptions to high schools as providing an opportunity, others call it an alternative or even a way out, to people with lesser academic qualifications to study something that might assist in their future specialised growth (Kyprianou, 2006:43).

There are great differences in the establishment of career education across numerous former departments of education in South Africa, for instance in Kwa Zulu Natal there is no provision for career education in many high schools even though high school guidance was part of the school programme (Quezada, 2004:3). The Minister of Education pays exceptional attention to the tourism division by guiding and directing learners to specialize in tourism management. The tourism sector is considered to be one of the major pillars for establishing South Africa as the country, any country relies

essentially on farming, manufacturing, commercial, and visitor segments (Alfandi, 2012:1).

According to Spenceley (2001:3) the Minister of Environmental Affairs and Tourism (DEA&T) is one of 21 South African Government departments, and acts as the main agency for tourism policy and planning. The tourism department was formed in the DEA&T during 1994, and its responsibilities comprise.

- Rising the profile of the tourism industry and putting it in a position to contest with other divisions for funding and national resources.
- Releasing the sector's potential as a leader in wealth-creation and employment generation.
- Connecting the management of tourism with critical environmental products that it uses (e.g. national parks, protected areas and cultural resources) by formulating an organised growth plan and presenting exact environmental functions relating to monitoring, rule and impact valuation.
- Carrying out critical coordination between departments whose commands and events directly influence on tourism (namely the Minister of Finance; Minister Public Works; Minister Transport; Minister Trade and industry; Minister Arts, Culture, Minister Science and Technology; Minister Labour; Education; Minister Home Affairs and Foreign Affairs).
- Facilitating creative and strategic collaboration amongst the tourism procedure and policies guiding the managing of land-living, water, energy and other natural resources.

The Department of Environmental Affairs confirmed in 1996 that education and training in tourism had developed imperative to offer information about and for the tourism industry (Brown, 2014:18). The attitudes of region executives towards tourism appears to be created on a perception confronting high schools that have comprised tourism in the programme with a dilemma (Brown, 2014:163). The quality of education in high schools in South Africa is one of the basic aims for nation-wide growth, a related matter of ongoing worry is the type of educational preparation linked to business work (Buted 2014:44). The KwaZulu-Natal Department of Education has sign up policy rules on the application of career guidance and counselling facilities and since the

introduction of the national curriculum statement policy on the education system since the new millennium, there have been no policy procedures to direct and guide the growth and implementation procedure of the career guidance and counselling support programs (Ross, 2004:8).

Government and especially the minister of Education and Culture has to invest more in the industry by enhancing its participation this can take a number of shapes and methods ranging from information promotions to public high schools, organization of high school presentations by prominent industry leaders and the provision of special consent to conduct educational field tours to tourism establishments (Kypriano, 2006:41). The government, having recognized the huge influence that tourism creates to the economic growth in South Africa has redefined its tourism education policy at high schools in all the areas in South Africa, so as to produce quality human resources required for the fast developing tourism and tourism sector (Theresa 2013:61).

According to Jugmohan (2009:25) long term commitment is needed by government to comprise a dream for tourism education growth and the tourism industry through several methods of subsidy, preparation and coordination. Government officers in South Africa have remained in place to grow learners in high schools, about tourism as a subject make and information essential to raise the level of efficiency and productivity of the tourism industry and to place the South Africa on the cutting edge of world-wide competition in the field of tourism (Wall, 2006:161).

Cooper (2004:34) states that the education theory offers a variety of concepts and methods to help tourism teachers not only in terms of meaning and models of programme but also awareness into the relations between the curriculum and its social and economic setting. According to Ross (2004:8) a career guidance policy and strategy is desired to recover career guidance service in the KwaZulu-Natal Department of Education. A teacher counsellor is a teacher in high government school who has been assigned with the duty of rendering counselling or any kind of psychosocial provision to learners inside school premises (Frank 2013:79).

2.9 White Paper on the development and promotion of tourism as a subject in South Africa.

In 1996 White Paper on education and training was presented to offer rules on post-apartheid education policy and to offer a combined method to education and training the White Paper on tourism (South African department of ecological affairs and tourism 2012) points out that South Africa has a great potential for growing the tourism industry to triple its involvement to national earnings and at least to double its foreign exchange incomes (Saayman, 2013:20).

There are often no other opportunities for economic engagement except tourism – both domestic and world-wide, the 1996 White Paper on The Expansion and Promotion of Tourism identified the significance of tourism to the poor (Armstrong 2002:4). Tourism and hospitality careers in South Africa are not held in high respect as being capable to offer long term and wealthy careers and as an international industry it is characterized by a huge range of perceptions which include low salaries, poor working situations, unsocial operational hours, high level of staff turnover, little skills, seasonality, and high mobility (Bamfort, 2012:1).

According to City of Cape Town (2005:4) the White Paper was established through a long and inclusive consultative procedure that explored the advantages and restrictions of promoting tourism growth, the White Paper stressed that tourism had mainly been a missed chance for South Africa, and discovered that tourism preparation had been incompetently resourced and subsidized, with insufficient ecological protection, infrastructure growth, and little integration of either local communities or previously neglected groups.

The White Paper classifies tourism as a sector which might offer the country with an engine of development, capable of dynamiting and rejuvenating other segments of the economy (City Cape Tourism Department 2005:4). The White Paper calls for a distribution of resources now in place within the system and how these resources and capacities can be established so that they are usable in the prevailing context of the tourism system (Moping, 2005:3). According to Nel (2008:238) the White Paper adds that the inspiration of community involvement and the sustainable managing or resources. It places strong importance on tourism growth that is driven by the private

sector, with government's part limited to providing a facilitating contextual framework for its growth (Nel, 2002:238).

The 1996 Tourism White Paper (RSA1996) classifies the need to encourage parent involvement in tourism where's many high schools have embarked upon what often sums to pro-poor tourism growth policies in highest schools (Etiene, 2002:235). According to Nkumane (2011:6), the White Paper planned to grow and manage the tourism industry in an accountable and maintainable way so that the South African tourism industry would develop a leader in accountable environmental practices.

Main elements of its approach were recognised as:

- Valuation of ecological, social and economic influences of tourism growths.
- Observing of tourism influences with open disclosure of information.
- Participation of local societies in preparation and decision-making.
- Guaranteeing the participation of people who benefit from tourism.
- Maintenance and reinforcement of natural, economic, social and cultural diversity.
- Maintainable usage of local resources.
- Prevention of waste and over-consumption (DEAT, 1996).

2.10 Conclusion.

This chapter has reviewed the literature by outlining the vital points relevant to high schools in Umlazi in KwaZulu-Natal. These points comprise studying tourism as a career, factors influencing learners in studying tourism, tourism as a learning area, and how the role of teachers in making learners aware that it is an important profession. Challenges facing tourism teachers, the department's role regarding tourism as a high school learning area, and the White Paper on the growth and promotion of tourism as a subject were debated.

CHAPTER 3 : RESEARCH METHODOLOGY

3.1 Introduction.

Relevant literature has been gathered from various sources to elicit the required information, serving as the stepping stone of this research as it epitomises and sheds light on the way forward for the empirical data collection phase of the research study. This chapter presents the research methodology of the study together with the research design in the form of relevant and appropriate tools or instruments used to collect data from the target population, sampling method, reliability and validity of the study, pilot testing, study delimitation, and ethical considerations. A qualitative approach is used in this study with the targeted population being explicitly stated. The researcher ensured that sampling choice was determined by the objectives of the study and this was achieved through questionnaires that were drafted bearing in mind the research questions of the study that were directly related to the objectives.

3.2 Research design.

According to Khan (2008:23) research design is an idea of how the study is to be conducted; it is also a plan that predicts ways in which to collect and examine information through a well-developed plan, in order to assist the researcher, avoid errors (Denscombe, 2010:55). As above-mentioned, the study used the qualitative approach method. A qualitative approach in this study was helpful to have an in-depth understanding of the attitudes, opinions and perspectives of learners and how the teachers feel to be teaching tourism.

Qualitative research is a useful methodology when trying to make sense of the meaning creation of the participants' world views (Dane 2008:56). According to Dane (2008:56) qualitative research design has been known to lend itself to the discovery and capture of rich meaning in data collected, it gives the researcher an inside perspective that is not only thick and detailed, but also exploratory in nature. The researcher gained a broad understanding of how the learners perceive tourism as a career of choice, subject challenges and needs and the subject-choice workbook: A Guide for Schools into higher education (Dane :2008:56).

3.3 Research objectives.

The study was informed by the following objectives:

- To investigate high school learner's perspectives on studying tourism as a learning area bearing in mind what the future holds in terms of job opportunities that are associated with tourism.
- To examine other underlying factors that influence high school learners when choosing tourism as a learning area.
- To disclose or reveal perceptions and challenges faced by tourism teachers together with learners regarding the choice of tourism as a learning area.

3.4 The key research questions

- How do high school learners perceive tourism as a career subject?
- What role do tourism teachers play to ensure that tourism is perceived as a significant career choice by learners?
- What challenges do teachers encounter regarding the study of tourism as a career of choice for learners and how are those challenges are being addressed?
- What challenges do learners encounter regarding the study of tourism as a leaning area?

3.5 Target population.

According to Someketh and Lewin (2011:169) the target population refers to the subgroups of the total that is made up from the units from various subgroups in which the researcher might be interested. In this study the target population refers to the population of two high school learners studying tourism in grade 10 and grade 12 and their tourism teachers who teach in these respective high schools at Umlazi Township.

3.6 Sampling method / size.

Sampling method is the process of selecting the sample from a population to obtain data regarding a phenomenon that symbolises the population of interest (Olsen, 2012: 28). Sampling is the study of the affiliation between the population and the sample drawn from it, aiming to determine some characteristics of a certain population

(Phelps, Fisher and Ellis, 2010: 119). Sampling is a finite part of a statistical population whose properties are studied to gain facts about the whole. When dealing with people, a sample can be defined as a set of respondents (people) chosen from a larger population for the purpose of an investigation.

According to Mbalwe (2004:65) sampling is referred to as a process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample, one may generalise results back to the population from which they were chosen. Sampling is related to the size of the total population from which your sample is being drawn (Thornhill, 2003:155).

This study was based in the KwaZulu-Natal province, in Umlazi. The study uses purposive sampling with the population of 120 learners and 4 educators which in total translated to the sample size of 124. The final sample size of learners was 115 learners because five questionnaires were not returned, meaning a final sample total of 119.

Umlazi is situated at eThekweni District, a metropolitan area of Durban (Shabangu 2013:70). The size of the sample was also influenced by the relative homogeneity of the population and the desired degree of reliability for the purposes of the investigation (De Vos, 2009: 191). The schools that the researcher used presented similar features in their curriculum in addition to tourism, they offer mathematics, science, economics, management sciences, and humanities.

As aforementioned, this particular research study used a sample size of 120 learners selected from two high schools at Umlazi district in grade 10 and grade 12. The study was represented by 30 learners per class which explicitly translated to a total of 120 learners of both genders excluding teachers. The number increased to 124 due to the inclusion of four teachers who also participated as respondents. The inclusion of teachers was significant for two reasons: to elicit information and for the sake of validating data since learners and teachers are two sides of the same coin.

According to Someketh and Lewin (2011: 61) the participants or elements of a population are referred to as components of investigation. This study identified respondents that are of interest to the study and were able to answer all the research questions. The information from every study subject selected for this research is potentially valuable, therefore a purposive sample was chosen for this study. The

researcher approached key members of the school who were able to provide an insight into the subject area and would help answer this study's research questions. This is the suitable sampling method for in-depth research that does not wish to draw generalizable conclusions appropriate to a wider population (Bryman, 2008: 32).

3.7 Measuring instruments.

According to Lemeshow and Levy (2008:130), a questionnaire is a collection of predetermined questions which captures data from the respondents or population. Unstructured interviews of open ended questions were also used in the study and they were specifically adopted for four teachers who became part of the study as already indicated from above and the researcher considered this type of an instrument as the most suited, appropriate and applicable for teachers as they were quite handful.

The questionnaires used for quantitative data collection in this study consisted of closed-ended questions related to biographical variables of the respondents: age, race, and gender. Questions for the questionnaires were written in simple English language especially because it needed to be borne in mind that respondents were second language speakers who were taught tourism through English as medium of instruction. Questions were clearly formulated and accompanied by succinct and clear instructions.

All respondents' participated voluntarily with all the ethical principles being assured, with the aim of adhering to social justice. Informed consent was obtained for these reasons and to respect human rights. Teachers were interviewed since they were a small number as compared to the learners. That is why an informed consent was obtained as to respect human rights.

