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With the title:

ASSESSING THE PERFORMANCE IN HIGH SCHOOLS OFFERING TOURISM IN NKOMAZI SUB-DISTRICT IN MPUMALANGA PROVINCE

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KwaDlangezwa

2022

DECLARATION

I Phasile Tilly Banda would like to declare that this research study entitled: Assessing the performance in high schools offering tourism in Nkomazi sub-district in, Mpumalanga province, is my own work, from its commencement to finishing. All the sources that were used or quoted have been duly acknowledged and referenced. The supervisors offered adequate support towards the completion of this mini-dessertation.

ACKNOWLEDGEMENTS

- It is not easy to mention all people who contributed to my study, please accept my sincere gratitude for your support and contributions.

DEDICATION

I dedicate this work to my loving mother, Shiranziwa Flora Silinda-Banda for prayers, support, and love she gave me throughout my study; and to my late father, Bafana France Banda who was an inspiration to my entire life.

To my church pastors, Pastor J. Mathe, Pastor S. Mabasa, and his wife who supported with prayers for travel mercies and shower of blessings to complete the study.

I am extremely grateful to Moswetsa Molotsi, my source of strength, and unending support to complete this research.

I present this work to my beloved daughter Nonkululeko, and Nontembiso and Awande my grandchildren, my entire family, and friends who were affected in all spheres by this expedition.

ABSTRACT

In general, Tourism as a subject is regarded as an easy subject or a subject which is easy to be passed even if one does not have its background knowledge. A number of schools take the subject for granted in such a way that learners are encouraged to enrol for the subject at Grade 12, without having any knowledge of the subject while in Grade 10 and 11. Some schools have failed to consider the special requirements as stipulated in the Tourism Curriculum and Assessment Policy Statement (CAPS) before offering the subject. It has therefore become a common practice for a number of schools in the province that Tourism (as a school subject) is introduced without following the right procedure. The province has four districts: Bohlabela, Ehlanzeni, Gert Sibande, and Nkangala. The study was conducted at Ehlanzeni district with the main focus on Nkomazi sub-district. The main aim of the study was to find out what could be the possible cause of underperformance of learners in high school doing Tourism at Grade 12 in Nkomazi sub-district in the Mpumalanga Province.

The key findings in this mixed methods research are as follows:

- Apart from shortage and lack of recommended infrastructure (facilities), it was also found that Tourism classrooms not shared with other subjects were not available in 90% of the schools.
- Scarcity of resources, absence of the internet connection, LTSM, including textbooks, maps and globes in schools were also found as impacting negatively on academic performance.
- Teachers did not use a variety of teaching and learning styles, and strategies when teaching.
- Assessment and assessment strategies including medium of instruction were found to be leading to misunderstanding of questions.
- It was discovered also that lesson preparation is key, as it enabled the teacher to cover the content of the curriculum.
- Regarding teacher qualification, 60% of the participants were of the opinion that teachers need to be qualified.

The study recommends that the Department of Education should not allow schools to offer Tourism as a school subject if the necessary infrastructure and resources are not available.There should be the internet facilities, and supply of LTSM. There should also be monitoring programmes to ensure that different teaching and learning styles are used. It is

recommended that a political globe not shared with Geography should be put in place. Tourism teachers should have a qualification, and skills development programmes should include courses that will develop teachers, and give them certification. Funds may be allocated to teachers who want to have qualification in Tourism.

LIST OF ACRONYMS

ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CRDP	Comprehensive Rural Development Programme
DBE	Department of Basic Education
DoE	Department of Education
FET	Further Education and Training
GDP	Gross Domestic Product
HOD	Head of Department
LTSM	Learner Teacher Support Material
MDoE	Mpumalanga Department of Education
MSTA	Mathematics, Physical Sciences and Technology
NCS	National Curriculum Statement
NSC	National Senior Certificate
SADC	South African Developing Community
SBA	School Based Assessment
SPSS	Statistical Package for Social Sciences
TVET	Technical and Vocational Education and Training
PAT	Practical Assessment Task

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CHAPTER 1:

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The pass rates vary from subject to subject, and some learners find Mathematics, Physical Sciences and Commercial Studies more essential than other subjects offered in high schools. This has led to a culture where most schools in Mpumalanga Province like to push learners with low test scores to do Tourism as a subject when they reach Grade 12. Most teachers regard Tourism as an easy subject, and learners who cannot achieve 50% and above in subjects like Mathematics, Physical Sciences, and Commercial Studies are advised to do Tourism by teachers and school principals hoping that the learners will achieve 50% and above. Despite the fact that 90% of the schools offering Tourism as a subject in Mpumalanga Province get 100% pass rate, when doing subject analysis at the end of each academic year, the majority of the learners get below 50% in Tourism, same as in other so called difficult subjects.

The study is based at Ehlanzeni, one of Mpumalanga Province's education districts, and the focus is at Nkomazi sub-district. The sub-district comprises of a mixture of social classes: the rich, the poor, the literate, and the illiterate. Most of the schools also fall under the Comprehensive Rural Development Programme(CRDP) municipality wards. There are schools built in communities, which have resources; and some schools built in communities without resources. The schools are categorized into five (5) groups (i.e. quintiles 1 to 5) by the Department of Basic Education. Ogbonaya and Awuah (2019: 106) affirm that the Quintiles of schools are based on the resource capacity of their relative communities, including average income of the community as well as unemployment rates. Schools, which are located or surrounded by poor and indigent communities are classified as quintile 1, and those that are surrounded by wealthy communities are classified as quintile 5.

The education system is examination-oriented, and excellence in examination performance is more emphasized in Grade 12. Grade 12 examination is externally moderated, and it is used to benchmark performance, which is least monitored in the lower grades (Maemeko, Nkengbeza and Ntabi, 2017). There are a number of factors

that contribute to the overall academic performance of learners; and these factors include: the teachers, the learners themselves, the adopted teaching and learning strategies, the nature of assessment and strategies, the available infrastructure and resources, which are the basis for learning in all high schools (Kevin, 2012). It does not matter whether a school is in quintile 1 or 5 as the infrastructure and related resources contribute to the quality education it provides.

The teacher as a leader of the curriculum should be able to design activities with a goal of quality teaching and learning. There is a relationship between the purpose of teaching, learning ,assessment, and learner performance. Quality of teaching and learning, learning activities and assessment should be conducted effectively and efficiently. There should always be a reason for giving learners assessments. Additionally, learners should be given feedback on a regular basis, as formative assessment will enlighten learners on challenges they have encountered during assessment (Webster & Ryan, 2014). The teacher should also bear in mind that some learners may have barriers to learning which may be exposed during assessment, and the barriers include lack of access to the necessary resources (Gravells, 2016). It is therefore necessary for a teacher to have knowledge and understanding of different teaching styles for the benefit of all types of learners. The teacher can easily modify the teaching style in order to be consistent with the learner's learning style (Hawkar, 2014:241).

