

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

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

INTRODUCTION

According to Chili (2013), all secondary teachers including those of tourism need to be competent and effective in their learning areas. As teachers teach it is imperative that they endow themselves with sound knowledge as it serves as an addition to mastery of the learning area (Chili 2013). The paper argues that it is crucial that in addition to mastery of subject matter, sufficient professional training is given to teachers as practitioners so that information and knowledge is communicated and imparted effectively and efficiently to learners. The study also asserts that education, backed by clear and sound policies for a schooling system can improve the process of tourism human resource trajectories, to make education highly significant, effective and developmental. Goelner and Ritchie (2003) argue that it is crucial that in addition to mastery of subject matter, sufficient professional training is required to communicate information and knowledge effectively to learners.

However, good policies alone cannot yield expected results without good and strategic prin-

cipals and well informed knowledgeable teachers. The paper focuses on the teaching and learning of tourism as one of the learning areas included in the syllabus of the South African secondary schools. The study of tourism is relatively new, as is its widespread recognition as a vital and growing industry in South Africa. Thus, some would even debate whether tourism can yet be classed as a discipline, believing that while tourism rightly constitutes a domain of study at the moment it lacks the level of theoretical underpinning which would allow it to become a discipline.

Billett and Ovens (2007) postulate that, in practice, the tourism syllabus taught by any institution reflects its tradition, staff experience, and interest. If tourism is recognized as a significant contributor to the economies of many countries, effective teaching of the subject needs to be made a priority when it is part of the syllabus in high schools (Dale and Robinson 2001). Many countries have recently begun to realize that necessary skills in tourism are in a dire need as a result high schools are the first institutions where these skills can be acquired by learners in

order to be well equipped before they get an advanced theory and practice in the institutions of higher learning. However, South Africa without exception needs an educated and committed tourism workforce that is well trained and equipped with tourism content and knowledge to benefit learners right from high school to university level. Billet and Ovens (2007) argue that to fulfill and fill this need, high schools specifically and colleges and universities in general have to develop programs of study to improve the quality of human resources working in this industry. Various studies on effective teaching and learning assert that principals' human relations with their staff coupled with good management styles and competence yield good classroom results. This explicitly or implicitly compels schools to have skilled principals and competent teachers for travel and tourism. In fact high schools and universities need to work collaboratively, consultatively and interactively to help tourism learners able to adapt, conform and pass a university curriculum so that at the end of the day they will be employable. Further, consultation and cooperation of schools and universities need to narrow the gap between high school and university syllabi.

Tourism has grown steadily and progressively in South Africa over the past seventeen years. The challenge has been the development and retention of educated, trained, and skilled tourism teachers (Pitman et al. 2010). However, it has been realized that in spite of the shortage of well-trained tourism teachers, schools that are endowed with strategic principals and competent teachers do exceptionally well in the subject. It has also been noticed that strategic principals steadfastly and intrinsically ensure that the tourism as a subject is taught by skilled and well trained teachers. Charles (1992a) argues that many countries, both developed and developing have regarded tourism education as an investment for the future of their countries. South African policy reform in education during the post-apartheid era effected some changes through the introduction of a new curriculum. South Africa has a three-tier system of education starting with primary school, followed by high school and tertiary education in the form of academic universities and universities of technology. School life spans 13 years or grades although the first year of education, Grade R or "reception year", and the last three years, Grade

10, 11 and Grade 12 or Matric are not compulsory. Recently, great advances have been made in the introduction of tourism and new technology to the formerly disadvantaged schools which most of them are found both in rural areas and townships. Tourism as a new learning area is also one of those subjects that were construed by government officials as a trajectory for social justice and a new strategy to advance and fast track job opportunities in South Africa. It was also assumed and thought that tourism will benefit mostly learners from the previously disadvantaged communities (DoE 1996). Teaching of tourism in South Africa takes place in public and private high schools and universities. Most schools are funded by the state and private schools are funded by fees. 2.8% of the total school population is private equaling 340, 000 students (DoE 1996). The purpose and focus of the study is to investigate reasons or a secret behind schools that do exceptional well in tourism in the township high schools irrespective of skills shortage in the subject/learning area.

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation with the development of the Outcome-Based Education (OBE) forming the foundation for the curriculum (DoE 1996). A new curriculum also introduced new learning areas including tourism in the senior phase programs. Unfortunately, the advent of tourism in schools is stifled by many challenges that are related to the shortage of human resource and well trained teachers as specialists.

The advent of tourism programs at senior secondary schools by the department of education was welcomed and embraced by many social science teachers. The department officials thought and believed that the subject itself will meet the needs of tourism industry and broaden the scope of teaching. Although, in a way the scope of teaching and learning is broaden yet there is no guarantee or empirical evidence that the need of tourism as an industry is met. Dale and Robinson (2001) assert that in an effort to meet the needs of the tourism industry, Business Enterprises for Sustainable Travel (BEST), a think tank comprised of educators and industry professionals, attempted to develop a set of curriculum modules to teach students the relevance among principles of sustainable tourism and specific management techniques, and how to apply such knowledge.

