TOURISM EDUCATION POLICY APPLICATIONS IN THE ZULULAND DISTRICT, KWAZULU-NATAL.

BY

BEKELWANGUBANI MAGGIE NKUMANE
(MANXUMALO)

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APPROVAL

SUPERVISOR: ....

PROF. LM. MAGI

Department of Recreation and Tourism

University of Zululand

CO-SUPERVISOR: ....

DR. A.T. NZAMA

Department of Recreation and Tourism

University of Zululand

EXTERNAL EXAMINER: PROF. U J. FAIRHURST

Institute for Women's & Gender Studies

University of Pretoria

DECLARATION

I declare that this research study: *Tourism Education Policy Applications in the Zululand District, Kwazulu-Natal,* except where specifically indicated to the contrary in the text, is my own work both in conception and execution. All the theoretical information and related sources that have been used or quoted have been duly acknowledged by means of complete references. It is further declared that this dissertation has not previously been submitted to any institution for degree purposes.

By

Bekelwangubani Maggie Nkumane (MaNxumalo)

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DEDICATION

This document is dedicated to my husband, Alters Nkumane, for his unwavering support and enthusiasm while I was conducting this research study. My dedication also goes to my dearest son Mvuzomuhle, and my beloved daughters: Zakhizothando, Nontuthuko and Zandisile Nkumane.

ABSTRACT

The study on Tourism Education Policy Applications in the Zululand District, KwaZulu-Natal was conducted against the background that, in spite of the fact that, although South Africa in general, and Zululand District in particular, is blessed with both natural and cultural attractions which enhance the tourism opportunities that can help to improve the economy, but the greatest deficiency in the tourism industry of South Africa is the absence of adequate tourism education and training. The lack of tourism education and training has been seen to result in a dearth of professional knowledge and skills in tourism, which are necessary for the development of the tourism industry. The study therefore, had specific objectives, which are the following:

(a) To reveal how tourism as a field of study is perceived and understood by respondents within the study area.

(b) To establish the extent to which respondents in the Zululand District are aware of tourism education.

(c) To investigate what tourism education policies are in place for stakeholders in the study area.

(d) To determine the types of tourism education and training programmes which are available for stakeholders in the Zululand District.

(e) To find out whether existing tourism education policies are implemented in a satisfactory manner in local schools in the study area.

(f) To assess whether the local community participates in tourism education in the study area.

A number of hypotheses directly related to the objectives of the study were postulated. The hypotheses were duly considered in an attempt to uncover the underlying causes of the identified discrepancies in the study area. The testing of the hypotheses was done through the analysis and interpretation of the data collected from the population sectors that are directly or indirectly affected in the study area.

The findings from analysis and interpretation showed that there is a lack of participation by the local community in tourism in general and in tourism education in particular. This is because the respondents lack knowledge and information about tourism education. It was indicated that there are no educational tourism activities or projects that are conducted to encourage them to participate. Lack of participation limits meaningful involvement and participation in tourism. If the community is not fully involved in tourism because of an inadequate tourism education they miss the various job opportunities that are offered by this industry.

The findings also revealed that the tourism educators do not implement the tourism education policy in a satisfactory manner in schools. The reason is that most of them lack the qualifications that are required to teach this learning area successfully. They lack the expert knowledge and experience needed to develop learners. Recommendations put forward aim to promote adequate tourism education in the study area.

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The greatest deficiency in the tourism industry in developing countries, including South Africa, is the absence of adequate tourism education, training and awareness of opportunities. According to Amoah and Baum (1997:2) tourism education, backed by clear and sound policies, can improve the prospects for tourism's human resources, thus making education highly significant to the overall human resource climate within tourism. The study concerns the manner in which tourism education is promoted in the secondary schools of the Zululand District. The main focus of the study is on tourism education policy and its implementation in schools offering tourism as a subject at grades 10-12. An in-depth analysis of the following aspects of tourism education is attempted.

- The number of schools offering tourism.

- The number of educators who are qualified and those who are not qualified in the field of tourism, but are teaching tourism as a subject.

- Review the National Curriculum Statement (NCS) in relation to tourism education implementation.

- The analysis of results for Grade 12 learners who registered for Travel and Tourism as a subject at senior certificate level.

In this study, the analysis of the tourism policy focuses on how it is implemented in teaching in the secondary schools of Zululand. The analysis also determines the gaps in the teaching of tourism as a subject and the manner in which it is implemented is investigated.

1.2 BACKGROUND TO THE PROBLEM

This particular research study is mainly concerned about tourism education in the Zululand District. It assesses tourism education policy and its application in terms of tourism education in the district. The researcher has to establish what tourism education and training policy the district has in place generally and in secondary schools of Zululand in particular. This has been done with the purpose of establishing whether tourism educators follow the tourism education policy when they teach travel and tourism in the secondary schools of the Zululand District.

Zululand District that includes Vryheid, Ulundi, Nongoma, Pongolo and Paulpietersburg (eDumbe) is experiencing a high rate of unemployment; as the majority of the households in the district are rural. Therefore, most people lack skills that are needed in the workplace. Unemployment has caused other social problems in this particular district such as poverty, crime and disease. These problems are directly linked to, and may be rectified through tourism education. The biggest challenge facing this district is that of developing the economy in order to enable the people of the region to enjoy an improved quality of life. This would be achieved by making more job opportunities available to the people. To regenerate the economy in the district, tourism has been found to be a major economic booster [http://www.vryheid.co.za (2006)] All the stakeholders considered tourism the key to unlocking the economic potential of the district [http://www.zulu.org.za (2007)]. This is

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possible because of the district's cultural, historical and natural elements, which would form the backbone of a healthy tourism industry [http://www.vryheid.co.za, (2006)].

Tourism education and training is essential as it provides people with management, entrepreneurship and marketing skills. These skills are crucial in the tourism industry. According to the current researcher, if the district is seriously concerned about improving its economic status it needs to concentrate on the promotion of tourism education and training. Educational institutions, especially the secondary schools should be the main vehicle for promoting tourism education in the district. Tourism education policy is necessary because it guides and direct principals, policy makers, educators, learners and the local community on how tourism education should be taught.

The tourism education situation background and the analysis of grade 12 results analysis in particular indicate that in KwaZulu-Natal and especially in the Zululand District there is inadequate promotion of tourism education. Therefore the researcher realised that it was necessary for such research to be undertaken in order to find out what is happening in the district as far as tourism education is concerned.

According to the researcher many educators who teach travel and tourism as subject in the secondary schools of the Zululand District are not qualified to teach this particular subject. This results in the poor implementation of tourism education policy in the teaching of travel and tourism. This in turn, leads to poor performance of learners in general and of grade 12 learners in this particular subject

The number of schools offering travel and tourism studies in the Zululand District are few. To the researcher this is due to the fact that tourism educators, learners and communities lack knowledge of tourism and the vast opportunities offered by this industry. According to the Tourism White Paper (DEAT 1996: 5) lack of education and training opportunities for previously neglected groups in society effectively limits meaningful participation in the tourism industry. This lack of involvement and knowledge contribute to poor implementation of tourism education policy and poor performance of learners.

The main focus of the study concerns the implementation of tourism education policy in the teaching of tourism in secondary schools. The researcher finds it necessary to include the analysis of Grade 12 travel and tourism results in order to show the number of schools that offer it and how they perform.

The analysis of Grade 12 Travel and Tourism study results is for the years 2004 and 2006 as shown in Table 1 below. The researcher was not able to find the result analysis for 2005, as they were not available in the Vryheid Examinations Section.

TABLE 1:   ZULULAND DISTRICT SENIOR CERTIFICATE RESULTS FOR TRAVEL AND TOURISM

Year	Number of Schools Offering Tourism	Candidates who Wrote the Exam.	Pass % In The District
2004	9	225	48.06%
2005	Unavailable	Unavailable	Unavailable
2006	43	1334	32.88%

[Source: KwaZulu-Natal Department of Education, (2004, 2006)]

The tourism education situation as reflected in Table 1 shows that few schools offered tourism studies during the years 2004 and 2006 in the Zululand District. It also reveals that there was a decline in the pass rate of tourism studies. In 2004 the rate was 48, 06 % but in 2006 it decreased to 32,88 %. Despite the fact that the number of candidates who wrote the examination increased considerably in 2006, the performance was very poor and the pass rate dropped.

In this study the researcher was concerned about how tourism education policy can be translated such that it improves the education output. In other words, to what extent can tourism education be facilitated and promoted in secondary schools within the Zululand District. This is one of the reasons, why the researcher undertook an investigation on how tourism education policy can be implemented in the teaching of tourism studies. On the basis of the background and rationale for the current study, the statement of the problem for the proposed study is given in the next section.

1.3   STATEMENT OF THE PROBLEM

According to Kumar (1999) the research problem, is the foundation of any research study, and as such the way it is formulated determines the research design, the sampling strategy, the research instrument, and the data analysis method to be used in the study. Zululand District is experiencing a high rate of unemployment, as the majority of the households in the rural district.

By the late 1990s Zululand had experienced an economic decline due to the effects of open market policy on coal mining and agriculture which led to the shut down of the Zululand Anthracite Colliery in the year 2000 [http://www.idp.org.za (2008)]. Therefore, most people lacked skills that are needed in the workplace. Unemployment caused other social problems in this particular district such as poverty, crime and diseases. These problems

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are directly linked to, and may be rectified through sound tourism education. The district is faced by the biggest challenge of developing the economy in order to make the people of the district enjoy the most improved quality of life. This would be achieved by creating more job opportunities.

The researcher in this study aims to focus on how tourism education can be promoted in secondary schools throughout the Zululand District. It concentrates on how tourism policy in the area is implemented in the teaching of tourism as a field of study.

Tourism as an industry and as a subject of learning has become very prominent in South Africa. It has been recognised as a supreme revenue earner. According to the researcher in order to develop the economy of the Zululand District it is necessary to promote tourism education and training in secondary schools. The researcher investigated tourism education in terms of policy and its application. She wanted to find out whether tourism educators in the Zululand District follow the tourism education policy when they teach Travel and Tourism in grades 10-12 level. Tourism education policy provides direction to be followed by educators when they teach tourism studies. Tourism education policy prevents *ad hoc* formulation and implementation of tourism education in schools. [http://www.vryheid.co.za, (2006)]

According to the researcher it is expected that tourism educators of the Zululand District would have to strive to improve their knowledge of tourism education policy because the lack of such crucial knowledge might lead to confusion and to poor performance of teachers and learners. Tourism education and training is expected to boost the performance of educators,

learners and community members. If this goal is achieved, then the province of KwaZulu-Natal would begin to use tourism to its maximum expectation.

1.4 DELIMITATION OF THE STUDY

According to the Le Roux (1999), in the delimitation of the study, the researcher specifies the boundaries that are purposefully established for the study to ensure that the research topic is effectively researched. The delimitation of the study should indicate the spatial features related to the study setting, such as the place, time zone, and nature of the population within which the research is to be done. It refers to the setting boundaries of the study area (physical delimitation) as well as giving meaning to the concepts, which are used in the study.

1.4.1 Spatial delimitation

The Zululand District includes Vryheid, Ulundi, Nongoma, Pongolo and Paulpietersburg (eDumbe), and is situated in KwaZulu-Natal, South Africa. The district has a wealth of cultural, historical and natural beauty attractions and teaming with wildlife. It is a district with a distinct history with museums, battlefields and monuments. The nature and history related sites attract both international and domestic tourists to visit Zululand.

From the Seven Kings who lied buried in the south, to the Big Five to the north, the Zululand District surprises with its diversity and down to earth hospitality. It is aptly branded the Heart of the Zulu Kingdom, this place where many clans and tribes came together hundreds of years ago to be moulded into a great nation. The Heart of the Zulu Kingdom is a vital part of the nation, and the visitor to Zululand can feel its powerful presence in the people's immense pride in their own heritage and culture. In Zululand the visitor will be invited into the homes of the village people to learn of their

traditions and beliefs, of the important part still played by the spirits of ancestors in their everyday life.

FIGURE 1.1   MAIN TOWNS IN THE STUDY AREA

[Source: http://www.sa-venues.com **(2008)]**
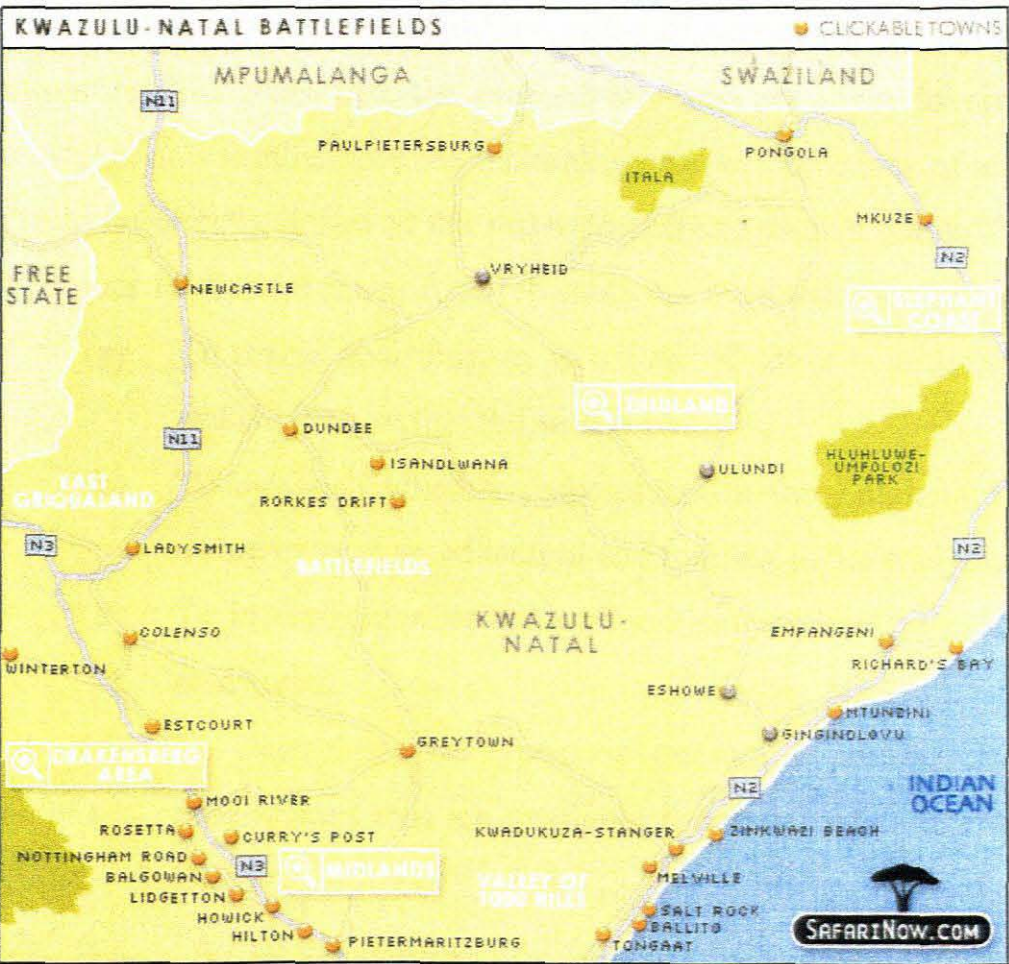
1.4.2 Conceptual delimitation

The researcher conducted the empirical investigation for the study on selected secondary schools of Zululand District, which offer tourism studies. The respondents for the study were a sample of 10 policy makers (Senior Education Managers), 10 principals, 15 educators, 47 community members and 50 learners with the Zululand District. The sample size was 132 respondents in total. The following concepts have a direct bearing on the

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study and they are used frequently: tourism, education, tourism education, policy, tourism policy, tourism education policy, application and implementation.

1.5 OBJECTIVES OF THE STUDY

Objectives of any research study according to Kumar (1999: 40), is a way of presenting the goals that the researcher wants to attain in any research investigation. Furthermore, he maintains that the objectives of any research should be directly linked to the research problem and its sub-problems. The objectives for this particular research study are formulated as follows:

(a) To reveal how tourism as a field of study is understood by the stakeholders within the study area.

(b) To establish whether respondents in the Zululand District are aware of tourism education and training in the study area.

(c) To investigate what types of tourism policies are in place in the study area.

(d) To determine the types of tourism education and training programmes that are available for stakeholders in the Zululand District.

(e) To find out whether tourism education policy is implemented in a satisfactory manner in local schools.

(f) To assess whether the local community participates in the implementation of tourism education in the study area.

The objectives of the study are very important, as they guide the study. The research study cannot succeed if the objectives are not clearly formulated. Fundamentally, these objectives would be assessed, through the postulating some hypotheses correlated to them.

1.6 STATEMENT OF HYPOTHESES

According to Leedy (1993) hypotheses of any research study are tentative answers to the problem, which is under investigation. The following hypotheses for this particular research study are formulated as follows:

(a) That there is a lack of understanding of tourism as a field of study in the study area.

(b) That respondents are fully aware of tourism education and training in the study area.

(c) That there are several types of tourism education policies adequately available in the study area.

(d) That the types of tourism education and training programmes available in the study area are inadequate.

(e) That tourism education policy in the study area, is not implemented in a satisfactory manner for local schools.

(f) That there is a lack of participation by the local community in the implementation of tourism education policies in the study area.

Hypotheses are very important because they give tentative answers. To make them to be meaningful they need to be tested. According to McMillan and Schumacher (2001: 99) maintain that the problem of a study is significant when it extends the understanding of a phenomenon or practice. With the proposed study, amongst other things, the researcher hopes to reveal how tourism as a field of study is understood, to establish whether respondents are aware of tourism education and to investigate what tourism policies are in place in the study are and assess whether the local community participates in the implementation of tourism education in the study area.

1.7 IMPORTANCE OF THE STUDY

There are various direct and indirect benefits of tourism for any local community; hence it is necessary that communities should be educated so that they benefit more from tourism (Cooper, *et al.* 1999*)*. The importance of this particular study is that it would provide the stakeholders with viewpoints and status of the knowhow about tourism education. It would help to create tourism awareness among the people of the Zululand District. It provides knowledge that for tourism education and training to be successful it should be embedded in a particular policy. Policy provides guidance and limits within which tourism education and training should be conducted. The study comes with the knowledge that all people responsible for tourism development must make it a point that they acquire a certain amount of tourism education. The knowledge acquired through tourism education would help people with skills needed in the tourism industry and would open more tourism career opportunities.

1.8 DEFINITION OF TERMS

The definitions of the key terms in the title of the study and in the statement of the problem are given below as operational definitions. According to Roets and Schulze (1999: 41), an operational definition is a definition that is based on observable characteristics of an object or phenomenon in question and being studied. The terms to be explained in this study include the following: tourism, education, tourism education, training, policy, tourism policy, application and implementation. These terms have a direct bearing on the problem and objectives of the study. The terms are now defined in details as follows:

1.8.1 Tourism

According to Smith (1995: 22) tourism is defined as "a set of activities of a person travelling to a place outside his/her usual environment for less than a year and whose main purpose of travel is other than the exercise of an activity remunerated from within the place visited". On the other hand the White Paper (DEAT, 1996) on the other hand, regards tourism as all travel, for whatever purpose that results in one or more nights spent away from home.

The World Tourism Organisation as cited by Youel (2000: 4) defines tourism as comprising of the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes. The Tourism Society as cited by Youel (2000) also defines tourism as temporary, short term movement of people to destinations outside the places where they normally live and work, and activities during their stay at these destinations, it includes movement for all purposes, as well as day visits or excursions. For the purpose of this study the definition of the World Tourism Organisation as cited by Youel (2000: 4) is adopted as the central point of departure.

1.8.2 Tourism Education

According to Cooper *et al* (1999: 109) tourism education is an approach to teaching tourism. Therefore, as an approach to teaching tourism, education is in this context is concerned with an in- depth parting of knowledge and meaning of tourism to the general population. It is also geared at offering and clarifying its theoretical underpinnings as a field of study.

In the context of tourism education, Cooper *et al* (1999: 458) have suggested that human resource challenges for tourism can "only be met successfully by

a well-educated, well-trained, bright, energetic, multilingual and entrepreneurial workforce that understands the nature of tourism and has had professional training".

1.8.3 Education

Luthuli (1981) defines education as the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of all the powers of being human. Straughton and Wilson (1983) define education as the development of knowledge and understanding as well as the transmission of vocational skills in order to improve the productive capacity of the labour force. According to Paisey (1981:2) education is the personal learning process by which values; attitudes, information and skills are acquired and integrated.

More exhaustively, 'education' is seen as encompassing both teaching and learning of knowledge, proper conduct, and technical competency. It therefore focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development of a person, an individual or group of persons [http://www.en.wikipedia.org/wiki/Education. (2008)]. The latter definition is the one used for purposes of this study.

1.8.4 Training

According to Van der Merwe, (2000) the notion of training entails the acquisition of skills and expertise to do the jobs as well as an in-service or on-the-job training, which leads to issuing of certificates. While on the other hand, Buthelezi (2003) argues that training relates to teaching someone skills that culminates in someone learning and changing his/her behaviour and outlook. For the purpose of this study, the term training is used to convey the meaning of both definitions listed above. A trained person acquires skills

and expertise that changes the way they would do their jobs. The training is at times attested to or verified by a certificate or diploma that is issued to them.

Furthermore, according to Van der Merwe (2000) the following aspects are important with regard to training: desired state of standard, predetermined skills, skills, knowledge, information and attitudes. One needs to invest in lifelong training programmes by implementing in-service training programmes that keep one abreast with the new developments. Employees and employers need to attend more training workshops, seminars and conferences about tourism, leisure and hospitality so as to be regarded as proficient in the industry.

1.8.4 Policy

Policy relates to the basic principles and guidelines used by organisations such as governments, corporations and agencies, manage their affairs towards the public. As such, public policy is seen as the structure or confluence of values and behaviour involving a governmental prescription. According to Hall (2000:10) policy should be seen as a consequence of the political environment, values and ideologies, the distribution of power, institutional frameworks, and of decision making processes. Amoah and Baum (1997:4) define policy as a process as well as a product. It is used to refer to a process of decision-making and also to the product of that process.