According to Amoah and Baun (1997) as quoted by Chilli (2013:36), "good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that students can understand, retain and pass to others". He futher argues that studies done in the US have suggested that the quality of teachers affect and inform student performance. The researcher agrees with Chilli's observation as the majority of the teachers do not have qualification to teach Tourism, and in other words, they are learners themselves. Training in tourism might be a topic to be considered in the near future as a tool to capacitate teachers.

1.2 BACKGROUND TO THE STUDY

Chilli (2013:13) cited Goelder and Richie (2003) saying that "Tourism is one of the largest and fastest growing industries". The ideas of the tourism industry were stipulated wherein the seven parts were clarified as well as the role it played in South Africa. The vision,

objectives, and principles were mentioned and defined in part 4 of the White Paper 6, where specific targets were highlighted. Moreover, aspects like job creation and execution of five national priority tourism projects were endorsed in 1998 (White Paper 6: May 1998). In the mentioned projects, Tourism was to be established as a subject in the school curriculum. The Department of Education saw the need for schools to offer Tourism as a subject, and piloted it in a number of schools across South African provinces.

The step taken by the Department of Education had a direct link to the recognition of the tourism industry. This sector has become one of the sectors with the most potential to contribute to economic development. Foreign earning is being generated through tourism in South Africa. As tourism has been regarded as South Africa's fastest developing industry, it keeps contributing greatly to the Gross Domestic Product (GDP) of this country. It is against this background that tourism was introduced as a school subject. The aim was to give a helping hand to the economic transformation in post –apartheid South Africa. The development of tourism curricula has been found to also be relevant to the tourism industry (Dube, 2014).

Mpumalanga is educationally divided into four districts, namely Bohlabela, Ehlanzeni, Gert Sibande, and Nkangala. The study is based on performance of learners doing Tourism at Ehlanzeni district. Ehlanzeni has three sub-districts, namely Mbombela, Hazyview, and Nkomazi, all with fourteen circuits. Out of the three sub-districts, Nkomazi was picked for this study, and it is a rural area with five circuits, which are Nkomazi East, Nkomazi West, Malalane, Lubombo, and Khulangwane. It is important to note that Nkomazi sub-district shares its borders with Mozambique (i.e. Lebombo border post), and the Kingdom of Eswatini (i.e. Mananga and Matsamo border posts).

In all the five Nkomazi sub-district circuits, there are fifty five (55) secondary schools. Thirty five (35) of the secondary schools are offering Tourism to the learners, while twenty (20) do not. The number of schools offering Tourism differs in all the five circuits as Nkomazi East have six (6) schools, Nkomazi West eleven (11) schools, Malalane five (5) schools, Lubombo four (4) schools, and Khulangwane nine (9) schools. There are schools which expect all registered learners to do Tourism as an additional subject. At times, more than seven subjects are offered by some of the schools.

 A learner may change two subjects in Grade 10 and 11 with principal's approval of where the learner is registered. In exceptional cases, a learner may change one subject in Grade

12 provided that it is done before 31 January of that year (DBE, 2009). Since Tourism is regarded as an easy subject, some of the schools exploit this policy by advising all learners in Grade 12 to do Tourism, and meaning that these students should begin learning the subject in Grade 12. The majority of these learners in Grade 12 therefore do not perform up to 50% and above as expected during external assessment. In the 2019 Tourism Implementation Guide from Mpumalanga Province, Ehlanzeni district learners who did Tourism in 2018 were analysed taking into consideration that the study is focused on 50% and above, and the results are shown below.

Table 1.1 : Ehlanzeni district provincial results (2019 Mpumalanga Tourism Intervention Guide, Book 1)

No wrote	50-59%	60-69,9%	70-79,9%	80-89%	90-100%
4216	1219	731	289	78	8

Table 1.2 : Nkomazi sub-district analysis of results (Source: 2019 Mpumalanga Tourism Intervention Guide, Book 1)

No wrote	50-59%	60-69%	70-79%	80-89%	90-100%
2029	587	331	125	27	4

The summary of Tourism performance at Ehlanzeni district is presented below.

- 2325 learners got 50% and above (the number represented 55% of the learners in the district)
- 86 learners got distinctions (2% of all learners who wrote Tourism examination got distinctions)

The summary of performance in Tourism at Nkomazi sub-district is shown below:

- 1074 learners got 50% and above.
- 27 (1% of all learners who wrote Tourism examination at Nkomazi sub-district got a distinction)
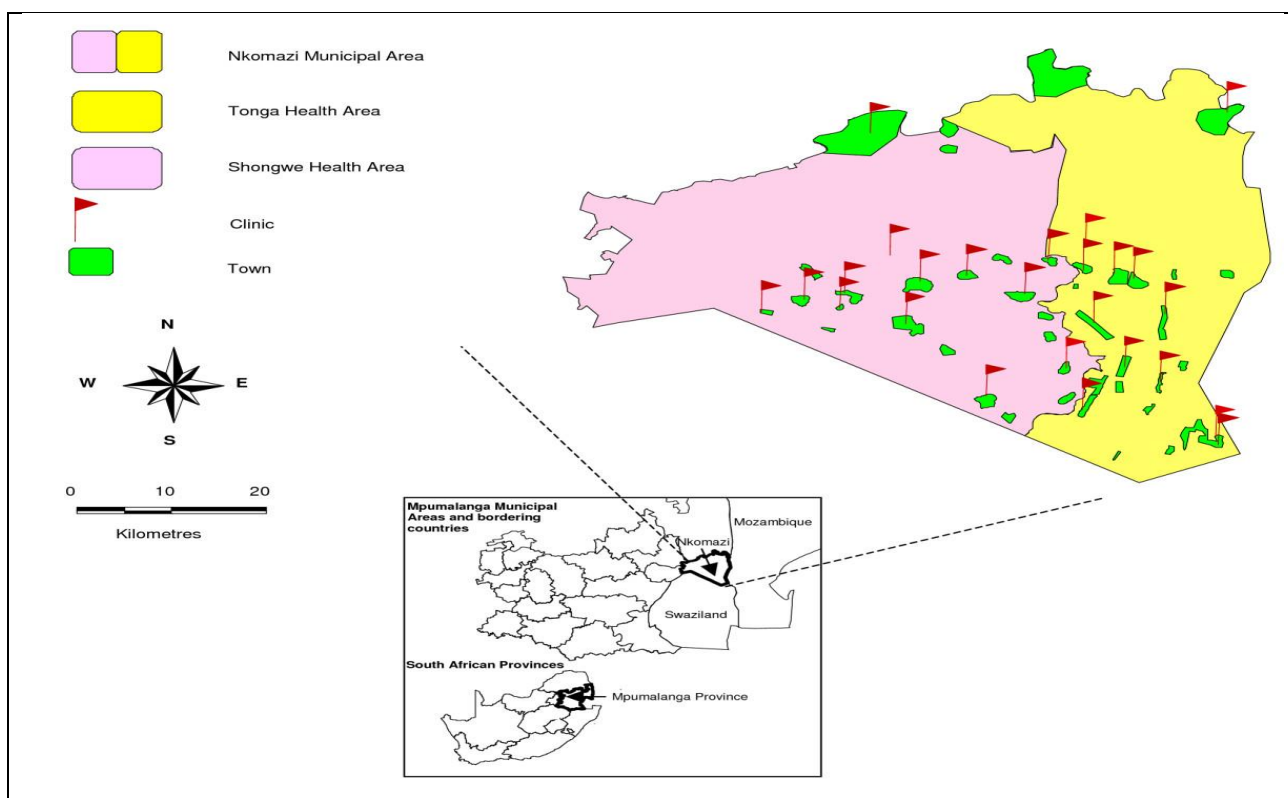
Figure: 1.1 Map of Nkomazi sub-district (accessed from google map).