However, the department of education downplayed or overlooked that they were very few qualified teachers for tourism since it was not offered as a discipline in any institution of SA before. A rush for the inclusion of tourism by the department of education was perpetuated by the objective of meeting the target of increasing the economy in order to fight the scourge of unemployment to alleviate poverty among the poorest of the poor. There is also a strong likelihood that the introduction of tourism as a learning area was one of the strategies of the government to try to address and meet a rapid increase of human resource demand and skills shortage desperately needed to be addressed to resolve joblessness in the country. Tourism was therefore construed as one of those subjects that would play a pivotal role to prepare learners at school level and beyond. Unfortunately, the insufficiency of well trained teachers in the field of tourism stifled and derailed the objective.

Literature search by the author revealed that there is a solid literature on the subject regarding how strategic principals, their management styles and competent teachers are inextricable linked in enhancing effective teaching and learning of tourism. However, the solidity of literature is mostly focusing on tourism education in western countries and with more emphasis directed to universities. It gives a short shrift to the teaching of the subject in the African continent especially at school levels. There is a total disquiet with a particular literature in South Africa on tourism education in schools. South African literature in tourism education is so scarce to the extent that it's an area for concern for researchers interested in tourism as a field of study. The subject of tourism in the South African schools is being covered partially, selectively or not at all in literature so there is a wish to plug the gap. In a nut shell the study addresses a topic in tourism that has been under-researched in the South African school context. This study is therefore underpinned by a pedagogical content knowledge theoretical framework of Shulman. Shulman (1986) argues that to teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding pro-

vides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman 1987). If teachers were to be successful they would have to confront both issues (of content and pedagogy) simultaneously, by embodying "the aspects of content most germane to its teachability" (Shulman 1992). At the heart of pedagogical content knowledge is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprets the subject matter, finding different ways to represent it and making it accessible to learners. The study concurs and supports Shulman categorically and unequivocally that content knowledge is the only way that empowers both teachers and learners respectively since the former is able to apply various teaching strategies to help the latter. Most importantly teachers' relations and interaction with learners continues to last longer and remain inexorably especially if teaching and learning benefit learners.

Literature Review

The importance of tourism in South Africa, the increase in world tourism and tourist demand for quality goods and services, the concomitant requirement for tourist destinations such as the South African to deliver quality service and products, and the labour-intensity nature of the industry, all suggest the need and demand for secondary tourism education endowed with strategic principals and the well-trained teachers (Conlin 1993). This, in turn, suggests that education and training of principals and competent teachers in tourism is vital to the development of the industry in South Africa. It also implies that tourism as a learning area needs to be taken seriously and be taught by highly trained and skilled teachers at secondary level. It is also virtually suggesting that efficient and effective teaching and learning of tourism is only achievable through proper education and training of teachers who should all the time seek value to principals and the community respectively. The former should always be accessible, approachable, sociable but firm, strategic and professional orientated when interacting with teachers and learners. Since principals are accountable as heads of schools they are expected to be the embodiment of quality teaching and learning. Princi-

pals therefore have a professional obligation to ensure that the school runs smoothly and productively and this is only realized when they are always present in the school premises and supportive twenty-four hours seven days (24/7).

The democratic government recognized that tourism in SA contributes significantly to local and national economies. Therefore introducing it in schools and universities was ideal though it was done hastily. Although the supply of tourism courses in the country has been met and stifled by the shortage of teacher institutions offering it strangely the demand for the subject became amazing as it increased alarmingly. According to WTO (1983), there has been a sustained level of applications (in the region of 14,000) to tourism-related courses since 1996 and the level of acceptances has steadily risen over this to a high of 2,350 in 1998. This trend is also evident in the black township schools of SA although it happens relatively marginally. This expansion in tourism-related courses/ subjects has mushroomed to such an extent that it has been argued that tourism demand exceeds the supply of teachers. According to Richard (1998) and Airey and Johnson (1999) there has been much discussion over the past decade into the provision and content of tourism education. Some have acknowledged, and raised concern, over rapid growth in tourism degree courses and competent teachers. Evans (1993) argues and advocates that a body of knowledge should form the basis for tourism education. The intention of this paper is to investigate the reasons behind efficiency, efficacy and the effectiveness of principals and teachers of tourism in Black townships of SA. Tourism education began as a development of technical/ vocational schools in Europe (Morgan 2004). These schools emphasized training in core competencies such as hospitality, hotel management and related business skills (Butler 1999; Morgan 2004). Interest and demand from the public and private sectors impelled rapid growth of tourism studies and the development, and establishment, of departments of tourism at institutions of higher education in addition to technical schools (Butler 1999). Although the development of tourism in the South African high schools still takes place with a handful of professional teachers with appropriate qualifications and competency, effective teaching and learning is also evidently and explicably related to the existence of principals