3.8 Data collection.

According to Denscombe (2010:94) the data collection method selected has a main impact on how different activities for the rest of the research project are engaged in; it is also a vital aspect of the research process. Quantitative data collection was by means of a demographic questionnaire and qualitative data collection was by means of unstructured interviews with both learners and teachers. The 120 questionnaires were personally handed over to the learners in two high schools.

The researcher opted to use an unstructured interview method with open-ended questions for data collection. Denscombe (2010: 167) notes that data collection is an important part of a problem-solving process. The interviews involved four teachers teaching Tourism from both high schools. The choice and design of interview questions was informed by the amount of the research problem, the demands of the research questions and the scope of the research aims.

3.9 Structure of the interviews

Interviews are a foremost group of methods for gathering information through questioning and recognised as being some of the utmost effective ways of gathering data in tourism research and it is a managed verbal exchange and as such its effectiveness relies on the communication skills of the interviewer (Brown, 2014: 2). These contain the skill to clearly structure questions, listen attentively, silence, probe or prompt appropriately and reassure the interviewee to talk freely, so as to make it easy for interviewees to reply (Phelps, *et al*, 2007: 26). Teachers could be probed during interviews so as to ensure that detailed information is given as accurate as possible. Teacher's responses were captured by being transcribed and through tape recording and the notes were taken by the researcher.

According to Dane (2008:60) interviews offer admittance to the perception of those interviewed start with the assumption that what they have to say is significant, also interviews permit participants to express their views freely about their perceptions and experiences without being restricted. One of the major advantages of unstructured interviews is that they are flexible since questions can be altered and changed depending on the respondents' responses and the interview can deviate from the interview schedule.

Dane (2008:18) posits that the format agrees for a flexible, interactive procedure where both interviewer and interviewee can take an active role in co-operating, answering, listening and talking. Therefore, rather than being bound by a predetermined set of questions, the respondent and researcher are free to present new themes and follow up on interesting conversational angles (Bryman, 2008: 38). All the interviews were conducted by the researcher and those who participated in the interviews were motivated to give expression to their opinions thoughts and aims. The interviews were all conducted during daylight hours. The rationale for conducting the

interviews during daylight was to gain trust from the respondents and also to give the respondents the chance to see the researcher face-to-face without any uncertainties. Learners were interviewed in classrooms that were available at times that were suitable for them. Teachers were interviewed in one of the staff rooms.

The interviews were conducted in English, but the researcher explained to the respondents that they were free to answer in isiZulu if they were more comfortable in doing so. The researcher is fluent in both English and isiZulu. Data collection took place by means of a survey that contains the quantitative questions. Questions were designed with primary ended questions and highly unstructured interviews. The average length of the interviews was 40 minutes, the shortest interview lasted for 32 minutes 12 seconds. The lengthiest interview lasted for 1 hour 20 minutes and 42 seconds.

According to Horrocks and King. (2010:60), advantages of using interviews is that the researcher can read non-verbal cues to be able understanding of the verbal replies and get in debt information on a specific area, also the researcher through interviews can be able to perceive and know whatever is revealed by the participants by prompting and probing. The limitation was the reluctance of the respondents to provide detailed information and the issue of a venue. The staff room was made available by the principal to carry out the interviews with the teacher respondents. Interviews were time consuming and lack of standardization was inevitable, raising concerns about reliability. Furthermore, the participants were not willing or feeling comfortable to share everything with the researcher.

The interviews had the same format and sequence of words and questions for each respondent to ensure reliability and validity. Participants were encouraged to talk freely about their feelings and experiences in relation to the questions and to tell their stories (follow-up probes were used to get more information). The researcher made handwritten notes during the individual interviews. This helped the researcher formulate new questions as the interview moved along, especially to verify something that was said earlier. Taking hand notes was also useful for pacing the interview, as well as facilitation of analysis by locating key quotations from the tape itself.

As it has been repeated stated somewhere above, the researcher handed questionnaires to the learners to answer various questions that are linked on how they

perceive tourism as a career of choice, challenges in studying tourism, reasons or influences that to choice of the learning. The questionnaires were divided in part A, part B and part C. Part A were questionnaires prepared for grade 10, part B grade 12 and part C were questionnaires for teachers.

According to Kim (2008:60) advantages of using interviews are that the researcher can read non-verbal signs to allow understanding of the verbal responses and get detailed data on a specific theme. The collected information was captured and analysed. Data was categorized and individual themes identified and analysed. The main data preparation methods for qualitative data contain data-editing, data-coding and data-capturing (Gates, 2010: 132).

The researcher also guaranteed that the information received from the participants was private and confidential. This benefited the researcher since the researcher obtained a lot of information from the learners as they knew of their anonymity and confidentiality. The teachers were also interviewed in debt interviews were also conducted with the use of an interview guide containing a demographic section as well as central question to focus on the discussion.

3.10 Data analysis.

Qualitative data analysis can be passed out by forming data into groups on the basis of themes, ideas or related features. The qualitative researcher grows new ideas, expresses conceptual definitions and examines the relationships among concepts (Neuman, 2006: 82). According to Lancaster (2005: 18) analysing data is the method of turning data into information. Information is data in an arrangement which can be used for insight and decision-making.

The key purpose of analysis was to filter big quantities of data into methods that was more readily managed and absorbed and also to eradicate data that was not appropriate in the setting of the research project. Connected to extraction, data analysis must also assist to categorise data. Grounded on the theory and literature presented in Chapter 2, themes were identified based on the findings from the unstructured interviews.

According to Creswell (2009:184) data analysis follows numerous stages which comprise:

- Establishing and formulating data for analysis;
- Attaining a general sense of information;
- Coding and classifying the key themes;
- Representing the key themes in a qualitative narrative and
- Understanding data in relative to the literature or theories.

The researcher transcribed the interviews. Using these transcriptions and her field notes the researcher developed general themes from the research findings. Phelps, Fisher and Ellis (2005: 69) attest that the field notes can be defined as in depth notes made by hand, tape recordings and observations that are gathered during qualitative interviewing and the collected data is captured and analysed. Data is categorised and individual themes are recognised and analysed. The key data preparation methods for qualitative data contains data-editing, data-coding and data-capturing (Gates, 2010: 132).

The evidence gathered through interviews was also collected by using a voice recorder edited and transferred into a hard-copy format. The information was then coded per objective and categorised accordingly. Data analysis enables relationships and particularly causal relationships to be identified.

3.8 Pilot testing.

Pilot testing is considered important for the success of a survey and assists ensure people in the sample are capable of finishing it as it is considered essential for achievement of a survey (Someketh and Lewin, 2013:49).

The researcher conducted pilot testing in two schools at Umlazi in the study area prior to the actual study. This was done in order to come to terms with the challenges that could be faced in terms of what could possibly compromise the objectives of the study and its validity. Pilot testing is considered essential for the success of a survey and helps ensure individuals in the sample are capable of completing it as it is considered essential for success of a survey (Someketh and Lewin, 2013:49).

According to O'Leary (2014: 206) pilot testing is important and permits a researcher to test questionnaires with a group of respondents that have a related background to

the actual sample. A pilot testing of this study was conducted with a sample of 120 learners from two high schools at Umlazi. These two high schools were selected because they were offering tourism as a subject in their schools. This process sought to anticipate any errors or ambiguity in questions that needed to be identified in order to uphold accurateness, before the data collection process began. The interview questions were also taken to an academic editor before the data collection process commenced.

A pilot study was conducted with four participants that is two teachers and two learners and these participants did not form part of the main study. It was conducted so as to evaluate whether the research questions were realistic and workable, to identify logistical problems which might occur using proposed methods and to develop a research question and research plan. The results of the pilot study showed that the interviewing skills of the researcher and the data analysis approach were satisfactory and no alterations were done after the pilot study. The aim of the pilot study was to determine clarity of statements and potentially difficult open-ended questions on the questionnaire. This procedure required to anticipate any mistakes or ambiguity in questions that required to be identified in order to maintain accuracy, before the data collection process began.

3.9 Delimitations.

Delimitation refers to the way a researcher sets out the limitations or boundaries of the study (Khan, 2013:2). Due to time, convenience or proximity and resource constraints, the study only focused on two high schools at Umlazi. The findings of this study are understood based on the views and opinions of the research sample identified.

3.10 Limitations.

One hundred and twenty questionnaires were distributed but five were incomplete, which limited the findings of the study. The sample population selected for this study was limited to respondents at high schools at Umlazi in Durban KZN. The findings of this study are interpreted based on the views and opinions of the research sample identified in Chapter 4 only. The research specifically intended to address the issue on how to perceive tourism as a career of choice in high schools. Thus, this research was restricted both in terms of the variables and the study area.

3.11 Reliability and validity.

Reliability and validity are not separate ideas but have a relationship to each other, reliability is where the concepts and methods of measurement are the same, while validity describes the situation where concepts and methods of measurement are different (Sachdeva, 2009: 72).

According to Schindler (2003: 121) validity and reliability are non-negotiable for evaluating a measurement tool when a research project is planned, validity answers the question as to whether the instrument measures what is intended and reliability addresses the extent to which the data collection procedure selected produces the same results on repeated trials. According to Miller (2007: 21) the two most important and fundamental characteristics of any research procedure are validity and reliability. According to Golafshani (2003:86) the significance of these two non-negotiable by referring to reliability and validity as tools of an essentially positivist epistemology.

3.11.1 Reliability.

Reliability refers to the extent to which the obtained scores may be generalised to different measuring occasions (Kruger 1999:143). Reliability is one of the most needed technical qualities in any educational research as it guarantees the possibility of replication, that is to say within a certain limit of experimental or random error, if the same approaches are used with the similar sample, then the consequences must be the same (Morrison, 2008:256). According to Cohen (2008:257) reliability in quantitative research is viewed as being synonymous to dependability, consistency or reproducibility over time, over instruments and over groups of respondents.

The instruments used in this study were questionnaires and unstructured interviews that consisted of open-ended questions that could be probed in order to ascertain clarity for the sake of reliability. Joppe (2000: 17) notes that reliability is seen as the extent to which results are consistent over time and are an accurate representation of the total population under study, if the results of a study can be reproduced under a similar methodology, the research instrument is considered to be reliable. Punch (2005:95) concurs that reliability refers to the central concept in measurement. In order to ascertain the reliability of the research findings, the interview questions were piloted

to ensure that the questions were clear and that respondents did not come across any redundant complications when answering the questions. Reliability was also ensured by selecting a sample that was guaranteed to provide precise and suitable information to answer the study objectives. The reliability of this study was further assured by the extent to which the questionnaires and unstructured interviews were carried out.

According to Joppe (2000:17) reliability is defined as the extent to which results are consistent over time and are an accurate representation of the total population under study, if the results of a study can be reproduced under a similar methodology then the research instrument is considered to be reliable. Reliability was also ensured by selecting a sample that was guaranteed to provide precise and suitable information to answer the study objectives. The reliability of this study was further assured by the extent to which the interviews for both unstructured interviews and questionnaires were carried out. The researcher explained all questions to respondents in their indigenous language to make it easier to comprehend.

3.11.2 Validity.

Validity specifies the degree to which the scores are dispersed or different from one another (Durrheim 2013:53). Validity is measured as significant since the aim of the study need be representative of what the researcher is examining (Phelps, Fisher and Ellis 2005: 9). According to Creswell (2015:160) validity is made up of three traditional forms which are content validity (content aimed for), predictive validity (criterion measure and correlation of results) and structural validity (measurement of hypothetical concepts).

The aim of the study was not to generate generalizable results but to investigate whether the learners from two specific high schools choose tourism as a subject so as to expedite career opportunities. The information collected from the study area and the ultimate findings of the research study are required to be valid and usable (Mentz, 2012: 43).

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform, a qualitative research, validity is important in order to check the accuracy of the research findings (Creswell, 2009: 96). The respondents were interviewed separately and this action allowed the researcher to

attain further insight and information on the topic thus guaranteeing the validity of the study. The respondents appeared to be in a comfortable frame of mind as they were interviewed individually.

The study was further validated by the use of data triangulation, which helped in crosschecking the findings. The researcher combined numerous concepts, information sources and approaches, and the researcher examined the approach employed by other researchers related to the subject to authenticate the research findings. Lastly, the study was validated through the usage of numerous sources of data collection processes comprising interviews, observations, and tape recordings. The resulting study report was also submitted to a language editor for quality evaluation purposes.

3.12 Anonymity and confidentiality.

According to Mbalwe (2004:61) privacy of respondents is supposed to be applied in all methods in order to protect their identity and to encourage people to participate in surveys without fearing the disclosure of the identity. According to Bulmer (2004: 66) the ethics of confidentiality and anonymity are essential to societal beliefs that individuals matter and those persons have the right for their matters to be private.