1.3 PROBLEM STATEMENT AND RESEARCH GAP

Taking into consideration that Tourism is regarded as an easy subject by most schools in Mpumalanga Province, learners who perform below 40% in subjects like Mathematics, Physical Sciences and commercial studies are categorized as underperforming, and they are advised to do Tourism. Despite the fact that all schools get a 100% pass rate in Tourism as a subject; when doing subject analysis at the end of each academic year, the majority of these learners were found to have obtained level 2, which is a pass with a score between 30-39%. Meanwhile, learners who intend to pursue tourism-related studies in tertiary institutions, specifically, universities cannot be admitted as achievement of 50% pass is a minimum admission requirement.

The researcher has therefore identified a challenge that requires new thinking and support. Relevant research is needed in order to address the area of concern which is under-performance in Tourism at schools. There is a gap in this kind of study and the researcher sought to investigate why there is under-performance in Tourism despite being regarded as an easy subject at Ehlanzeni at Nkomazi sub-district. Furthermore,

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Brytenbach (2015:1) refers to Tourism as being a "soft" subject due to its nature as service industry, and the author characterizes it as an easy option elective.

This kind of research has been done by another researcher (Chilli, (2013) in township schools.The focus of this study is therefore on rural areas learners, who are doing Tourism as a subject and are unable to achieve 50% and above.

1.4 DEFINITION OF OPERATIONAL CONCEPTS

The researcher defines terms, which are applicable in the research problem as it will guide the reader on what the study is about. The importance of defining terms will assist the reader to get the correct meaning of the terms as per the context of the study in question.

1.4.1 Curriculum

Curriculum is defined by a number of authors differently. Curriculum is defined as a plan for achieving goals, and providing sets of learning opportunities for a person to be educated. It is viewed as a plan, which involves purpose, design, implementation and assessment. Furthermore, it provides information on dealing with learners experiences (Ornstein & Hunkins, 2014). Toombs and Tierney (1993:176) defines the term curriculum as "what is taught, it is the body of courses that present knowledge, principles, values and skills and intended consequence of formal education)".

While defining the term, curriculum, Ryan and Cooper (2010:3) state that it is all the organized and intended experiences of the student for which the school accepts responsibility. Additionally, Swart, Booyse and Burrough (2014:4) view curriculum as a plan or rather an idea of what is expected to transpire at schools.

1.4.2 Quintile

Quintile is the classification of schools into groups. The Department of Basic Education categorizes schools based on socio-economic status of the community wherein the school is located. Ogbonaya and Awuah cited in Halls and Greese(2019: 106) state that the schools in the most disadvantaged (poorest) areas geographically are categorized as quintile 1, and those that are economically advantaged (wealthiest) as quintile 5.

1.4.3   Teaching and learning strategies

Teaching and learning strategies are processes that include many variables. The variables interact as learners work towards their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences (Dewi: 2018). Learning requires complex thinking, it is imperative that a teacher considers how best individual learners can be helped during the teaching process. Teaching strategy is the selection of the most appropriate way to present the learning content and engage learners in acquiring knowledge, and a one-size-fits-all strategy cannot be used.Teaching is regarded as easy, especially for the new teacher who was in class being taught, and expected to teach others. The teacher was on the receiving end then; and now, he/she is expected to give information that he might not be sure of. Learners are different in both thinking and understanding (Killen, 2016: 92). According to Dewi (2018), learning is defined as a pattern of realizing the learning process in order to achieve the learning objectives.

1.4.4   Learning styles

Hawkar (2014:241) defines learning style as the complex manner and condition in which the learner understand what is taught. Futhermore, he mentions that when preparing lessons, teachers need to take into consideration that leaners will not understand the content in the same way, and that is where learner diversity is included. It is therefore necessary that teachers should gain knowledge based on the learning styles which will assist both the teachers and learners. It will be impossible for teachers to change learners' learning styles, but the teaching style can be adapted to suit learners learning style (Hawkar:2014).

1.4.5   Assessment strategies

Assessment refers to the methods or tools that teachers use to evaluate and measure learners' level of understanding and perfomance. Assessment is done in order for learners to demonstrate their learning capability. Khumalo and Maphalala (2018:282) cited Amua-Sekyi (2016:1) who defines assessment "as all the activities that teachers and students undertake to obtain information that can be used to alter teaching and learning". It furthermore gives examples of what is included in assessment, which are teacher observation, and analysis of learners work such as home work, tests, essays, practical wrk, and classroom discussions. Daw and Robinson (2013:40) affirm what

Hawkar(2014) stated, that it is essential for teachers to know their students very well as individual learners, and be giving them written feedback on what learners should do to improve after assessment.

1.4.6 Poor performance and resources

In this study, poor performance is regarded as performing below 50% as it is the benchmark for university admission requirements. Resources are defined as materials used for studying such as books and journals (Vorderman, 2016). Resource is a source of supply, support or aid that can be readily drawn upon when needed (Oxford South African pocket Dictionary , 2012).

1.5 RESEARCH QUESTIONS

This will serve as guide on what the researcher plans to do in the study.

1.5.1 Main question

What is the possible cause for under performance of learners doing tourism at Grade 12 in Nkomazi sub-district in the Mpumalanga Province?