Policy is spoken as what is and what ought to be. It should serve public interest. It regulates the actions of not just the government, but also those in the private and non-profit sectors. It always provides guidance and limits within which tourism education can take place. For the purpose of this study the definition by Amoah and Baum (1997) is adopted. This definition shows

that policies provide directions to be observed en-route to implementation. In the teaching of tourism as a subject it is expected that educators must follow a set policy, which gives guidance on how this subject must be taught. The policy, which has been used for this particular study, is the National Curriculum Statement (NCS). The NCS serve as a guideline for tourism educators [http://education.pwv.gov.za (2006)]

1.8.5 Tourism policy

Goeldner and Richie (2003:3) define tourism policy as a set of regulations, rules, guidelines, directives and development or promotion of objectives and strategies that provide a framework within which the collective and individual decisions directly affecting long-term tourism development and the daily activities within a destination are taken. It is the way in which tourism must be done. Tourism policy is a strategy for the development of the tourism sector that establishes objectives and guidelines as a basis for what needs to be done. In other words, the tourism policy is a guideline, which provide framework for tourism educators to do their work efficiently. It is aimed at developing teachers to perform well in education. Amoah and Baum (1997:4) refer to tourism policy as a set of guidelines to determine which specific objectives and actions should be pursued to meet the needs of the particular destination area under consideration. For purposes of this study the definition of Amoah and Baum and is adopted as the central point of departure.

1.8.6 Application

In tourism the term 'application' refers to the carrying out or execution of public policy. This process consists of rule-making and rule administration [http//www.answers.com (2006)]. Generally, the term application refers to action as opposed to theory. It has to do with the translation of the policy

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into action; which is doing what the policy stipulates. Application emphasises action rather than (theory). Therefore, this particular research study tries to establish whether teachers follow the tourism education policy in the teaching of tourism education.

1.8.7 Implementation

The term 'implementation' in tourism, is similar to the term 'application', it refers to the carrying out or execution of public policy. This process consists of rule-making and rule administration [http://www.answers.com (2006)]. In this particular research study implementation refers to how the policy is being followed by educators when teaching tourism studies. It mainly looks at the extent to which tourism education can be facilitated and promoted in secondary schools within the Zululand District.

1.9 METHODOLOGY

This chapter presents the detailed explanation of methods, research design and procedures, which were followed in carrying out the study and research instruments to be used for the collection of data for this research. The sampling procedure and the selection of cases for the study as well as the hypotheses to be tested by the empirical data should also form part of this chapter. According to Macmillan and Schumacher (2001:52) in the methodology, the researcher indicates the research design, subjects, instruments and procedures used in the study.

1.9.1 Research design

According to Borg and Gall (1996: 321) research design is the specification of all the procedures selected by the researcher for studying a particular problem or set of questions or hypothesis. The same view of research design

is also maintained by Leedy (1993: 125) and Mouton (2001: 55). For Ary, Jacobs and Razavieh (1990:20) and Kumar 1999:8) research design should indicate, among other things, whether the study is quantitative in nature, the sample(s) and sampling method(s), the research instrument and the data analysis method to be used.

The study was carried out as a descriptive quantitative research study. In a descriptive research, the researcher attempts to systematically describe and interprets the situation, problem, service or programme, condition that exists, practices that prevail and processes that are going on.

1.9.2 <u>Research sample</u>

According to Turner and Rob (1989:107) a sample for the study is a selected finite set of persons, objects or things that the researcher employs in his or her study. As such the sample forms a subset of elements of the population. Stoker (1989:100) argues that a sample for the study is essential because it is not feasible to study the whole population. For this study, the sample consists of 10 policy makers, 10 principals, 15 educators, 47 community members and 50 learners. As a whole the sample consist of 132 people. The following criteria were used in selecting the research sample.

In choosing the research sample one should select the sample from which one can learn the most. This means that the selected sample should consist of people rich in the information needed by the researcher. When choosing the policy makers to be part of the sample of this particular research study, the main point which was considered is that they are knowledgeable about the educational policies. Principals were chosen because they know how to manage schools and how to check whether teachers follow the set subject policies. They are supposed to give support to educators on how to

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implement subject policies in their teaching. When choosing the grades 10-12 educators also to be part of the sample of this particular study, the following was considered:

- They are knowledgeable about tourism studies.
- Tourism educators are the easily accessible sources of information.

1.9.3 Instrumentation

According to Harries and Bell (1994: 64) and Sibaya (1996: 70) a questionnaire is a collection of written statements or questions relating to the situation or phenomenon being studied. For purposes of this study, questionnaires were used to collect data. A series of statements relating to tourism education were formulated and then arranged in such a way that the questionnaire research instrument was formed. The questionnaire was administered to the sample of respondents.

These questionnaires were designed in line with the objectives of the research study. They contain closed and open-ended questions. Each question had options from which respondents could choose. The researcher ensured that the closed-ended questions are as follows:

(a) All questions are formulated in accordance with the objectives of the study.

(b) They are not complex worded, for easy understanding.

(c) All possible responses were included.

1.9.4 Collection of data

Data relevant to this study was collected from various sources. Data collected focused on tourism education policy and application. The researcher collected data from the various response from the Department of

Education, policy makers, tourism educators, principals, local community and learners.

1.9.5 Data analysis and interpretation

According to Kerlinger (1989: 1250) data analysis means categorizing data, ordering, manipulating and summarizing data in order to obtain answers to a research problem. According to Magi (2005: 124) the purpose of analysis is to reduce data into intelligible and interpretable units of analysis, and would depend on the chosen research design, whether it is qualitative or quantitative, as well as the nature of data arising out of research instrument used. For this study data was analysed using a computer-assisted analysis of data based on the programme called the Statistical Package for Social Sciences (SPSS).

The collected data was presented quantitatively and was interpreted with the aim of explaining, giving justifications or finding meaning in the research results obtained. The interpretation of analysed data is performed with a view of finding or drawing conclusions about the objectives and hypotheses of the research study. It should be borne in mind that because of the limited scope of this study, no interpretation is expected to lead to generalisations which would affect areas that are beyond the study area.

1.9.6 Pilot study

Before the research instruments were used for the collection of data from the respondents, it was essential for the researcher to conduct a pilot study. According to Oppenheim (1992: 47) the pilot study is a process of trying out the questionnaire. This means that a pilot study is done to test the research instruments in order to see whether refinement is needed. For this study one

policy-maker, one principal, two educators, three community members and four learners of selected secondary were used for the pilot study.

1.10   STRUCTURE OF THE RESEARCH STUDY

The structure of the research study was organised into five chapters. Chapter one consisted of the introduction to the problem of the study. In this chapter the researcher introduced the reader to the background of the problem, statement of the problem, objectives of the study, delimitation of the study and the definition of the main terms in the problem statement of the study. The chapter finally presents the outline of the chapters of the study.

Chapter Two comprises mainly of the theoretical background. In this chapter the literature relevant to this particular study was discussed. This entailed looking at the broad status of the problem to establish what has been done thus far in this field of study. Then based on the discussion of tourism education policy an analysis on how tourism as a subject can be promoted on the selected secondary school of Zululand District.

Chapter Three consists of the physical setting of the study, demographics and the history of the study area. This chapter also provides an overview of what is available in the study area. Chapter Four contains the analysis and interpretation of data collected through empirical investigation. The researcher restated the objectives and hypotheses. Demographic analysis was done through the use of tables or graphs where possible.

Chapter Five concludes the study with the summary of findings, implications and conclusions that were derived from the analysis of data. Recommendations were made in the light of the findings.

1.11 CONCLUSION

This study has attempted to provide information on the background, objectives, hypotheses, the research design and the importance of the study. Furthermore, the study has given a description of the study area. The researcher also attempted to reveal and emphasise the important role-played by education and by tourism education in particular to develop the economic status of the district. Tourism education and training help to create tourism awareness in those people who are involved in tourism. It also provides people with business skills and open more job opportunities for them.

The importance of policy was highlighted and emphasised in order to bring focus onto the need to study and understand tourism. Policy gives guidance and direction as to how implementation should be done. The study has been concerned about how tourism policy can be translated in such a way that it improves the education output. The objectives and hypotheses were outlined in order to facilitate the analysis and interpretation of the research study.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1   INTRODUCTION

It has been suggested that the human resource challenges for tourism can "only be met successfully by a well-educated, well-trained, bright, energetic, multilingual and entrepreneurial workforce who understand the nature of tourism and have professional training" (Cooper *at al*, 1999:458).   Without doubt the tourism related activities have to get students who are well educated and well trained.   In other words, tourism education plays an important role in providing learners with entrepreneurial skills, promoting tourism awareness and expose them to opportunities of self-employment. According to the Department of Environmental Affairs and Tourism (DEAT, 1996:29) tourism education is one of the fundamental pillars of the development of a new responsible tourism in South Africa.

The professional skills gained in this particular field help to produce professional managers in tourism related sectors and people who are expected to promote and manage sustainable tourism.   It is necessary for most educators to teach tourism studies in grades 10-12 in a meaningful manner. To do this, they need to follow a particular policy that would provide guidelines as to how this particular study should be offered in secondary schools. A well structured and designed policy helps to facilitate appropriate action in the implementation of tourism education.

According to Pearce and Butler (1993) there is a general lack of literature on global tourism policy, and there seems to be a significant lack of information on tourism education and training policy. This lack is more pronounced in the previously disadvantaged communities especially blacks in places similar to the study area of this research investigation.

This chapter reviews some of the international and national policies relating to tourism education policies. It also discusses how these policies are implemented in the teaching of tourism studies. It has been reviewed with the purpose of emphasising its significance for South Africa in general and in the Zululand District, in particular, where tourism education is perceived as a young field. This is also aimed at encouraging the South African community to be involved in tourism, following the footsteps of the international community or countries where tourism education system is already in an advanced position.

2.2   INTERNATIONAL TOURISM EDUCATION POLICIES

According to the Tourism White Paper (DEAT 1996:15) international tourism is the only export item that is exported without leaving the country. This means that it is the best way of bringing in valuable foreign exchange to South Africa, for example. For this reason, developed countries such as Ireland, Canada, the United States of America and United Kingdom depend on this industry for their economic growth. Harrison and Husbands (1996:63) as cited in Buthelezi (2003) have argued that the international tourism industry has grown rapidly since the early 1960s. The early growth in the industry could be ascribed to sound tourism education and training, which provided the industry with professionally qualified people to produce

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sound   policies   as   well   as   manage   the   industry
[http://www.emeraldinsight.com (2006)].

According to Taylor and Francis (2006) tourism studies have become popular because of growing expenditures as discerned by the public sector, more secure employment prospects and increasing workforce requirements as responded to by the education community. They further state that the provision of tourism education and training has been predominantly industry-driven with narrow perspectives of either professionalism that is responding to industry's requirements for a skilled workforce or service quality that is meeting the tourist's expectations.

Furthermore, Taylor and Francis (2006) argued that while many students are attracted to tourism studies because of the relatively high probability of acquiring a position and job security, many perceive it as a glamorous industry providing opportunities for adventure notions that may be misplaced. According to Buthelezi (2003: 43) the growth in international tourist arrivals was made possible by sound tourism policies on education and training by various international countries. The following discussion focuses on international tourism education policies of selected countries.

2.2.1 Tourism Education in Malaysia

Since 1997 the Malaysian Government has regarded tourism as an economic development strategy for the country. Tourism has a good image to both students and their parents as an interesting educational option with good employment opportunities, and rather positive views towards tourism education were indicated. According to Taylor and Francis (2006) approximately three-quarters of students indicated that the tourism

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programme was in their top two choices of university subjects, and their parents were supportive of their decisions.

In 2001, students of different ethnic backgrounds enrolled in the tourism program of University Utara Malaysia were surveyed to explore their views concerning tourism education, jobs and a career in the tourism field. According to Taylor and Francis (2006) tourism studies in University of Malaysia were initially offered in the School of Management, which School of Management was established in 1999, offering degree courses in tourism, the Bachelor of Tourism Management Honours

The mission of the tourism school is to generate a community of thinkers and scholars who would promote sustainable tourism practices in Malaysia and the ASEAN region. Its objectives are to produce professional managers and administrators in tourism related sectors. It also serves as a national centre of excellence in training education and scholarly endeavour in tourism. The tourism programme is designed to become a leader in tourism education and research, fostering improved conceptual and research capabilities. The curriculum includes both academic (e.g. tourism research methodology) and professional tourism (e.g. hotel management) types of tourism courses [http://www.ingentaconnect.com (2006)].

The course content caters to the main components of tourism and is very useful in that it offers practical and up-to-date specialization areas (e.g. human resources, information systems, sports management) to the students. According to Taylor and Francis (2006: 22) prior to the development of research instruments, in-depth interviews were initiated with tourism employers to become acquainted with the local situation. Respondents were asked to indicate their ethnicity and their reasons for enrolling in a tourism

programme, their attitudes towards tourism and their hopes and expectations with respect to employment [http://www.ingentaconnect.com (2006)].

The self-administered questionnaires were distributed to the final year tourism students with the assistance of the course instructors in the University of Malaysia. Students demonstrated a high level of self-discretion in choosing tourism as their major study area. Choice was also guided by the perceived diversified nature of tourism studies and the good employment prospects studies and the good employment prospects involved. In Malaysia, the tourism education programmes require an approach not only to achieve professionalism but also to address the constraints to its achievement [http://www.ingentaconnect.com (2006)]

2.2.2 Tourism Education in China

The significance of tourism education was also acknowledged in China. Lew and Yu (1995) argued that China opened its doors to the outside world in 1978, a new industry in which Travel and Tourism became money making business activities. This created a great demand for component tourism managers and service personnel. To meet this challenge, tourism training and education was introduced in secondary schools as well as post-secondary institutions. Teachers in these institutions were meticulously trained and recruited. Training in these institutions involved course work, short-term programmes and internship in tourism studies. On completion of training, certificates were issued [http://www.linkinghub.elsevier.com (2006)].

2.2.3 Irish tourism education policy

Ireland in the 1980s was severely affected by the endemic unemployment problem. The Irish then decided to redress the policy terms of their tourism sector. In 1986 the liberalisation of the airfares particularly on the UK-

Ireland routes was a timely boost for Irish tourism. Clark and O'Cinnede (1981) as cited by Deegan and Dineen (1997: 217) noted the active role played by Central Government in the development of tourism in Ireland. *Bord Failte* (the Irish tourism board) carried primary responsibility for delivery of governmental objectives for Irish tourism.

Different tourism organisations were established in Ireland for the benefit of tourism e.g. the Operational Programme (OP) formed in 1989 and the Regional Tourism Organisations (RTOs) which focuses on marketing and promotion of the regional tourism product and managing the flow of tourists. According to Cark and O'Cinnede as cited by Deegan and Deneen (1995) the government published a White Paper on tourism policy. The objectives of the policy were as follows:

(a)   To optimise the economic and social benefits to Ireland of the promotion and development of tourism both to and within the country consistent with ensuring an acceptable economic rate of return on the resources employed and taking into account of:

- Tourism's potential for job creation.
- The quality of life and development of the community.
- The enhancement and preservation of the national cultural heritage.
- The conservation of the physical resources of the country and
- Tourism contribution to regional development.

(b)   To optimise or place job-creation high on the agenda as the desired outcome of tourism development in Ireland. Between 1988 -1992 the targets set were three-fold:

- To double the members of the overseas tourists.
- To create an additional 25 000 jobs.
- To double the revenue yield from the tourists *Board Failte.*

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(c)   To formulate strategies that sought to achieve the stated outcomes. This strategy sought to:

- Initiate product development

- Promotion of Ireland as an attractive destination.

- Distribution of Irish holiday products through appropriate channels.

It has been seen that the developed countries introduced tourism education mainly to uplift their economies. In order to succeed they were guided by the tourism education policies. In the Zululand District tourism education and training has economic value. In order to enhance its significance educators have to implement tourism education policies effectively. This would help to create job opportunities in the district and it would also contribute to solving the problem of unemployment.

2.2.4 Tourism Education policy of India

In November 1982 the government of India announced the first ever tourism policy. The Indian tourism policy aimed at accelerating tourism development [http://www.equitabletourism.org (2006)]. After ten years it was improved. Thus the National Action Plan for tourism was announced in May 1992. This plan clearly outlined the strategies, action plan and responsibilities towards achieving a sustained growth and development in the tourism sector in India. The Action Plan intended to achieve the following objectives [http://www.equitabletourism.org (2006)].

- Socio-economic development of areas

- Increasing employment opportunities

- Developing domestic tourism

- Preserving national heritage and environment

- Development of international tourism.

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To achieve the set objectives, two five-year plans were established. Those were the Seventh and the Eighth year plans that provided the basic perspective framework for operational initiatives. The Seventh plan advocated a two-pronged thrust in the area of development of tourism and to diversify overseas tourism in India. The 1982 tourism policy was more of an aggressive statement in marketing than a perspective plan for development [http://www.equitabletourism.org (2006)]. Its main thrust was aimed at presenting India, to the foreigners as the ultimate holiday resort. In order to achieve this aim the policy suggested the following measures:

- To take full advantage of the national heritage in arriving at a popular campaign for attracting tourists. These campaigns were training and educating communities on how to promote tourism to attract visitors.

- To promote tourists resorts and make India a destination of holiday resort.

- To grant the status of an export industry to tourism.

- To adopt a selective approach to develop few tourists circuits.

- To invite private sector participation into the sector. With its clear and sound policies on tourism education, the private sector would contribute to tourism development.

The government of India also regarded the tourism industry as an economic booster and as tool to accelerate their development. It was also seen as an industry that opens more job opportunities.

The developed countries have designed their tourism policies with an aim of accelerating tourism development. South Africa generally and the Zululand District in particular has to ensure that their tourism policy provide guidelines which would ensure effective tourism development. Therefore, tourism educators should implement tourism education policies effectively in order to

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ensure that there is a balance between policy and application. This would help to create more job opportunities and the problem of unemployment would be solved.

2.3 SOUTH AFRICAN TOURISM EDUCATION POLICY

South Africa has a clear national tourism policy. In its national tourism policy a provision for the tourism education and training has been made. Pearce and Butler (1993) argued that policy should, inevitably, provide guidelines to be followed in education and training which would ensure that effective and sustainable tourism development, planning and management is maintained [http://www.sciencedirect.com (2006)].

The national tourism policy relating to education has a link with the provincial and local tourism policies. The role played by the national government (public sector) and the private sector in tourism education and training and formulation of policy is emphasised. The Department of Environmental Affairs and Tourism (DEAT, 1996) realises that tourism education and training is one of the fundamental pillars of the development of a new responsible tourism industry. According to DEAT (1996) the national government in its general tourism policy adopted principles that would govern the approach to education and training in order to prevent the envisaged shortage of skills in the tourism industry. The aims of these principles are:

- To encourage the involvement of the private sector in the provision of education
- To develop and invest in an education system that will lead to self-efficiency and reduce reliance on imported skills.

- To ensure that training is conducted as a joint responsibility of national, provincial and local governments.

According to DEAT (1996) the national government further tasked the South African Tourism Board with the legislation, setting of standards and procedures, development, education and training and marketing and promotion of tourism all the responsibilities that relate to quality education and training in South Africa.

According to DEAT (1999:10) the provinces had to formulate their own tourism policies for education and training within the national framework policy to ensure that their policies do not conflict with those of the national government. The provincial tourism authorities must:

(a)   Identify training needs.

(b) Implement national tourism training programmes in provinces.

(c) Monitor training needs and standards in provinces.

The provinces had to consult with the national departments, particularly the Sectoral Education and Training Authority (SETA), on anything they wish to do relating to tourism. They argued that at the local level, tourism education and training is the responsibility of the local council as well as the regional councils. In the execution of their duties regarding tourism, the local and regional councils should be in line with the tourism provisions, standards and procedures of the national as well as the provincial governments. In short the national, provincial and local government work together to promote the tourism education and training that lead to the development of the tourism industry.

South Africa's education policy relating to tourism education follows the national curriculum statement (NCS), which is based on the principles of

OBE. [http://www.education.pwv.gov.za (2006). In this section an in-depth analysis of the tourism education policy relating to education and training which mainly focuses on how it is implemented in the teaching of tourism studies, grades 10-12 in the secondary schools in general and in Zululand District in particular. An observation was undertaken as to whether this education policy is followed by educators when teaching tourism studies in order to achieve their desired goals. Furthermore, it was established if educators were following the relevant learning programmes and implementing the correct methods of assessment and of collecting evidence. It would be proper to discuss the NCS in detail in order to have a clear understanding of its principles.

2.3.1 The National Curriculum Statement (NCS)

In South Africa, the outcomes-based education (OBE) system was adopted. It formed the foundation for the curriculum in education. It was replaced with the NCS that aims to develop a high level of knowledge and skills in learners. It encourages a learner-centred and activity based approach to education [http://education.pwv.gov.za (2006)]. The NCS grades 10-12 seeks to promote human rights inclusivity environmental and social justice. It has infused indigenous knowledge systems into the subject statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the constitution.

It also aims to achieve credibility through providing an education that is comparable in quality, breadth and depth to those of other countries. The kind of a learner that is envisaged is the one who will be imbued with the values and acts in the interests of a society based on respect for democracy, equality, human dignity as promoted in the constitution. The NCS grades 10-12 visualise teachers who are qualified, competent, dedicated and caring.

Assessment is the critical element of the NCS grades 10-12. It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgment about a learner's performance.

In the language of the National Curriculum Statement there are different types of assessment recognised:

- Baseline assessment that is done at the beginning of a grade.
- Diagnostic assessment that is done to discover the causes of learning barriers.
- Formative assessment monitors the learning process to give feedback.
- Summative assessment gives a picture of a learner's competence.