whose management styles are reciprocal, developmental and of benefit to learners. Invariably, schools with competent principals and better or highly qualified teachers in tourism perform and produce exceptionally well compared to those teachers whose expertise is questionable (Croy 2003). Efforts are being undertaken in several countries including SA to pay more focus on the education, training, skills and commitment of teachers for tourism. Many schools and institutions of higher learning especially faculties of education offer tourism (Cooper 2002). These institutions typically offer education and training programs of various lengths at in several fields in tourism. Graduates of these courses and programs would likely bring higher levels of education, training, skill and commitment to their learners and ultimately raise the quality of tourism learners. Goeldner and Ritchie (2002) argue that effective teaching and learning through formal education plays an undeniably critical role in developing a skilled and competent workforce. According to Croy and Hall (2003), the tourism industry is comprised of many different types and levels of work at a variety of organizational levels, which requires different types of skills to enhance social transformation through holistic education. These skills are achieved only through the development of qualified teachers to teach at secondary school level to advance, satisfying and meeting tourism education demands specifically (Jurowski 2000).

Eade (1990) is not differing from what Jurowski claims as a result he further asserts that many countries including South Africa face a problem of matching the suitability of education and training to the needs of the industry. He further argues that the dilemma is virtually caused by a short supply of qualified teachers for tourism. It is even worse in the developing countries such as SA where tourism as an industry and a field of study is relatively new. The aforesaid challenges as addressed by a number of researchers in Latin American countries have not just become food for thought only but a trigger action for knowledge accumulation in tourism as field of study (Gilbert 1995). This paper argues that the policy and curriculum reformists in SA have either overlooked or underestimated the shortage of qualified teachers in tourism. Authorities just propelled and steamrolled its inclusion in the new curriculum. Goodenough and Page (1993) assert that both public

and private schools adhere and adapt to new curriculum needs and some of the township high schools did likewise to grab the opportunity to introduce tourism as a learning area. The introduction of tourism as part of technology (TECH) learning area was a step towards a right direction although the capacity of high schools to respond to the growing demand of tourism education is still in question and poses a challenge.

Cooper (2000) asserts that in many developing countries including South Africa, the educational system has struggled to keep up with the demands of rapidly growing tourism industry. The above claim is also a concern for Goode-nough and Page (1993) as they argue that tourism as a field of study has drawn attention worldwide to the extent that educational institutions are hardly coping with the demand of students who have increasingly shown a keen interest in the discipline. They also argue that educational institutions such as high schools and universities need to steadfastly ensure that their syllabi are explicable linked and coordinated in order to prepare the necessary human resource base for a growing industry neither in terms of number nor quality. Holloway (1995) argues that a teacher has to do several activities such as planning properly, providing effective instruction and evaluate the learning activities. He further suggests that being a specialist in the subject helps teachers to use appropriate methods and techniques that were acquired during professional training. This of course does not single out a tourism teacher. It explicitly implies that a tourism teacher who applies good teaching methods when interacting with his learners produces desired results. Such efforts in the class go an extra mile. Execution of such a host of activities inside and outside the classroom benefits students mentally and otherwise. Of course for a teacher of tourism to produce good results, it also depends on the effort and support of principals. According to King (1996), effective teaching and learning, is possible where principals and teachers work cooperatively and collectively. The study still insists that schools with out of the box principals and well trained and competent teachers produce good results. The paper is therefore emphasizing that effectiveness or ineffectiveness of principals and competence/incompetence of teachers is extricable linked. A competent tourism teacher is expected to create classroom conditions and climate, which are

conducive for learning. Saayman (2005) is of the view that all teachers at all levels including those of tourism need to be competent and effective in their learning areas. As they teach they need to be endowed with a sound body of knowledge. Teaching is a collective activity in the sense that both principals and teachers and learners play an integral role. It is therefore crucial that in addition to good management styles, mastery of subject matter, sufficient professional training it is also required that teachers communicate information and knowledge effectively to the students. Pine (2001) has placed increasing emphasis upon the basic areas of competence and effectiveness which include mastery of subject matter, understanding of human nature, interest in continued professional development, knowledge of availability to apply the principle of teaching and learning.