1.5.2 Subsidiary questions

- Does infrastructure(tourism classroom) and resources (texbooks, maps, and globes) have an impact on performance of the learners?
- What is the role of teaching and learning styles including strategies towards learner performance?
- Is lesson planning and notional time, a contributory factor to curricum coverage?
- How can the medium of instruction influence assessment and assessment strategy?
- Does lack of background knowledge (in Grade 10 and 11) have an impact on Grade12 learners' performance?

1.6 AIMS AND OBJECTIVES OF STUDY
1.6.1 Aims of the study

- The study seeks to assess the causes of poor performance in Tourism among Grade 12 learners in Nkomazi sub-district, Mpumalanga Province.

- Assess the quality of School Based Assessment tasks (SBA); and monitoring tools.

1.6.2 Objectives of the study

•   To   assess   the   impact   of   lack   and   shortage   of   recommended infrastructure(facilities) and resources in teaching Tourism.

•   To determine if teaching and learning styles and strategies influence performance towards effective teaching of Tourism.

•   To examine assessment strategies including the medium of instruction used.

•   To ascertain if lack of lesson preparation and incompletion of content coverage have a negative impact on performance of the learners.

•   To evaluate the impact of teacher qualifications and learners behaviour towards performance.

1.7 LITERATURE REVIEW

The chapter deals with the concepts, which have a direct impact on poor performance in schools. The details of the conceptual framewowork will be discussed as well as other authors views regarding tourism performance in high schools. Previous studies concerning performance will be examined to come up with what the researcher can use as findings. Moreover, literature relating to academic poor performance in other countries will be reviewed. Kevin (2012:1) states that teaching takes place in the classroom wherein learners get the opportunity to do their own research. Tourism have a Practical Assessment Task (PAT), which needs to be researched. The tourism classroom will therefore give tourism learners the opportunity to do their research without disturbance from other subjects. The Curriculum and Assessment Policy Statement (CAPS) recommends that the Tourism class should give access to the internet and email facilities (DoE: 2011). Additionally, school infrastructure is an important component to ensure positive performance. The researcher wants to find out if Tourism classrooms are available in schools offering Tourism, and not shared with other subjects.

Kevin (2012:1) states that schools vary in the kinds of infrastructure they have to put in place to enable learning for quality education. In the CAPS policy document (2011), it is further stated that an ideal Tourism classroom should have a magazine or brochure stand or shelving facilities, which will be used for storage or display. Regarding the resources, the relevant textbooks should be available as well as different types of coloured maps such as Southern African Development Countries(SADC) map, road map, and the world map.Tourism have topics such as time zones and tourist attractions, and to teach these topics, a world political globe is needed as well as audio visual equipments.These are the facts that make the researcher to agree with Kevin (2012) who also referenced the Curriculum and Assessment Policy Statement (CAPS) that it is important to consult page 9 of the Tourism CAPS before offering Tourism in schools (DoE: 2011).

Teaching and learning is not based on how teachers teach the content only, but also about how learners learn. Learning is a process of interaction between learners as well as the environment to change the learners behaviour for the better (Dewi, 2018: 549). Breytenbach (2015: 2) asserts that he supports (Wiests, 2015) view that Tourism should be taught by knowledgeable, and skilled teachers. He further states that the "curriculum taught should develop apprentice tourism teachers and lecturers' subject related knowledge in order to teach with authority and to transfer their knowledge and skills in a sustainable manner". The researcher agrees with Breytenbach (2015), and qualifications of the Tourism teachers will be examined to come up with reliable results for this study.

Moreover, the performance of the learners may have influence on their better future, and learners should choose Tourism out of their own interest, and not done compulsorily.To study Tourism does not mean that the social and political status of the subject is boosted, but it means educating the learners on the economic potential of tourism as a service industry that will promote our country's history , resources, heritage, and diversity (Breytenbach, 2015:2). During teaching and learning, learners should be taught to understand, interprete, think crictically and analytically; and to enable learners think critical, assessment is essential.

Assessment in Tourism may be formal and informal, it is the planned teaching and learning activities that take place in the classroom, which involves monitoring of the learner progress (Tourism CAPS, 2011). During assessment, a variety of questions are asked based on what was taught in the classroom. Breytenbach (2015: 3) recommends the application of Blooms taxonomy, which includes creation and development of ideas

and concepts. The study will find out if assessment is done, and will also explore the medium of instruction used during teaching and assessment of tourism.

It is the responsibility of the teacher to give learners feedback after assessment, and it might be through inclusion of scores and comments, describe where the learner is good or bad, and suggest further improvement (Yang and Li, 2018:97). Learning and learning styles likewise play an important role to ensure that learners understand the teacher's teaching styles. It is vital therefore for the teacher to understand learners' learning styles for effective teaching and learning. "Learning styles play a significant role in the lives of learners "(Hawkar, 2018:242). It is the responsibility of the teacher to ensure that the learning process is made to be easier to accommodate all learners learning styles, which will contribute to academic performance.

1.8 CONCEPTUAL FRAMEWORK

The conceptual framework is the basis of the research problem (Kumar, 2011). As per the study, the researcher chose the Mpumalanga Department of Education school support monitoring tool consisting the aspects to be used in teaching and learning. See Figure 1.2 below.
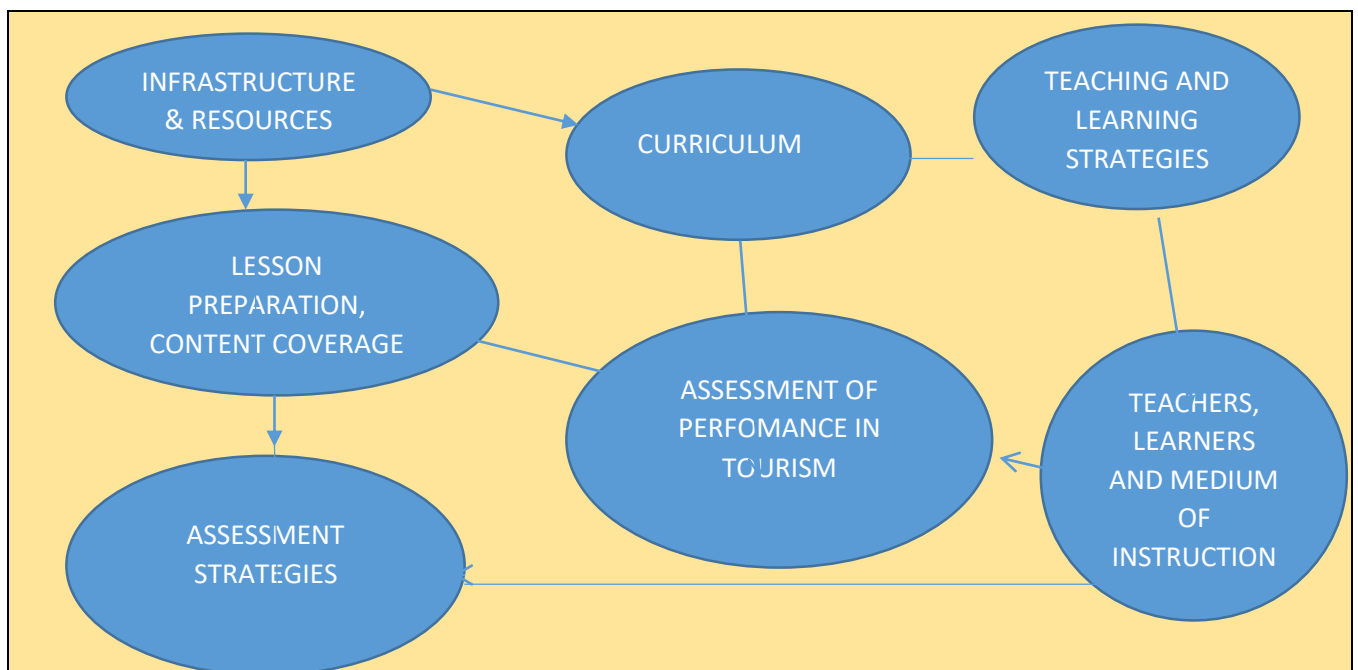
Figure: 1. 2 2019 Assessment of Tourism performance in Grade 12 in Nkomazi sub-district (Source: Researcher)