According to Oliver (2003: 28) confidentiality can be explained as an explicit or implied guarantee by a researcher to a respondent in tourism research whereby the respondent is self-confident that any data provided to the researcher cannot be attributed back to that respondent moreover, the assurance of confidentiality transmits with it the additional implication that non-researchers cannot discover the respondent's identity therefore privacy is an active effort by the researcher to remove any trace of respondents' identities from the records. Anonymity is when respondents remain anonymous through the academic research study.

Respondents were told of their right to anonymity and confidentiality, they were assured that the names of the high schools and the respondents involved were not going to be revealed in the study. For the aim of this study, the collected facts will be kept and handled in a professional way in order not to expose the identity of the participants. Regardless of highlighting the importance of keeping confidentiality the literature on research design and the ethical codes of professional conduct offer

virtually no exact, practical guidance on disguising respondents' identities and avoiding deductive disclosure in qualitative research (Dogra, 2007: 56). Confidentiality and anonymity was explained by means of a consent letter before starting of the interviews and participants had the right to choose to partake or withdraw from the study. Study subjects were assured that all information provided would only be used for the purpose of the study and that it would be treated with utmost confidentiality.

3.13 Ethical considerations.

The demand for ethics in research studies is an important subject, particularly with regard to studies (Nchabeleng, 2013: 64). May (2011: 61) states that ethics attempt to establish codes and principles of the researchers 'ethical behavior. Respondents were informed of all the terms and conditions related to the completion of questionnaires. The researcher declared that these research findings were for his independent work, except where stated. Other sources are recognized, giving explicit references. The information and content letter clearly indicates that individual respondents' perspectives will remain unknown.

The main ethical consideration of this study is confidentiality of all information recovered during data collection.

The researcher explained the drive and aims of the study to all respondents and any questions were answered. All participants were expected to give written and verbal consent before participating in the study. Authorisation to make use of the audio-tape was included in the consent forms. Participants' identities and contact information was not recorded or used for the study for reasons of anonymity. Study subjects were informed that the processed data (thesis) would be made available to anyone who is interested in the study. Participants of the study were informed that they could withdraw from the study at any given time without any explanation. A total of 120 learners of both genders and four teachers making a total number of 124 were interviewed.

3.14 Conclusion.

This study used a qualitative design to gain an understanding of learners' perceptions of career development interventions within their disadvantaged contexts. The chapter

has looked at the research methodology and how the methodology was chosen. It also included the steps that were used in the methodology and the reliability and validity of the instruments that was used in the study.

Respondent recruitment, data collection and data analysis were discussed as well as pilot testing, scope and limitations, confidentiality measurement, reliability and validity, and ethical considerations. The chapter has also detailed the research process, focusing on the research design and construction of the research instrument and its administration, the collection, analysis and interpretation of collected data.

The researcher used a qualitative research design in the study's methodology to gain an understanding of what learners perceive regarding tourism as a career choice. The research instruments that were used to collect the data were interviews and questionnaires. The data collection procedure involved obtaining permission from the Department of Education and the schools to conduct the research as well as obtaining informed assent and consent from the participants. The researcher adhered to ethical procedures throughout the data collection process.

The research went smoothly and the learners indicated at the end that they enjoyed taking part in the survey as it opened up some questions they never thought about regarding choosing tourism at high school as a career choice. The level of their awareness was stimulated and that alone gave indication that it was worth going through some trouble in doing this study at Umlazi high schools.

The next chapter will report on the findings of the study by providing and analysing the data which was collected during the interviews and elaborating on the interpretation of the research results.

CHAPTER 4 : RESULTS OF THE STUDY

4.1 Introduction.

This chapter covers the data collection from two high schools at Umlazi in Durban, KwaZulu-Natal province. It mainly sets out the analysis of the findings of data collected, presented based on the research questions and research problem, which was addressed in Chapter 1.

The questionnaire of this study was designed with closed-ended questions, addressing the demographic information of respondents at the start. The main body of data was collected using semi-structured interviews with learners, teachers and has been analysed by means of content analysis, while data collected through self-administered questionnaires.

The data of this study is presented in relation to the themes that were formulated based on the research questions and the problem statement of the study. During the collection of data, the themes identified were:

- High school learners who perceive tourism as a career of choice;
- Tourism curriculum;
- The factors influencing learners;
- The role of tourism teachers to ensure that learners perceive tourism as a career of choice;
- Challenges teachers encounter regarding the study of tourism as a subject;
- The departmental role played in tourism as a high school learning area and
- White paper on the development and promotion of tourism as a subject in South Africa.

This section presents the results of the data collection and analysis. The chapter presents the findings from data obtained from the participants using two interview guides. The sample consisted of 120 learners and 4 teachers.

4.2 Demographic factors.

Table 4.1 shows the details of targeted sample size and the actual participants. The total number of sample size was supposed to be 124 including teachers from both high

schools. However, the final total was 119 respondents because 5 learner questionnaires were not returned. The demographic data of this section consisted of gender, race, and age.

Table 4.1: Sample size

	Targeted		Actual	
	Learners	Teachers	Learners	Teachers
High school 1				
Number	60	2	60	2
High school 2				
Number	60	2	60	2
Total number	120	4	120	4

4.2.1 Gender profile.

Gender differences play a role in subject choices, with perceived subject appropriateness or gender stereotypes affecting decisions (Stefanescu 2012:3). The gender profile of the teachers was two female teachers and two male teachers. Table 4.2 illustrates the gender profile of the learners.

Table 4.2 Gender profile of learners

Females	Males
54%	46%

Table 4.3 Learners perceiving tourism as a career of choice.

Learner's responses.	%
Learners that won't study tourism	48%
Learners who liked tourism and aimed at studying at tertiary.	30%
Learners who are eager to assist people to go to places.	22%
Learners claiming to be meticulous organizers of activities.	25%
Learners who did not have a clue of what tourism offered as a career.	25%

According to Pawson (2012:335) learners' motivation, perception and career choice decisions to engage in tourism encompasses their knowledge of and interest in the industry and is influenced by their parents, relatives, teachers, career counsellors, peers and even their own experiences as customers in hospitality or tourism encounters.

48% of the respondents claimed or confessed that they would certainly not follow or study a career in the tourism industry where's 30% respondents seemed to like tourism and intended to study it at tertiary level and they also perceived that being employed in the tourism industry is interesting since they presumed that it includes a lot of travelling. To these respondents learning new things is an everyday phenomenon.

The study also revealed that 22% respondents were eager to assist people who intended to go places. They believed that choosing tourism as a school subject would

fast track and expedite their wish to work in the tourism industry. 32% respondents claimed to be meticulous organizers of activities.

Although respondents had different perceptions towards choosing tourism as a career it emerged that 25% of them did not have a clue of what tourism offered as a career and they decided to do it because they feel as if it is not as challenging as other subjects. For instance, one respondent said “*I chose tourism because I wanted a subject that I can pass easily*”. In reality 78% respondents chose the subject simply because they were told to do so, as a result they perceived it as a subject that is less challenging.

According to Tribe (2009:5), perception of gender and peer groups as factors of high schools and tertiary learners differ significantly which influence their career.

Their perception was that tourism careers were:

- Little remuneration.
- Low skilled.
- Connected to a negative image to the extent of being jobs done by persons who are not educated and poor working situations.
- Exposed to poor management.
- Most of the jobs available are part time it's rare to be employed full time. The employee has to work as a casual for a long time before becoming permanent.
- Some of the employees are employed on certain seasons and if the season is over the employees stay at home till they can be called again on that season and the bad thing is the employee can't carry on with life like paying school fees for his/her, food etc.
- Most of the foreigners like this job.
- Devoid of a clear career structure.

The perception of a career in the tourism industry has developed more unfavourable over a period of many years (Nazli 2012: 49). According to Jameson and Holden (2005:11) negative attitudes are not only feelings that stop access, but also place a limit on a learner's education. If a person does not like tourism, he or she may feel nervous when expected to apply it.

The attitudes of learners towards a subject have an influence on their accomplishments; if learners have a positive attitude to a subject there is a high chance that they will have a positive attitude to a likely career in the tourism industry.

4.4 Attitude of learners towards employment in the tourism industry.

Table 4.4

Learner's attitude towards tourism industries.	PERCENTAGE.
Poor pay	54%
Unsocial hours and boring work	45%
More job opportunities awaiting ahead.	32%
Long working hours.	65%
Uneducated employees in the tourism industry.	48%
Stressful job.	52%

The study revealed 54 % respondents have negative attitudes towards a career in tourism and when learners were asked about poor pay in the industry, 54% of them were not satisfied about the salaries. 45% also complained about unsocial hours and they said that it is boring to work for the industry. The learners said that career opportunities with decent incomes are limited within the tourism field and they said that employees working in this industry are struggling and they do not have properties and cars. 32% agreed that there are job opportunities awaiting them after they have completed or finished studying Tourism.

65% of the respondents were not happy about long working hours; they said the people working in the industry do not have a life and is also one of the reasons why the learners had a negative perception towards tourism as a career. They said that the working hours of tourism establishments are anti-social as they work seven days a week with no breaks even on important public and religious holidays.

48 % of the learners criticized the tourism profession saying it is full of people who are uneducated saying that they think it is going to be difficult to get promoted since perhaps enterprises will consider people with more experience i.e. workers who are uneducated but who have worked in the industry for years i.e. having long term experience which made them to be promoted and work with the qualified employees. They feel that people from outside who do not know about their qualifications will think they are uneducated since the industry has many people who are uneducated. 52% learners said the job is very stressful.

4.5 Things mattered most when thinking about tourism careers.

Table 4.5

Important things in tourism careers.	%
Difficult in balancing home life.	45%
Learners like working with people.	56%
Enjoy working in a quiet place with not many customers.	30%
No job security.	40%

When learners were asked what mattered most when thinking about the careers, 40% of the learners said job security in tourism is not certain since most of the employees working in the industry are retrenched if the hotels and places of entertainment are not busy. 45% of the learners said balancing home life and work is very difficult when you are working for this industry since they also work night shifts and overtime. 35% learners said they would not have a problem since they do not intend to commit themselves in marriage soon.

When the learners were asked whether they are able to work with others, 56% said they like working with others and working in teams. 30% learners disagreed with the statement above. When they were asked about flexibility of working arrangements, 62% did not agree with flexibility since they said when you are off you normally commit yourself to do other things and go to places, so in this case it is going to be difficult for

them to be available in a flexible way. 38% don't have a problem with that and that they are very flexible.

4.6 The tourism jobs that interested learners as future careers.

Table 4.6 Jobs that interest learners.

Jobs that interest learners.	%
Learners who likes to be pilots, engineers, accountants etc.	64%
Learners who likes to work with animals.	20%
Enjoyed working as chefs.	38%
Interested in doing projects, designs and build things.	40%
Seeing tourism as not offering good prospects for their future.	60%
Tourism seen as not their permanent profession.	64%

Study revealed that 64% of the learners would like to be pilots, engineers, doctors, tutors etc. since they said people in other professions are earning a lot while some of the learners (especially girls) responded by saying they would like to be hostesses and travel around the world. 20% learner's said they like working with animals and would like to work in a zoo or nature reserve and they like interaction with visitors as they would be talking about what they really like most and this would make them to excel in doing their job since they love what they are doing.

38% learners said that they like cooking and they would enjoy working as chefs in hotels or restaurants. They also intend to create a positive image of those hotels or restaurants by cooking delicious food for their customers and by doing that the business would make a good profit. 40% of learners wanted to do projects, design and build things; apply principles to real-life situations; work with their hands; do drawing.

60% learner's perceived that the industry does not offer good prospects for their future employment. 64% of learners did not want tourism careers to be their permanent professions only one or two thought tourism jobs were challenging, exciting and could

broaden their information. In their eyes, tourism jobs were short-term professions and the best time to work in tourism was when they were young.

4.7 Factors influencing learners to study tourism.

Table 4.7

Opportunity factors.	%
Learners choosing tourism because they liked it.	38%
They choose tourism, believing that it's easy and chances of passing matric are high.	20%
Personal factors influencing learners.	%
Parents, relatives and peers influencing learner's choices.	38%
Parents as key drivers behind the learners choices.	42%
Environmental factors that has influenced learners.	%
Media influence.	33%
Influenced by entrepreneurs.	25%
Influenced by tertiary institutions.	%
Influenced by advertisements made tertiary institutions.	19%
Technical schools convincing them to choose it.	38%

According to Pawson (2012:335) learners' motivation, perceptions and career choice decisions to engage in tourism include their knowledge of and interest in the industry and is influenced by their parents, career counsellors, friends and even their own experiences as customers in hospitality or tourism encounters.