The study raises critical questions that tourism education stakeholders need to be aware that if tourism as a field of study at pre-university or high school level is to yield good results and sustain itself in the long term effective bureaucracy in terms of good principals and competent teachers is non-negotiable. It is still worth mentioning that shortcomings and limitations in tourism education in the institutions of higher learning in South Africa generally and at high school level specifically are still immense. The situation in SA concerning tourism challenges is also experienced in the Caribbean. Cooper (2000) asserts that the exposure of tourism at secondary school level in the Caribbean was confined primarily to the social studies curriculum and was not consistent from country to country. Nor did the emphasis reflect the economic importance of tourism to the region. What is claimed in Caribbean is exactly similar to the situation of SA where tourism is grouped with geography and history in the township schools. Most secondary education teachers at township secondary schools had little or no training in teaching tourism. Very little integration of tourism into other related subjects, such as geography, history and agriculture was found in the Caribbean (Hall et al. 1991).

According to Eade (1990), there is a need for more tourism education at secondary levels in all Caribbean countries. Eade's assertion is supported by the author of this study when he argues that the role of principals as managers and teachers as sources of content knowledge for

tourism education at secondary is necessary to fast track economic stability in SA. And for tourism to contribute substantially to the economy of the country, effective principals and competent teachers are also needed. Charles (1992a, b) states that there is a need for greater teacher training in tourism and for more textbook development specific to Caribbean and developing countries such as SA. They further argue that public-school education in tourism is construed as the beginning of public awareness.

The study also proposes that tourism education right from high school level to university level should become more of a specialist field in nature and emphasis on the careers associated with tourism need to be encouraged continually. Amour et al. (1997) argue and note that there has been much discussion over the past decade into the provision and content of tourism education needed to prepare learners for future careers. Of course for the above to be achieved teachers need to be encouraged by their principals as managers to study and improve their qualifications in tourism.

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

Theoretical Framework

This study is underpinned by a pedagogical content knowledge theoretical framework of Shulman. Shulman (1986) argues that to teach

all students according to today's standards, teachers need to understand the subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman 1987). If teachers have to be successful they need to confront both issues of content and pedagogy simultaneously, by embodying "the aspects of content most germane to its teaching ability" (Shulman 1992). He further contends that at the heart of pedagogical content knowledge is the manner in which subject matter is transformed for teaching and learning. This occurs when the teacher interprets the subject matter with articulation and finding various ways to represent it and makes it accessible to learners. In his theoretical framework Shulman goes further to assert that teachers need to master two types of knowledge: (a) content, also known as deep knowledge of the subject itself, and (b) knowledge of the curriculum development. Pedagogical content knowledge encompasses what Bruner (as cited in Shulman 1992) called the "structure of knowledge"-the theories, principles, and concepts of a particular discipline. Especially important is the content knowledge that deals with the teaching process, including the most useful forms of representing and communicating content in a manner that makes students to learn best the specific concepts and topics of a subject. If beginning teachers are to be successful, they must wrestle simultaneously with issues of pedagogical content (or knowledge as well as general pedagogy (or generic teaching principles) (Grossman as cited in Ornstein et al. 2000). The study concurs and supports Shulman categorically and unequivocally that lack of content knowledge from teachers for tourism will retrogressively affect students.

METHODOLOGY

This is an exploratory study where data were gathered from five high schools at Umlazi Township offering tourism as a subject and names used for those schools are untrue or pseudonyms. The main aim of the study was to elicit reasons behind those schools that display efficiency, effi-

cacy and effectiveness of teaching and learning of tourism in township high schools. The study was intended to counter balance the flipside of those schools in the township that are dominated by teachers who are perceived to be ill prepared, incompetent less committed and unproductive. In fact most of the township schools in South Africa are labeled by arm chair critics as laissez-faire and unproductive. In brief, the study checks and investigates reasons or a secret behind those schools that produce good results in tourism notwithstanding all odds that are associated with incompetence, lack of resources and commitment from some teachers and other learners. All five principals of the respective schools participated in the study willingly and were very much eager and curious to share their information with a researcher. Their enthusiasm to be interviewed and recorded was further enhanced by the assurance of anonymity, beneficence and the guarantee of the confidentiality of the information disclosed by them.

The collection of data was executed in the form of a survey that contained the qualitative questions. Questions were carefully and meticulously designed and were consisting of primary open ended questions and highly structured interviews. As alluded above the researcher was warmly welcome and granted the permission without difficulty by principals to be investigated with their teachers respectively on reasons and a secret behind achieving effective teaching and learning in their schools. Highly structured interviews are used to all principals and five teachers of high schools surveyed. Whilst teachers were interviewed and recorded in classes during breaks only, interviews for principals were conducted and recorded simultaneously in their offices on one to one basis lasting not less than 30 minutes. Observation as a tool was also used minimally since time was a limiting factor. Observable scenarios included the behavior and action of both teachers and learners when a bell rings after breaks and when periods change. Contact time between teachers and learners when teaching is underway, mannerism, mutual respect and human relations between teachers and learners were also observed. The commitment of teachers to ensure effective teaching and learning in their classes was also observed. Overtly a lot of cooperation and respect which seemed not to be indicative of submissiveness on the teachers' side was evidently

displayed and also witnessed. There was absolutely no signage of being authoritarian from principals.