The study investigates the causes of tourism poor performance of Grade 12 learners in Nkomazi sub-district at Ehlanzeni district in Mpumalanga Province. The above conceptual framework is sub-divided into a number of aspects, which according to the researcher might have an impact on the learner's poor performance. Teacher's knowledge of the Tourism curriculum, teaching and learning strategies including teaching methods and or styles, assessment strategies, availability of resources and or facilities, lesson preparation and content coverage , the use of notional time allocated to teach Tourism as well as the medium of instruction used in teaching tourism are to be addressed in this study.

Essentially, teachers should know what they are supposed to teach to the learners, i.e. the content. The Annual Teaching Plan (ATP) gives guide on what to teach, and it is simply paced to show the teacher what content to teach at a particular time. The researcher supports Chilli's (2013: 35) assertion that Tourism teacher should shine and go an extra mile in his performance in class. Teachers should show commitment when teaching, and that can be done by respecting the notional time allocated to teach in class. If the teaching time is not effectively managed, teaching and learning will be a challenge; and might impact negatively on the learner performance.

According to Kevin (2012 :1), school infrastructure is a key base for learning, as infrastructure, classrooms, laboratories for practical tasks, and halls are mentioned. Dewi (2018:1) affirms that the key to success of education is in accordance with the teaching and learning process performed based on the teaching and learning strategies. Yang and Li (2018: 98) are of the view that teachers change their teaching styles with the aim of achieving performance improvement. Also, teaching and learning depends on the type of learners and topics taught. Teaching and assessment strategies will therefore depend on what the teacher wants to achieve at the end of the lesson. According to Hawkar (2014:241), teachers can revise teaching styles in order to accommodate diversity of learners. The use of different learning styles can have a positive contribution towards learner performance.

It is the teacher's responsibility to give learners feedback after assessment. Yang and Li (2018:97) attest that learners need to be given feedback when declaring the various scores and comments, description on what students are good and bad at as well as suggestions for further improvement. Furthermore, the feedback given will allow learners to understand where their weakness are, and how to improve their performance. Dewi

(2018) futher states that assessment is the ability of planning and preparation for teaching. The content or topics taught to learners should first be mastered by the teacher as well as the method and teaching strategies to be used. Learner management is also included, and that will enable the teacher to assess effective learning. The study should consider all the aspects as the conceptual framework to come up with findings on poor performance in Toursim.

1.9 DELIMITATION OF STUDY

The delimitation of study is based on the fact that the study might get limited boundaries in order to get information to the said research. Delimitation of the study aimed at gaining access to the schools to get relevant information from the targeted population. Delimitation to the study is characterised by spatial and conceptual delimitations. A brief explanation of what the terms meant will be highlighted.

1.9.1. Spatial delimitations

Ehlanzeni district has three sub-districts, and fourteen circuits under its jurisdiction. The focus of the researcher is on Nkomazi sub-district, which is divided into 5 circuits, namely Khulangwane, Nkomazi East, Nkomazi West, Lubombo, and Malalane.

1.9.2 Conceptual delimitations

The conceptual delimitation is based on the concepts used in the study with direct impact on learner performance.

1.10 SIGNIFICANCE OF STUDY

The study will be of significance for Mpumalanga Department of Education, which have four education districts: Bohlabela, Ehlanzeni, Gert Sibande, and Nkangala. Ehlanzeni education district was chosen, with the focus on Nkomazi sub-district with its five circuits, namely Nkomazi East, Nkomazi West, Lubombo, Khulangwane, and Malalane. The study has potential to expose the causes of poor performance in Tourism as a subject, whilst it is regarded as easy subject to pass. The study also has a potential to suggest possible mitigation strategies to the findings.

1.11 RESEARCH METHODOLOGY

The researcher intends to use a combination of methods which is quantitative and qualitative (Kumar: 2011). In the quantitative approach, the researcher employed survey questionnaires to obtain data from learners doing Tourism in the five circuits. Each circuit was represented by sixty school learners from fifteen schools, totalling 300 learners. In collecting qualitative data, three teachers were recruited per circuit, thus totalling 15 teachers. Additionally, 5 cluster leaders, one per circuit from the five circuits were interviewed.

In order for the method to be equitably representative, learners were divided into three categories; i.e. those who performed above average, average, and below average. The received responses were coded, and the levels obtained by learners from different schools were categorized in order to see what the majority of the learners achieved during the Grade 12 trial examination that was internally assessed by the province education team.

The collected data was presented in table format to show the researcher's observations. The levels of performance showed all five circuits including the percentage of each level. Moreover, data was obtained from all schools in Nkomazi East and Malalane. One school from Nkomazi East, six from Nkomazi West, and four from Khulangwane were used for piloting the questionnaires as there are more schools offering Tourism in those circuits. Piloting was done in order to identify and solve confusing points, and this is a way of pre-testing the questionnaire. When piloting the questionnaire, learners will be randomly selected from the study population in the schools identified (Abawi, 2014). A large number of people were questioned in order to ensure reliability of the research results. Data derived from questionnaires and the documents used by the province to analyse final results were used as a secondary source. Using a small number of participants in the qualitative method enabled the researcher to gather great deal of quality information that might be the result of learners poor performance. Rich data from Tourism teachers and Tourism cluster leaders will contribute to a deeper understanding of poor performance in the five circuits (Maemeko, Nkengbeza and Ntabi, 2017).