According to Stefanescu (2012:14) the tourism industry is plagued by high levels of failures or movement to other career areas within relatively short periods. It seems that most high school learners regard the tourism industry in one of two ways, either

wholly negatively in which case they choose another career direction altogether, or in an illusory way influenced by the image projected by popular media. Learners' career choices are influenced by many factors including outcome expectations, individual variants such as gender, personal interest, education experiences, ecological factors and individual contacts (Edwards, 2011:86).

The findings of this study is that selecting tourism as a career by learners from these two high schools is influenced by numerous factors comprising subsidy, type of school attended, cultural factors, race and gender factors as well as job experience, individual factors, status, lifestyle preference, personality type and obligation. In total, factors such as interest, challenge, and variety in a profession, inspiration to assist other people, financial reward and personal aims are important objectives of career choice. 74% of the learners said that they need to know about themselves with regard to career growth, since it allows them to implement their self-concept which is influenced by internal and external issues.

According to Case (2003:73) factors influencing career choice might vary and the reasons for learners to select tourism can be defined by the following groups:

- **Socializers:** Suggested by teacher, parents or close family (not necessarily those in the tourism industry); influence of relatives or friends who are studying tourism and in the tourism industry; suggested by aptitude test.
- **Manual activities:** Want to design and create things; apply suitable principles to real-life situations; enjoy doing or working with hands (being creative with more skills); enjoy drawing and designing.

Work related factors are also important while choosing a career. Work related factors comprise working hours (whether long or working too many night shifts), poor working circumstances and expected salary (Bayat, Louw and Rena 2014:671).

According to Zhang and Wu (2014:1) factors affecting career choice in tourism as subjects are:

- Type of work;
- Communal status;
- Industry-person friendliness;

- Physical working situations that are not suitable;
- Salary/fringe benefits;
- Promotion is not something than is done easily in this field;
- Colleagues;
- Managers; supervisor's and
- Obligation to the industry.

In both high school's learners made career choices based on limited factors including family and individual demographic features, parents' education, and social class, and such factors such as acculturation and discrimination.

4.7.1 Opportunity factors.

38% said that technical schools who normally come to their high schools to recruit learners to study for skills in technical careers are very convincing since 30% of the learners then make a decision to choose tourism as a career. The learners were also influenced by issues such as non-discrimination of gender, promotion opportunities, and physical working conditions which play a major role in inspiring most learners to select tourism studies.

All of the learners (100%) said that being taken for tours to places like zoos, snake parks etc. really motivate them to study the tourism as a subject, which is what happens at tertiary institutions. **4.7.2 The influence of parents, relatives and friends on respondents to study tourism.**

The study revealed that 38% learners were influenced by their parents and friends to study tourism. The study revealed that parents persuade and influence their children to study tourism simply because they know the careers and job prospects in that sector.

4.7.3 Personal factors.

Attitudes are to do with people's emotions and how this influences their behaviour. Learners in the process of making a career choice will often make a similar choice to their mother's profession, mothers provide support that eases the learner's apprehensions about the careers so they play a major role in career choice. Parental involvement can manifest itself in conduct such as parent-child debates, the

monitoring of educational support policies, parents acting as professional counsellors, and in terms of them providing social capital, such as passing on information of opportunities and creation introductions for the learners.

Role modelling, expectations and inspiration are indicators of parent participation (Liu 2009:85). 25% teachers decided to be like parents which are the major players on the career paths that young people eventually follow. Parents had influenced their career choices with girl's career choices being influenced by their fathers as well as employed and educated mother's female role models also applied a solid influence on girl's choice concerning furthering study and careers (Liu 2009:85). 42% of the learners claimed that their choice is being made collaboratively with their parents are the key drivers behind their actual choices in making career selection. 42% learners were influenced by people around them and those close to them for various reasons

4.7.4 Environmental factors.

33% of the learners was attracted on television adverts which has influenced them. 25% learners were influenced by successful entrepreneurs who have invested in the industry. The absence of influence by legends might imply that the tourism career has no negative myths attached to it (Wafula 2012:87).

Learners were asked whether they had people close to them such as relatives, friends, neighbours and parents, working for the tourism industry and 58% of the learners from the first high school said they did, although they were not educated, while only a 41% of respondents from the second school knew people working in the industry. 40 % of the learners want to work for the industry to gain experience and then leave afterwards to work for better companies, being critical of the industry saying that they would not grow in the industry.

4.7.5 The influence of tertiary institutions on learners to study tourism.

The study revealed that although 79% learners are being compelled by many circumstances including curriculum change and other factors to do tourism, respondents reported that institutions of higher learning come and visit them in their schools and this visitation mostly occurs at the beginning of the year. 19 % said they had been influenced by advertisements made by certain institutions to choose a career. This is when their perspective about what the job market offers regarding

careers that are associated with tourism changes positively since curiosity and interest in the subject is triggered.

The study revealed that personal factors especially family custom, gender, different grades attained in high school and salary of those in the industry influenced their choice of tourism career and the study discovered that they have a personal interest in studying tourism as a subject, having grown an interest while in school that pushed them to follow a career in tourism. The study revealed that 62% of the lifestyle of those already working in the tourism industry appeared to have influenced some learners to select that as a career. Grades attained did not influence learners to take a career in tourism since 50% of the learner's disagreed with grades being an influential factor (Kwok 2012:87).

The study showed that in both high school's learners were still capable of being influenced significantly by their Interactions with both peers and teachers.

4.8 Career guidance offered in high schools.

Table 4.8

Career guidance offered in both high schools.	%
First high school.	%
Learners do not receive career guidance.	65%
Unqualified teachers and subject counsellors.	35%
Second high school.	%
They do not receive guidance at all.	78%
Unqualified teachers and subject counsellors.	48%

The more time an individual devotes at the same high school the more aware they develop of the programmes obtainable at their high schools (Mbwale 2004:30). In both high schools there was a problem with career guidance offered in schools, being

impacted by lack of finance which therefore led to lack of career information, poor academic performance and unsatisfactory career counselling for learners.

65% of the learners felt that they do not receive adequate assistance within their high school with regards to career guidance and subject selection. 15% of the teachers discriminate against learners in such a way that if a learner fails and repeated a class, the teacher will continue to embarrass the learner by saying "*the one that is repeating school should explain what she or he is writing on the board*" and this has discouraged the learners from coming to school, enrolling tourism as a subject and this has caused them to hate tourism and they also negatively influenced other learners from studying it.

The study revealed that 87% learners are not offered career guidance while still new coming from the primary schools and they ended up to more than four years at the same high school without any education on career guidance offered at their high school. The second-high school respondents said new learners who joined the schools later than in grade 8 were not introduced to school programmes. When the learners were asked to indicate whether career guidance was offered at their previous schools 37% of the learners who took part in the study confirmed that they received career guidance and counselling related to career choices, while most of them indicated that they had not received career guidance or received little guidance.

4.9. Lack of proper guidance.

35% of the learners knew how to obtain information on possible careers and but they also said that they needed some coaching on how to assess different careers and get the information they needed. This is in agreement with the literature, which indicates that career guidance provides information about self, work and life skills such as decision-making while 31% indicated that they were not sure how to obtain career advice.

Some respondents indicated that even if they knew where to obtain information on career guidance the resources regarding career choice were limited. Respondents who were in grade 12 gave a higher indication that career guidance was offered compared to the respondents who were in grade 10. They were aware of where to obtain information about career choice. This confirmed finding from the literature,

which indicated that career education in schools concentrates mostly on learners who are about to leave school.

The problem may be that what the schools offer or cover in career education or career guidance. 82% of the respondents said they do not have qualified school counsellors, and they complained by saying they do not receive basic information at their schools. In both high school's teachers responsible for career education are not qualified to apply psychological tests as tools, which could provide needed information about individuals' characteristics and expected behaviours regarding career choice. Due to them not been qualified, they may even misinterpret and using available psychological information to the learners wrongly. Therefore, 72% learners said career guidance needs to be offered to all learners in schools in order to provide the needed information about career choices.

The study revealed that qualified career guidance teachers need to be employed in every school so as to avoid the situation where the school they attended prevented them from entering the career of their choice. Four teachers (100%) from both schools complained about the lack of school facilities such as libraries and subject choices offered at their schools. Another reason respondent gave for not choosing a career is that there was the lack of efficient teachers. 63% of the learners blamed the particular schools they attended for not having the subjects that they would have liked to choose.

The study also revealed that career counselling, study skills and decision-making skills were high among the counselling needs of respondents. According to (Mbalwe 2014:78) career guidance is a key instrument to guide learners in life, it is supposed to guide learners in career choice, but also about life in general and learners who did not go through career guidance and counselling could be deprived of significant information, which could change their lives. Learners said career guidance can also stop some of the learners from making wrong career choices. In both high schools, career guidance was not offered in schools from an early stage.

70% of the respondents said that some learners start their school career without going to pre-school, where some of the information could be given to them. This could be basic information about every person being special as an individual, or information about various possible careers. Even if this happens at such an early stage, one may forget later and need to be reminded. Learners from the above mentioned schools

were not effectively exposed to career guidance, therefore their career developmental process might be negatively affected. The learners might not sufficiently be aware of their capabilities and interests as well as not be well prepared to take career choices (Mbalwe 2004:66).

40% of the learner said they needed more experienced teachers, with some adding that tourism teachers do not know how to teach. The teachers fail to arrange tours for the learners in order for the learners to get exposed to the field. 20% learners said the teachers are never in classroom or give the responsibility to a learner in class to educate. They said that teachers need to attend to them more, they need teachers to teach them more.

4.10 Learners experiencing challenges in studying tourism.

The study revealed 87% of the respondents complained and said they experience some challenges e.g. they do not go for tours since they do not have money to pay for the trips since they are coming from poor backgrounds and due to this problem of this problem they ended up being left out from the real-life experiences which would further their studies and bring them benefit in the future. The learners complained by saying they struggled to get transport to deliver them at their homes if they left school late for instance after an extra class.

Most of them are travelling with trains so they are forced to stay at the stations, waiting for trains that travelled at specific times and this affects them a lot since they are in danger waiting at stations. In addition, some of them are supposed to cook at home since they are staying with their grandparents, so when they arrive late they still have to cook and they do not have enough time to do their homework since there are exhausted. Other respondents are fine with everything – they've got money to pay for the trips and they do not struggle for transport when it is late.

4.11 Plans after completing school.

Table 4.9

Plans after school.	%
Interested in studying other professions.	52%
They will study tourism in tertiary.	32%
They will look for jobs since they don't have money to further education.	16%

A career in the tourism industry is sensational, development oriented and provides rewarding prospects for hardworking learners who have a taste for entertaining visitors. The tourism industry can offer lifetime careers in a variety of parts ranging from Promotion to catering, engineering to human resources and from security work to bookkeeping (Karmarkar 2014:102).

Learners were asked to indicate what they wanted to do after completing school. 82% of the learners mentioned careers involving studies such as doctor, accountant, engineering, teacher etc. 68% of the learners said they would look for jobs because they could not afford tertiary education.

4.12 Teacher's role in teaching tourism as a subject.

According to Go (2011:62) teachers must play a role by improving learners experience, they must be involved in the different phases of planning and establishing of field tours i.e. pre-tours stage where teachers need to prepare learners for learning during the field trip by providing lessons, guest speakers, or related projects; during the on-trip stage the teachers should perform the role of a facilitator and mediator and the teachers should permit learners to do active learning and independent participation.

According to Quezada (2004:458) schools need teacher candidates to take a subject in diverse education to promote matters of diversity, peace education and social justice within the curriculum. South African learners were found to have a poor image of

guidance teachers and teachers overrated guidance teachers as learners most favoured source of assistance and underestimated parents and peers as preferred sources of assistance (Quezada, 2004:21).

In a study conducted in Papua New Guinea by Quartermaine (2001:21) the results revealed that the teacher should use programme resources, like annual teaching plans and teacher guides, as well as workbooks or electronic media and valuation strategies, to plan activities that will help learners reach the learning outcomes.

The outcomes method has two purposes. They are:

- To prepare all learners with information, understandings, skills, attitudes and moral standards required for future achievement.
- To develop programs and opportunities that maximise learning.

The learning of tourism in high schools can be perceived as being an advantage for learners interested in studying studies in tourism at the higher education level (Brown, 2014:156). A teacher must be a person with numerous roles in the learning procedure. His or her role must go beyond the traditional roles of planning and evaluating, he or she is accountable for what is happening in the classroom atmosphere (Kolodner 2005:14).