A teacher's assessment of learner's performance must be reliable and must also show a great degree of validity. It should be continuous (CASS). Oral, written and performance assessments are included in a portfolio. It is based on the principles of social transformation, outcomes-based education (OBE), high knowledge and human rights. Social transformation aimed to ensure that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population. This policy also removes artificial barriers to the attainment of qualifications [http://www.education.pwv.gov.za (2006)].

Teachers should also use relevant methods of collecting and recording evidence. This policy should be well implemented by the teachers when teaching their pupils in the secondary schools of South Africa. In teaching travel and tourism teachers have to implement the tourism education policy as set by the NCS. If not, it will fail like OBE. According to Jansen (1999) as cited by Bertram, *et al* (2000) the OBE programme failed because it was

introduced into schools with a minimum of formal preparation. Teacher training was not adequate. The learning support material and resources were also inadequate. For this particular study the researcher attempted to establish whether the teacher-upgrade workshops were doing enough to improve their skills.

2.4 TOURISM EDUCATION AND TRAINING PRACTICE IN SOUTH AFRICA

According to Magi (2006), South Africa, as in many countries of the world is working very hard attempting to put in place a viable and sustainable tourism education and training infrastructure for delivery. In the past, the South African tourism industry faced the problem of the lack of tourism education and training studies. Due to this problem, the South African community especially the previously neglected groups lack knowledge about the whole concept of tourism. According to the Tourism White Paper (DEAT 1996) lack of tourism education and training limits meaningful participation in the tourism industry.

These people miss the various opportunities that this industry offers because of an inadequate tourism education and awareness. The Reconstruction and Development Programme (ANC, 1994) have this to say about the exclusion of blacks from the tourism industry. Tourism in South Africa has been geared essentially to the local white and overseas markets, and has been adversely affected by apartheid and the resultant sanctions. This led blacks to believe that tourism is not for them but only for White people and overseas tourists. In trying to promote tourism education and training the provisions and guidelines provided in the tourism studies need to be implemented efficiently so that there can be a balance between policy (theory) and

application (practice), (Buthelezi, 2003). According to Magi (2006) as tourism continues to grow, the need for training and education grows. In recent years many universities and FET Colleges in South Africa have added travel and tourism programme to their curricula.

In other institutions existing programs have expanded, vocational schools have launched programme, trade associations have introduced education and certification programme, and private firms have opened travel and tourism schools. The KwaZulu-Natal Tourism Authority sees education and training as one of its fundamental areas of operation, challenge and opportunity [KZNTA, 2000]. The authority and its related partners, such as the University of Zululand, have collaborated in promoting and facilitating tourism education and training to the local community. This training has been achieved through the school teacher-upgrade tourism programme Magi (2006).

2.4.1 KZNTA objectives on tourism education and training

According to Magi (2006) through one of its programmes the KwaZulu-Natal Tourism Authority [KZNTA, 2003] has participated in promoting and sustaining tourism education and training, which aims to achieve the following objectives:

(a) Promote and develop tourism among the communities of KZN

(b) Encourage the integration of tourism into schools

(c) Promote community participation in tourism

(d) Facilitate tourism education and training programmes

The Tourism Authority further believes that well-planned tourism awareness, education and training programmes, in co-operation with regional tourism partners are fundamental towards improving tourism understanding and

service delivery within the province of KwaZulu-Natal (KZN, 2000). In implementing its strategic educational programmes, the KZNTA has put together a number of projects aimed at integrating tourism into schools through initiating tourism education and training programmes. This initiative has been achieved through establishing three education projects to be implemented through its Education and Training Committee:

(a)   A bursary scheme for tourism students in KwaZulu-Natal tertiary institutions. The bursary supports about 30 promising tourism students in their second year of study.

(b) The tourism teacher up-grade project, which is funded by the authority. Approximately 40 to 50 teachers are trained through a set of three tourism workshops.

(c) The tourism teaching material supports that is a joint venture initiative between the Independent Newspaper Group and KZNTA. It aims at producing twelve tourism learner supplements for use at high school level with the intention of distributing tourism-learning materials to rural schools in KwaZulu-Natal.

The KZN through its education and training programme and particularly the Tourism Teacher Upgrade Programme is aiming at achieving three objectives:

(a) To attempt to alleviate the shortage of educators trained in the field of tourism.

(b) To assist educators in collecting syllabus-specific tourism teaching materials.

(c) To improve the qualifications of high school tourism educators.

The teacher upgrade programme is offered in collaboration with the University of Zululand's centre for Recreation and Tourism. The successful

educators would get an opportunity higher diploma and degree programmes and therefore acquires higher qualifications. In terms of the KwaZulu-Natal tourism Authority the dominating perspectives are not only based around marketing and product development, but also tourism education and training. As such, according to Magi (2006), tourism education and training is without doubt one of the most important components ready to play a role in making tourism a viable industry and a "money spinner" it is perceived to be.

In the Zululand District, the community in general and the schools in particular are not exposed to adequate tourism education. The number of secondary schools that offer tourism education is limited. The Zululand District Municipality through certain individuals works very hard to develop tourism by promoting tourism education in schools.

2.4.2 Tourism education and training programmes in Zululand

The Zululand District Municipality is concerned about the development of the economy. To stimulate the economy of the district all the stakeholders considered tourism the key to unlocking the economic potential of the district [http://www.zululand.org.za (2008)]. One of the strategies of developing tourism in the Zululand District is through promoting tourism education and training. The interviewee told the researcher that to promote tourism education the Department of Education of KwaZulu-Natal in partnership with the Zululand District Municipality (ZDM) have initiated a 5 week tourism education and training project for the grade 12 learners of selected secondary schools under Ulundi and Nongoma educational wards. These learners are trained for five weeks and after training they return to their communities to promote awareness about tourism. This tourism-training project is the kickstart project initiated by the Zululand District with the purpose of promoting travel and tourism as a subject of learning in secondary schools

and to create tourism awareness in the communities. Tourism education and training programmes are conducted in the local municipalities of the district such as in the AbaQulusi municipality. Mrs Swanepoel who works at the Vryheid Information Bureau and Miss Madonsela who works at Lucas Meijer museum Vryheid Information Bureau [http://www.vryheid.co.za (2006)]. They educate learners from both primary and secondary schools around Vryheid about tourism and its benefits. They also facilitate school visits to the Environ Centre, which is found in the Vryheid hill. They also workshop tourism educators and give them information. Students from different tertiary institutions who need information for their research projects and those who do the internship are assisted.

During the celebrations of Heritage Day, tourism education programmes were presented through displaying craftwork, beads and traditional foods. Mrs Swanepoel from the Vryheid Information Bureau and Miss Madonsela who work in the museum, to attend and experience African cuisine and culture invites local communities. The projects are done in order to create tourism awareness and to promote tourism education and training in the Zululand District.

The tourism education and training programmes presented in Zululand are also intended to make learners, tourism educators and community members to realise the vast opportunities that are offered by tourism industry. This idea was supported by Buthelezi (2003) who argued that tourism education helped to boost the community with skills of creating beads, craft work, and to open up their homes as B and Bs and guesthouses. In schools, in general, and in secondary schools of the Zululand District in particular, there is still a great need for the promotion of tourism education and training so that learners and the local community can benefit from tourism. It is common

knowledge that education officials do not necessarily equate the knowledge acquired at school with that which is necessary for tourism business.

2.5 THE BENEFITS OF TOURISM EDUCATION AND TRAINING

According to Cooper *et al,* (1993) for the tourism industry, tourism education and training adds value, raises the quality of personnel and infuses a sense of professionalism and ownership. It also helps to define the industry and points to underlying similarities of the many different sectors (transport, hospitality and attractions). Those working in the industry such as in human resource understand the interrelationships of the sectors and begin to perceive business opportunities. In other words tourism education enables the human resource to identify and open a number of job opportunities.

Cooper *et al,* (1993) argued that training, in particular, delivers skills and practical knowledge which boosts the performance and productivity of personnel across the industry and the linking of education and training with manpower planning allows a closer gearing of the needs of the sector with the output of tourism schools. Education and training helps to retain staff provide a career path for employees and overall, achieve a better use of human resources in the tourism industry.

2.6 INVOLVEMENT OF LOCAL COMMUNITIES IN TOURISM

According to Cater and Lowman (1994) education and information programmes amongst the local population must be effective, especially through the medium of schools. They further argues that the encouragement of active participation by the local population in the education dimensions of the tourism development process is essential. According to Keyser (2002) in

South Africa, various factors limit the involvement and growth of local communities in the tourism industry. These include:

- Lack of information and awareness about tourism due to the community not having been meaningfully exposed to the industry. This includes the perception that tourism caters mainly for the upper and the middle class, and that it is not within reach of the previously disadvantaged.

- Limited training opportunities for previously disadvantaged groups and entrepreneurs, effectively limiting their meaningful participation in tourism.

- Where training programmes are provided, these are often not backed up by mentoring programmes and follow up training. Many small tourism businesses, created with enthusiasm after initial training, eventually fail because of a lack of on-going human development.

- Lack of involvement in decision-making, and in the development and promotion of tourism.

- Limited access to finance to be able to take advantage of the entrepreneurial opportunities provided by the sector or to enjoy the benefits of tourism themselves.

- Negative attitude in some sections of the established tourism industry towards community tourism products, which are sometimes viewed as inferior. These perceptions inhibit the creation of partnerships between established and emerging industry players.

In South Africa, community involvement in tourism education is essential and is seen as a crucial issue in the future of tourism (Keyser, 2002:367). The purpose of this particular study is to assess whether the local community

of Zululand District is involved in the tourism generally and in the tourism education in particular.

2.7   INTEGRATING STATEMENT

Tourism is regarded as the most appropriate and favoured economic development strategy by most countries, including South Africa. Cooper *et al,* (1993) have argued that the governments have recognised the value of tourism to their economies and in particular have linked manpower planning and education or training for tourism with competitiveness and productivity. For the tourism industry to develop and to have a high quality tourism workforce can be achieved only through high standards of tourism education and training.

In places like the Zululand District, tourism education and training also has economic value. In order to enhance its significance it has been introduced in some secondary schools. Tourism education policies need to be implemented efficiently and effectively by tourism educators, to ensure that there is congruence between policy and application, Buthelezi (2003). It is nonetheless important to note that before there is policy and application, there must be a strong education and training culture, so that the youth of the country must be introduced well into the field of recreation and tourism. According to Magi (2006) the sustainability of the growth and effectiveness of tourism as a job and employment creator for the community can only thrive if awareness, education and training precede all human activities in KwaZulu-Natal.

2.8 CONCLUSION

A theoretical background and foundation of any research study is usually the basis upon which assumptions, objectives and hypotheses of the investigation are structured. In this present chapter the theoretical background of the study was brought into focus and discussed. It gave some theoretical background of the study focusing on international policies of tourism education and training, national tourism policies, training practice, benefits of tourism and community participation. Due to supportive arguments given, it became clear that if tourism education is implemented with little policy guidance it might not succeed to improve the quality of the tourism industry.

In the next chapter the focus is placed on the investigation of the spatial and physical settings of the research inquiry. The subject matter discussed is related to the physical infrastructure existing in the study area, which should be promoting the implementation of tourism related education and training practices in the study area.

CHAPTER 3

PHYSICAL SETTING OF THE STUDY AREA

3.1 INTRODUCTION

The study area was spatially confined to the Zululand District that is situated in Northern KwaZulu-Natal, South Africa. It is the land of exquisite beauty and it offers a great diversity of activities such as game viewing, hunting, wilderness adventures, scuba diving, canoeing and peaceful lake fishing [http://www.zululandzigzag.co.za (2008)]. The district is blessed with many attractions. It has a distinct history with museums, various battlefields and monuments. These nature and history related sites attract both international and domestic tourists to visit Zululand. This helps to uplift the economy and alleviate poverty in the Zululand District. This district is primarily rural and experiences high levels of poverty and has high incidence of HIV/AIDS infection. It remains one of the poorest districts in South Africa. [http://www.idp.org.za (2008)]. The district's economy had been in a very bad state as a result of the collapse of coalmining in and around Hlobane and Coronation. These mines provided thousands of jobs to the inhabitants of the area. This situation has shifted the economic focus to tourism. [http://www.vryheid.co.za (2007)].

The present chapter focuses on the physical setting of the study area in terms of its historical background, demographics and tourism information relating to tourism education and training. By providing such information the researcher aims to give a comprehensive overview of what is available in the

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study area with regard to tourism education and facilities. The researcher is concerned about the degree to which tourism education is promoted in Zululand District.

3.2 SOCIO-SPATIAL AND ADMINISTRATIVE COMPONENTS

The physical setting of the study refers to the location, population, composition and administration of the study area. It is the section that contains information about the place where the empirical research was conducted.

3.2.1 Location of the study area

The Zululand District is situated on the east coast of South Africa in Northern KwaZulu-Natal [http://www.zululandzigzag.co.za (2008)] [Refer to Figure 1.1]. It is one of the twelve educational districts of the KwaZulu-Natal province, which is one of the nine provinces of South Africa. It is the largest educational district in KwaZulu Natal. All the districts are a mixture of urban and rural areas that are run by the local councils and Tribal Authorities respectively.

The district of Zululand has a wealth of cultural, historical and natural elements that make it attractive to both international and domestic tourists [http://www.vryheid.co.za (2006)]. These attractions should be well marketed and conserved in order to improve the economy of the district. Tourism education is essential for marketing these attractions and for creating tourism awareness in learners, educators and community members. Tourism education and training policy is crucial to providing guidance to tourism educators, learners and community members. It also provides support to tourism educators on how to teach travel and tourism as a subject. If tourism

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educators implement the tourism education policy effectively, learner performance could improve. Tourism would also play a significant role in alleviating depressed economies. The map shown below [Figure 3.1] indicating the location of battlefields as tourists attractions is important for the setting of this study.
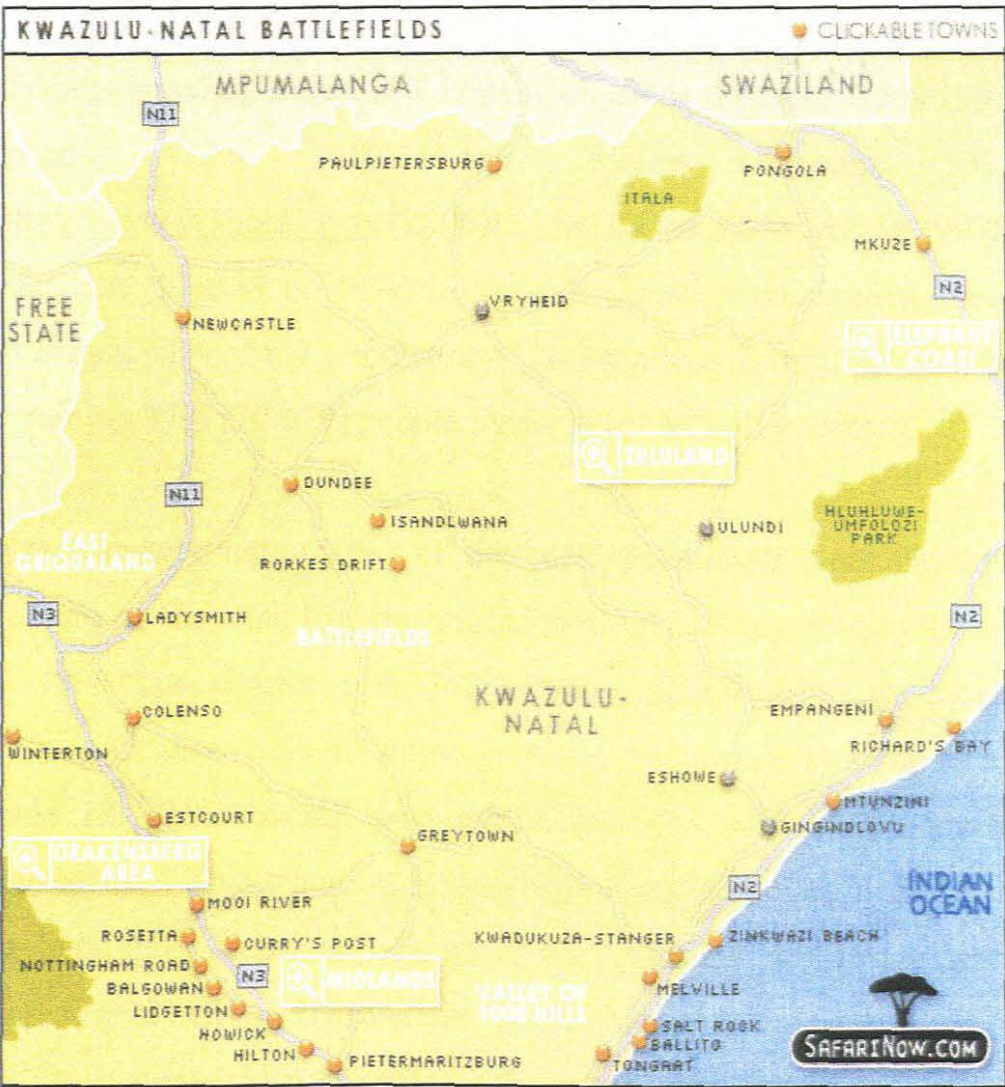
FIGURE 3.1: ATTRACTIONS IN THE ZULULAND DISTRICT
[Source: http://www.sa-venues.com (2008)]

3.2.2 Population in the study area

According to Statistics SA (2000), it has been estimated that 8.5 million people to be living in KwaZulu-Natal, most of whom live in rural areas

(77%) with only (23%) as urban. The province had more women (53%) than men (46%). Of the total population (39%) were younger than 15 years, and (57%) were in their economically active years (15 - 64), while (4%) were aged, 65 years or older [http://www.vryheid.co.za (2006)]. The 2006/2007 IDP Review of the population estimate for the AbaQulusi Municipality (Vryheid) indicates that in 2001 there were 191 019 people who lived in the AbaQulusi Municipality. According to race, Vryheid population comprised Africans forming 94% (180 208), Coloureds forming 0,5% (991), Indians forming 0,2% (419) and Whites forming 5% (9401) [http://www.vryheid.co.za (2006)]. There were more women (99781 or 52%) than men (91 238 or 48%) in the AbaQulusi Municipality. According to estimates, 63% of the population (120 342) live in rural settlements with the remaining 37% (70 679) people living in urban settlements.

Approximately half (51%) of the rural population were children, placing pressure on the need for educational facilities. According to the snap survey of 2006 the district had 762 schools [http://www.kzneducation.gov.za (2006)]. Of these only 43 schools offered Travel and Tourism as a subject to grade 12. Their overall pass percentage was 33% at the grade 12 final examination. This situation reveals that there is a great need in this district for promoting tourism education and training to equip learners with professional skills, expertise and in depth knowledge of tourism (Buthelezi: 2003). It would help to improve the low level of education in the Zululand District Municipality that hinders the people from competing effectively in the job market.

Furthermore, the IDP Review 2006/2007 for the Ulundi municipal area indicated that the Census 2001 population estimates for Ulundi were 212 970 people. There were also more women (54%) than men (46%). The Pongola

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IDP Review 2006/2007 reflected that in 2001, the Phongolo municipal area had a population of 119 766 persons. Again the estimates show that there were more females (53%) than males (47%). The total population of the eDumbe Municipality area is 65 364 people. There were more women (54%) than men (46%). From the above estimates it is clear that the district has more females than males. This situation is in most cases caused by the fact that women especially in rural areas are assumed to be acting as household heads in the absence of partners seeking employment in other urban areas. Approximately half (51%) of the Zululand District population were children, placing pressure on the need for educational facilities.

According to the researcher, as more people live in rural areas where educational facilities are far apart, learners are compelled to travel long distances to reach such facilities a situation that has the potential to lead to early drop-out. The researcher thus realized that it is crucial for the district to improve its education by locating schools and skills training centres in places that are accessible to communities.

3.2.3   Composition and Administration

Zululand District is one of the twelve educational districts making up KwaZulu-Natal province.   This district comprises of four educational clusters/circuits; namely: Bhekuzulu which is classified as cluster (A), Mahlabathini (B), Nongoma (C) and Paulpietersburg/Pongola (D) [Refer to Figure 3.2].   These clusters/circuits fall under local municipalities.   The Bhekuzulu cluster/circuit falls under the AbaQulusi Municipality.   In this municipality a large population (63%) live in rural settlements with the remaining (37%) live in urban settlements. This circuit/cluster constitutes six educational wards; namely: Babanango, Emondlo, Emvunyane, Filidi, Ngotshe and Umfolozi [http://www.kzneducation.gov.za (2007)].