1.11.1 Research design

The research design gave the researcher a strategy to use in order to get the relevant data from the five circuits. The study population consisted of Tourism teachers, cluster leaders, and Grade 12 learners. Quantitative data was collected from 300 learners (i.e., 4 learners per school from the five circuits). Additionally, 20 people from fifteen schools (comprising of the cluster leaders, and Grade 12 Tourism teachers) from the five circuits were interviewed to collect qualitative data. The combination of both the quantitative and qualitative methods assisted the researcher to collect reliable and valid data for this study.

1.11.2 The target population

Access to the schools was through the principals, and the consent letter was produced in order to gain access. Tourism cluster leaders are those managing Tourism teachers, and the Tourism teachers impart tourism content to the learners. The tourism cluster leaders assist the tourism subject advisor in monitoring the Tourism teachers in their different circuits. The population that participated in this study is as follows. For qualitative data collection: three teachers per circuit, totalling fifteen, and five cluster leaders (one cluster leader per circuit) were recruited. The above means that 20 teachers were recruited for qualitative data collection .

The researcher ensured that four learners per school were recruited from the fifteen schools that participated, thus making 60 learners per circuit. In selecting these learners, their performance was examined using the marks or level obtained in the trial examination. The performance of the targeted learners should be from above average, average, and below average group. The number of the final population that participated in this study was 300. From both the qualitative and quantitive methods of data collection, gender was taken into consideration. Based on the fact that the study is on learner performance, learners who were sampled for the study were informed prior administering the questionnaire to them.

1.11.3 Research instrument

Questionnaire was used as one of the research instruments in this study. The questionnaire was designed in such a way that appropriate information was included to obtain relevant responses. In designing the questionnaire, close- ended questions were used. In the close-ended questions, the respondents were asked to choose from a limited number of responses pre-determined by the researcher, with yes or no inclusive. For

example, the learners had to tick if the content for the term was covered during lessons. The learners were supplied with the Annual Teaching Plan (ATP) in order to see if all topics were taught, and that enabled them to respond fairly to the distributed questionnaires. Some questions were also in a five point Likert scale ranging from strongly agree, agree, neutral, disagree, and strongly disagree (Ward, 2014).

The questions for both the qualitative and quantitative approach were neutral in order not to lead the respondents to a particular answer. Wording was also straightforward, more importantly as learners were included in the study. After the development of the questions, a pilot test (pre-test) to ensure that the asked questions are clear and easy to answer by the respondents (Ward, 2014) was also carried out.

1.11.4 Sampling and sample size

The sample of the study included the cluster leaders, Grade 12 Tourism teachers, and Grade 12 learners doing Tourism from five circuits. Sampling therefore requires a total coverage of all the circuits and the schools to be studied. As the combination of methods were used, the qualitative and quantitative samplings enabled the researcher to get relevant results in the study. The results can be generalized, but the respondents may give an idea of where the challenge is with regards to poor performance.

All five cluster leaders from the five circuits, fifteen teachers from 15 schools in the five circuits, and 4 learners per school (i.e. 60 from the five circuits) were sampled. Random sampling will ensure that there is equal representation of respondents and biasness will be minimised, as "Random sampling requires that every member of the population has an equal and independent chance of being selected" (Lindlof and Taylor, 2019). Nkomazi west has 8 schools, and Lubombo has 4 schools; since Nkomazi West has more schools than all other circuits, only 4 schools were sampled instead of 3, and the rest were used for a pre-test questionnaire to identify and solve confusing points timeously.

It is stated that in the quantitative approach, the sample size is related to statistical analysis that will be used to analyse the data (Lindlof and Taylor, 2019). What is important is the absolute size of the sample regardless of the size of the population (Veal, 2011). The sample size was 300 respondents. The findings of the study can therefore be generalized as the majority of the schools were represented in the study. The sample size is summarized as follows.

- 300 learners from the five circuits(60 learners per circuit) based on performance in the Trial examination.

- The criteria used for the selection of the learners were based on performance but randomly selected. The level or scores used meant learners who achieved above average (80-100%), average(50-79%), and below average(0-49%) .

- 20 teachers were divided into: 15 Grade 12 teachers, and 5 cluster leaders representing the five circuits. In cases where there was more than a teacher in Grade 12, the teacher with the highest experience in teaching Grade 12 in the school was sampled.

1.11.5 Pilot study

Pilot study means conducting a much smaller study in preparation of a larger one. Pilot study will assist the researcher to refine or modify the research methods or testing out the research techniques (Thomas, 2009). Pilot study involves the testing of the survey using a small number of individuals who are members of the target population (Ward, 2014). Additionally, the credibility of the methods should be checked or tested before the commencement of data collection (Jennings, 2010). The researcher will have to design a questionnaire with relevant questions, before it can be taken to the respondents, and a small number of the respondents should be sampled, and their answers to the questionnaires will help in testing if the research tools will work. In the study, schools at Mgwenya and Nsikazi circuits, which were not part of the target population were requested to complete the questionnaire; and corrections were done before the target population was given the amended questionnaire.

1.11.6 Collection and analysis of data

Data analysis is defined as the process of reading, labelling and breaking down raw data, and then reconstituting them into categories, patterns, themes, concepts and propositions (Lindlof and Taylor, 2019). Various data collection techniques, instruments or sources were used to obtain information from the data. The researcher should ensure attainment of objectivity . In the quantitative approach, primary and secondary sources were used to collect the data, and analysed as such. The researcher utilized questionnaires and interviews as research instruments for this study (Maree, 2014). Semi-structured interviews were conducted for the Tourism cluster leaders, and Tourism teachers. The data was also coded, and Tourism cluster leaders were coded CL1-CL5, while the

teachers were coded T1-T15. The participating learners were labelled L1- L300, in order to ensure and maintain anonymity. CL1 implies the cluster leader of circuit 1, CL 2 is the cluster leader of circuit 2, CL 3 is the cluster leader of circuit 3, CL 4 is the cluster leader of circuit 4, and CL 5- is the cluster leader for circuit 5. Likewise, L1 stands for the learner for school number 1. The above means that all the circuits were assigned different codes.