Questions for interviews had the same format and sequence of words and questions for each respondent to ensure reliability and validity. Cohen et al. (2011) argue that changes in wording, context and emphasis undermine reliability, because they cease to be the same question for each respondent. All teachers with the approval and mandate of their principals distributed the questionnaires at ease to learners who ranged between 48 and 64 per class. Teachers were also very eager and willing to distribute the questionnaires, and collect from students after 10 weeks. It virtually took almost 10 weeks for questionnaires to be completed by learners from all five schools. Interviews were construed by the researcher as an appropriate instrument to use for a small sample such as that of principals and teachers. According to Cohen et al. (2011) highly structured interviews help a great deal as they serve as one way to control reliability. Since learners were the only informants that constituted a huge sample, questionnaires were considered as an appropriate tool to solicit data from them. All of the schools surveyed were selected on the basis of being the only ones in the district that offered tourism.

Learners as respondents were plus or minus 300 in total and they were purposely selected by virtue of doing tourism. Out of roughly 300 learners in these schools, about 290 learners returned their questionnaires (response rate of 95%). Besides that the image and quality of schools is a mirror and the epitome of how they are being run and managed by principals, the staff management team (SMT) and teachers collectively, the authors' anecdotal knowledge and experience enlightened him with a preconceived idea on the significance and the role that principals play for schools not to be dysfunctional. Virtually they had to be regarded as the main participants. The paper postulates that schools should be endowed with competent principals as they are construed as the embodiment of strategy execution for the production of service delivery. The paper further argues that principals need to be appointed on the basis of suitability, competence, capacity building, professionalism and evidence based results that were achieved before they got promoted. Proper training in edu-

cation inextricable linked with development and hands on experience, good character and interpersonal skills manifest themselves into good paternalistic management style. The manner in which principals interact with their school management team (SMT) teachers' entirety and learners respectively tend to be a prerequisite for good results. Results are also reflective of, and signage of whether the vision and mission of the school is achievable or not. The inevitability of harmony displayed in the running of the school is also a true reflection of deep seated factors such as cooperation among the entire staff and how enthusiastically and steadfastly teachers commit themselves to produce good results as envisioned by their principals. The manner on which learners conduct themselves in terms of adhering to school rules and regulations is also a reflection and display of the school hegemony. This of course also depicts whether a principal is a strategic planner or not. Findings would have been highly contestably and flawed without the involvement of teachers and learners as informants because they are the ones who are directly involved in teaching and learning. So as participants as important role players they were expected to divulge and share their secrets towards expediting quality teaching and learning. The study provided a unique opportunity to conduct the research looking at the various factors that expedite efficiency, efficacy and effective teaching and learning of tourism in high schools.

As might be anticipated, envisioned and pre-conceived there were some significant similarities on perspectives that principals, teachers and learners disclosed and divulged concerning what leads to efficacy, efficiency and effective teaching and learning of tourism.

OBSERVATIONS AND DISCUSSION

For analysis purposes, the research results from respondents are organized and categorized in accordance of the following themes, principals as strategists, teachers as content knowledge experts, and learners as recipients or beneficiaries of effective teaching. Notwithstanding that there were some dynamics that learners could hardly understand when it comes to the employment of teachers however learners themselves did their best to respond to those issues that fall within their parameters. They intrinsi-

cally became henceforth to shed light on the oversight role of principals and teachers respectively to achieve effective teaching. There were also some questions that were asked across the board, which simply means, principals, teachers and learners had to respond to the same questions and the purpose of the strategy was aimed at soliciting validity and reliability. A lot of information was given by teachers such as opportunities afforded to them by principals to augment their knowledge for being always competent in the subject. Teachers also shared their experiences on how collaborative, cooperative and supportive their principals have been and to what extent are they being empowered to keep abreast with content knowledge. There were no intended contradictions between principals, teachers and learners responses. It is also worth mentioning to state categorically that all names used for respondents and schools below did not exist but pseudonyms.

Principals as Strategists

The data analysis reveals that it is difficult but possible for principals to get travel and tourism qualified and competitive teachers. According to principals once they are gotten they become part of the family and expected to adhere to the rules and culture of the school to guarantee and achieve good result output. Some of the strategies used by principals include ensuring that teachers attend relevant workshops and share knowledge with their colleagues thereafter. Teachers are also encouraged to be innovative and be free to do whatever that benefits learners. Duties are also delegated in such a manner that agreement, teachers' skills and talent, enthusiasm, potential and competence have been taken into cognizance. Below were some of the responses that were given by principals interviewed and more or less the same inferences from their responses were made by the researcher.

.... We myself and the head of department for social science ensure that we get competent teachers for travel and tourism. S/he should be competitive and confident enough to be able to teach from grade 10 to 12...(Q1)(MrLufefe, Vongo High ; MrsNgungu, Dinaledi High).