The role of teacher cannot be overlooked for creating a dynamic and perfect classroom environment, teachers must be well alert of all the fundamentals of their profession since appropriately managed classrooms guarantee a pleasant connection amongst teacher and learners which forms the foundation for lifetime learning (Faroog 2011:37). It is very important for effective teaching that teachers have an understanding of learners' information of, and attitudes to, technology (Dabula and Makura, 2013:1). Teachers need to experience the cultural roots that migrants experience in their new country so as to grow world-wide information in a method that helps the understanding of their learners' perceptions (Quezada 2004:458).

According to Brown (2013:330) the detailed objectives of teaching tourism teachers are to:

- Produce highly driven, conscientious and well-organized classroom and this should be done by teachers for all levels of our educational system.
- Inspire further the spirit of enquiry and creativity in teachers.

- Assist teachers to fit into social life of the public and the community at large and improve their obligation to national objectives.
- Offer teachers with the intelligent and specialised background sufficient for their assignment and make them adjustable to changing circumstances.

All four (100%) teachers responded by saying that they have to orientate, notify, make and inspire all learners through career education in order to make opportunities in the biosphere of work in a meaningful way. All four of them also saw a need for them as teachers to adopt an integrative approach to both addressing learner's motivation and perceptions of the industry and tackling practical issues in the workplace or career development for example the concerns about pay, promotion opportunities, career prospects, job security, and working environment. All of them also see a need for the Implementation of the school curriculum which encourages teachers to provide learners with opportunities to make meaningful decisions and they also concluded by saying this successful programme should increase a learner's personal commitment to learning.

The learners also added by saying that that 80% of teachers hosts activities in their classrooms where for example learners act as if they are working in a hotel as chefs and there are managers as well which help learners to experience the real life in working for the tourism industry. 40% learners act as if they are travel agents coming with tourists to visit the hotel and are booked to be toured around in the city or places of interest in the vicinity. Two teachers (50%) said they do not have sufficient time for activities since he has to finish the programme and also take learners for trips so as to educate them about real-life situations.

According to Campbell (2005:1817) learners try to contextualize tourism content themselves; sometimes the teacher welcomes these learner contributions and integrate them seamlessly into the lesson. According to Roney and Oztin (2012:14) the overall of absence of enough qualified teachers with hospitality background and of ill-equipped hospitality departments and libraries causes apathy towards education in general by learners. The teachers encourage learners to take certain subject options that are congruent with aptitudes and abilities that they identify (Naong 2012:170).

Using a more advanced interpretation of learner-centred teaching (i.e. learner involvement), learners could be asked to collect, interpret and share information. In

developed and developing countries these strategies are important to the implementation of learner-centred education and need be highlighted in teaching training programmes (Campbell 2005:1819).

All the teachers (100%) said most previously disadvantaged schools do not have qualified school counsellors and therefore can barely offer learners basic information. In both high schools where the survey took place, teachers responsible for career education are not qualified to apply psychological tests as tools, which could provide needed information regarding individuals' characteristics and expected behaviours regarding career choice and due to them not been qualified, may even misinterpret and use available psychological information about learners wrongly. Therefore, all the teachers said the career guidance needs to be offered to all learners in schools in order to provide the needed information about career choices. All of the teachers (100%) agreed that qualified career guidance teachers need to be employed in every school.

Three teachers indicated that they expose learners to various career development interventions which comprise the provision of role modelling through career talks, career exhibitions and career guidance within the tourism as a learning area. When the teachers were asked whether they had studied Tourism before, only half of them (one from each school) i.e. 50% indicated that they had studied it before.

Two teachers (50%) agreed that they had to teach tourism since there was a shortage of staff at school and no one with the qualification of tourism among the existing teachers. 50% of the teachers were teaching Tourism since they had a love of it and they had studied it before. 50% of teachers who had not studied Tourism at high schools or tertiary level said that they were enjoying teaching Tourism because they had attended workshops which were very productive and which helped them to like the subject more and be ready to go back to the classrooms to teach learners by giving back to them what they had gained or benefited from the workshops being attended.

4.13 Challenges tourism teacher's experience.

According to Richardson and Butler (2009:529) teachers may find out that giving learners with a rich specialised knowledge in planning for community leadership is a less threatening challenge than changing their own opinions about which

accomplishments signify achievement and which life selections signify meaningful opportunities to talented learners. All four teachers (100%) agreed that inspiring learners is not something that a teacher can turn on and off at will, it can be influenced by other issues like the learners' attitude towards the subject.

All the teachers (100%) suggested that the department of education has to implement a brand new curriculum, where their roles changed from implementers of a pre-packaged programme to one where they play seven different roles, among them being facilitator of knowledge, assessor, mediator, lifelong learner and curriculum developer. All four teachers (100%) also emphasized that high schools offering tourism training and education meet problems in the process of discharging training and education to learners and the ways or way in which the training and education is being received by learners of tourism in high schools.

According to Constant (2004:1) teachers:

- Face opposition from head of department.
- The teachers are not aware of special people like young parents or rules like the young parents returning to high school.
- They can't influence out those who drop out of high school.

75% of the teachers responded by saying that there is sometimes an incongruity between early career teachers' idealistic inspirations and the daily realities of classroom teaching methods and there is an absence of consistency in the teaching and training methods adopted in the many tourism-related curricula. 50% of the teachers said establishment of quality tourism training and education remains a main challenge and there is also a lack of well-developed forums which can inspire academic, practical-based discussions, debates amongst teachers and other interested parties as regards to future growth of the subject this situation worsens the current existing misunderstanding.

According to Rashmed (2000:14):

- Teachers often find curricular integration and interdisciplinary work hard, particularly, when the teacher does not have a role in programme design.

- Subjects that do not appear on important examinations are not always taken seriously.
- Social attitudes to the subject may not be favourable, and cultural patterns are very difficult to change. Thoughts conceived in other areas of the world may not be sufficiently modified to the local context.
- Political and economic instability can lead to break in policies and programmes, as well as teacher and administrator turnover.

One of the teachers does not have access to e-mail facilities and the internet since there are no computers where they are teaching in the classrooms and the school does not have the internet at all she also added by saying such access is necessary for her since tourism is a dynamic industry with changing trends and growths. 100% of the teachers participated agreed that it is essential for the teacher to download and print relevant and new information such as flight schedules, car-hire packages, tour packages, etc.

100% of the teachers complained that they do not have permanent classrooms for tourism purposes, their classrooms are being shared with other teachers who are not teaching tourism. They also recommended that the Tourism classroom should have a magazine or brochure desk, shelves or similar facilities for storing or shows, a political globe of the world to facilitate teaching of topics such as time regions and tourist attractions, and be furnished with audio-visual equipment such as a computer, data projector and DVD player to view subject related DVDs.

100% of the teachers complained by saying they had challenges regarding the field tours at their schools. 75% of the teachers said that there are no funds at their school to hire busses so that learners can experience real-life situations in tourism. These trips would help learners to have an understanding of what tourism is through real-life experiences. One teacher was satisfied at their schools regarding the activities that were provided for Tourism purposes including tours that were available to the school. 50% of the teachers found curricular integration and interdisciplinary work difficult.

All four of the teachers (100%) suggested that career education in their high schools should be designed and implemented to meet the needs of learners and high school guidance programmes should function in a preventative manner and try to prepare learners with knowledge, skills and attitudes so that they can effectively negotiate the

challenges of adolescence and if school guidance lessons are to meet the learner's requirements then they must address the expressed needs of the learners.

All of the four teachers (100%) indicated that they needed more assistance from primary schools with regards to career guidance and teachers believed that help from primary schools should start as early as possible also, the teachers felt that there is a shortfall of role models and they need more people who could help as role models to the learners. All of the four teachers also felt that there is a necessity for a change of attitude from the learners, teachers and the community as a whole.

4.14 The role of developing a knowledge of tourism in high schools.

76% of the learners believe that their behaviour and character fits well with the kinds of jobs available in the tourism industry and many learners believe that they would get an opportunity to use their skills and abilities working in the tourism industry and they also said the government is using its power to make awareness of tourism as a subject to learners. This seems to deny the fact that 16% of the learners, both with and without working experience, claim they will not work in the industry after matriculation and they suggested the government should do something which will make learners to know and be will willing to study it.

96% learners suggested that new improved curriculum by the government can contribute a lot. This will therefore make the learners to enjoy working in the industry and there are other issues related to this work that are leaving them with a negative perception of a career in the industry.

4.15 Conclusion and discussion.

In conclusion, this chapter reported the findings from the participants, in two sections. The first section consisted of demographic details that covered gender and race. The second section covered areas such as perception of learners on tourism as a career of choice, factors influencing learners to study tourism, career guidance in high schools. The qualitative data was analysed based on its content.

Following this the perspectives of respondents were also illustrated using frequency tables and bar graphs per question included in the study. Briefly respondents of this research study were shown to be happy with the interviews in both high schools, but

some learners were not satisfied on the basis that they did not get career advice at school. The respondents expressed their views in face-to-face communication with the researcher, while some wrote comments on the questionnaires expressing their recommendations regarding improvements on how to make learners aware of tourism as a career of choice. The analysis of learners' perception of tourism as a career of choice shows results that are expected and unexpected. Learners need to be informed about tourism as a subject before they choose it and relevant career information should be available to them all the time.

The findings of this study suggest that teachers must work hard to motivate and make the learners aware of tourism and what the advantages are of studying it. There are a number of areas of concern such as pay and promotion opportunities in the tourism industry which the industry must work on to ensure learners are receiving positive experiences while they work. Unless the industry can offer higher wages and improve career paths for its graduating learners, the industry will continue to lose these highly skilled and trained employees.

Traditionally the tourism and hospitality industry has had limited internal career opportunities, which imposes a ceiling on career growth and is one of the major factors affecting staff exit behaviour. A further area that needs development is continuing education for managers on how to manage and lead a changing workforce. The researcher made great efforts to develop as many dimensions as possible to guarantee the openness and thoroughness of the collected data and to ensure that the research findings could account for the examined phenomenon that is what tourism learners perceive of tourism as a career of choice and an understanding of the dimensions of such attitudes.

CHAPTER 5 : DISCUSSION

5.1 Introduction

The previous chapter presented the data analysis of findings at two high schools in Umlazi Township in Durban Kwa Zulu Natal. The purpose of the study was to see how the respondents perceive tourism as a career of choice. The empirical data analysis was set out in two sections. Firstly, an analysis of the demographic information gathered from the study participants was presented, after which the in-depth knowledge and perspectives of respondents towards tourism as a career choice was presented.

This chapter focuses on the discussion of the findings related to chapter two's literature review and the data presented in chapter four of the study. It also seeks to discuss the study recommendations, recommendations for further studies and conclusion of this particular study, drawn from the previous chapter's empirical findings.

5.2 Summary of the study

The topic of how learners perceive tourism is not a well-researched topic. Instead, much of the research published on travel and tourism tends to be at destination level, rather than researching how learners perceive tourism as a career of choice. The main purpose for conducting this research study, was to see how learners perceive tourism as a career of choice in high schools.

Some of the findings:

- The learners claimed or confessed that they would certainly not follow or study a career in the tourism industry where's 30% respondents seemed to like tourism and intended to study it at tertiary level and they also perceived that being employed in the tourism industry is interesting since they presumed that it includes a lot of travelling. To these respondents learning new things is an everyday phenomenon.

- The study also revealed that 22% respondents were eager to assist people who intended to go places. They believed that choosing tourism as a school subject would fast track their wish to work in the tourism industry. 32% respondents claimed to be meticulous organizers of activities.
- Although respondents had different perceptions towards choosing tourism as a career it emerged that 25% of them did not have a clue of what tourism offered as a career of them confessed that they decided to do it because it is not as challenging as other subjects. In reality 78% respondents chose the subject simply because they were told to do so, as a result they perceived it as a subject that is less challenging. It also emerged that the introduction of tourism in some schools including two schools in the study.
- The study revealed 54 % respondents have negative attitudes towards a career in tourism and when learners were asked about poor pay in the industry, 54% of them were not satisfied about the salaries. 54% also complained about unsocial hours and they said that it is boring to work for the industry. The learners said that career opportunities with decent incomes are limited within the tourism field and they said that employees working in this industry are struggling and they do not have properties and cars. 32% agreed that there are job opportunities awaiting them after they have completed or finished studying Tourism.
- 65% of the respondents were not happy about long working hours; they said the people working in the industry do not have a life and is also one of the reasons why the learners had a negative perception towards tourism as a career. They said that the working hours of tourism establishments are anti-social as they work seven days a week with no breaks even on important public and religious holidays. 48 % of the learners criticized the tourism profession saying it is full of people who are uneducated saying that they think it is going to be difficult to get promoted since perhaps enterprises will consider people with more experience i.e. workers who are uneducated but who have worked

in the industry for years and having long term experience which made them to be promoted and work with the qualified employees. They feel that people from outside who do not know about their qualifications will think they are uneducated since the industry has many people who are uneducated.