1.12 ETHICAL CONSIDERATIONS

Saleh, Salman, George, Ihalanayake and Lung (2015) define ethics as the norms for conduct that distinguish between acceptable and non-acceptable behaviour. "Ethics can be defined as principles of conduct about what is right and wrong" (Fox, 2010:10). Ethical considerations work to high standards of honesty and integrity. When teachers are ethical, they understand the laws, rules, policies, and guidelines that have to be followed inside and outside school and always maintain the possible behaviour in cooperating with learners , parents and colleagues (Killen, 2016 :39). Ethical considerations simply mean that what is right for the researcher may not be right for the respondent, and vice versa. In doing research, the researcher should distinguish between what is good and what is bad when collecting data. The researcher should ensure that the respondent rights are protected. Information that is received from the respondent should be confidential and anonymous by not including personal information in the questionnaire. Moreover, the respondents are expected to be honest and transparent with the required information as it will benefit both the schools, the circuits, districts, and the communities. Another way of ensuring ethical standard is citing the information from sources to avoid plagiarism. Learners are going to be part of the study, therefore, only learners who were seventeen years and above were included in the study. The majority of the learners who were in Grade 12 when this study was being conducted were seventeen years and above. The learners were not forced to participate in the study. In summary, the following are examples of ethical considerations which the researcher maintained during the conduct of this study.

- Confidentiality of information given by the respondents and protection of their rights
- Voluntary participation
- No penalty if the respondent refuses to answer questions
- Anonymity

- Information and not names of the schools will be shared
- Research findings will be shared with school management, and individual circuits that participated in the study, and Ehlanzeni district office.

1.13 INTELLECTUAL PROPERTIES

On completion of the study, the results are expected to be published in accredited journals as well as in educational meetings, workshops, and conferences. Presentation of the findings will be done at the Department of Education Mpumalanga Province.

1.14 STRUCTURE OF THE STUDY

Chapter 1: Orientation to the study

The study begins with the summary of the Grade 12 Tourism results for the five circuits at Nkomazi, which are Nkomazi East, Nkomazi West, Malalane, Lubombo, and Khulangwane. In this chapter, the results of five schools per circuit are analysed taking into consideration learners who are average, above average, and below average. The aims and objectives of the study are also discussed in this chapter. In the introduction, performance of the learners will be taken from the Tourism Implementation Guide which was developed by the subject specialists from 2015, 2016, 2017, and 2019. The chapter also shows the analysis for 2018 results without implementation guide taken from Mpumalanga Department of Education examination section, as the guide was not printed. The chapter also focuses on number of learners who wrote Tourism from 2015 to 2019, and achieved 50% and above. Comparison of the number of learners who wrote and those that achieved distinctions will also be done in order find the gap, which result to the performance. As mentioned, it does not mean that the learners did not pass but, the majority of the learners did not achieve good results.

Chapter 2: Literature Review

The chapter deals with the concepts that have a direct impact on poor performance in schools. The details of the conceptual framework are discussed as well as other authors' views regarding peformance. Previous studies regarding performance are examined in this chapter to come up with what the researcher can use as findings. Educational Theories, Behaviourism and Sociocultural Theory talking to the study were also considered. Literature relating to academic poor performance in other countries are also reviewed in this chapter.

Chapter 3: Research Approach and Methods

In this chapter, the researcher will describe the methods used to achieve the research objectives. The survey process, the method used to identify the population are clarified in this chapter for the reader to give understanding of why the population targeted was selected.The targeted population will be analysed giving the type of information that will be requested from them. Data collection methods and research instruments are therefore discussed in detail .

Chapter 4: Analysis of data and interpretation

The chapter presents the data collected from the target population.The participants' responses to the survey questionnaires and semi-structured interviews are also presented. The chapter also analyses the results from the participants and discusses the findings based on the analysis.

Chapter 5: Summary, Conclusions, and Recommendations

The chapter summaries the major findings of the study. The chapter also outlines the results and come up with suggestions or recommendations to improve underperformance in Tourism as a subject. Also shown in this chapter are other areas essential for future research.

1.15   KNOWLEDGE DISEMMINATION

Once the study is completed ,the findings from the study are expected to be presented to Mpumalanga Department of Education and National Department of Education. The research results will then be published in accredited conference papers, and journals.

1.16   CONCLUSION

The researcher believes that the results will assist the whole of Mpumalanga Province regarding Tourism performance as it has four education districts. The National Department of Education will assist other schools in other provinces (outside Mpumalanga) with the research results.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, justification of the literature reviewed on Tourism poor performance in selected public secondary schools from Nkomazi sub-district in Mpumalanga Province is provided based on the aspects mentioned in the conceptual framework. The factors that might contribute towards poor performance of Nkomazi sub-district Grade 12 secondary school learners studying Tourism as a subject in the selected public schools are outlined. Investigations that were done in South Africa, and in other countries were scrutinized in order to detect likenesses and variances to the study concerned and identify gaps. Dewi (2018: 548), is of the opinion that high school education needs to be improved with regard to the quality of teachers, infrastructure and teaching strategies, these are some factors which link to poor performance.

The South African government held a nationwide investigation on teaching in 1995, after the democractic elections. It exposed many inequalities and problems, and in 1997 a new curriculum policy, Curriculum 2005 was launched by the Department of Education. It has its ideology, content and academic methodology which was intensely differentiated with the program of study of that time. Curriculum 2005 was outcome based, and the curriculum models used was from highly developed countries which led to its review by the South Afican Governnment (Swart, Booyse and Burroughs, 2014). The policy was revised but again demonstrated to be inadequate as training reached the schools in a much diluted form. It was again amended and got its endorsement in 2002. Its implementation started in 2004 and it was called the National Curriculum Statement (NCS). The first group of Grade 12 candidates wrote their examination in 2008 and the National Senior Certificate (NSC) was presented (Swart, et al, 2014).

After the presentation of the NSC there were verbal and written challenges and problems experienced from a range of stakeholders. Teachers parents, teacher unions, school management and academics identified limitations in NCS implementation. In 2009 a panel of experts was appointed to scrutinize the challenges and problems experienced in putting into practice of the NCS. The conclusions to the investigations led to the review and amendment of the NCS in 2011. The amended NCS was called Curriculum and Assessment Policy (CAPS) which was approved in 2012.

The reviewed literature was drawn from primary and secondary resources such as journals, articles, department of basic education departmental policy documents, published and unpublished papers, and newspapers. The main and subsidiary questions were reconsidered in order to develop conclusive answers to the possible causes of poor performance in public secondary schools offering Tourism in Nkomazi sub-district. Tourism is a school subject with requirements as given in the National Department of Basic Education (DBE) policy document. Moreover, those requirements together with studies done by other researchers are used to investigate if Grade 12 learner performance is influenced by not adhering to the given aspects.