FIGURE 3.2: ADMINISTRATION STRUCTURE OF THE ZULULAND DISTRICT
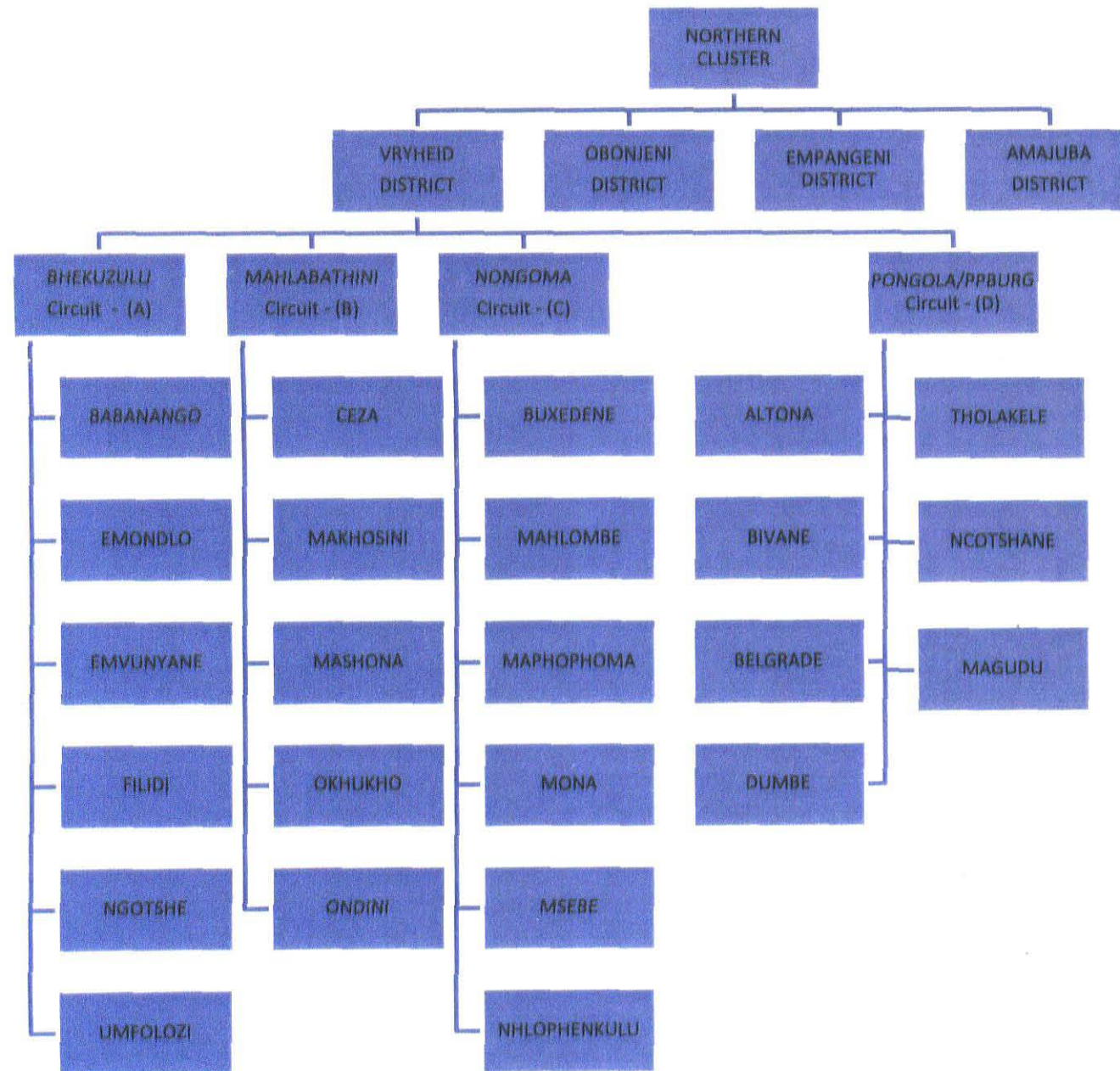
The Mahlabathini cluster falls under Ulundi local Municipality. It constitutes five educational wards; namely: Ceza, Makhosini, Mashona, Okhukho and Ondini. This municipality is the largest of the four municipalities in terms of population figures. Most settlements under this municipality are also in rural areas.

Nongoma cluster falls under Nongoma local Municipality. This municipality is Zululand's second largest municipality considering its population figures. It constitutes six educational wards; namely: Buxeden, Mahlombe, Maphophoma, Mona, Msebe and Nhlophenkulu. Paulpietersburg/Pongola cluster has been fused to form one cluster. It falls under the jurisdiction of eDumbe and Pongola Municipalities. It is Zululand's fourth largest of the four local municipalities in terms of its population figures. It constitutes seven educational wards; namely: Bivane, Dumbe, Tholakele, Altona, Belgrade, Magudu and Ncotshane.

The administration and management of the district rests in the management committee. At the head of the administration of the district is the District Manager (DM). His main function is to manage the provision of education in the district. The Chief Education Specialist (CES) provides managerial support to the District Manager and co-ordinates the work of the Sub-Directorate in the Office. The district is sub-divided into various divisions /sub-directorates, namely: Service Delivery, Teaching and Learning Support Grades 10-12, Teaching and Learning Grades R-9, ABET, and ECD, Service Delivery Support Services, Examinations, Human Resources Development and Employee Relations and Auxiliary Services. The main function of the service delivery management is to manage service delivery to the schools in the cluster. It also provides education management and governance. The Superintendents of Education Management (SEM) are each allocated to a

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ward that consist of a number of schools. The SEMs manage service delivery in schools in the cluster they are responsible for. In addition, the SEMs co-ordinate communication between the Head of the District Office and the education institutions.

The management of tourism education is important in the district. The Teaching and Learning Support Services Division should provide guidance and support to tourism educators with the implementation of tourism education policy when they teach Travel and Tourism. If tourism educators implement the tourism education policy effectively, a learner's performance is expected to improve. This situation helps to enhance tourism awareness in the district among educators, learners and communities. The administrative structure of the Zululand District is represented in Figure 3.2.

3. 2.4 Climatic features of the study area

KwaZulu-Natal experiences sunshine all year round in a temperate, sub-tropical climate with warm to hot and humid summers and mild winters. Midday temperatures generally average between 20° C to 30° C. Inland temperatures are generally mild but cooler at night. Spring and summer are the rainy seasons. Sea temperatures hover around the low 20° C and seldom drop below 19° C [http://www.uzulu.org.za (2007); KZN Travel guide: (2004)]. The mild temperatures of KwaZulu-Natal attract more visitors to the province. This helps to develop tourism.

3.3 CULTURAL FEATURES IN ZULULAND

The population of the Zululand District consists of the people from diverse cultures and traditions. It is a blend of Zulu, Afrikaans, German, English, and Indian and European cultures. The majority of the population being the

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Zulus living in rural settlements, therefore constitute 91% of the total population of the district. The Zulus are excellent craft people who create homemade beadwork, clay pots, woodcarvings, reed and grass baskets and mats [http://www.zulu.org.za (2008)]. Tourists can buy locally produced arts and crafts at the tourism destinations. Through these traditional artifacts considerable income can be generated, as tourists are particularly interested in this type of art and craft work.

The Zululand District is rich in history and culture with battle sites and museums providing fascinating insight, such as the KwaZulu Cultural Museum in Ondini. It has one of the finest collections of Zulu cultural artifacts. A visit to the Emakhosini Cultural Heritage Park is essential as it enables a visitor to understand the spirit of the Zulu people. Visitors can also visit the battlefields where thousands of Zulu warriors fought and died, and earned their reputation as a nation of fearsome fighters.

The Zulus also have many ceremonies for the living and one of the most impressive is the Royal Reed Dance Festival held in the royal village, Nongoma, each year. More than 10 000 maidens attend the festival from all parts of the kingdom of Zululand. They gather to celebrate their virginity and their approaching womanhood [http://www.zulu.org.za (2008)]

The researcher sees that there is a great need for tourism education and training in the district, since this would educate the local people on how to market their crafts to the tourists. The local people can also gain knowledge on how to handle the tourists. Tourism education and training could be in a form of workshops and also through learning Travel and Tourism in secondary schools. A tourism education policy must be implemented as a guide on how such training should be done.

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3.4 HISTORY OF ZULULAND

Zululand, a "place of the people of heavens" has a distinct history of its own. The area is the Zulu-dominated area of northern KwaZulu-Natal in South Africa [http://www.en.wikipedia.org/wiki/Zululand (2008)]. Paulpietersburg (eDumbe), Ulundi, Nongoma, Pongola and Vryheid are all in the Zululand District, aptly called the "Heart of Zululand". The traditional territory occupied by the Zulu nation includes the adjoining Uthungulu District that lies along the east coast of South Africa. The Zulu people are a proud nation that treasures its heritage and are conservative, friendly and always hospitable; displaying an unyielding loyalty to their inkosi (traditional leader). The AmaZulu descended from the Nguni people who lived in central or east Africa, a mystical land called Embo, according to the tribal storytellers. During the 16th and 17th centuries they moved south, and a smaller group settled in the fertile valleys of Zululand. The Zulus initially lived in peace and harmony; in time they became divided and quarreled, not only within their own clan, but also with tribes in neighboring regions. It was the emergence of the warrior King Shaka that reunited the amaZulu, forging feuding farmers and cattle herders into a proud and powerful nation (Uthukela and Umzinyathi Regional Council: 18). The king called his kingdom "KwaZulu" which means "Place of the people of heaven" [http://www.zulu.org.za (2008)]. Shaka, king of the Zulus spent part of his boyhood and early manhood with his mother, Nandi, in the area now known as Empangeni (under Uthungulu) [http://www.zulu.org.za (2008)].

In 1816, King Shaka ascended to the Zulu throne. Within a year he had conquered the neighboring clans, and made the Zulu into the most important

ally of the large Mtetwa clan, which competed with the Ndwandwe clan for domination of the northern part of modern-day KwaZulu-Natal.

King Shaka initiated many military, social, cultural and political reforms, forming a well-organized and centralized Zulu state. The most important reforms involved the transformation of the army, thanks to the innovative tactics and weapons he conceived. He engaged in a showdown with the spiritual leadership, clipping the wings, claws and fangs of the witchdoctors, effectively ensuring the subservience of the "Zulu church" to the state. Another important reform integrated defeated clans into the Zulu nation, on a basis of full equality, with promotions in the army and civil service becoming a matter of merit rather than due to circumstances of birth.

After the death of the Mtetwa king Dingiswayo at the hands of Zwide king of the Ndwandwe (around 1818), Shaka assumed leadership of the entire Mtetwa alliance. The alliance under his leadership survived Zwide's first assault at the Battle of Gqokli Hill (1818). Within two years, Shaka had defeated Zwide at the Battle of Mhlatuze River (1820) and broken up the Ndwandwe alliance, some of whom in turn began a murderous campaign against other Nguni tribes and clans, setting in motion what became known as Defecane or Mfecane, a mass-migration of tribes fleeing the remnants of the Ndwandwe fleeing the Zulu. By 1825 King Shaka had conquered a huge empire covering a vast area from the sea in the east to the Drakensberg in the west, and from the Pongola River in the north to the Bashee River in the south, not far from the modern-day city of East London. An offshoot of the Zulu, the Kumalos, better known in history as the Matabele, under their king Mzilikazi, created an even larger empire, including large parts of the Highveld and modern-day Zimbabwe.

King Shaka, who had had contacts with English explorers, realized that the white man posed a threat to local populations, and planned to begin an intensive programme of education to enable the Nguni people to catch up with the Europeans. However, in 1828 his half brother Dingane assassinated him and succeeded him as ruler. Dingane planned the execution of Piet Retief and a number of trekboers in 1838. In 1840, Zulu Nyawo, Sambane and Nondawana assassinated Dingane near the Hlatikhulu Forest on the Lebombo Mountains near Ingwavuma. Under his successors Mpande (another half-brother) who reigned till 1872, and Mpande's son Cetshwayo (effective ruler 1856-1879), the Zulus rebuffed Boer attempts to conquer them.

However, they then faced the problem of the British. In 1878, Sir Henry Bartle Frere, British Commissioner for South Africa, issued an ultimatum that Cetshwayo disband his army and concede to a number of demands. The Anglo-Zulu War of 1879 resulted. Initially the British suffered heavy defeat at the Battle of Isandlwana (January 22, 1879) where the Zulu army killedjn more than 1,000 British soldiers in a single day. This constituted the worst defeat the British army had ever suffered at the hands of a non-European fighting force. The defeat prompted a redirection of the war effort, and more British troops poured into Natal to ensure a British victory at Ulundi (4 July 1879). The British victors exiled Cetshwayo and subdivided Zululand into 13 regions, each administered by a kinglet. The largest region came under the control of John Dunn, a white hunter who had befriended Cetshwayo.

After the Anglo-Zulu War of 1879, the British appointed a resident, Melmoth Osborne, to mediate between the local chiefs and the British government; but continuing strife prompted the annexation of Zululand on May 9, 1887. The whole Province of Zululand, including Tongaland, became annexed to Natal December 31, 1897 [http://en.wikipedia.org./wiki/Zululand (2008)].

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3.5   NATURAL RESOURCES IN THE STUDY AREA.

The Zululand District has a wealth of natural beauty and teeming wildlife. It is blessed with natural attractions such as forests, wetlands, grasslands, mountains and coal deposits. The excellent natural resources with museums, various battlefields and monuments enhance the tourism opportunities that exist, making the district to be more attractive to tourists. With over 370 species of birds and many animals, reptiles, insects,. amphibians and plants that are found in the district, the area has become an ecotourism destination.

There are numerous game farms, sites of conservational significance, and reserves like Ithala Game Reserve, Hluhluwe-UMfolozi Game Reserve, Mkhuzi and Pongola Game Reserves where the 'Big Five' can be seen, are all easily accessible. The Environmental Centre situated in the Vryheid Hill Nature Reserve offers environmental education and the indigenous Ngome Forest as well as the Marian Shrine attracts pilgrims from all over the world [http://www.zulu.org.za (2008)]. All these resources help to promote tourism in the district.

The offering of environmental education in schools also helps to create tourism awareness and also promote nature conservation. These natural attractions attract both international and domestic tourists to visit the Zululand District [http://www.vryheid.co.za (2006)]. This marketing of tourism in Zululand, in turn helps to regenerate the economy and open more job opportunities within this particular district. The researcher realised that the knowledge and skills needed for marketing these natural attractions and on how to treat tourists professionally can be obtained in tourism education and training.

3.6 TOURISM OPERATORS IN THE STUDY AREA

The Zululand District attracts both international and domestic tourists. This is due to the fact that the area has various attractions such as the excellent natural resources, wetlands, reserves such as Ithala and it is located on the Battlefields route. The quiet scenic beauty and tranquil landscape also attracts tourism in the region.

To market and to promote tourism development in the district, a number of people are of utmost importance. They are: tour operators, agencies, Tourism Information Officers, Community Tourism Organizations (CTOs) and Tourism Education and Training institutions. These people play a significant role in the promotion of tourism. They create tourism awareness in the communities and encourage them to participate in tourism.

According to the Tourism White Paper (DEAT: 1996) lack of participation limits the meaningful involvement and participation of local communities in tourism. If the community is not fully involved in tourism because of inadequate tourism education they miss the various job opportunities that are offered by this industry. Tourism education plays a vital role because it equips people with creativity skills, management skills and business skills. The idea of acquiring tourism education to stimulate local economic development has been advocated by Cooper *et al*, (1999:458), when they argue that human resource challenges for local economic development in this case, can "only be met successfully by a well-educated, well-trained, bright, energetic, multilingual and entrepreneurial workforce that understands the nature of tourism and has had professional training".

3.6.1 Tourism information officers

The Zululand District has five tourism officers in all its local municipalities: The tourism information officer for Ulundi is Jabulani Buthelezi, for Nongoma the officer in charge is Smanga Gazu, for the AbaQulusi/ Vryheid municipality the tourism officer is Alet Swanepoel, for the Dumbe/Paulpietersburg municipality the officer is Marie Ihlenfeldt and for UPhongolo municipality the information officer is Samuel Kunene. [http://www.vryheid.co.za (2008)]. These information officers help to promote tourism education and training in the district. They organise training courses for tour guides, organize tours, education, as well as compiling tourism information brochures and maps of attractions to guide the tourists. These officers face different challenges as they promote tourism to the communities. The interviewee told the researcher that at Ulundi there is no tourism information office. This situation is challenging to the tourism officer responsible for that municipal area.

The information officers also encourage local communities to be involved in tourism by using their creativity skills of doing craftwork such as beadwork, pottery and woodcarvings in order to create job opportunities. These information officers try to put into practice what was envisaged by the Tourism White Paper (1996) when it advocated community involvement in the tourism industry.

3.6.2 Community Tourism Organizations

Community Tourism Association (CTA) of SA (1999) as cited by Buthelezi (2003) defines CTO as a non-profit organisation supported by the local tourism industry, local community and local government of a town or city.

According to the Community Tourism Association as cited by Buthelezi (2004), the three basic functions of the CTO are as follows:

(a) To encourage tourists to visit the local destination area and experience what it has to offer in a way that will be economically beneficial for the local community.

(b) To encourage and develop ways in which a local community could become more oriented and skilled in tourism, so that they treat tourists in the right way and locals benefit financially from tourism.

(c) To encourage the right kind of tourism infrastructure/attractions, accommodation, roads, shopping and so on- for the right types and volumes of tourists.

The district has considered the establishment of the Community Tourism Associations (CTA). All five local municipalities under the Zululand District Municipality (ZDM) have local leaders responsible for the CTA. The following local leaders lead the local tourism associations:

- Rex Duke is the chairman of the local CTA and Councilor Manana is the chairman of the portfolio for the Ulundi Municipality.

- Mlungisi Nzuza is chairman of association and Councilor S. M. Zulu is chair of the portfolio for Nongoma municipality.

- Andre Niemann is chairman of the association and Mayor Dlamini is chairman of portfolio for the AbaQulusi municipality.

- Joey Grobler is chairman of association and chairman of portfolio for the eDumbe/ Paulpietersburg municipality.

- Can Van Zyl is chairman of association for the Pongola municipality.

The leaders of the local tourism associations work very hard to promote tourism and to create awareness to the communities. These associations are aimed at involving the entire local community in tourism.

3.7 EDUCATIONAL INSTITUTIONS IN ZULULAND

The district has an insufficient number of education and training institutions that offer travel and tourism education studies. These institutions are the few secondary schools and the Mthashana Further Education and Training Colleges found within the district. The secondary schools offer Travel and Tourism in grades 10-12. These institutions are not addressing all the components of tourism. The few secondary schools with Travel and Tourism in their curriculum are not performing well; this was reflected by the 2006 grade 12 final examination results. The average pass rate for the whole district was 32, 88%. According to the researcher this poor performance results from the fact that the overall qualifications of tourism educators are inadequate for teaching tourism studies. Tourism educators are not implementing the tourism education policy efficiently. A clear and sound tourism education policy is essential because it provides guidance in the teaching of tourism studies.

3.8 CONCLUSION

The present chapter has presented a description of the physical setting of the study area. The chapter provided the reader with information on the location of the study area and its population. The Zululand District comprises of four educational clusters; namely: Bhekuzulu, Mahlabathini, Nongoma and Paulpietersburg-Pongola.

The researcher also tried to emphasise the importance of policy in the teaching of tourism studies. The Zululand District has to promote and develop tourism education in order to improve its economic status. It is the area that equips the people with professional and business skills that are needed in the tourism industry. A clear and sound tourism policy regarding tourism education becomes essential as it provides guidelines to be followed in general education practice.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The present chapter deals with the combination of analysis and interpretation of data. According to Kerlinger (1989:1250) data analysis means categorising data, ordering, manipulating and summarizing data in order to obtain answers to a research problem. The purpose of analysis is to reduce data into intelligible and interpretable form (Magi, 2005). Interpretation of results aims at revealing what the meaning and implications of the analysis may be, and from which conclusions can be drawn. (Magi, 2005) argues that researchers have agreed that the analysis of data does not in itself provide answers to research questions, but the interpretation of data does go a long way in providing reasonable answers to the research question. The questions were structured in relation to the objectives of the study, so as to achieve desired results.

The findings presented below concentrate on tourism education policy applications and related management practices in the Zululand District, KwaZulu-Natal. Furthermore, the study seeks to investigate the implementation of tourism education policy in the teaching of travel and tourism in secondary schools within the Zululand District. Participation of local communities in tourism-related education processes were also explored within the study area.

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Accordingly, adequate participation would imply that tourism education policies are implemented in a satisfactory manner.

4.2 RESTATEMENT OF OBJECTIVES AND HYPOTHESES

Objectives of any research study according to Kumar (1999:40) are a way of presenting the goals that the researcher wants to attain in any research investigation. They should be directly linked to the research problem and its sub-problems. It is helpful to restate objectives and hypotheses because they give direction to the analysis and relate to the findings of the study. Objectives give guidelines on where the interpretation of data should focus. The study is based on the following objectives and hypotheses.

Objective 1: To reveal how tourism as a field of study is understood by the stakeholders within the study area.

Hypothesis 1: That there is a lack of understanding of tourism as a field of study in the study area.

Objective 2: To establish whether respondents in the Zululand District are aware of tourism education and training in the study area.

Hypothesis 2: That respondents in the Zululand District are fully aware of tourism education and training in the study area.

Objective 3: To investigate the adequacy and types of tourism education policies available in the study area.

Hypothesis 3:   That there are adequate and varied types of tourism education policies in the study area.

Objective 4:   To determine the adequacy of tourism education and training programmes that exist for stakeholders in the study area.

Hypothesis 4:   That there are inadequate numbers of tourism education and training programmes existing for secondary schools in the study area.

Objective 5:   To find out whether existing tourism education policies are implemented in a satisfactory manner in local secondary schools.

Hypothesis 5:   That tourism education policies existing in the study area are not implemented in a satisfactory manner in local secondary schools.

Objective 6:   To assess whether the local community is participating adequately in the implementation of tourism education policies in the study area.

Hypothesis 6:   That there is inadequate participation of the local community in the implementation of tourism education policies in the study area.

Objectives and hypotheses give guidelines to the analysis of data presented. The restatement of the objectives and hypotheses helps the reader of the dissertation to remember the initial statements made in chapter one. In this chapter the

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acceptance or rejection of the hypotheses is pursued leading to the findings based on the data as analysed and interpreted.

4.3 GENERAL INFORMATION OF THE RESPONDENTS

The researcher realised that it is important to get personal information about the respondents in order to be able to draw accurate conclusions. Demographic characteristics of all the categories of respondents namely: principals, community members, tourism educators, tourism learners and policy makers were computed.

4.3.1 Demographic Characteristics of the Respondents

Demographic characteristics of data reflect the personal features and distribution of respondents. Personal features include gender, age, and residence, level of education and occupation of respondents. The interpretation of demographic characteristics of principals, community members, tourism educators, tourism learners and policy makers is given in the sections that follow.