- 52% learners said the job is very stressful. When learners were asked what mattered most when thinking about the careers, 40% of the learners said job security in tourism is not certain since most of the employees working in the industry are retrenched if the hotels and places of entertainment are not busy. 45% of the learners said balancing home life and work is very difficult when you are working for this industry since they also work night shifts and overtime. 35% learners said they would not have a problem since they do not intend to commit themselves in marriage soon.
- When the learners were asked whether they are able to work with others, 56% said they like working with others and working in teams. 30% learners disagreed with the statement above. When they were asked about flexibility of working arrangements, 62% did not agree with flexibility since they said when you are off you normally commit yourself to do other things and go to places, so in this case it is going to be difficult for them to be available in a flexible way. 38% don't have a problem with that and that they are very flexible.
- Study revealed that 64% of the learners would like to be pilots, engineers, doctors, tutors etc. since they said people in other professions are earning a lot while 52% of the learners said, especially girls said they would like to be hostesses and travel around the world. 20% learner's said they like working with animals and would like to work in a zoo or nature reserve and they like interaction with visitors as they would be talking about what they really like most and this would make them to excel in doing their job since they love what they are doing.

- 38% learners said that they like cooking and they would enjoy working as chefs in hotels or restaurants. They also intend to create a positive image of the hotel or restaurant by cooking delicious food for their customers and by doing that the business would make a good profit. 40% of learners wanted to do projects, design and build things, apply principles to real-life situations, work with their hands; do drawing.
- 60% learner's perceived that the industry does not offer good prospects for their future employment. 64% of learners did not want tourism careers to be their permanent professions only one or two thought tourism jobs were challenging, exciting and could broaden their information. In their eyes, tourism jobs were short-term professions and the best time to work in tourism was when they were young. 38% said that technical schools who normally come to their high schools to recruit learners to study for skills in technical careers are very convincing since 30% of the learners made a decision to choose tourism as a career. The learners were also influenced by issues such as non-discrimination of gender, promotion opportunities, and physical working conditions which play a major role in inspiring most learners to select tourism studies.
- All of the learners (100%) said that being taken for tours to places like zoos, snake parks etc. really motivate them to study the tourism as a subject, which is what happens at tertiary institutions.
- The study revealed that 38% learners were influenced by their parents and friends to study tourism and the study revealed that parents persuade and influence their children to study tourism simply because they know the careers and job prospects in that sector. 42% of the learners claimed that their choice is being made collaboratively with their parents and they are the key drivers behind their actual choices in making career selection. 42% learners were influenced by people around them and those close to them for various reasons 33% of the learners was attracted on television adverts which has influenced

them. 25% learners were influenced by successful entrepreneurs who have invested in the industry.

- The study revealed that although 79% learners are being compelled by many circumstances including curriculum change and other factors to do tourism, respondents reported that institutions of higher learning come and visit them in their schools and this visitation mostly occurs at the beginning of the year. 19 % said they had been influenced by advertisements made by certain institutions to choose a career.
- The study revealed that personal factors especially family custom, gender, different grades attained in high school and salary of those in the industry influenced their choice of tourism career and the study discovered that they have a personal interest in studying tourism as a subject, having grown an interest while in school that pushed them to follow a career in tourism.
- The study showed that in both high school's learners were still capable of being influenced significantly by their Interactions with both peers and teachers. 76% of the learners believe that their behaviour and character fits well with the kinds of jobs available in the tourism industry and many learners believe that they would get an opportunity to use their skills and abilities working in the tourism industry and they also said the government is using its power to make awareness of tourism as a subject to learners. This seems to deny the fact that 16% of the learners, both with and without working experience, claim they will not work in the industry after matriculation and they suggested the government should do something which will make learners to know and be will willing to study it.

This study employed a quantitative type of research because of its capability to attain a large number of respondents in a short space of time. Descriptive research was found to be relevant and appropriate for this study. It was adopted as it allows for quick gathering of data and is also representative of the learners. The sample size for this

research was 120, drawn from the target learners of 124. Questions in the questionnaire were designed to be closed-ended, with questionnaires personally distributed to the respondents in both high schools. The data was analysed using a statistical programme (SPSS) and presented by means of frequency tables.

5.3 Findings related to literature review

According to Pang (2010:41), learners' inspiration, perception and career choice decisions to involve in tourism include their knowledge of and interest in the industry is influenced by their friends, parents, teachers and career counsellors and even their own involvements as clients in tourism encounters. The people who are more interested in tourism careers are the people who are interested in work ethics such as 'self-development' and working with sociable individuals (Kyprianou 2006:35).

According to Armstrong (2002:6) the White Paper planned to grow and manage the tourism industry in an accountable and maintainable way so that the South African tourism industry would develop a leader in accountable environmental practices.

Main elements of its approach were recognised as:

- Valuation of ecological, social and economic influences of tourism growths.
- Observing of tourism influences with open disclosure of information.
- Participation of local societies in preparation and decision-making.
- Guaranteeing the participation of people who benefit from tourism.
- Maintenance and reinforcement of natural, economic, social and cultural diversity.
- Maintainable usage of local resources.

Prevention of waste and over-consumption (DEAT, 1996:1). According to Farooq (2011:12) curriculum must present curriculums present content in a clear and suitable method, appropriate for teaching, learning and assessment purposes. All programmes need to include supervision for teachers on the provision of the professional context; set out for learners the determination and professional relevance of the content (information, talents and understanding); set out for learners the information, abilities and understanding that they will essential demonstrate to accomplish the assessment components; set out for learners the proof that they must to produce within assessed

components; set out for learners the marking criteria for the internally assessed units against which they will be evaluated.

Tourism education remains a controversial field in part due to the relative youth of the learning area and the fact that it is driven by arguments and disagreement (Cooper 2009:20). High school learners are thought to be established and have more realistic opinions of career choices, as associated to learners in primary schools (Mbalwe 2004:39). High school learners will have accomplished selecting a career choice if a complete, considerate educated choice was completed assessing all possible factors in the process of career (Chuenyane 2002:16). According to Brown (2014:7) learners' perspectives on the role and position of tourism as a high school subject point to a paradox, on the other side tourism is viewed as a very important subject in as much as it offers learners with vocational skills, including practical, occupational skills and most of all with skills beneficial for safeguarding employment, thus lessening the problems of unemployment and poverty in societies. On the other hand, the status of tourism in the curriculum seemed to be low, the skills and knowledge to be brought must be connected carefully to all other fundamentals of the programme as the very nature of the tourism and hospitality subject areas affects the techniques of subject delivery and assessment (Cooper, 2015:92).

At high schools there should be small well equipped career centre which will allow learners to have easy access to services based on tourism (Ross, 2004:9). Learners are not keen on taking up jobs in the tourism industry even though there is very good possibility and huge job opportunities in that sector (Khan, 2016:2). Career choices of tertiary learners from previously disadvantaged high schools are negatively impacted by lack of finance, lack of career knowledge, poor academic performance and unacceptable career counselling facilities, this negativity is caused by previously disadvantaged high schools (Naong, 2012:171).

Effective teaching needs the teacher to have the knowledge of learner's knowledge of and attitudes towards a certain subject (Kolodner, 2005:5). The learner's perception to a subject have an influence on their success, if learners have a positive attitude to a tourism subject there is a better chance that they will take a constructive attitude to a possible career in the related industry (Cothran and Combrink, 2006:36). The learning of tourism in high schools can be perceived as being an advantage for

learners interested in following lessons in tourism at the universities after matriculation. According to Stefanescu (2012:11) learners whose perception of the tourism professions refer to such work as being motivating and offering brilliant job opportunities, being socially suitable and offering a positive working atmosphere. High school learner's awareness of the tourism profession is important to know in the determination to examine how they see tourism (Kyprianou 2006:39).

The teachers use curriculum materials such as programme documents and teacher guides, as well as workbooks or electronic media and assessment strategies to plan activities that will help learners to achieve the learning outcomes.

The outcomes method has two aims.

They are:

- To train all learners with knowledge, understandings, skills, attitudes and principles required for future success.
- To implement curriculums and opportunities that maximise learning.

Gender differences play a major role in subject selections, with perceived subject suitability or gender stereotypes affecting learners' decisions (Stefanescu, 2012:3). Factors such as non-discrimination of gender, promotion opportunities and physical working conditions play a critical role in inspiring learners in selecting tourism studies (Khan 2016:6). Lot of the learners are influenced by careers that their parents, peer and relatives like, other learners pursue careers that their educational selections have created for them, some learners choose to follow their desire irrespective of how much or little it will make them, while others select the careers that offer high salary (Kwok 2012:83). Numerous hospitality and tourism curricula still seem to be general in nature and some are intended at providing learners with a sectorial overview and industry specific skills and knowledge (Wong, 2008:24).

Other people who influence learners' career choices are media, tertiary institutions, teachers and neighbours (Mbalwe 2004:33). According to Naong (2012:171) teachers like parents are seen as main players on the career paths that young people finally follow. According to Kwok (2012:83) career choice is influenced by many issues comprising of behaviour, interests, self-concept, cultural identity, globalization, socialization, role models, communal support and existing resources such as material with information and financial each learner undertaking the process is influenced by

many factors containing the context in which they live, their individual abilities, social links, educational achievement, the factors influencing career choice can both be intrinsic or extrinsic.

The tourism programme has been applied in high schools to assist and make tourism awareness amongst learners which in turn influences the travel patterns of the learners and their parents adding when learners study tourism they are more likely to follow a career in the tourism industry and all of these factors have a positive influence in the tourism industry (Saayman, 2013:68).

The three wide groups of factors that influence learner's perceptions of tourism as a subject are:

- Individual factors such as the respect given to individual to the kind of career.
- Socio-economic factors such as the employment opportunities given by the environment.
- The desires of the society.
- Socializers such as parents, relatives and media, work linked issues are also significant while choosing a career.

Job related factors comprise working hours, circumstances and expected salary (Bayat, Louw and Rena, 2014:671). According to Roney and Oztin (2012:14), there is an absence of sufficient skilled teachers with a tourism background, ill-equipped tourism subdivisions, libraries, and there is indifference to education by learners in general. It is claimed that obligation to tourism industry will be determined by the perceptions and attitudes of the learners (Khan, 2016:3).

According to Mbalwe (2004:28) it is the duty of the teacher to inform, orientate, inspire, and formulate all learners through career education in order to make opportunities in the world of work in a meaningful manner. There is a need for tourism teachers as well as the industry to implement an integrative method to addressing learners' inspiration and perceptions of the industry and undertaking practical matters in the place of work or career growth for example concerns about getting promotions, job securities, working environment and salary concerns (Jenkins 2008:333).

Effective injections of decision-making in the school programme would need that teachers offer learners with opportunities to make meaningful decisions. A successful programme must increase a learner's personal commitment to learning (Quezada, 2004:16). According to Moping (2005:2) teachers must be able to distinguish the different instructional methods to address the different learning needs, at the same time the learners and teachers must know how to work with each other to efficiently implement the policies and this knowledge of differentiated roles, collaboration and coordination need be thought through and the possible plans identified for newly employed educators to be ready for today's classroom.

Gaining a pass in high school tourism gives learners involved in learning tourism even at tertiary (Brown, 2014:156). Teachers need to explore what being a quality teacher in a multi-ethnic context means (Wong 2008:5). Absence of positive work experience, absence of knowledge career opportunities, poor career development and poor career decision making are factors that influence career availability (Quezada 2004:12).

The role of a teacher is supreme not only in understanding but also in having the aptitude to communicate in ways that extend understanding (Jenkins, 2008:645). According to Richardson and Butler (2009:529) teachers might discover out that providing these learners with a rich professional experience in preparation for community leadership is a less intimidating trial than changing their own opinions about which accomplishments represent achievement and which life choices signify meaningful opportunities. It is very difficult for teachers since inspiring learners is not something that a teacher can turn on or off at his or her will, it can be influenced by other factors such as the learner's attitude to the tourism as a subject (Ndinga, 2013:4).