Principals from other schools also shared their strategies that were coincidentally not differing much from one each other regarding fast-tracking and spearheading effective teaching.

Travel and tourism teachers must be determined by competency, love of the subject and specialization since any learning area requires knowledge and skill to impart that knowledge.... (Ms Nono, Impakane High; Ms Chwane, Ntandane High).

Supporting teachers in whatever they think of and want to do to spearhead and expedite effective teaching and learning is one of the empowering strategies that produces wonders for me and it's a stepping stone for mutual development. The management of schools cannot be done in isolation therefore mutual understanding and cooperation among the staff, principals and learners is imperative. I always ensure that teachers for tourism are supplied with all the necessary material and resources they want. Teachers are encouraged to attend relevant workshops, seminars and even motivated to further studies in their field to empower themselves intellectually and academically. Although there is somehow an overlap and extricable connection between geography and tourism aspects I always check and ensure that geography teachers also have tourism as their specialization.... (Mrs Ninja, Yeyeye High).

Virtually, one of the principals shared more on how he ensures the recruitment of the best teachers for tourism. He could not shy away from being frank on his direct involvement and finality for being the last decision maker when the duty load for grade 10 and grade 12 is compiled and finalized as reflected in the following statement:

I employed a very competent, skilled and informative teacher for tourism who teaches from grade 10 to grade 12 and he is very popular to students due to his love for tourism as a learning area and it is not a coincidence that his results are damn good.....Ms Chwane, Ntandane High).

Teachers' as Content Knowledge Experts

Teachers also could not differ less with principals in the pronouncement of what contributes to efficiency, efficacy and productivity in their schools.

I agree that to produce adequate results as a teacher in general and tourism specifically, proficiency or competency and being well equipped and resourced is fundamental for ef-

fective teaching and learning. The support of a principal and the head of department's pro-activeness in the provision of resources and so forth including the creation of space for teachers' growth through attending workshops and seminars enhance productivity.... (Ms Mcoyi, Yeyeye High).

Of course being a specialist in the learning area including tourism is core and should be a requirement for teaching the subject effectively. I'm also sure that if senior education specialists (subject advisors) can always avail themselves and be accessible when needed, to off load the high responsibility and roles played by principals and heads of departments, sustainable and effective teaching and learning can be attained speedily..... (Mr Nyaembesi, Ntandane High).

From the above interviews of two teachers, it is evidently clear that there is no denial that competence of teachers and provision of resources and material by school officials is none negotiable to ensure effective teaching and learning. It has also become evident that specialty in any learning area and confidence are inextricable linked. It has also surfaced that foresight and togetherness, support and cooperation between principals and teachers always enhance effective teaching and learning.

A change in the curriculum needs of the school and redeployment process which applies a principle of last in first out (Lifo) also contributed to aggravate the problem of losing quality and competent teachers. This process could easily make a good teacher compromised due to him/her being the last professional teacher to join the school... (Mr Mbebe, Dinaledi High).

Redeployment is a policy that intends distributing teachers in South Africa with an objective to ensure that all schools in SA have quality teachers in terms of qualification, competence and suitability between rural and urban areas.

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

Teachers' responses on their suitability and competency are also reflected in the following statements: I think it's not only my high qualifications that make me eligible and capable of teaching tourism, experience, competence, love for learners and consistent support from my su-

periors contribute to make me highly effective and produce excellent results...(Q5) (Ms Mpa-ma, Vongo High).

This paper postulates that suitability and competence in teaching any subject effectively and efficiently including tourism is determined by multifaceted factors such as specialization, qualification, and commitment of teacher and strategies employed by principals to support teachers and learners inter alia. Teachers' responses above unpack and reveal a kind of a teacher and principal who are needed for effective teaching and learning. A teacher who does not think of his /her salary as a bread and butter issue only, but the one who also regards his/her profession as a mechanism and an opportunity to empower the entire communities. Although many research studies on educational issues in South Africa reveal that the current schooling system is to blame for deteriorating results, however this study has evidently shown that there is a handful of teachers and principals who do their work exceptionally well regardless of support from the government.

One teacher mentioned preparedness, commitment and ensuring the full amount of time spent in the classroom doing effective teaching and learning during as a mechanism to reap fruits. It became clear that contact time and full commitment was regarded as a norm and the only vehicle that steers competent teachers towards achieving good results.

Teachers are rarely reminded of going to classes as they always understand and value the importance of respecting the time table. Attending and honoring ones periods is none negotiable and is done in good spirit...(Q3) (Mr, Mndoni, Impakane High).

It was clear that commitment and respect for contact time is adhered to and is virtually practiced by almost every tourism teacher. It also emerged that teachers gain a lot of knowledge and experience from attending workshops as they get equipped and developed immensely.