4.3.1.1 Gender distribution

As shown in Table 4.1, the distribution of respondents by gender of the total sample [n=132] was 57 percent males and 43 percent females. A categorisation of respondents in terms various categories are now described. The ten principals of the schools which falls under Zululand were supplied with questionnaires. All the questionnaires were returned by the respondents. In the sample collected from the principals, the majority of respondents (70%) were males. Females represented the minority (30%) of the respondents in the Zululand District.

TABLE 4.1   THE DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS
[n=132]

VARIABLE	SUB-VARIABLE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
GENDER	Males	75.0	57%	57%
	Females	57.0	43%	100%
	Total	**132.0**	**100%**	100%
AGE	15 – 20	23.0	17%	17%
	21 – 34	30.0	23%	40%
	35 – 44	25.0	19%	59%
	45 – 54	41.0	31%	90%
	55 – 65	13.0	10%	100%
	Total	**132.0**	**100%**	100%
PLACE OF RESIDENCE	Urban	25.0	19%	19%
	Rural	85.0	64%	83%
	Peri-Urban	22.0	17%	100%
	Total	**132.0**	**100%**	100%
LEVEL OF EDUCATION	Secondary	13.8	09%	09%
	Post-Matric. Cert.	14.0	10%	19%
	Post-Matric Dip.	28.0	20%	39%
	University	77.2	61%	100%
	Total	**132.0**	**100%**	100%
EDUCATION CIRCUIT AFFILIATION	Bhekuzulu	52.0	40%	40%
	Nongoma	40.0	30%	70%
	Pongola	26.2	21%	91%
	Edumbe	14.8	09%	100%
	Mahlabathini	00.0	00%	100%
	Total	**132.0**	**100%**	100%%
TOURISM EDUCATION QUALIFICATIONS	Formal [Yes]	28.0	20%	20%
	Non-Formal [Yes]	24.6	18%	38%
	None [No]	77.2	61%	99%
	Not Sure [No]	01.2	01%	100%
	Total	**132.0**	**100%**	100%

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The reason why most males were respondents is that most secondary schools are headed by male principals. This outcome is based on history, which might be dated back to the apartheid system where leadership powers were given to males only. This implies that gender equity has not yet been implemented in the study area. Table 4.1 below shows the gender distribution of the respondents.

Forty five questionnaires were distributed to the local community. More than half of the community members, who responded to the questions, were females (58%) and the rest were males (42%). What was interesting is that most females were open, friendly and were willing to respond to the questionnaires. Some males were not willing to respond and some seemed to be very busy and asked the researcher to make appointments with them. The sample size of the tourism educators was fifteen respondents. The respondents who form the majority were females (60%) and (40%) were males. The reason why more females responded is that there are more female educators who are in post level one and whose main responsibility is to teach learners rather than to manage schools.

Schools which offer Travel and Tourism as a subject were visited. The researcher managed to distribute questionnaires to fifty tourism learners. The majority of respondents were females (66 %). Males represented (34 %) of the respondents. One of the reasons why more respondents were females was because one of the schools visited in a semi- urban area has accommodation for girls, which was a former hostel for the mine workers of Hlobane. This form of accommodation makes it easier for girls to attend school.

Ten questionnaires were distributed to the policy-makers (SEMS). In the sample collected to the policy makers, the majority of them (100%) were males.

Females were not represented. The reason why most policy makers were males can also be dated back to the time of apartheid where leadership powers were given to males only. This shows that the policy of gender equity has not yet been fully implemented in the study area as most females are not occupying the management positions. Gender influences the participation of an individual in management positions.

4.3.1.2 Age Distribution

The age distribution of the total sample [n = 132] as shown in Table 4.1 was as follows: 17% were in age-group 15-20; 23% were in age-group 21-34; 19% were in age-group 35-44; 31% were in age-group 45-54; and 10% were in age-group 55-64. The majority of principals (50%) were from 45 to 54 years old. The age category 35 to 44 years had fewer principals (30%). The age category 55 to 64 years old was the smallest (20%). These findings indicate that there was no principal respondent who was younger than 35 years old. The reason is that being a principal of a secondary school, educators are expected to have served for seven years in a teaching profession. They have to be mature and experienced to qualify for this position.

The local community respondents ranged from 25 years of age to 64 years. More than half of the respondents (51, 1%) were from 25 to 34 years. About (26, 7 %) were from 35 to 44 years old. About (15, 6 %) were from 45 to 54 years old and very few of the respondents (6, 7 %) were from 55 to 64 years old. The main respondents who participated in the study are people from 25 years to 54 years old. The findings of this research study indicated that no respondent was younger than 25 years. The researcher suspected that this is due to the fact

that younger people do not have knowledge on tourism issues and are still dependent on their parents for support on educational matters.

The age distribution of the tourism educators ranged from age 25 to 54 years old. About half of the respondents (50 %) were from 25 to 34 years old, few of them (40 %) were from 35 to 44 years and very few of them (10 %) were aged between 45 and 54 years old. The main respondents who participated in the study who are middle aged and teaching this learning area, were aware of its challenges and problems.

The respondents who form the majority of learners (86 %) are from age 15 to 20 years old. The age category of 21 to 24 years was the second most frequency number (14%). These findings indicate that there was no learner who was younger than fifteen years old. The reason why the majority of learners were in age category 15 to 20 years is because according to the admission requirements of learners, they are supposed to be in grade 8 when they are 14 years. This makes them to be 18 years old when they are in grade 12. These findings revealed that learners who responded to the questionnaires were in grades 10-12 as Travel and Tourism is offered in these grades.

The age distribution of policy makers (SEMS) ranged from age 45 to 64 years old. The majority of respondents (80%) were from 45 to 54 years old. Very few respondents (20 %) belonged to the age category from 55 to 64 years old. The findings of this study indicate that there was no respondent who was younger than 45 years old. This is because being a policy maker /SEM a matured person is suitable for this position. Policy makers usually hold this

position after being the principals. They are required to have served a number of years before occupying this leadership and management position.

4.3.1.3 Place of residence of the respondents

The researcher wanted to know the place of residence of the various stakeholders or respondents. On the whole most of the respondents came from rural areas [64%], whereas about 19% came from urban area, and interestingly 17% came from peri-urban areas. Pertaining to the school principals about half of them [50%] live in rural areas, whereas about 40 percent of them live in urban areas. Very few of them (10%) live in semi-urban areas. The reason why the majority live in rural areas is because most schools under the Zululand District are found in rural areas.

Respondents from the local community were asked to indicate their place of residence. Out of forty five community members, more than half (53, 3%) reveal that they live in rural areas, few of them (20 %) live in urban areas and few of them (26, 7%) live in semi-urban areas. The reason why most community members live in rural areas was a result of the apartheid system whereby Black people were forcefully removed from their original places and were forced to live in reserves which were situated in remote rural areas.

Tourism educators who were respondents of the questionnaires indicated that most of them (60%) also live in rural areas. About 30 percent of them live urban areas and very few of them (10%) live in semi-urban areas. The reason why the majority live in rural areas is because the schools where they teach are also in rural areas. The need for the accommodation that is nearby their schools is

forcing them to live there and need be that they had to pay rent to the owners of the nearby households.

Learners who were also the respondents were also asked their place of residence. Out of fifty questionnaires collected from them, the findings indicated that more than half of them (66%) reside in rural areas. About 28 percent of them live in semi-urban areas. Very few of them (6%) live in urban areas. The reason why the majority live in rural areas is because most schools which are for the previously disadvantaged people are in rural areas.

From the questionnaires collected from ten policy makers, the findings reveal that the majority of them (90%) live in urban areas. Very few of them (10%) live in semi-urban areas. Not even one of them live in rural areas. The reason why the majority of the policy makers live in urban areas is because they are professional people who earn the high income. Their economic status enables them to afford to buy homes in urban areas. This study reveals that there is a relationship between a person's income and the place where a person lives. It stands to reason that a person's lifestyle depends on the type of job he/ she does. Income and occupation influence the type of residence a person occupies. Insufficient funds could be a reason why many people live in areas which are not in good condition. Therefore income plays a role in people's choices.

4.3.1.4   Level of Education of Respondents

The level of education is a great determinant of the understanding of tourism opportunities in any environment. As such, this research study established that the total sample interviewed was distributed as follows: about 61 percent had acquired a university degree, 20 percent had post matriculation qualifications,

10 percent post-matriculation certificate and finally 9 percent had gone through secondary education. It stands to reason that the more a person is educated, the more chances the person has on an understanding of the meaning of tourism.

Pertaining to the school principals a large majority [90%] indicated that they had a university degree. The rest of the principals [10%] had post-matriculation diploma. Furthermore, the researcher also wanted to know the level of education of the local community. About 36% of community members have degrees, 7% possess post-matriculation diploma, 11% of the respondents have post-matriculation certificates and 29% have had high school qualifications.

The majority of tourism educators (60%) had post-matriculation diplomas, whereas 30% of educators had university degrees and very few of them (10%) have post-matriculation certificates and matriculation. It stands to reason that educators are well educated people who understand the meaning of tourism, even those who do not have tourism related qualifications. Learners were also asked to reveal their level of education. The majority of learners (84%) indicated that they were busy with secondary education. About 16% of learners were about to graduate from Grade 12. The reason why tourism learners were from grades 11 and 12 is because the study was mainly directed to grades 11 and 12 learners. This is because Travel and Tourism subject is offered in these grades. The researcher visited two schools distributed the questionnaires to grade 11 and 12 tourism learners.

The researcher also wanted to know the level of education of policy-makers. The majority of policy-makers (98%) have had university qualifications and were professionals. A few of them (2%), do not have university qualification.

Notwithstanding, the policy-makers were well educated and had an understanding of tourism and knowledge of the tourism education policy which teachers should use as a guide in their teaching of Travel and Tourism.

4.3.1.5   Circuit affiliation of respondents

The findings of this research study indicated that all the principals who responded to questionnaires belong to the schools which fell under the circuits of Zululand. According to the specified scope of the study: about 40% of the principals are in schools under Bhekuzulu Circuit, 30% of principals were from schools under Nongoma Circuit, 21% school principals were from Pongola Circuit and very few [9%] principals belonged to Edumbe Circuit. There was no principal form the Mahlabathini Circuit as the researcher was unable to get these principals. This was due to national workers strike which forced/led to the temporary closure of the schools.

The researcher also wanted to know the circuits which were managed by the policy-makers. The findings indicated that the majority of them (90%) belonged to the Bhekuzulu circuit and very few (10%) were from the Pongola circuit. It stands to reason that most policy-makers are stationed at Vryheid/Bhekuzulu as the main circuit but they control the five different circuits which form the Zululand District.

4.3.1.6   Educators with tourism related qualification

The researcher wanted to know the number of educators who had tourism related qualifications. The findings of this study revealed that about two out of three respondents or tourism educators (61%) did not have tourism qualifications.   About 20% of tourism educators had a formal diploma

qualification, and about 18% of them have non-formal certificates in recreation and tourism which they obtained from attending workshops for teacher upgrades.

It is apparent that the notion of tourism education and training among the respondents is still a new phenomenon which is why many educators still do not have the relevant qualifications in the field. This lack of relevant qualifications makes travel and tourism an important field to be investigated and supported, if tourism is to become a significant job creator in the study area.

4.4 UNDERSTANDING THE MEANING OF TOURISM

This research study is concerned about tourism education in the Zululand District. In order to promote tourism education in the district it has to be better understood by policy-makers, principals, tourism educators, learners and community members within or around the Zululand District. One of the main objectives of the study was to reveal how tourism as a field of study is understood within the study area. This was pursued so as to reveal the levels of understanding the respondents had about the meaning of tourism in general within the study area.

As shown in Figure 4.1, various answers were given in response to questions seeking ascertain the level of understanding of the meaning of tourism. Given selected responses would show what tourism means to the respondents. The results that were achieved are discussed below in various categories, namely: responses of principals and policy-makers, local community members, as well as tourism educators and learners.

4.4.1 Understanding of Principals and Policy-Makers

The majority of the principals [79%] and policy-makers [75%] indicated that they have good understanding of the meaning of tourism. Only 20 percent and 23 percent of the principals and policy-makers respectively indicated that they have a poor insight of the meaning of tourism. About 1 percent of principals and 2 percent of policy-makers were not sure about the meaning. From these responses it can be deduced that as well educated as most principals are, they also have a clear understanding of the meaning of tourism.

FIGURE 4.1: UNDERSTANDING OF THE CONCEPT OF TOURISM BY RESPONDENTS
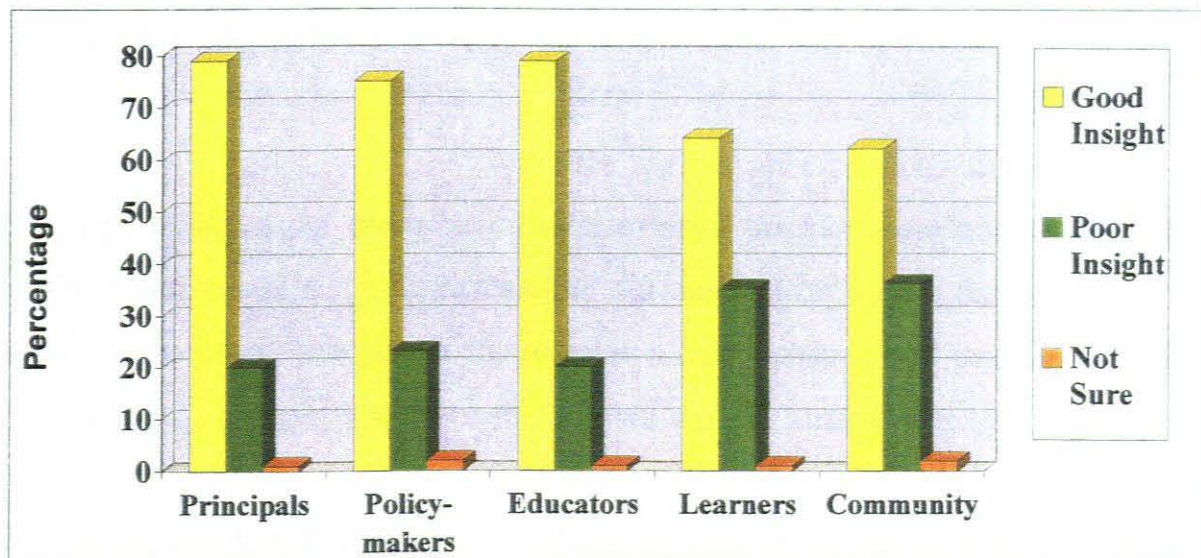
[n = 132]. Some of the respondents gave more than one response to some of the categories]

It was also inferred that respondents also have full knowledge of tourism education which is why they responded as they did and also feel that it should be

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included in their school curriculum. The policy-makers were also knowledgeable about tourism, but the few that had a poor insight [23%] could be less experienced or educated in the subject area.

4.4.2 Tourism Educators and Learners' Understanding of Tourism

As shown in Figure 4.1 the majority of tourism educators [79%] reflected that they had good insight into what tourism meant and 20 percent indicated that they had a poor insight into the understanding. The above result suggests that although most tourism educators are clear about the meaning of tourism, but there are some who are still not very clear.

With regard to the tourism learners, it became clear that a smaller majority [64%] understood the meaning of tourism. Notwithstanding, a significant number of the tourism learners [35%] indicated that they had a poor insight into the understanding of tourism. This clearly suggests that there are still learners who do not understand the meaning of tourism notwithstanding that they are tourism students.

4.4.3 Local Community's Understanding of Tourism

The local community being part of the respondents was also asked if they knew what tourism meant. In terms of their responses, it became evident that more than half [62%] of the respondents understood the meaning of tourism, whereas a relatively large number [36%] indicated that they have poor insights into tourism understanding. Only 2 percent indicated that they were not sure. The possible reason for such a response in that the community is less educated than the other sample groups.

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Following from the analysis given above pertaining to all the groups of respondents, it may be concluded that Hypothesis 1 which states: "That *there is a lack of understanding of tourism as a field of study in the study area"*, should not be supported and therefore rejected. The main reason is that the findings have indicated that respondents do understand the tourism concept and its educational importance.

4.5 TOURISM EDUCATION AWARENESS

Theory has presented the notion that tourism education and awareness usually work together. A stakeholder cannot afford to be educated and yet remain unaware of tourism activities in his or her environment. It has been argued that a trained person acquire skills and expertise that would help change the way they do their jobs with a view of improving their environment for the better. In this regard, one of the objectives of this research study was to establish whether respondents in the Zululand District were aware of tourism education. All the stakeholders were asked questions in order to get answers on their level of awareness of tourism education.

The various outcomes of the analysis about tourism awareness are reflected in Figure 4.2 below. On the whole, the responses of subjects revealed that the majority of surveyed respondents, the principals [91%], policy-makers [88%], educators [98%], learners [54%] and community [52%], revealed that they have good awareness of tourism education in the study area. Each of these stakeholders are discussed in some detail in the next paragraphs.

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FIGURE 4.2   RESPONDENTS' AWARENESS OF TOURISM EDUCATION IN THE STUDY AREA
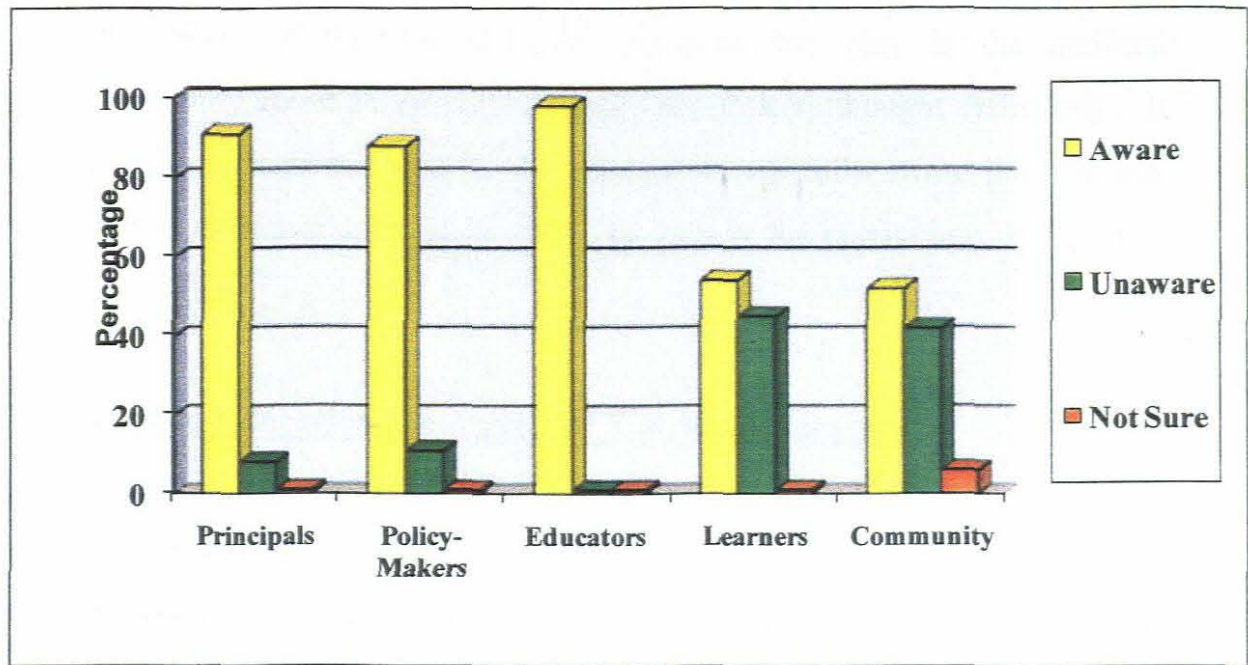
[n = 132]. Some of the respondents gave more than one response to some of the categories]

4.5.1 Tourism Education Awareness of Principals

The awareness level was drawn from the sample of ten principals in order to get their level of tourism education awareness. This was assessed by asking if they thought that tourism education can play a role in the national curriculum. The results that were achieved are discussed below. The majority of principals [91%] indicated that they were aware that tourism education and play a role in the national curriculum. Only 8 percent of the principals thought otherwise. It stands to reason that the principals are fully aware that tourism education has an important role in the curriculum. The principals are aware because they are well-educated and the work with tourism as one of the subjects in their school curriculum and have to encourage or promote the teaching of the subject.

4.5.2 Tourism Education Awareness of Policy-Makers

Similar to the principals, the majority of the policy-makers [88%] thought that they were aware of the role tourism education can play in the national curriculum. Only about 11 percent of the policy-makers thought differently. It may similarly be reasoned that the policy-makers are fully aware that tourism education has an important role to play, not only in the curriculum, but also in the local economy.

4.5.3 Tourism Education Awareness of Tourism Educators

Tourism educators as part of the respondents were asked if they thought tourism education had a role to play in schools. The results achieved indicated that the majority of tourism educators [98%] agreed that they were aware of the role played by tourism education in schools. Only about 1 percent of the policy-makers thought that it was not the case. Because the tourism educators are well educated, this may be the reason why they are fully aware that tourism education has an important role to play in the national curriculum.

4.5.4 Tourism Education Awareness of Learners

Tourism learners as part of the respondents were asked if they were aware of the role of tourism education in their curriculum. A small majority of the tourism learners [54%] were actually aware of the role of tourism education in the curriculum. A fairly significant number of learners [45%] indicated a lack of awareness. The main reason for such a response is that learners are still in the process of being educated about tourism.

4.5.5 Tourism Awareness of Local Community

In order to establish if local community respondents in the Zululand District were aware of tourism education, community members were asked to respond to some questions. The results of the survey indicated that more than half [52%] strongly agreed, whereas 42% agreed that they have to be made aware of tourism. Very few local community members [6%] were undecided. It stands to reason that the majority of the local community sees tourism awareness as very important.