Teachers had to implement a brand new programme, where their roles as teachers changed from implementers of a pre-packaged programme to one where they play all seven different roles among them, facilitator of knowledge, assessor, lifelong learner, moderator and curriculum developer (Collier and Harraway, 2003:104). The high schools offering tourism as a subject meet difficulty in the process of discharging training and education to learners and the way or method the training and education is been established by learners studying tourism of tourism (Roney and Oztin, 2012:15).

The role of teacher is supreme not only in understanding but also in having the ability to communicate in ways that extent understanding (Stergiou 2008:645). The learning of tourism in high schools can be perceived to being an advantage for learners interested in pursuing tourism subjects at the higher education level (Brown, 2014:156). A teacher must be an individual with many roles in the learning process, their role goes beyond the traditional role of preparation and evaluating. He/ She is accountable for what happening in the classroom environment (Kolodner ,2005:14). It is vital to offer career guidance and career counselling in high schools (Mbalwe 2004:12).

According to Penfod (2008:4) learning in high schools is education that is enabled by the effective grouping of different styles of delivery models of teaching and styles of learners and with clear communication amongst all parties involved in the subject. Selecting a career does not occur at a particular period in life, but is a process which develops in early childhood through imaginary about specific jobs and continues through parenthood until when a person goes for pension (Mbalwe, 2004:12).

The above statements regarding how learners perceive tourism as a career of choice are likely to be the same as the findings of this particular study. This study found that the most of learners are studying tourism since they have been influenced by their parents, friends, peers, media etc. Respondents suggested that high school learners should be told about careers before enrolling for a certain subject so that the learners can choose what is best for them to do without having regret at the end of the day. The teachers suggested for more workshops as to equip the teachers to do better in the classrooms.

The teachers were asked to provide their suggestions regarding what schools should do in order for learners to have a good understanding of what tourism is. They said that teachers teaching tourism as a subject should attend workshops to equip themselves, make sure that class tours are organized by the school, classrooms for tourism should be allocated to them since these classes need to have relevant material for the subject. They said this would assist learners to be more interested since they will know exactly what is expected from them without having doubts about the subject.

5.4 Unanticipated results.

The research findings indicate that 40% believe that there is no job security in the tourism department. 64% of the learners are interested in other job professions like being medical practitioners, accountants, lawyer's etc. 60% of them see tourism as not offering good prospects for the future. 64% see tourism as their permanent profession. 20% believe they chose tourism because they believe it's easy and chances of passing matric are very high. 24% of the respondents do not live with their parents, but live with their siblings so they do not have parental guidance, thus there is limited supervision and/or discipline which means they choose the subjects they think they will pass easily, one of which is Tourism.

33% of the learners stated that role modelling of peers, parents etc. was influential in choosing of a career. 38% of the respondents studied Tourism because of advertisements and media influences. 25% of learners are doing tourism because they are afraid of Maths and Physical science so they see Tourism as subject that they can pass easily. This was unanticipated and it poses a question as to how these learners see tourism as a career of choice.

5.5 Recommendations of the study.

The researcher recommends that career counselling and career choice is needed and learners who have been informed about possible careers choices and about their abilities have a better chance of choosing suitable careers. This shows that in most high schools learners are not given career counselling especially those in township areas. The researcher also recommends that teachers teaching tourism should be well equipped by attending productive workshops that will help them to learners to understand and love tourism. New well programmed curriculum should be implemented by the department of education.

Different approaches and strategies in teaching tourism are recommended to be implemented with the aim of ensuring the effectiveness of tourism as a subject. Some of the respondents informed the researcher that there should be tours where the learners can learn about real-life situations. The teachers also stressed that they should have tourism classrooms where there is relevant information for tourism learners and therefore these classes should only be used by tourism learners.

Based on the empirical findings from the previous chapter, both high schools that the researcher conducted research in need proper career guidance for learners so that they can know what they are studying and what they will be doing in their career when they are working in the tourism industry. All the respondents were Africans. This is understandable due to the location of the schools (Umlazi) where the vast majority of residents are Africans. It is recommended that high schools, especially in former township areas, should teach learners or introduce programs to learners which will help them to choose the careers they need with better understanding. This will help a lot because the learner will do what he or she likes to do without being influenced, but will also be able to study what he or she needs for the future without wasting time and changing courses at tertiary level.

This study involved learners studying Tourism in grade 10 and grade 12 and the teachers who are teaching the subject. The respondents were willing to talk about issues that challenge them while studying tourism as a subject and the teachers were willing to talk about their challenges as well. The main two issues were that learners were not receiving career guidance and they chose Tourism without knowing what exactly they would do in the field of work.

The teachers complained about not being able to take learners to tourism related places due to lack finances at their schools and this has led to learners not understanding what tourism is. Tours would assist learners to experience the real-life situations in the tourism industry. The learners and teachers in this study were able to be tourists for example the learners who normally go to places to visit and they were asked how often they tour per year. The findings of the previous chapter show that 52% visited tourist place four times, and 48% three times a year.

5.6 Conclusion.

In conclusion this chapter has covered a summary of the findings related to the literature review, conclusions and the recommendations of the study. The study involved learners studying Tourism in grade 10 and grade 12 and the teachers teaching tourism. It seems that the respondents were willing to talk about issues that challenge them while studying tourism as a subject and the teacher's challenges and their roles as tourism teachers that face their industry.

It was recommended that high schools should provide learners with career guidance before the learners choose the subject. The gender profile of learners interviewed from both high schools was four teachers, two female teachers and two male teachers. This means that there was a large number of males who had a negative attitude to Tourism since they perceive it as the jobs normally done by females.

References.

- Ah-Teck, J.C. and Starr, K. 2013. Principals' perceptions of "quality" in Mauritian Schools using the Baldrige framework. *Journal of Educational Administration*, 15(5):680-704.
- Alvi, M. (2016). *A Manual for Selecting Sampling Techniques in Research*. Online Available from https://mpira.ub.uni-muenchen.de/70218/1/MPRA_paper_70218.pdf. Date Accessed 10 June 2017.
- Armstrong, E.K. (2013). Applications of role playing in tourism management teaching: an evaluation of a learning method: *Journal of hospitality and leisure, sport and tourism education*. 2(1): 2-16.
- Asner-Self, K. and Schreiber, J. (2011). *Educational Research*. New York: Wiley publishers.
- Ayres H (2006). Education and opportunity as influences on career development: Findings from a preliminary study in Eastern Australian tourism. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 5(1), 28.
- Bayat, A., Louw, W. and Rena, R. (2014). Investigating the confluence of factors impacting on underperformance at selected secondary schools in the Western Cape, *International Journal of Education Science*, and 7(1):41-55.
- Bayat, C., Louw, H.U. and Rena, R. (2014). The hospitality industry: An attractive employer? An exploration of students' and industry workers' perceptions of hospitality as a career field. *Journal of Hospitality and Tourism Education*, 21(2), 6-14.
- Bloye, E. J. (2010). *Vocational interest and other non-cognitive factors as predictors of academic performance in high school*. Unpublished Master in Science in Psychology Dissertation, University of Johannesburg, South Africa.
- Brown, E.A. (2011). *Hospitality management graduates' perception of career factor importance and career factor experience and the relation with turnover intentions*. Unpublished Doctoral thesis in Philosophy, Iowa State University, United States of America.

- Brown, J. (2013). *Attitudes and experiences of teachers and students towards Life Orientation: A case study of a state-funded school in Eldorado*. Unpublished Master of Education Dissertation, University of Witwatersrand, South Africa.
- Chellen, H. and Nunkoo, R. (2010). Understanding students' commitment to employment in the tourism and hospitality industry. *International Research Symposium in Service Management*, 1(2): 1-41,
- Chen, C.M. (2010). Role of Tourism in connecting Taiwan and China: Assessing tourist's perception of Kinmen-Xiamen likes. *Journal of tourism management* (3) 421-424.
- Chilli, S. (2013). Relationships among career thoughts, vocational identity, and calling: implications for practice. *The Career Development Quarterly*, 61:240-248.
- Chireshe, R. (2012). Career guidance and counselling provisions at a South African University: *Career Advisors' Reflections*. *Anthropologist*, 14(4):305-310.
- Chuenyane, Z.M. (2002). Career guidance needs assessment of black secondary school students in the Transvaal Province of the Republic of South Africa. *International Journal for the Advancement of Counselling*, 6(4):271- 280.
- Collier A and Harraway S (2014). *The New Zealand tourism industry*. (4th Edition.). Auckland, N.Z.: Pearson Education New Zealand.
- Conradie, R. (2015). *Student evaluation of career readiness after completing the hospitality management curriculum at the International Hotel School*. Unpublished Master of Education thesis, University of South Africa, South Africa.
- Cooper, C. (2009). Career choice of high school learners. *Journal of education*. 2(3): 20-53.
- Cornu, R. L. (2013). Building early career teacher resilience: the role of relationships. *Journal of Tourism*, 4(12): 121-187.
- Costley W (2011). *Innovations in Masters Degrees*. Paper presented at the The-ICE International Panel of Experts Forum, Taylors University, Malaysia.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 4th Edition. Upper Saddle River, NJ: Pearson Education.

Dabula, P. and Makura, A.H. 2013. High school students' perceptions of career guidance and development programmes for university access. *International Journal of Education Science*, 5(2):89-97.

Dale, C and Robinson N (2012). The theming of tourism education: a three-domain approach. *International Journal of Contemporary Hospitality Management*, 13(1), 30-35.

Dane, F.C. (2008). *Research Method: Determinant of Education*. New York: Sage Publications.

De Vos, D.J. (2009). *Quantitative Data Analysis Doing Social Research to Test Ideas*. San Francisco: John Wiley and Sons Inc.

De Waal, T. D. (2004). *Challenges facing teachers in historically disadvantaged schools in the Western Cape*. Unpublished Master of Public Administration thesis, University of the Western Cape, Bellville, South Africa.

Dealer C Nichols. J and Jacques (2013). A descriptive study of sustainability education in the hospitality curriculum. *Journal of hospitality and tourism education*.

Denscombe, M. (2010). *the good research guide: For small- scale social research projects*. 4th Edition. New York: McGraw-Hill Education.

Devan, K. (2002). On being a good teacher. *Journal of hospitality and leisure sport and tourism education*, 62-67.

Dewark K 2000. On being a good teacher. *Journal of hospitality and journal, leisure sport and tourism education*.

Edwards, K. and Quinter, M. (2013). Factors influencing students career choices among secondary school students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(2):81-87.

- Farooq, M.S (2011). Perceptions of perspective teachers about factors influencing classroom management. *A journal of quality and technology management*. 1(3): 34-67.
- Frank, G. (2013). *Teachers and parents' roles in learners: A study in Malawian high school*. Unpublished Master's thesis. Department of Education. University of Malawi.
- Gates, H. (2010). Statistical procedures and the justification of knowledge in psychological science. *American Psychologist*, 44(10), 12-84.
- Getz, D. (2014). Students' Work Experiences, Perceptions and Attitudes towards Careers in Hospitality and Tourism: A Longitudinal Case Study in Spey Valley, Scotland. *International Journal of Hospitality Management*, 13(1), 25-37.
- Goh, E. (2011). The volume and benefits of field trips in tourism and hospitality education of high school learners in Potchefstroom. *Journal of marketing and tourism management*, (42) 37-49.
- Harkison T, Poulston J, and Kim JHG (2011). Hospitality graduates and managers: the big divide. *International Journal of Contemporary Hospitality Management*, 23(3), 377-392.
- Horrocks and King. (2010). *Interviews in qualitative research*. London: Sage publications.
- Huang, K, N. (2015). Student's perception and attitudes towards working in the tourism industry: *A case study of Diploma in tourism management*, 1-13.
- Jenkins, A, K. (2008). Making a career of it? Hospitality students' future perspectives: An Anglo-Dutch study. *International Journal of Contemporary Hospitality Management*, 13(1), 13-20.
- Jugmohan S. (2009). *An investigation into gaps between tourism education provision and industry need in KwaZulu Natal*. Unpublished thesis: Master's Degree in Technology, (Tourism Management) in the Department of Hospitality and Tourism, Durban University of Technology.
- Khan F. R (2016). Future of Oman tourism perception of the students in tourism studies. *International journal of tourism and hospitality reviews* 3(1): 21-96.

Khan, J.A. (2008). *Research methodology*. 2nd Edition. New Delhi: APH publishing Corporation.

Kim, J.H.(2008). *Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences*. Unpublished Master's Thesis submitted to AUT University in partial fulfilment of the requirements for the Degree of Master of International Hospitality Management.

Kolodner, J. L. (2005). Facilitating the learning of design practices: Lessons learned from an inquiry into science education. *Journal of Industrial Teacher Education*, 39(3), 2-28.