Learners as Recipients or Beneficiaries of Effective Teaching

Learners from all five high schools hit the nail on the head and echoed their side of the story which never contrasted less with their principals and teachers such as the following statement affirms:

It was very exciting and fulfilling for the researcher when learners alluded, reiterated and confirmed what was echoed by one of the principals above: Responses captured from them echoed the same perception.

We are very happy of our tourism teacher and we like him very much. He teaches all grades from 10 to 12. He is damn good, knowledgeable, approachable, and very kind. It's no wonder his subject is passed overwhelmingly...(Q29).

The above confirmation on what good teachers do to earn a respect from learners through achieving effective results in teaching gives hope and another side of the coin about what also takes place in some schools despite negative reports on misconceptions about the standard of education in SA. It shows that there could be a spark of positivity in as far as education of SA is concerned as long as there is still an existence of teachers revealed above.

The teachers' focus is on teaching effectively, productively and developmentally rather than on bread and butter issues only. Although teachers do affiliate to unions and take actions when there is a need but they always have contingency plans and systems in place to assist learners to catch up with whatever time lost during strike actions....(Q27).

I think our principal goes out of his way to ensure that effective teaching and learning in tourism takes place for learners to benefit since the learning area is regarded as a panacea for poverty alleviation... (Q28).

I think that our principal thinks carefully before tourism teachers are appointed. He obviously considers a teacher's track record as one of the prerequisites for selection.... (Q26)

The Ecology of Teaching: Teaching and Learning of Tourism

Tourism is a very interesting and becomes more enjoyable when taught by our teacher...(Q30).

All the tourism teachers take the subject seriously and are aware of it being regarded as one of the most important industries and of course for being perceived as a panacea for poverty alleviation....(Q 31).

It is very important to note that most students regarded commitment, dedication and competency of teachers as the main reasons for

their success, depth in tourism as a learning area was also mentioned as a factor for their success.

The researcher's take about the above responses virtually reveal the proactive role of principals and their consultative habit, teachers' cooperation, collective inter- relations and inter alia as components embodied in the achievement of effective teaching and learning.

The study postulates that principals acknowledge and accept that suitability in relation to qualifications and experience is very important for teachers as human resource. According to them, competency and specialization for teachers becomes a yardstick and requirement for appointing teachers and under no circumstances should they be ignored or overlooked when selecting teachers for tourism. According to findings most principals as heads consider or regard specialization, competence and experience as core and significant to yield good results in tourism. The study also reveals beyond reasonable doubt that good results in teaching tourism are also not difficult to achieve as long as principals as heads of schools can go an extra mile in getting suitable and competent teachers. The study also reveals that the focus of teachers on their labour related matters such as attending union meetings during school hours cannot affect school results adversely if contingency plans are in place. Although learners might not know exactly what qualifies their teachers to be suitable but they are capable of identifying teachers who are highly committed in their work. Findings also reveal that the criteria used, to redeploy teachers declared in access fails to yield the intended objectives especially because it is not correctly and appropriately applied. Instead it retained redundant teachers rather than letting them go to other schools where their service could be needed most. Nevertheless tourism is construed as one of those important learning areas which regard as very important to be taught by incompetent teachers. It also emerged from findings that a change in the curriculum needs of schools never exerted pressure to principals to the extent of employing unqualified tourism teachers and this explicitly means they do not overlook or ignore what makes a teacher suitable to teach tourism. Teachers' suitability, proficiency and competence are always regarded as prerequisites for teaching tourism. Findings also reveal management styles of principals as also important in motivating and encouraging

teachers to achieve the best. Although one may argue whether commitment and proficiency is inborn or instilled at home, however, a principal's role through his relations with his/her staff can go a long way in leveling a playing field.

The significance of the results has helped a great deal concerning issues such as those that are related to policy reforms and their influence regarding how and what to be taught in SA, the extent in which unions affect teaching and learning negatively if contingent plans are not put in place, dedication of the teachers for tourism, and the influence of principals' perceptions on teachers' suitability as well as solutions to deal with challenges that are associated with the advent of tourism in the South African township schools. Most studies on effective teaching and learning consider suitability, competence, proficiency and most importantly specialization as requirements for quality teaching and learning across the subject spectrum. According to various studies on the topic, although tourism education particularly at school level has recently grown at a rapid pace, a direct research related to these programs seems to be virtually nonexistent. As tourism emerges as a global profession, it is critical that future studies address these issues (Getz 1991; Selin and Beason 1991).