It should be understood that, in order for tourism to prosper, tourism education and tourism awareness ought to be supported. As such, tourism awareness is an important factor that plays a role in tourism development and other aspects of tourism such as tourism crime, safety and security. Following from the outcomes of the analyses carried out in this section, Hypothesis 2, which states: *"That respondents in the Zululand District are fully aware of tourism education and training in the study area"*, should be supported and therefore accepted. The basis for this conclusion is that the majority of respondents were aware of the importance of tourism education in strengthening the tourism industry.

4.6 TOURISM EDUCATION POLICIES IN THE STUDY AREA

According to Hall (2000:10) a policy should be seen as a consequence of the political environment, values and ideologies, the distribution of power, institutional framework and of decision making processes. In other words a policy can be seen as a process of decision making as well as the product of that process. The setting up of a viable tourism education and training practice can

only be established through good policy frameworks. In this regard, one of the objectives of this research study was to investigate what tourism education policies are in place in the study area. All the respondents were asked to provide information about their knowledge of the tourism education policies in their environment.

On the basis of this objective, responses from all subjects were analysed as shown in Figure 4.3 below. On the whole the responses of subjects reveal a mixed or varied response pattern, some indicating that there were adequate tourism education policies in the study area, others felt that these were inadequate or they were not sure.

FIGURE 4.3   PERCEIVED ADEQUACY OF POLICIES DEALING WITH MATTERS OF TOURISM EDUCATION
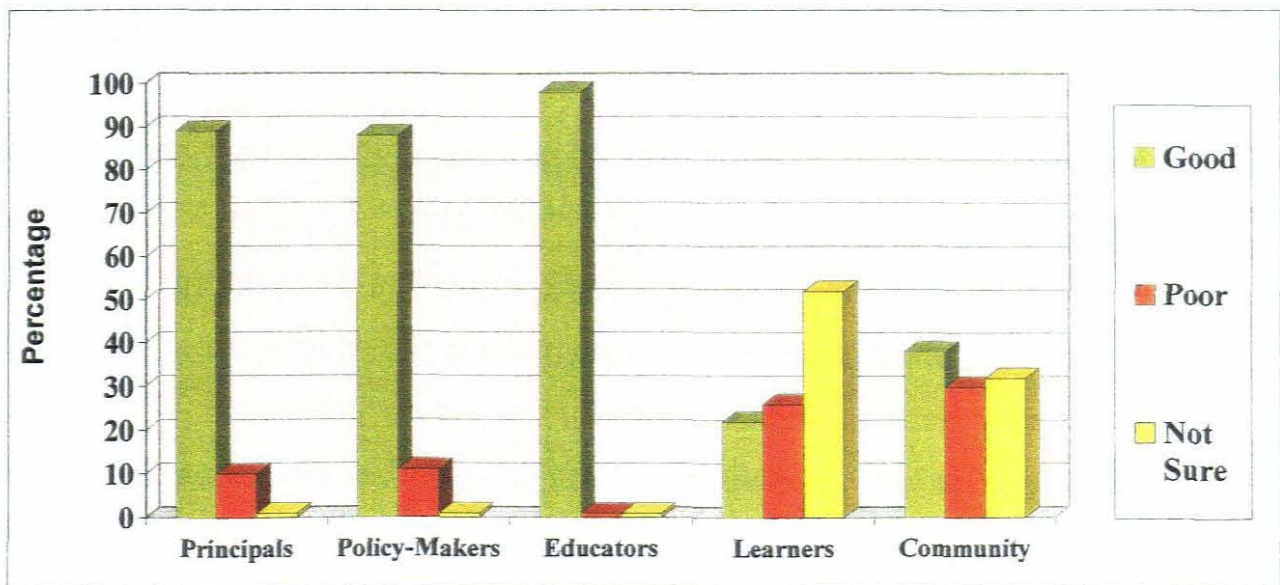
[n = 132]. Some of the respondents gave more than one response to some of the categories]

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For example, in an attempt to find out if there were adequate policies driving the management of tourism education and training in the study area, respondents such as school principals, tourism decision-makers, tourism educators, tourism learners and members of the local community, were asked to show their perceptions on this matter. What is therefore shown in Figure 4.3 are responses of the respondents pertaining to the adequacy of policies that deal with matters of tourism education and training in the study area. On the whole, the majority of respondents: the principals [89%]; policy-makers [88%] and educators [98%] stated that policies were adequate [good]. The other majority that stated that policies were inadequate [poor and not sure] consisted of the learners [78%] and local community [62%]. The possible reason for these responses was that the principals, policy-makers and educators were working for the system, whereas the learners and community members were not working for the Department of Education.

4.6.1 Principals' Responses on Tourism Education Policies

When responding to questions seeking to investigate the tourism education policies in place in the Zululand District, the majority of principals [89%] indicated that the adequacy of tourism education policies in the study area was good. Only a small number [11%] recorded a poor or not sure response. These few respondents indicated that they were unaware of the existence policies and that there was a need for such a policy to be established. The most possible reason for this outcome is that principals work for the Department of Education and tend to want to send a positive message about the Department. Principals are not inclined to criticise their employer who helps put bread on the table.

4.6.2 Policy-Maker's Response on Tourism Policies

Policy-makers as part of the respondents who were also asked if there is a departmental policy on tourism education and training available in the Zululand District. The majority of them (88%) indicated that tourism education policies are available. Very few of them (12%) were either negative or not sure if such policies are available. The results achieved indicated that most policy-makers have knowledge of the policies regarding the tourism education. In addition, policy-makers are the guardians of policy formulation and implementation, and are therefore most likely to support the notion of adequacy of these policies.

4.6.3 Tourism Educators' Response on Tourism Policies

Tourism educators were part of respondents were asked if there is a departmental policy on tourism education and training available in Zululand District. On responding to this question all the tourism educators [98%] indicated that the tourism education policies are available. It seems that all these educators are aware of the policies regarding this learning area because they are teaching it.

When considering the three types of respondents: principals, policy-makers and educators it should be borne in mind that they all work for the system of tourism or education and therefore inclined to report positively about the system. From these outcomes, it may be concluded that that Hypothesis 3, which states: *"That that there are adequate and varied types of tourism education policies in the study area"*, should be supported and therefore accepted. It appears that the majority of these respondents are well educated people, have the knowledge of

policies which are available in their immediate environment especially in their work situation and field of study.

4.6.4 Local Community's Responses on Tourism Policies

In order to establish if the local community respondents in the study area were aware of tourism education policies, the community members responded negatively to the questions. The outcomes of the survey indicated that about 32% of the community were not sure and 30% stated that the situation was poor. It should be noted that most members of the local community were not employed by the Department of Education and tourism, and therefore did not necessary see, understand and know the policies mentioned above.

It should be understood that the learners and the community respond on the matter of policies on basis of what they read in newspapers. In this regard it may therefore be concluded that Hypothesis 3, which states: *"That there are adequate and varied types of tourism education policies in the study area,"* should be rejected. The basis for this conclusion is that the majority of these respondents were not aware of the existing policies that attempt to address matters of tourism education and training in the study area.

In concluding this section it should be noted that Hypothesis 3 has elicited a mixed response from the principals, policy-makers and educators, and a different one from local community members. The first group was positive about the adequacy of tourism education policies, whereas the second group was negative about the adequacy of policies.

4.7 TOURISM EDUCATION AND TRAINING PROGRAMMES

It is common knowledge that tourism education and training can improve if it is sustained by a good policy framework, which can be implemented by means of education and training programmes. In order to establish and confirm the availability of these programmes, respondents such as principals, policy-makers, educators, learners and local communities, were asked to reveal their feelings about the types of tourism education and training programmes that are available in schools in the study area.

As shown in Figure 4.2, the findings of this study provide interesting information and answers to the above-mentioned objective: "to determine the types of tourism education and training programmes available in the study area". As an analytical approach, stakeholders were asked to identify the education and training programmes that are available in the study area. Out of several programmes found in the area, only about six were listed as options given to respondents. These programmes include: travel and tourism training; workshops and conferences; in-service training; hospitality training; community awareness; and other forms of training such as tour guiding, information centre management, starting a small tourism business, customer care and service excellence.

It was anticipated that the respondents would react variably to the various education and training programmes in the study area. On responding to the question seeking to determine the types of programmes that are perceived as available by stakeholders, interesting results have emerged [Refer to Table 4.2].

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TABLE 4.2: EDUCATION AND TRAINING PROGRAMMES AVAILABLE IN THE STUDY AREA [%]

Available Programmes	Principals	Policy-Makers	Educators	Learners	Community
Travel and Tourism Training	34%	25%	54%	77%	20%
Workshops and Conferences	28%	42%	17%	07%	19%
In-service Training	08%	12%	14%	--	--
Hospitality Training	05%	02%	06%	02%	04%
Community Awareness	15%	04%	05%	02%	47%
Other Forms of Training	10%	15%	04%	12%	10%
TOTAL	100%	100%	100%	100%	100%

[n = 132]. Some of the respondents gave more than one response to some of the categories]

Looking at the popularity stakes of the programmes, it seems travel and tourism training was the most popular among most of the stakeholders. It should be understood that a travel and tourism training programme is a basic and generic training offering for all scholars, adults and emerging professionals. This programme does not seem to prepare any stakeholder for a specific career or job. By its nature travel and tourism is a very general subject and covers various aspects of the human, social and natural scientists, and therefore would attract learners from various careers. In the next section an analysis of each stakeholder's perception is given.

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4.7.1 Types of Programmes Identified by Principals

The principals as respondents [34%] selected "travel and tourism" as the kind of tourism programmes which they perceived as available and offered to stakeholders by various organisations, in schools, businesses and other places. About 28 percent of the principals perceived workshops and conferences as the second best programme they are exposed to. Very few of the principals [less than 10%] indicated in-service and hospitality training as prominent in the programmes available, attended or participated in. It is clear that tourism education and training programme offered in the schools of the Zululand District is travel and tourism.

On the basis of the analysis given above, it may be concluded that Hypothesis 4, which states: *"That there are inadequate numbers of tourism education and training programmes existing for stakeholders in the study area"*, must be supported and therefore accepted. The basis for this outcome is that the small majority (34%) of the principals as respondents have identified travel and tourism as the main tourism education and training programme offered in the secondary schools of the Zululand District.

4.7.2 Types of Programmes Identified by Policy-Makers

Policy-makers as part of the respondents were requested to reveal their opinions about the types of tourism education and training programmes that are available for stakeholders in the Zululand District. On responding to that question policy-makers were given a list of tourism related training programmes to choose from

[Refer to Table 4.2]. From their responses the small majority (25%) selected travel and tourism as a kind of tourism education programme which is offered to them by various organisations, in their schools. About 42 percent of the policy-makers selected workshops and conferences as programmes they attend. About 12 percent of them selected in-service and very few of them (2%) selected hospitality as prominent in the programmes attended and participated in.

4.7.3 Types of Programmes Identified by Educators

Tourism educators as part of the respondents were also requested to reveal their views about the types of tourism education and training programmes that are available in schools in the Zululand District. As a response to that question tourism educators were given a list of tourism related training programmes to choose from. [Refer to Table 4.2]. Their responses indicated that a majority of educators (54%) selected travel and tourism as a kind of tourism education programme which is offered in their schools. About 17 percent of tourism educators selected workshops and conferences as programmes they attend. About 14 percent of them selected in-service training and very few of them (6%) selected hospitality. It appears that the main tourism education and training programmes offered in the schools of the Zululand District is travel and tourism.

4.7.4 Types of Programmes Identified by Learners

When responding to the question seeking to determine the type of tourism education and training programmes that are offered to learners in schools. Learners were given a list of tourism related training programmes to choose from [Refer to Table 4.2]. The selected responses would show the types of

tourism education related programmes which are offered to the learners in schools. The results that were achieved are discussed below.

The overwhelming majority of learner's respondents (77%) selected travel and tourism as the kind of tourism programme which is offered to them in schools. Very few of the learners [less than 10%] selected workshops and conferences as well as in-service and hospitality training. It endorses that the main tourism education and training programme offered in the schools of Zululand District is travel and tourism. It should be understood that tourism learners have chosen this learning area to be part of their package.

On the basis of the analysis given above, it may be concluded that Hypothesis 4, which states: "That there are inadequate numbers of tourism education and training programmes existing for stakeholders in the study area", is not supported and therefore rejected. The basis for this outcome is that the overwhelming majority of learners (77%) as respondents identified travel and tourism as the main tourism education and training programme offered in the schools of the Zululand District.

4.7.5 Types of Programmes Identified by the Local Community

It was sufficiently argued that it is common knowledge that tourism education and training can improve if it is sustained by a good policy framework, which can be implemented by means of education and training programmes. In order to establish and confirm the availability of these programmes, the local community were asked to reveal their feelings about the types of tourism education and training programmes that are available in schools in the study

area. The local community as part of the respondents were asked to select from the list of tourism related training programmes to choose from [Refer to Table 4.2]. The selected responses would show the types of tourism education related programmes, which are offered in schools of the Zululand District. The results that were achieved are discussed below.

A reasonable majority of the community members (47%) selected the community awareness programmes as the kind of programme that is offered in the local schools. About 20 percent of them selected travel and tourism, whereas 19 percent of them selected workshops and conferences as the kind of tourism education offered in schools. Their responses were not surprising because they indicated that the local community was not aware of tourism education programmes which are offered in schools in the study area. This is because the local community members are not working for the Department of Education and they were not familiar with the curriculum of the schools. In this regard it may therefore be concluded that Hypothesis 4: "That there are inadequate numbers of tourism education and training programmes existing for stakeholders in the study area" is not supported and therefore rejected. The basis for this conclusion is that the majority of the community members as respondents have identified community awareness programme as the main tourism education programme offered in schools of the Zululand District. This indicates that the local community in the Zululand District lack knowledge of tourism education programmes. The latter is supported by the Tourism White Paper (DEAT 1996: 5), that there is lack of education and training opportunities for previously neglected groups in society effectively limits meaningful participation in the tourism industry. In the light of the above mentioned arguments it stands to reason that the assumptions of this study were correct that

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the members of local community especially black people of rural areas in the Zululand District are not involved in tourism in general and in tourism education in particular.

4.8   IMPLEMENTATION OF TOURISM EDUCATION POLICIES

The implementation of the tourism education policies is the main part the researcher aimed to find out in this study.   All the stakeholders were asked questions in order to find answers on whether the tourism education policies are implemented in a satisfactory manner in local schools of the Zululand District.

4.8.1   Principals' Response on the Implementation of Tourism Education Policies

When responding to questions seeking to find out whether tourism education policies are implemented in a satisfactory manner in local schools. Respondents such as the principals were asked to indicate the level to which the implementation of tourism education policies was carried out effectively in the study area.   A significant majority of (60%) of the principals indicated that the implementation of tourism education policy was done in a satisfactory manner. Only 40 percent of the respondents indicated that they were not sure about the implementation practice in the study area.

The analysis given above therefore implies that Hypothesis 5 which states: "*That tourism education policies existing in the study area are not implemented in a satisfactory manner in local schools*" is not supported and therefore rejected. The outcome of the results is not surprising because the principals are

working for the system and they want to send a positive message to the people about education generally and about tourism education in particular.

FIGURE 4.4   PRINCIPALS RESPONSE ON THE IMPLEMENTATION OF TOURISM EDUCATION POLICY
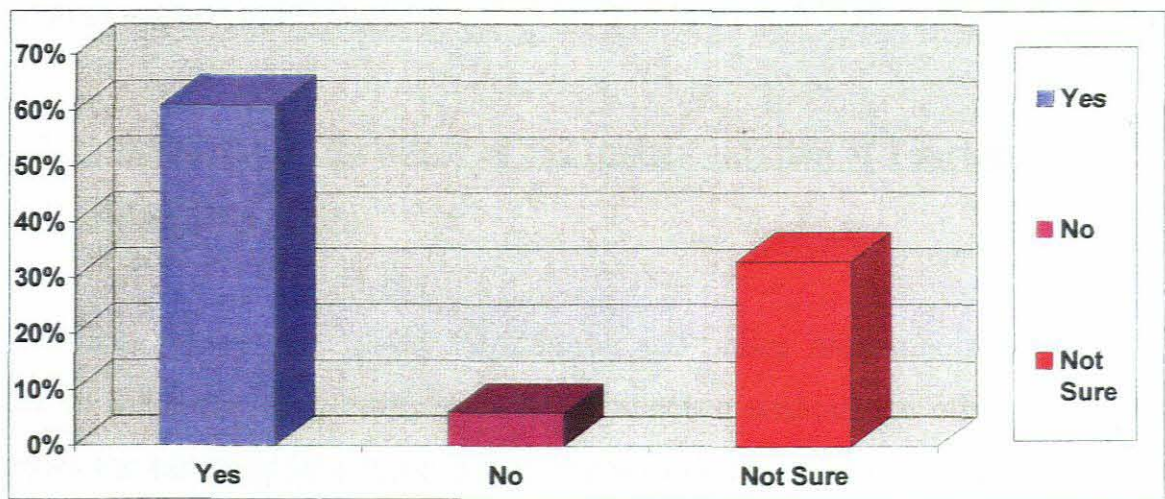
Furthermore, principals were asked to give reasons why they say tourism education policy is not well /well implemented in their schools. Less than half of the respondents (40%) who said not sure based their arguments on a number of issues. About 20 percent of them said the high failure rate makes them to doubt that the tourism policy could be implemented. Again about 20 percent of them said tourism educators were not quite sure whether they implemented tourism education policy in a satisfactory manner because there was no subject advisor to guide them. About 20 percent of them said the poor performance of learners is because most educators who teach travel and tourism are not qualified to teach it. What the researcher also noticed is that even amongst those who said the performance of their learners is good, indicated that there was a need for a subject advisor in the Zululand District.

In light of the above mentioned point of view it stands to reason that the assumptions of this study were also correct that the problem in the implementation of the tourism education policy was because tourism educators were not adequately qualified to teach this learning area. The researcher also realised that results for the Zululand District for the years 2004 and 2006 were not up to the required level.

4.8.2 Policy-Makers' Response on the Implementation of Tourism Education Policies

It has been argued that policy formulation and policy implementation are two sides of the same coin; none of each can succeed without the other. In some stances the presence of a good policy framework does not translate into policy implementation exercises. In fact, according to Hall (2000) the study of policy intervention has resulted from policy implementation anomalies. Furthermore, policy implementation which used to be seen as the missing link in policy making is now recognised for its influence on policy making.

On the basis of this theory, respondents, particularly policy-makers, were asked to indicate the level to which the implementation of tourism education policies was carried out effectively in the study area. As indicated in Figure 4.5, not surprisingly, the majority of policy-makers [74%] indicated that the implementation of tourism education policies in the study area was in place and carried out in a satisfactory manner. Only small number of respondents [19%] were negative and only 7 percent were not sure about the implementation practice in the study area.

A possible justification for this outcome is that the policy-makers who are the generators of the local tourism education policies are only stating what they are supposed to state since they work for the government that makes the policies.

FIGURE 4.5: POLICY-MAKERS' RESPONSE TO TOURISM EDUCATION POLICY IMPLEMENTATION
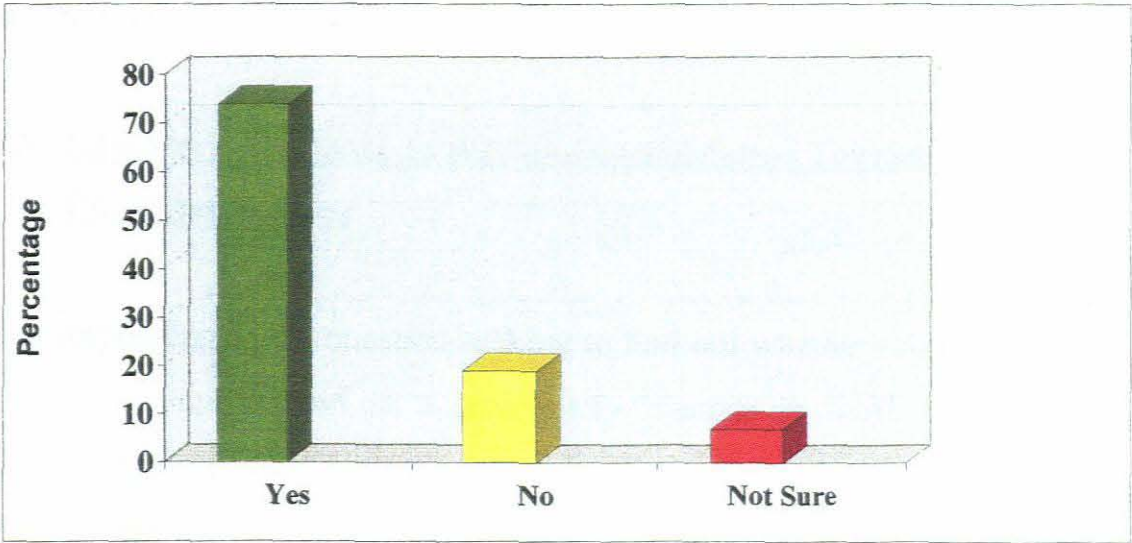
[N = 132] Some of the respondents gave more than one response for each category]

It should be noted the making policies is one thing, and implementing the policies is another. It is common knowledge that the implementation of policies in many government departments is not up to the required standard. This assertion suggests that the policy-makers are not sincere in their answers. It is generally known that the policy-makers who spend much their time designing policies, would obviously prefer to state that the implementation of such policies is successful, which is not what you see in practice. Another reason for such an

outcome may be the fact that that the policy-makers work for the Department of Education so they wish to send out a positive message.

Both the principals and policy-makers responded positively to the satisfactory implementation of tourism policies, by virtue of their professional responsibilities. It is interesting to see how the educators (teachers), learners and the local communities, who all are not directly contracted or professionally bound to the making of policies, view the matter. The next section discusses the three latter group.