Kusluvan S and Kusluvan, Z. (2001). Perceptions and attitudes of undergraduate tourism students towards working in the tourism industry in Turkey. *Journal in tourism management*, (21) 251-269.

Kwok, P. (2012). The role of context in teachers' concerns about the implementation of an innovative curriculum. *Teaching and Teacher Education*, 38:44-55.

Kyprianoua, G. (2006). Developments in the hospitality and Tourism profession. *International Journal of Tourism*. 2(4): 35-50.

Lee M.J. (2008). Why students choose a hospitality and tourism program. *Journal of tourism management*. 5; 109-169

Lemeshow, S. and Levy, P.S. (2008). *Sampling of Populations: Methods and Applications*. 4th Edition. Wiley publishers.

Leslie, D and Russel, H. (2006). The importance of foreign language skills in the tourism sector: A competitive study of student perception in the U.K and continental Europe. *Journal of tourism management*, 1397-1407.

Lewis, A and Airy, D. (2002). Tourism careers in Trinslend and Tobogo: Perception of secondary school students. *Journal of tourism and hospitality*, (3) 7-19.

Liwei, H. (2012). Web 3D simulation-based application in tourism education: a case study with second life. *Journal of hospitality and leisure, sport and tourism education*, (11):113 124.

- Lomine, L. (2002). Online learning and teaching on hospitality, leisure, sport and tourism: Myths, opportunities and challenges. *Journal of hospitality, leisure, sport and tourism education*, (1) 43-49.
- Mahomed B.A.A. (2013). Motivation of students to study tourism hospitality programmes. *International journal of Asian social sciences*, 226-339.
- Martineau, R. (1997). Women and education in South Africa: factors influencing women's educational progress and their entry into traditionally male-dominated fields. *The Journal of Negro Education*, 66(4):383-395.
- Mason, P (2014). The value of tourism degrees: a Luton-based case study. *Education and Training*, 46(3), 153-161.
- Maumbe, K.C. and Van Wyk, L. (2011). Addressing the skills shortage problem of the South African tourism and hospitality industry: an evaluation of the effectiveness of the 2007/2008 SA Host training program in the Western Cape Province. *Urban Forum*, 22:363-377.
- Mbalwe S.V (2004). Career choice a challenge for high school students. Unpublished Master's degree in Arts (Industrial Psychology) of University of Namibia.
- Melody, M.L. (2014). Motivation expectations, perceptions and preferences in secondary school tourism and hospitality curriculum. *Journal of teaching in travel and tourism*.12, 100-175.
- Naong, T.E. (2012). Attitudes of minority adolescents toward hospitality industry careers. *International Journal of Hospitality Management*, 18:143-158.
- Nazli, H. (2006). Career development in tourism and leisure: an explanatory study in the influence of mobility and mentoring. *Journal of Hospitality and Tourism*. 13(2), 113:123.
- Ndinga, R (2011). Career choice perceptions of undergraduate event, sport and recreation management students: An Australian case study, *Journal of Hospitality, Leisure, Sport and Tourism Education*, 10(2), 50 – 60.

- Ning H.E Rachel J and Chen J.C. (2011). College of student's perceptions and attitudes towards the selection of study abroad programmes. *International journal of hospitality and tourism* 347-359.
- Nkumane, M.B. (2008). Tourism education policy application in the Zululand district Kwa Zulu Natal, 1-146.
- O'Leary, B.M. (2014). *Research Methods for social sciences*. London: Sage Publications.
- Olsen, W. (2012). *Data collection: Key debates and methods in Social Research*. London: Sage Publications
- Ombaba, C.V. (2014). "Graduateness"—who cares? Graduate identity in small hospitality firms. *Education and Training*, 42(4), 264-271.
- Oztin, R (2012). A comparative study of hospitality and tourism graduates in Australia and Hong Kong. *International Journal of Tourism Research*, 5, 409-420.
- Pang J, M (2011). Perception of the tourism and hospitality industry by Singapore polytechnic hospitality students: an exploratory study. *International Journal of Tourism Management*, 21(1): 312-350.
- Parasskevas, A and Sigala M. (2004). Teaching in hospitality and tourism management. *Journal of teaching in travel and tourism*, (3) 1-18.
- Pawson P. (2012): A travel and tourism curriculum for the training of secondary school teachers. *International journal of education*. 4(21): 1-21.
- Phelps, R., Fisher, K. and Ellis, A. (2007). *Organizing and managing you research: A practical Guide for postgraduates*. London: Sage Publications.
- Quezada R.C (2004). Beyond educational tourism: Lessons learned while student teaching abroad. *International educational journal*, 5(4) 12-45. .
- Richardson S (2009). Undergraduates' perceptions of tourism and hospitality as a career choice. *International Journal of Hospitality Management*, 28, 382-388.

Richardson S, Butler G (2009). Attitudes of Malaysian tourism and hospitality students towards a career in the industry. *Asia Pacific Journal of Tourism Research*, 17(3), 262-276.

Richardson, S. (2009). Undergraduate perceptions of tourism and hospitality as a career of choice. *Journal of tourism, leisure, hotel and sport management*, (28) 383-388.

Roney, S, A and Öztin, P. (2007). Career perceptions of undergraduate tourism students: a case study in Turkey. *Journal of Hospitality, Leisure, Sports and Tourism Education*, 6: 36-102.

Ross GF (2004). Tourism management as a career path: vocational perceptions of Australian school leavers. *Tourism Management*, 13, 242-247.

S.A. government white paper (1996): the development and promotion of Tourism in South Africa.

Saayman, M. (2013). The influence of tourism awareness on the travel patterns and career choices of high school students in South Africa. *Tourism Review*, 68(4): 20-68.

Scott, R. (2010). Tourism and hospitality students' perception of a career in the industry: a comparison of domestic (Australian) student and international students studying in Australia. *Journal of hospitality and tourism management*, (17) 1-11.

Smith, G and Cooper, C. (2015). *Competitive approaches to tourism and hospitality curriculum design*. Sarawak, U.T.M.

Somekh, B and Lewin, C. (2011). *Theory and methods in social research*. London: Sage Publications.

Stefanescue, J. 2012. Research paradigms and the tourism curriculum. *Tourism Management Quarterly*, 6(1): 1-25.

Strydom H, Foucher C.B and Delport C.S.L. (2001). *Research at grass roots: for the social science and human service professions*. 3rd edition: Pretoria.

Suuyman, J. (2013). *Tourism and leisure: Contexts and Practices*. 3rd Edition. New York: Prentice- Hall.

Tourism Caps. (2011). *Curriculum and Assessment Policy Statement (Caps): Tourism draft*. Department of Basic education: South Africa.

Wafula W. (2012). Factors that influence career choice of hospitality students in Moi University, Kenya.

Wong J. (2008). *Is tourism education meeting the needs of the tourism industry: an Australian case study?* Unpublished thesis. Department of Management: Queensland University of Technology: Australia.

Wong, S.C and Liu, G.T (2008). Will parental influences affect career choice? Evidence from hospitality and Tourism and Tourism management students in China. *Journal of educational Development*, 2(1): 20-99.

Yong, M. (2014). A preliminary study on vocational maturity and career choices of female industrial design students. *Journal of education*. 54, 76-109.

Zagonari F (2012) balancing tourism education and training. *International journal of hospitality management*.4 (3): 126-201.

Zakaria, B. (2014). Curriculum reform and quality education in China: an overview. *International Journal of Educational Development*, 22:241-249.

Zhang, H, Q, and Wu, E. (2014). Human resources issues facing the hotel and travel industry in China. *International Journal of Contemporary Hospitality Management*, 16(7), 424-428.

Zopiatis, A. and Kyprianou G. (2012). Perceptions and attitudes towards the hospitality professions in Cyprus. *Tourism Today*. 37-45.

ANNEXURES

Annexure 1: Permission to conduct research – EKZNW

PERMISSION TO CONDUCT RESEARCH - EKZNW

I am currently studying towards my Master's Degree in Hospitality and Tourism at the Durban University of Technology (DUT). I am required to undertake a research study on how learners perceive tourism as a career of choice, using a case study of high schools in Umlazi location in Durban, Kwa Zulu Natal.

I hereby seek permission from both high schools, specifically the learners, tourism teachers and the principal of the school. The interviews will cover the topic of tourism development and community participation; no resort visitor or guests will be interviewed. The findings and recommendations of the study will be made available to your office which may assist your organization in dealing with the issues of learners perceiving tourism as a career of choice.

I wish to assure both high schools that all ethical considerations governing the conduct of research will be strictly adhered to and that the confidentiality of respondents will be protected. You are free to ask any questions about the study or about being a participant by either contacting Nobulali Pamela Mlonzi [Researcher]. Alternatively, you can contact the Dr. Nsizwazikhona Simon Chili [Research Supervisor] for more information in relation to the study.

Research Student: Nobulali Pamela Mlonzi | nobulalimlonzi@gmail.com

Research Supervisor: Simon Chili | nsizwazikhonac@dut.ac.za

Thank you for your assistance in this important endeavour.

Sincerely yours,

Nobulali Pamela Khulu [Mrs]

Annexure 2: Interview consent letter



Durban University of Technology [PMB]

Department of Tourism Studies

B 301 Riverside Campus,

Pietermaritzburg

3201

24 April 2015

Interview Consent Letter

“The perspective of high school learners on tourism as a career of choice: a case study of Umlazi location”

Dear Participant,

I invite you to participate in a research study entitled; ***the perspective of learners of learners on tourism as a career of choice: a case study of Umlazi location.*** Currently enrolled for Master’s Degree in Tourism & Hospitality Management at urban University of Technology [DUT], Pietermaritzburg.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be

kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. If you agree to participate in this project, please answer the questions during the interview as best you can. It should take approximately **40 - 50 minutes** to complete.

You are free to ask any questions about the study or about being a participant by either contacting Nobulali Pamela Khulu [Researcher]. Alternatively, you can contact the Dr. Nsizwazikhona Simon Chili [Research Supervisor] for more information in relation to the study.

Research Student: Nobulali Pamela Khulu | nobulalimlonzi@gmail.com

Research Supervisor: Simon Chili | nsizwazikhonac@dut.ac.za

Thank you for your assistance in this important endeavour.

Sincerely yours, Nobulali Pamela Khulu [Mrs]

Annexure 3: Interview Guide 1 – Learners



THE PERSPECTIVE OF HIGH SCHOOL LEARNERS ON TOURISM AS A CAREER OF CHOICE: A CASE STUDY OF UMLAZI LOCATION

DURBAN UNIVERSITY OF TECHNOLOGY

DEPARTMENT OF HOSPITALITY AND TOURISM

Researcher: Mrs Nobulali Pamela Khulu.

Supervisor: Dr. Simon Nsizwazikhona Chili

The foundation of this interview guide is to acquire information from the high schools at Umlazi who have tourism as a subject on the topic of perception of learners in studying tourism as a career of choice. The information provided will be used for research purposes only. Participation in the study is voluntary and does not require your personal details. The interview will last no longer than 50 minutes.

Interview guide – Learners two high schools, they require yes or no answers.

- Is a career in tourism for you?
- Do you have intentions of working in tourism or are you just studying tourism because you want to pass?
- Do you have career guidance in your school?

Thank you for your participation.

God bless you.

Annexure 4: Interview Guide 2 – Teachers



THE PERSPECTIVE OF HIGH SCHOOL LEARNERS ON TOURISM AS A CAREER OF CHOICE: CASE STUDY OF UMLAZI LOCATION

DURBAN UNIVERSITY OF TECHNOLOGY

DEPARTMENT OF HOSPITALITY AND TOURISM

Researcher: Mrs Nobulali Pamela Khulu.

Supervisor: Dr. Simon Nsizwazikhona Chili

The foundation of this interview guide is to acquire information from the two high schools at Umlazi in Durban on the topic of the perception of learners in studying tourism as a career of choice. The information provided will be used for research purposes only. Participation in the study is voluntary and does not require your personal details. The interview will last no longer than 50 minutes.

Interview guide – Teachers from both high schools.

- For the purpose of study, can you introduce yourself?
- What circumstances brought about you teaching tourism as subject?
- Do you have a qualification or have you studied tourism as a subject before?
- What is your role as a teacher in teaching tourism as a career of choice?
- What are the challenges you are facing while teaching tourism?
- What can be done to eliminate such challenges?
- How can you improve teaching styles in tourism and how can that be implemented?
- Do you have field trips at your schools?
- Do you offer learners career guidance before choosing subjects?
- Which strategies can be used to make learners aware of tourism and its advantages?
- Are there any other related matters you would like to comment on which I have not raised?
- General comments.

Thank you for your participation.

God bless you.