CONCLUSION

The study was virtually conducted to disclose underpinnings and strategies used by tourism teachers to achieve good results through efficiency, efficacy and effective teaching and learning within the schools of Umlazi which is one the townships in South Africa. Through the study it has been found and taken note that learners benefit a lot from working in an environment that is attractive and professionally presented as possible. The ideal situation would be a dedicated classroom fitted out with the resources and materials required for effective teaching and learning. The study has also shown that strategic principals and good teachers who are always enthusiastic and well organized play a major role in helping learners to acquire knowledge needed for self-emancipation and having more chances to get employment opportunities in future. It has also become evidently clear that principals' integral role coupled with their good management styles is also contributing towards

achieving effective teaching and learning. The manner in which principals interact with teachers, the way they motivate and encourage them to attend workshops for personal growth, being consistent in adhering and sticking to prerequisites and professional requirements such as relevant qualifications and experience as yardstick for competency when employing teachers in their schools help a great deal in making schools productive, popular and well respected. The study also contends that the principals of schools that achieve outstandingly need to be recognized and utilized by the government officials and possibly persuaded to run workshops to develop their counterparts who are not as effective as them. This will obviously make tourism as a subject not to fade into oblivion and also be taken seriously as a field of study. Learners will be well prepared as they will be endowed with extensive knowledge to advance and fast-track the trajectory of tourism in the country. The study regards content knowledge as key for tourism teachers, and principals by virtue of being managers are always expected to take initiatives and be a step ahead in ensuring that a playing field is leveled to assist teachers. The study has also revealed that good principals always inform teachers now and again about activities that are pre-planned and organized to equip teachers with knowledge so as to become experts in tourism as a learning area. Any opportunity afforded by principals to empower and advance teachers to be able to transmit knowledge efficiently and effectively to learners is evidently construed and regarded as very developmental and emancipatory for both tourism teachers and learners. Good result outputs in the schools surveyed have been attributed to teachers being given necessary support by principals for instance there is empirical evidence that being exposed to any environment equip them with an endowment of hands on experience and appropriate skills needed in a classroom situation. Somewhere in this paper, teachers themselves have been quoted verbatim confessing that principals have played major roles in ensuring that they are well informed or in possession of content knowledge in as far as tourism is concerned.

RECOMMENDATIONS

The paper argues that notwithstanding the importance of teachers to be content knowledge

experts in tourism as the field of study, principals being motivators and support systems for teachers to produce good work in classes however, the willingness of learners and support of parents in guaranteeing a harmonious running of the school cannot be underestimated.

Senior education specialists (subject advisors) for tourism as departmental officials also have a role to play in ensuring that teachers and principals are afforded and given all the support they need. They should communicate with principals and teachers respectively to check that teachers do need their assistance or not regarding any matters that can impact adversely on effective teaching and learning. The rest concerning the honoring of teaching periods and assessment of work done in classrooms becomes a collaborative responsibility of the head of departments and teachers. Senior education specialists also need to be always in consultation with teachers to check and clarify curriculum ambiguities and other hindrances that might stifle effective teaching and learning. In fact numerous curriculum changes that have taken place in SA during a democratic era compel all the department stakeholders to be always accessible to teachers to be helped when there is a need especially because conforming and adapting to any new order is a difficult phenomenon. As educators, we are partners in the process of teaching and development without exception. We do not exist in a vacuum; principals' strategies, teachers' knowledge and activities and learners as recipients represent their own ideological configuration of a preferred society. Without reflective consideration of teachers' priorities, they cannot be reduced to reproductive force for existing ideologies in society. Apply further argues that educators are political beings and knowledge reservoirs, and thus they should determine where to stand and understand the influence and the consequences of their actions; it is hidden curriculum that poses moral questions. Principals and teachers may take a natural stance that supports common sense which of course is based on comprehending the working environment within the school setting. That is why it is compelling that they have to take a theoretical stance that studies the nature of understanding the working sense and the understanding of it. It is recommended for educators or teachers to provide students with intellectual and moral leadership. Taking the natural stance,

our role as educators should be in preparing students to be employable, while the theoretic stance would require educators to facilitate thinking and moral decision making to our students. Educators are supposed to be more than skilled experts in classroom; they are social leaders, cultural advocates, and moral visionaries, spiritual directors who choose to do their leading, advocating, visioning and directing. Consequently we, as tourism educators, need to revisit the focus of education that we provide for our future professionals and scholars. The implication of the aforementioned and foregoing is that teaching learners effectively and efficiently becomes an intrinsic process that depends on principals' effort and teachers' prowess.

The study amplifies strongly that quality education uncompromisingly compels principals and teachers respectively to adhere to professional habits and tendencies embedded in teaching and learning principles. Tourism is a relatively new field of study in SA and as a result it has become so popular, academically, and as a teaching learning area in schools. It has been regarded as a panacea to socio-economic barriers and as a field that can produce many students to be equipped with necessary skills needed in various tourism sectors. That is why its infancy as a field of study justifies commitment and the pulling together of both principals and teachers who according to the study are regarded as the drivers of what to teach, why and what to be taught in their schools.

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