4.8.3 Educators' Response on the Implementation of Tourism Education Policies

When responding to the question seeking to find out whether tourism education policies are implemented in a satisfactory manner in local schools of the Zululand District, from the responses of the tourism educator, it was revealed by about 41 percent of them, that the policies are not well implemented in local schools of the Zululand District. In addition and interestingly so, a rather a large number 30% of the educators indicated that they were not sure and another 30% educators indicated that the policies were well implemented.

The main reasons why the educators revealed a significantly negative response could simply because they were responding to the common place perception of the department or authorities failing to implement the policies which could be in place in study area. In other words, the outcome also suggests that the majority of tourism educators believe that the implementation of tourism education policies was not carried out in a satisfactory manner. This outcome suggests

that tourism educators need to be assisted with the implementation of tourism education policies.

FIGURE 4.6:   TOURISM EDUCATORS' RESPONSE TO TOURISM EDUCATION POLICY IMPLEMENTATION
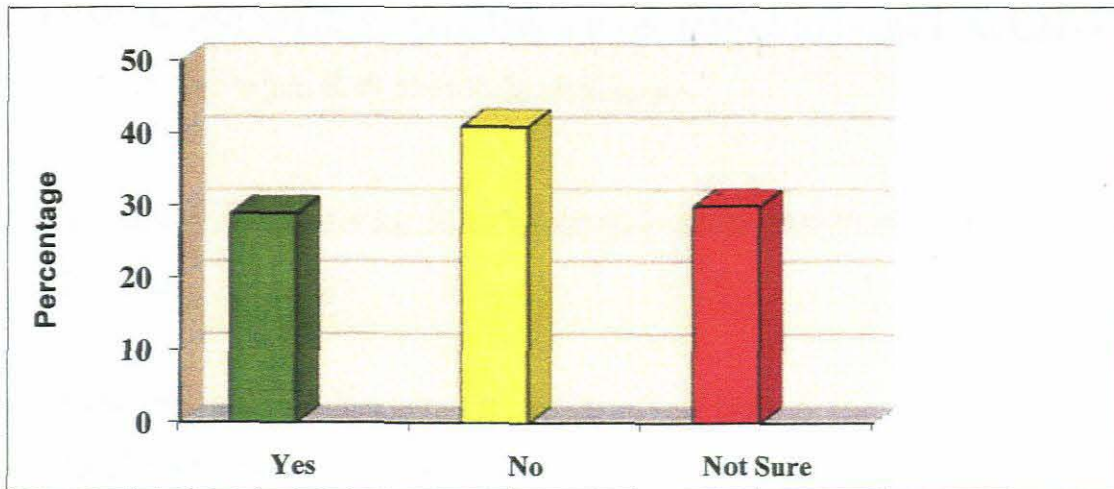
[n= 132] Some of the respondents gave more than one response for each category]

Furthermore, tourism educators who indicated that tourism education policy is not well implemented were further requested to give their opinion on whether they think educators need assistance on the implementation of policy in teaching travel and tourism in local schools. On responding to that question half of them (50%) indicated that educators did need assistance on the implementation of the tourism policy. To the researcher it became clear that these educators are facing problems when they teach this learning area.

Some of the reasons might be those which were initially mentioned by the principals such as that there is no advisor to guide the teachers and that most of them do not possess relevant qualifications to teach this learning area. The fact that tourism educators indicated that they need assistance is evidence that the

tourism education policy is not implemented in a satisfactory manner in local schools of Vryheid. This therefore implies that Hypothesis 5, which states: *"That tourism education policies existing in the study area are not implemented in a satisfactory manner in local secondary schools"* is supported and therefore accepted. The basis for the support of the hypothesis is that policy educators are giving a less biased response, since they are not compelled by their professional position to say yes when they should be saying no.

4.8.4 Learners' Response on the Perceived Implementation of Tourism Policies

Considering the fact that learners are far removed from policy formulation and policy implementation activities, it was nonetheless thought necessary to establish how the learners perceived the implementation of tourism education policies in the study area. As indicated in Figure 4.7, not surprisingly, the majority of learners [67%] indicated that they were not sure about the implementation of tourism education policies in the study area. Only a small number of learners [18%] expressed a positive 'yes' or response regarding the implementation of tourism education policies, whereas 15 % of the learners said no to the question.

The main reasons for the recorded responses are that the learners lack the knowledge and experience relating to policy implementation as this is not their area of expertise. Nonetheless, they had a viewpoint of some kind, which could have been generated by the negative reports appearing in the media about the poor state of policy implementation in most government departments.

Furthermore, learners were requested to indicate their level of performance in this learning area and were to give reasons for performing well in travel and tourism studies. Their responses indicated that an overwhelming majority [76%] indicated that they were not satisfied with their performance. About 18 percent of them indicated that they were satisfied, whereas very few [6%] indicated that they were not sure about the implementation practice in the study area.

FIGURE 4.7   LEARNERS' RESPONSE ON THE IMPLEMENTATION OF TOURISM EDUCATION POLICY
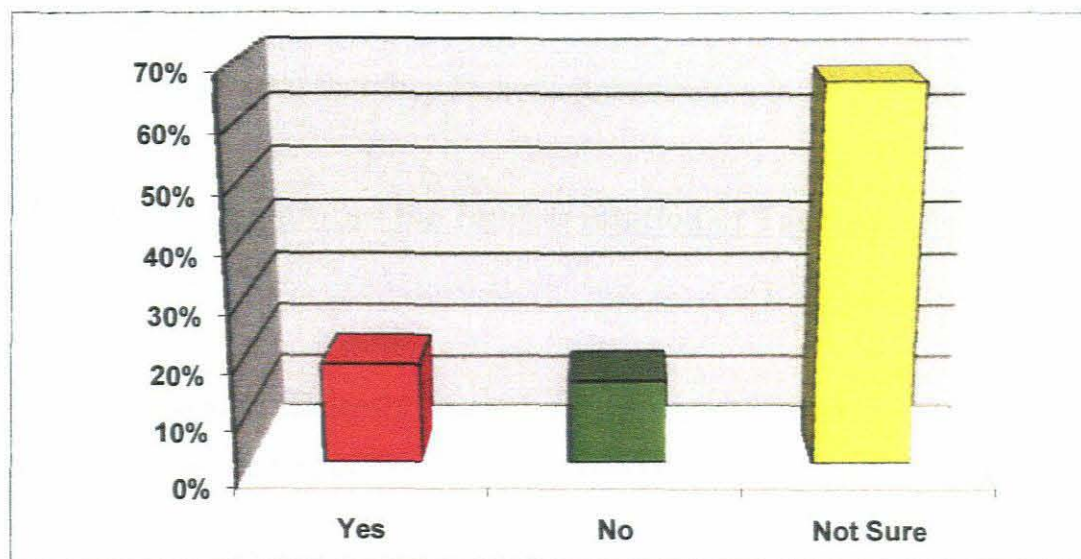
The researcher suspected that the reason why learner's performance is not satisfying is because their educators do not implement tourism education policy in a satisfactory manner in schools. This therefore implies that Hypothesis 5, which states: *"That tourism education policies existing in the study area are not implemented in a satisfactory manner in local secondary schools"* is supported and therefore accepted. Learners who indicated that they were not satisfied with

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their performance in this learning area were asked to provide reasons for their poor results.

About 32 percent of them indicated that they did not understand the questions, 10 percent said their educators do not explain well, another 10 percent said their teachers are not committed to their work and others said they do not have access to information about tourism. About 10 percent said they perform poorly because they do not have enough time to study. About 6 percent learners said their educators are not teaching them well because they do not give them notes. About 4 percent of them said that they did not have the learning material or resources. Very few of them (2%) indicated that travel and tourism was a difficult subject especially the examination. Another 2% of them said their workload was so great that they lacked concentration in this learning area.

4.8.5 The Community on the Implementation of Tourism Education Policies

Although it was sufficiently argued earlier on that the community, like the learners, are far removed from policy formulation and policy implementation activities, nonetheless it was thought necessary again to establish how the community perceived the implementation of tourism education policies in the study area. The results achieved from the responses were not surprising; the majority of the community members [58%] indicated that they were not sure about the implementation of the tourism education policies in the study area. About 30 percent of them said "yes" whereas 12 percent of them said "no" to the question. From these responses it became clear that the local community lacks knowledge about the implementation of tourism education policies.

The outcome of the results was as expected because the community was not working in the system. They did not know much about the implementation of tourism education policies. They are not encouraged to be involved in tourism education. This therefore implies that Hypothesis 5: which states: *"That tourism education policies existing in the study area are not implemented in a satisfactory manner in local secondary schools"* is supported and therefore accepted.

4.9 PARTICIPATION OF LOCAL COMMUNITY IN TOURISM EDUCATION

The purpose of this research study, among other things, sought to discover how the local community participated, directly or indirectly, in matters related to tourism education. According to Pigram and Jenkins (1999) participation can be defined as those activities by which members of the society share in the selection of rulers and directly or indirectly in the formation of public policy which directs their involvement in recreation and tourism activities. On the other hand, Torkildsen (1995) views participation as the core of the experience, the times of encounter with the resource and activity opportunities offered to the local community members or visitors. In other words, in this context participation may be used to determine the level of community engagement and the way in which they share certain activities offered by the tourism education authorities in the Zululand District.

Furthermore, in pursuit of the notion that good education and participation in tourism would lead to local economic development, the research study sought to

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establish the views of the respondents. According to Cooper *et al*, (1999: 458), the human resource challenges for local economic development can "only be met successfully by a well-educated, well-trained, bright, energetic, multilingual and entrepreneurial workforce that understands the nature of tourism and has had professional training". Tourism education in this regard is important for the advancement of the local community.

One of the main objectives of the study sought to establish the participation level of the local community in tourism education. The analysis of this objective is approached in a manner which deals with participation of principals and the local community.

4.9.1 Principals Response on Community Participation in Tourism Education

Principals, as respondents, were also requested to give their opinion on the participation level of the local community in tourism education. The results are given below:

The majority of the principals [50%] indicated that the community does participate in tourism education related activities. About 30 percent of the respondents revealed that the community does not participate in tourism education related activities. In addition, about 20 percent of the respondents were not sure whether the local community participates in tourism education activities. On giving reasons for these responses, the principal were not out-rightly sure about what the community does in relation to tourism education. Nevertheless, about 20 percent [of the 50%] of the principals said the local

community participates by providing the financial assistance to their children who learn travel and tourism. Another 20 percent [of the 50%] of them said the local community participates in tourism by attending tourism awareness projects which are organised by the local municipality. Very few (10%) of them said the local community participate by helping learners with information when they do research or engaged in within the community. Nevertheless, these reasons are not sufficient and convincing as they do not reveal the significance of participation by the local community in tourism education.

FIGURE 4.8:   PRINCIPALS RESPONSE ON COMMUNITY PARTICIPATION IN TOURISM EDUCATION
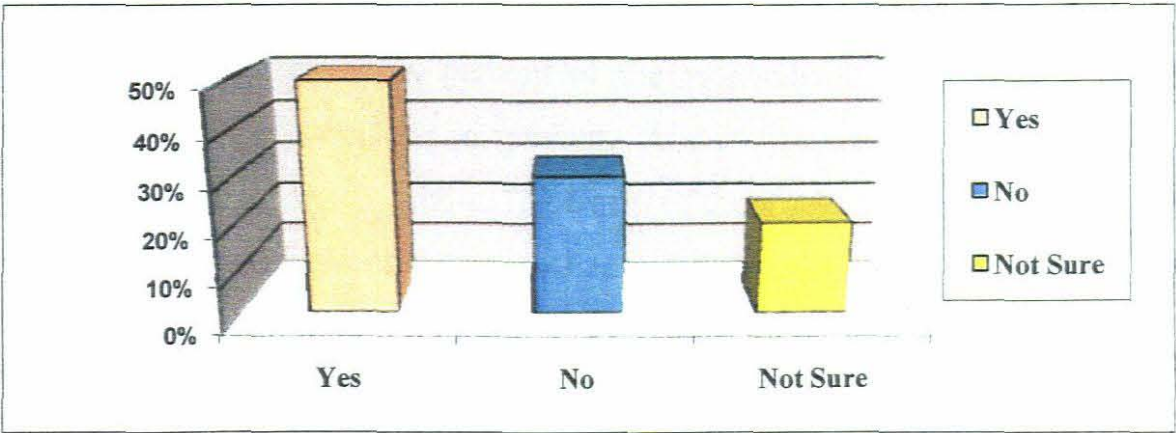
About 30 percent of the respondents who said the local community does not participate and those who said they are not sure whether they participate in tourism education also gave reasons why they said so. About 40 percent of them said the community lack knowledge and information on tourism. They said travel and tourism subject is not well marketed. They also indicated that there were no tourism activities that are done to encourage the local community to participate in tourism.

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Although the results seem moderate but it appears that the lack of knowledge or education on tourism could be the reason why the local community does not participate in tourism in general and in tourism education in particular. This therefore implies that Hypothesis 6, which states: *That there is an inadequate participation by the local community in tourism education in the study area*, is supported and therefore accepted.

4. 9. 2   Local community's response on participation in tourism education

The local community, as part of the respondents were requested to give their view on whether they participate in tourism education. From their responses it was indicated that about 56% percent of the respondents indicated that the community is not well involved in tourism. About 9 percent of them said the community is well involved. About 31 percent of them said they are not sure. It stands to reason that most of the respondents felt that the community was not well involved in tourism.

Furthermore, the local community was also asked to give reasons why they thought the community was well or not well involved in tourism. On responding to this question about 36 percent of them said the community lacked knowledge of tourism because there were no tourism awareness programmes which were done to teach the community about tourism. About 26 percent said that there were no tourism activities that involved the local community in tourism education. About 11 percent said tourism is for well educated people, visitors and rich people. They said it is not for people who live in rural areas. It

stands to reason that the majority of people from the community felt that the local community was not well involved in tourism. This therefore implies that Hypothesis 6, which states: *"That there is an inadequate participation by the local community in tourism education in the study area",* is supported and therefore accepted.

Respondents' responses are in line with the Tourism White Paper (DEAT: 1996) when it states that lack of tourism education and training limits meaningful participation in tourism. The community has to be encouraged to participate in tourism education. Cater (1994) has this to say when encouraging the involvement of the local community in tourism education. "The encouragement of active participation by the local community population in the education dimensions of the tourism development process is essential".

4. 10   THE RELATIONSHIP BETWEEN VARIABLES

In this research study most of the respondents were drawn from a similar environment, though they differed in terms of personal attributes like the level of education, marital status, age and gender. The researcher has noticed that the respondents have given different responses on whether tourism educators implement the tourism education policy in a satisfactory manner in schools. It is also noticeable that the educator's performance is influenced by the qualifications they possess in a particular learning area.

This study has revealed that most tourism educators (60%) lack tourism related qualifications in the study area. This has led to the poor performance of learners in this learning area. This is due to the fact that they do not implement tourism

education policy well. Therefore, Hypothesis 5, which states: *"That tourism education policies existing in the study area are not implemented in a satisfactory manner in local schools,* is supported and therefore accepted. Their lack of qualification leads to poor performance of learners in Travel and Tourism.

There is a relationship between the level of education and the understanding of the meaning of tourism. Both principals and policy makers' responses show good understanding of the meaning of tourism. Most of them had university qualifications. There was also a relationship between the place of residence, level of education and income. It was noticed that the majority of the policy maker's respondent [90%] live in urban areas this is because as they are well educated and have more money to purchase decent homes. The geographical area has an influence on the level of tourism awareness.

Most of the local community members [64%] were not aware of tourism education policy and [33] percent were not sure. This was because most of them [53%] were from rural areas. This situation indicates that people who live in rural areas lack information on tourism education. On the basis of the analysis given above, it is reasonable to deduce that Hypothesis 2, which states: *That respondents in the Zululand District are fully aware of tourism education offered in the study area,* is not supported and rejected.

4.11 CONCLUSION

This chapter has attempted and achieved to do an analysis and interpretation of data. The findings of the study revealed that the level of education of an

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individual influence his or her level of tourism education awareness. It has shown that the local community is not fully involved in tourism education and training. Their participation level is low. According to the study the response on the implementation of tourism education policy differs from principals to tourism educators.

Most principals believe that tourism education policy is well implemented by tourism educators in schools, whereas more tourism educators indicated that the tourism policy is not well implemented. This is because they lack tourism related qualifications. The findings also reveal that the types of tourism education and training programmes are inadequate in the study area. The researcher covered all the objectives of the study.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   INTRODUCTION

Chapter 5 deals with the summary of the whole study. It generally looks at how the objectives were achieved and also reflect on whether the hypotheses were accepted or rejected. In order to achieve its aim this chapter is divided into the following subheadings: summary, general conclusion, recommendations and conclusion.

5.2   SUMMARY OF RESEARCH FINDINGS

According to Burns and Grove (1994) the findings in a research study are the interpreted results of analysis of data gathered in the whole study. Ary, Jacobs and Razavieh (1985) argued that the research findings become more meaningful when presented as a result of the hypotheses testing (if any). Kumar (1999) support the idea that the research findings should be based on the hypotheses. He argued that from each hypothesis containing one significant variable of the study, a finding should be generated.

It is very important to do the findings of this research study. The findings of this study reveal that the respondents have an understanding of the meaning of tourism. It has also been found that the local community of the Zululand

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District needs to be made aware of tourism education. The findings also show that the principals, policy makers and tourism educators believe that tourism education can play an important role in the NCS. It has been revealed that the principals, policy makers and tourism educators were fully aware that the tourism education policies are available in the study area. What makes the tourism educators not to be able to implement the tourism education policy in a satisfactory manner is because most of them lack tourism related qualifications and there is no subject advisor for Travel and Tourism to guide them on how to teach this learning area effectively. Tourism educators needed assistance from tourism experts so that they could learn how to implement the tourism education policy in a satisfactory manner in schools. The findings also reveal that tourism educators have to be retrained on how to teach Travel and Tourism in a manner that would benefit learners and the community of the Zululand District. Both the principals and policy makers preferred the retraining of tourism educators to be in a form of workshops.

5.3 GENERAL CONCLUSIONS

The research study is mainly concerned about the manner in which tourism education is promoted in the secondary schools of the Zululand District. Its main focus was on tourism education policy and its implementation in schools offering travel and tourism subject at grades 10-12. The objectives of the study included, among other things, to establish what tourism education and training policy the region had in place generally and in secondary schools in particular. The researcher wanted to establish whether tourism educators follow the tourism education policy in a satisfactory

manner when teaching travel and tourism in the secondary school s of the Zululand District.

5.3.1 Achievement of objectives through hypothesis assessment

It has been hypothesised that there is a lack of understanding of tourism as a field of study. This hypothesis was rejected on the basis that the majority of the respondents (90%) from the principals indicated that they had a good understanding of the meaning of tourism. Another objective of this research study was to establish the level of awareness of tourism education from the respondents. The majority of the respondents (100%) from the principals, policy makers and educators indicated that they are aware that tourism education has an important role to play in NCS.

Respondents from the principals and policy makers were also asked whether the community has to be made aware of tourism. They all said that they strongly agree that the local community had to be made aware of tourism: such findings would lead to the acceptance of hypothesis two: That the respondents were fully aware of tourism education offered in the study area. The findings indicated that the local community had to be made aware about tourism. If the local community had a clear and sound knowledge of tourism in general and of tourism education in particular, this would help to make them to be more involved in tourism. Their involvement would help to develop the economic status of the study area. The local community members were also asked if they thought they had to be made aware about tourism. These findings would again lead to the acceptance of hypothesis 2:

That respondents in the Zululand District are fully aware of tourism education and training in the study area.

It has been hypothesised that there were adequate and varied types of tourism education policies in the study area. This hypothesis was rejected on the basis that all tourism educators who responded stated that tourism education policies were available in the study area. They indicated that there was a departmental policy on tourism education and training available in the study area. The majority of the principal respondents (90%) also indicated that tourism education policies were available in the study area. They stated that there is a departmental policy on tourism education and training available in the study area. These findings also would lead to the rejection of hypothesis three: That tourism education policy in the study area is inadequately available to all stakeholders.

Another objective of this research study was to determine the types of tourism education and training programmes which are available in the secondary schools of the Zululand District. All (100%) respondents from the principals revealed that the type of tourism education programme which is offered in their schools is travel and tourism and all of them showed that they were prepared to make their tourism educators available for retraining in tourism education and the majority of them (70 %) selected workshops as a suitable programme of retraining. These findings would lead to the acceptance of hypothesis four: That there are adequate number of tourism education and training programmes existing for secondary schools in the study area.

Furthermore, another important objective of the research study was to find out whether existing tourism education policies were implemented in a satisfactory manner in schools in the study area. The majority of the respondents (60%) from the principals indicated that their tourism educators are implementing the tourism education policy in a satisfactory manner. They based their arguments on the good performance of their tourism learners. Tourism educators were the key role players in the implementation of the tourism education policy when they teach travel and tourism indicated that the majority of them (70 %) from the 40 percent of those who said it was not implemented in a satisfactory manner and from 30 percent who said they were not sure is a clear indication that the tourism education policy is not implemented in a satisfactory manner. These findings would lead to the acceptance of hypothesis five: That the tourism education policies existing in the study area are not implemented in a satisfactory manner in local secondary schools. The majority of the respondents (76%) from the learners indicated that they were not satisfied with their pass performance in Travel and Tourism. Therefore, the researcher suspected that the reason why they were not satisfied with their performance is because their educators are not implementing the policy in a satisfactory manner is because they lack the expert knowledge and relevant qualifications to teach this learning area. These findings would lead to the acceptance of hypothesis 5: That tourism education policies existing in the study area are not implemented in a satisfactory manner in local secondary schools.

It was hypothesized that there was a lack of participation by the local community in tourism education in the study area. This hypothesis was accepted on the basis that half (50 %) of the principal respondents indicated

that the local community participated. Nevertheless, about 20 percent of them said the local community participated by providing financial assistance to their children who learn travel and tourism. Another 20 percent said they participate by attending travel and tourism awareness projects and 10 percent said they participate by giving information to learners who do a research.

This participation is not sufficient and cannot make the local community to benefit fully in tourism. Those who said that there is a lack of participation by the local community in tourism education based their arguments on that the local community lacked knowledge and information; that travel and tourism as a subject is not well marketed and that there are no tourism education activities to encourage the local community to participate in tourism generally and in tourism education in particular. These findings would lead to the acceptance of hypothesis 6: That there is a lack of participation by the local community in tourism education.

5.3.2 Types of Tourism Education and Training Programme

One of the objectives of this research study was to determine the types of tourism education and training programmes available in schools of the Zululand District, and the researcher hypothesized that the types of tourism education and training programmes are inadequate in the study area. The findings of this research study proves the above hypothesis correct since it was found that the respondents from the principals and policy makers with schools offering Travel and Tourism subject indicated that they were prepared to make their tourism educators available for retraining. They also

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indicated that the form of retraining educators should be workshops. Therefore, hypothesis four: That the types of tourism education and training programmes are inadequate in the study area was accepted.

5.3.3 Implementation of Tourism Education Policy

The implementation of tourism education policy is the main part the researcher aimed to find out in this research study. She wanted to find out whether the tourism education policy is implemented in a satisfactory manner in local schools of the Zululand District. It was on the basis of such information that hypothesis 5: That tourism education policy is not implemented in a satisfactory manner in local secondary schools of the study area. The majority of tourism educators who were the key role players in the teaching of Travel and Tourism indicated that the tourism education policy was not implemented in a satisfactory manner. It was again on the basis of this information that hypothesis 5: That tourism education policies are not implemented in a satisfactory manner in local secondary schools was accepted.

5.3.4 Community participation in tourism education

Another objective of this research study was to assess whether the local community participates in tourism education and the researcher hypothesized that there was inadequate participation by the local community in tourism education. The findings of this research study proves the above hypothesis since it is found out that the local community did not fully benefit in tourism education since it was indicated that there were no tourism

education activities or projects conducted in order to encourage them to participate in tourism. Therefore, hypothesis six: That there is an adequate participation by the local community in tourism education was accepted. Based on the findings as well as general conclusions of the study, the following recommendations are made.

5.4   RECOMMENDATIONS

On the basis of the research findings and general conclusions of the study, the researcher has realized that that the absence of adequate tourism education and training does not affect the Zululand District alone but is a common problem of the developing countries including South Africa. On the basis of the research findings and conclusions of this study the researcher makes the following recommendations.

5.4.1 Provision of Tourism Education and Training Programmes

The information obtained from the empirical research indicated that tourism educators in the Zululand District do not implement the tourism education policies in a satisfactory manner as they lack tourism qualifications. Therefore, the researcher strongly recommends that the Department of Education should introduce the tourism education and training programmes to train the tourism educators. These training programmes should be in a form of workshops that are funded by this Department.

The workshops should be conducted by well trained professionals or tourism experts. This will help the tourism educators with knowledge on how to

teach travel and tourism in general and how to implement the tourism education policy in particular. The tourism educators will be able to use their knowledge and skills to meet the demands and challenges of the tourism education curriculum.

5.4.2 The role of the Subject Advisor in Tourism Education

The findings of this research study reveal that tourism educators do not implement the tourism education policy in a satisfactory manner in secondary schools. This is because they do not have tourism education qualifications and there is no subject advisor in the Zululand District to guide and develop them. It is therefore recommended that the Department of Education should employ well trained and well educated subject advisors for Travel and Tourism. This guidance will help educators improve their performance in Travel and Tourism. This can also promote tourism education in the secondary schools of the Zululand District.

5.4.3 The formation of academic networks

The findings of the research study reveal that tourism educators do not implement the tourism education policy in a satisfactory manner. According to the researcher another way of solving this problem is that tourism educators of schools with poor performance in Travel and Tourism should form networks with those in the best performing schools. This networking could assist the poor performing educators to learn and learn new skills. They can get an opportunity to gain knowledge on the important aspects of the tourism education curriculum, for example the setting of travel and

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tourism tests and examination papers that are of the required standard, methods and procedures for teaching this learning area.

The researcher also recommends that principals of schools offering travel and tourism should engage their learners and tourism educators in educational tours and excursions. They should visit the tourism attractions where they can get the first-hand information of what they are taught at school. This can enhance their level of understanding of tourism. The researcher also recommends that the Department of Education should award bursaries to students who intend to do tourism studies at tertiary institutions. These students should also be allowed to be involved in the internship programme in order to gain the work experience.

5.4.4 Community Tourism Education and Training Programmes

The findings of this research study also indicated that the local community of the Zululand District is not well involved in tourism education. They reveal that the reason why they are not well involved is because they lack knowledge; there are no tourism awareness programmes or activities which are done by the local municipality to encourage them to participate in therefore reveals that the local community does not receive any direct benefit from tourism.

For the reasons cited above, the researcher recommended that the Zululand District Municipality should introduce the Community Tourism Education and Training programmes. These training programmes should be done to train the local community especially the previously neglected groups. The

Municipality should set aside funds to help the local community, mainly those who live in rural areas. This would help to address the imbalances of the past. If the local community is able to access finance in order to take advantage of the entrepreneurial opportunities, this can improve the district's economy.

5.5 CONCLUSIONS

This chapter serves as the conclusion of the whole research study. The conclusions are based on the research findings. It has been realized that lack of tourism awareness in the community limits meaningful participation in tourism education. The local community of the Zululand District needs to be made aware of tourism education. The findings also show that the principals, policy makers and tourism educators believe that tourism education can play an important role in the NCS. It has been revealed that the respondents were fully aware that the tourism education policies are available in the study area. From the findings it became clear that lack of qualifications and expert knowledge results in poor performance. The reason why the tourism educators fail to implement the policy in a satisfactory manner is because most of them lack tourism related qualifications and there are no subject advisor for travel and tourism to guide them on how to teach this learning area effectively. The retraining of tourism educators on how to handle this subject in a manner that would benefit the learners is needed.

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APPENDIX: A

QUESTIONNAIRE: A

TO BE ANSWERED BY PRINCIPALS OF SCHOOLS

TOURISM EDUCATION POLICY APPLICATIONS IN THE ZULULAND DISTRICT, KWAZULU-NATAL

A.   DEMOGRAPHIC CHARACTERISTICS

1.   Gender:

Female	01
Male	02

2.   Age

25 – 34 years	01
35 – 44 years	02
45 – 54 years	03
55 – 64 years	04
65 years and above	05

3.   Residence

Urban	01
Peri-urban	02
Rural	03

4.   Level of education:

Teacher's Diploma	01
Degree	02
Professional Degree e.g B. Paed	03
Post-graduate Diploma	04
Post-graduate Degree	05

5. Institution(s) where qualifications acquired?

College	01
University	02
Technikon	03
Any other (specify...)	04

B. GENERAL INFORMATION ABOUT THE SCHOOL

6. Under which circuit do your schools fall?

7. According to Zululand District demarcation in which cuircuit/cluster do your schools fall?

Abaqulusi	01
Ulundi	02
Nongoma	03
Edumbe	04
Pongola	05

8. Is your school a:

Primary	01
Secondary	02
Combined	03
Tertiary	04

9. How many educators in your school are in possession of tourism related qualification?

1 – 3	01
4 – 6	02
7 – 10	03

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....
....

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10. Where were they acquired?

College	01
University	02
Technikon	03
Any other (specify...)	05

B. TOURISM EDUCATION AND TRAINING

11. Which of the following statements explain the meaning of tourism?

Hospitality	01
Cultural and Historical Entertainment	02
Travel	03
Transportation	04

12. Would you be prepared to make an educator available for re-training in tourism and training education?

Yes	01	No	02	Not sure	03

13. If yes, what form would you like re-training to take place?

In-service	01
Workshops	02
Seminars	03
Formal Training	04
Any other (specify...)	05

14. Do you think tourism education can play a role in National Curriculum?

Yes	01	No	02	Not sure	03

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....
....

D. TOURISM EDUCATION AND TRAINING POLICY IMPLEMENTATION

15. Is there a department policy on tourism education and training?

Yes	01	No	02	Not sure	03

16. If no, do you think that there is a need for tourism education and training?

Yes	01	No	02	Not sure	03

17. Is tourism education policy well implemented by tourism teachers in your school?

Yes	01	No	02	Not sure	03

Give reason for your answer.

18. Of the listed tourism education programmes which ones does your school participate in?

Travel and tourism	01
Workshops and conferences	02
In-service training	03
Hospitality training	04
Community Awareness	05
Other forms	06

19. How long has your school offered tourism studies?

0 – 2 years	01
3 – 4 years	02
4 – 6 years	03
6 – 8 years	04

E.   COMMUNITY PARTICIPATION IN TOURISM EDUCATION

20.   Does the local community participate in tourism education?

Yes	01	No	02	Not sure	03

Why?

QUESTIONNAIRE B

TO BE ANSWERED BY LOCAL COMMUNITY.

TOURISM EDUCATION POLICY APPLICATIONS IN THE ZULULAND DISTRICT, KWAZULU-NATAL

A.   DEMOGRAPHIC CHARACTERISTICS

1.   Gender:

Female	01
Male	02

2.   Age

25 – 34 years	01
35 – 44 years	02
45 – 54 years	03
55 – 64 years	04
65 years and above	05

3.   Residence

Urban	01
Semi-urban	02
Rural	03

4.   Level of education

Diploma	01
Degree	02
Post – Diploma	03
Post Degree	04
None	05

5. Under which municipal area do you belong?

Abaqulusi	01
Ulundi	02
Nongoma	03
Edumbe	04
Pongola	05

B. MEANING OF THE TOURISM AND TRAINING

6. Which of the following explain the meaning of tourism?

Hospitality	01
Cultural and historical entertainment	02
Travel	03
Transportation	04
Business meetings	05
All of the above	06

C. COMMUNITY PARTICIPATION IN TOURISM EDUCATION

7. Is there any policy which encourages the participation of local community in tourism?

Yes	01	No	02	Not sure	03

8. Do you think travel and tourism plays important role in improving the economic status of the community?

Agree	01
Disagree	02
Strongly disagree	03
Strongly agree	04
Undecided	05

9. Does the local community do enough to promote tourism education?

Yes	01	No	02	Not sure	03

Why?

10. Is tourism education policy well implemented in schools?

Yes	01	No	02	Not sure	03

11. Of the listed tourism education programmes which ones do community members participate in?

In-service training	01
Seminars	02
Workshops	03
Community projects arts and craft, cultural village etc.	04
None of the above	05

C. TOURISM EDUCATION AND TRAINING AWARENESS.

12. Travel and tourism is essential for the development of the economy.

Agree	01
Disagree	02
Strongly disagree	03
Strongly agree	04
Undecided	05

13. Do you think your community has to be made aware about tourism?

Agree	01
Disagree	02
Strongly disagree	03
Strongly agree	04
Undecided	05

14. Do you feel that the community is well involved in tourism?

Yes	01	No	02	Not sure	03

Why?

15. Is there any community tourism association in your area?

Yes	01	No	02	Not sure	03

If yes, is it accessible to all community members?

16. Of the listed learning aids or facilities which ones are available in your community?

Library	01
Community centre	02
Computers	03
Fax machines	04
Photocopier	05
None of the above	06

17. Do you feel that the natural environment has to be protected?

Yes	01	No	02	Not sure	03

18. The government has an important role to play in the promotion of tourism education in schools?

Agree	01
Disagree	02
Strongly disagree	03
Strongly agree	04
Undecided	05

19. Are you aware of any tourism policy available in your area?

Yes	01	No	02	Not sure	03

20. Is your community involved in any programme to protect the environment?

Yes	01	No	02	Not sure	03

If yes, tick those applicable to your area.

Removal of plastic bags	01
Cleaning of the local areas	02
Environmental studies	03
None of the above	04

APPENDIX - C

QUESTIONNAIRE C

TO BE ANSWERED BY TOURISM EDUCATORS.

TOURISM EDUCATION POLICY APPLCATIONS IN THE ZULULAND DISTRICT, KWAZULU-NATAL

A.   DEMOGRAPHIC CHARACTERISTICS

1.   Gender:

Female	01
Male	02

2.   Age

25 – 34 years	01
35 – 44 years	02
45 – 54 years	03
55 – 64 years	04
65 years and above	05

3.   Residence

Urban	01
Peri-urban	02
Rural	03

4.   Level of education

Diploma	01
Degree	02
Post – Diploma	03
Post Degree	04
None	05

5. Institution(s) where qualifications acquired?

College	01
University	02
Technikon	03
Any other (specify...)	04

6. Which tourism qualifications do you possess?

Diploma	01
Degree in Recreation and Tourism	02
Post-graduate Diploma in Tourism	03
Post-graduate Degree in Tourism	04
Certificate in Recreation and Tourism	05
None	06

B. GENERAL INFORMATION ABOUT THE SCHOOL

7. According to Zululand District demarcation in which cluster/circuit does your school fall?

Abaqulusi	01
Mahlabathini	02
Nongoma	03
Pongola / Paulpietersburg	04

8. Is your school a:

Primary	01
Secondary	02
Combined	03
Tertiary	04

9. How long has your school been offering travel and tourism?

1 – 2 years	01
3 – 4 years	02
5 – 6 years	03
7 – 8 years	04

C. MEANING OF TOURISM EDUCATION AND TRAINING

10. Which of the following statements explain the meaning of tourism?

Hospitality	01
Cultural and historical entertainment	02
Travel	03
Transportation	04
Business meetings	05

11. Do you think tourism education has a role to play in schools?

Yes	01	No	02	Not sure	03

D. TOURISM EDUCATION AND TRAINING POLICY

12. Is there a departmental policy on tourism education and training?

Yes	01	No	02	Not sure	03

13. If no, do you think that there is a need for tourism education and training policy?

Yes	01	No	02	Not sure	03

14. Is tourism education policy well implemented in schools?

Yes	01	No	02	Not sure	03

15. If no, do you think tourism educators need assistance on the implementation of the travel and tourism curriculum?

Yes	01	No	02	Not sure	03

16. Of the listed tourism education programmes which one do tourism educators participate in?

In-service	01
Seminars	02
Workshops	03
Formal Training	04
None of the above	05

17. Is there a departmental learning programme for tourism education?

Yes	01	No	02	Not sure	03

18. Are satisfied with the performance of your learners?

Yes	01	No	02	Not sure	03

If you have answered No, do you think that their performance can improve if you can get help?

19. Do you have enough support material for teaching travel and tourism?

Yes	01	No	02	Not sure	03

20. Of the listed learning aids or facilities needed in tourism studies which one are available in your school?

Photocopier	01
Telephone	02
Computers	03
Fax machine	04
Library	05
None of the above	06

<u>**APPENDIX: - D**</u>

QUESTIONNAIRE: D

TO BE ANSWERED BY LEARNERS.

TOURISM   EDUCATION   POLICY   APPLICATIONS   IN   THE ZULULAND DISTRICT, KWAZULU-NATAL

A.   DEMOGRAPHIC CHARACTERISTICS

1.   Gender:

Female	01
Male	02

2.   Age

7 – 9	01
10 – 14	02
15 – 20	03
21 – 24	04
24 – 30	05

3.   Residence

Urban	01
Peri-urban	02
Rural	03

4.   Grade

Grade 8	01
Grade 9	02
Grade 10	03
Grade 11	04
Grade 12	05

5. Under which municipal area do you belong?

Bhekuzulu	01
Mahlabathini	02
Nongoma	03
Paulpietersburg	04
Pongola	05

B. MEANING OF THE TOURISM AND TRAINING

6. Which of the following statements explain the meaning of tourism?

Hospitality	01
Cultural and historical entertainment	02
Travel	03
Transportation	04
Business meetings	05

7. Do you agree that travel and tourism open more job opportunities?

| Yes | 01 | No | 02 | Not sure | 03 |

8. Of the listed technological tools needed in tourism studies which ones are available in your school?

Photocopier	01
Telephone	02
Computers	03
Fax machine	04

9. Are the educators doing enough to make tourism facilities available to tourism learners?

| Yes | 01 | No | 02 | Not sure | 03 |

10. Have you visited any of the following attractions?

Table mountain	01
Ukhahlamba / Drakensberg Mountain	02
Robben Island	03
Kruger National Park	04
Hluhluwe-Umfolozi Game Reserve	05
Greater St. Lucia Wetland Park	06
Ithala Game Reserve	07

11. From the given list below, which one is the main reason form learning travel and tourism?

Visiting places	01
Historical and Cultural environment	02
Job opportunities	03
Professionalism	04

12. Of the following list of tourism projects/activities which ones does your tourism class is involved in?

Arts and Craft	01
Small businesses	02
Beadwork	03
Pottery	04

13. Do you think your community is aware of tourism initiatives undertaken by Ezemvelo Wildlife to improve the economy?

| Yes | 01 | No | 02 | Not sure | 03 |

14. Do you see any improvement made by those initiatives?

| Yes | 01 | No | 02 | Not sure | 03 |

15. Does your school organize any tourism trip or excursion to visit other places?

| Yes | 01 | No | 02 | Not sure | 03 |

If yes, do you think that these trips increase your understanding of tourism?

Yes	01	No	02	Not sure	03

16. Is your school involved in any programme to protect the environment?

Yes	01	No	02	Not sure	03

If yes, tick those applicable to your school.

Removal of plastic bags	01
Cleaning of the local areas	02
Environmental studies	03

17. Do you think to further your tourism studies after completing your grade 12?

Yes	01	No	02	Not sure	03

C. TOURISM EDUCATION CONTENT

18. How often do you write travel and tourism tests and activities based on lesson you had?

Yes	01	No	02	Not sure	03

19. Are you satisfied with your result or your performance in this learning area?

Yes	01	No	02	Not sure	03

20. If you answered No, what do you think is the reason for getting poor results.

APPENDIX: - E

QUESTIONNAIRE: E

TO BE ANSWERED BY POLICY-MAKERS

TOURISM EDUCATION POLICY APPLICATIONS IN THE ZULULAND DISTRICT, KWAZULU-NATAL

A.   DEMOGRAPHIC CHARACTERISTICS

1.   Gender:

Female	01
Male	02

2.   Age

25 – 34 years	01
35 – 44 years	02
45 – 54 years	03
55 – 64 years	04
65 years and above	05

3.   Residence

Urban	01
Peri-urban	02
Rural	03

4.   Level of education:

Teachers Diploma	01
Degree	02
Professional Degree e.g. B. Paed	03
Post-graduate Diploma	04
Post-graduate Degree	05

5. Institution(s) where qualifications acquired?

College	01
University	02
Technikon	03
Any other (specify...)	04

6. Under which circuit do your schools fall?

7. According to Zululand District demarcation in which circuit/cluster do your schools fall?

College	01
University	02
Technikon	03
Any other (specify...)	04

8. Does your Department undertake any tourism education and training programmes?

Yes	01	No	02	Not sure	03

9. If yes, what form does tourism education and training take?

In-service	01
Workshops	02
Seminars	03
Formal Training	04
Any other (specify...)	05

C. MEANING OF TOURISM EDUCATION AND TRAINING

10. Which of the following statements explain the meaning of tourism?

Hospitality	01
Cultural and Historical Entertainment	02
Travel	03
Transportation	04

11. Would you be prepared to make an educator available for re-training in tourism education and training education?

Yes	01	No	02	Not sure	03

12. If yes, what form would you like re-training to take place?

In-service	01
Workshops	02
Seminars	03
Formal Training	04
Any other (specify...)	05

13. Do you think tourism education can play a role in National Curriculum?

Yes	01	No	02	Not sure	03

D. TOURISM EDUCATION AND TRAINING POLICY IMPLEMENTATION

14. Is there a departmental policy on tourism education and training?

Yes	01	No	02	Not sure	03

15. If no, do you think that there is a need for tourism education and training policy?

Yes	01	No	02	Not sure	03

16. Is tourism education policy well implemented by tourism teachers in schools?

Give reason for your answer.

17. Of the listed tourism education programmes which ones do your schools participate in?

Travel and tourism	01
Workshops and conferences	02
In-service training	03
Hospitality	04
Community awareness	05

18. The local community has to be made aware about tourism.

Agree	01
Disagree	02
Strongly disagree	03
Strongly agree	04
Undecided	05

19. Does the local community participate in tourism education?

Yes	01	No	02	Not sure	03

Why

20. Do you think travel and tourism plays a role in improving the economic status of the community.

Yes	01	No	02	Not sure	03

TRANSMITTAL LETTER

University of Zululand:

DEPT. RECREATION & TOURISM

November 2006

Private Bag X1001

KwaDlangezwa 3886
South Africa
Tel: 035 902 6000
Fax: 035-902 6073
Ref:

To whom it may concern

Dear Sir /Madam

RE: REQUEST TO CONDUCT RESEARCH

Ms *Bekelwangubani Maggie Nkumane* is full-time student at the University of Zululand doing a postgraduate degree in Recreation and Tourism [MRT]. The attached questionnaire is part of her research project seeking to establish the state of tourism education policy and implementation in the Zululand District, KwaZulu-Natal. The actual title of the research project is:
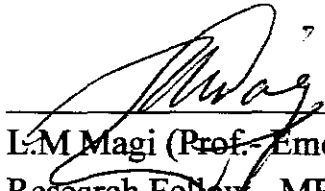
> *Tourism Education Policy Applications in The Zululand District, Kwazulu-Natal*

This research is undertaken mainly for academic purposes around the Zululand District. It is hoped that the findings of the study will make a meaningful contribution to the fields of recreation and tourism, as well as provide a better understanding of tourism education policies in the study area and KwaZulu-Natal as a whole.

All information collected from you through this questionnaire will be kept in strict confidence.

Your assistance in this regard will be highly appreciated.

Yours faithfully

L. M Magi (Prof. Emeritus)
Research Fellow - MRT-PDRT Programmes
Department for Recreation and Tourism
University of Zululand

cc. Ms B. M. Nkumane (Researcher)