The schools infrastructure for offering Tourism as a subject, and the resources to teach forms part of the requirements as per the Tourism policy document (CAPS policy, 2011:9). The teacher lesson preparation, content coverage, and the notional time that is given by the Department of Basic Education are used to establish the link in learner performance. Teaching involves a curriculum, which teachers use to ensure that learners get high knowledge and skills. In addition to curriculum, teaching and learning strategies together with assessment and assessment strategies are reflected to evaluate if it improves performance. Learner performance is recognised in accordance to the teaching and learning styles. Out of all the factors mentioned , the researcher will assess if performance in Tourism is influenced by those aspects as well as teaching and learning styles, and the medium of instruction used when teaching Grade 12 learners. This study provides critical analysis of previous studies in order to avoid duplication.

2.2 CONCEPTUALISATION OF THE CORE CONSTRUCTS OF THE STUDY

2.2.1 Impact of infrastructure and tourism resources

Education does not exist in emptiness, but it happens in an organized environment with physical facilities, and resources, which are used during the process of teaching and learning (Mokaya, 2013:1).Teaching and learning takes place in the school environment, and the school infrastructure has an impact on learner performance, and it is the basis for productivity in learners. Kevin (2012:1) states that school infrastructure is a key base for learning in schools, and examples of infrastructure includes classrooms, halls, laboratories and libraries, thus indicating that academic performance of learners in schools is influenced by the infrastructure. In addition to the examples given above,

Mokaya (2013:2) adds dormitories, open fields, games equipment, and sanitation facilities.

Based on the infrastructure, the classroom will be main focus as it is where day to day formal teaching and learning takes place. Mokaya (2013) is also of the view that infrastructure influence learner performance by stating that school facilities play a key role in accomplishment of the objectives of the school and quality performance in examinations. According to Muendo (2016:13), a good infrastructure shows a good school. Muendo further emphasizes that the school should have classrooms, which are in good shape, and also have accessibility to necessary subject related resources. Mokaya (2013:1) affirms that a good infrastructure improves academic achievement of learners.

Concuring with what the authors alluded to, the South African Tourism Policy document recommends that classrooms should be permanent structures with secure doors and burglar-proofing where possible. The Tourism Policy document also suggests that there should be cupboards which will be enough for safe storage of resources (CAPS, 2011:9). In addition to that, school infrastructure is expected to be well maintained. Maintenance may be two fold: first, the school ensures safety of the learners and learners safeguard proper use of the classrooms. Cash 1993, Earthman and Lemaster (1996) as cited in Mokaya (2013) state that well-planned school with safe environment contributes to positive academic achievement of the learners. Learners are taught in classrooms, which are therefore seen as important infrastructural component wherein learners devote their time learning. As classrooms are used during teaching; it is of utmost importance that a maximum number of learners be accommodated for academic improvement.

Njagi and Amukowa (2013) as cited in Maemeko, Nkengbeza and Ntabi (2017) state that learner performance in examination is influenced by the school and its facilities. The Tourism Curriculum and Assessment Policy Statement (CAPS) clearly stipulate the type of resources that a school should possess before offering Tourism subject at secondary schools. The CAPS policy give emphasis on what the learner, teacher and Tourism classroom should have. Resources that are given as examples are good quality maps, magazines, brochures, brochure stand, shelving or storage displays and political globe etc.

The Tourism policy document pointed out the reason why the specific resources are recommended by giving example of topics that will need those resources. For example, in the road map, the learner should be able to identify cities airports and harbours. In addition, the document stresses that teachers should have access to email services and the internet connection in order to be able to download and print important and new information needed by the learners (CAPS, 2011:9). Sam, Mohamad and Leong (2013) as mentioned in Maemeko and Nkengbeza (2017) emphasize that unavailability of resources to support during teaching and learning contributes to poor performance of learners.

The researcher concurs with the above mentioned factors, since the Mpumalanga Provincial Department of Education provides paper budget, which has allocated funds such as maintenance, stationery, and toiletries to schools; and transfer the allocated funds as per the section 21 of the policy (MDoE: 2019). There are schools that misuse the departmental transferred funds on inadequate infrastructural facilities and resources. There are schools, which do not use the finances for proper acquisition of necessary resources (i.e. Learner Teacher Support Material (LTSM), which will assist learner performance.Importantly, the LTSM assist teachers to teach, and learners to learn. There are various examples of resources, textbooks, maps, and access to the internet, which will provide information based on specific content (MDoE: 2019).

During the teaching process, assessment is given in order to ensure that the learners understand what was taught, and the assessment given may either be formal or informal. Chilli (2013:33) affirms that principals of schools should ensure that the necessary resources are available at school, and he states further that these resources are needed to assist the teachers in achieving their goals, which includes learner performance. Essentially, principals are expected to continuously assist teachers by procuring the necessary curriculum related resources. Learners will be motivated to be at school if there is a good infrastructure and resources. In a school where the physical infrastructure and environment are appealing, learner's minds are stimulated and performance is improved. An appealing environment for instance includes good shape classrooms with sufficient desks, and sanitation facilities (Muendo, 2016). Maemeko, Nkengbeza and Ntabi (2017: 95) conducted a study in Namibia, and it was reported that policy makers believed that there was uneven and unequal distribution of educational resources in some communities and schools that resulted in difference in learner performance.

The current study agrees with such findings pertaining to infrastructure and resources. Most of the schools offering Tourism do not have the necessary infrastructure, even though it is mentioned in the Tourism CAPS policy document of the year (2011:9). This implies that schools offer the subject without a specific classroom for Tourism, and therefore resources will not be kept in all classrooms. There is no specific library or laboratory to store Tourism resources, let alone having a classroom that is solely for offering Tourism at all Nkomazi sub-district schools. In addition, the majority of these schools are in areas without the internet connection. Despite the allocation of funds by the Department of Education , a number of schools redirect those funds rather than making copies for learners without textbooks, purchasing brochures and brochure stands as well as magazines for the classrooms.

Learners are given different tasks, class works, home works, and assignments which may be formal or informal. There are some assessments, which will need the learner to use any available Tourism resource; it may be in class, library, and laboratory or from websites. If a learner has not received a textbook from the school, it will be a challenge to complete any activity either in class or at home. The Curriculum and Assessment Policy Statement (CAPS) emphasises the importance of resources for all schools. It states that "the resources should be available in the Tourism classroom and not in the library (Tourism CAPS, 2011: 9)." This quotation clarifies the need for resources in the Tourism classroom, and not in the library; and it is therefore a fact that availability of resources contributes to academic performance of the learners.

In teaching Tourism, a specific classroom is required and that is where all the necessary resources like the globe, South African Development Community (SADC) map and the world map will be kept without any disruption by other learners. The other subject learners cannot take care of these resources as they do not know its importance. There might be misuse of the Tourism resources if there is no specific Tourism class available to spare the resources; and it will be difficult for the teacher and the learners to know who damages or tears a map, and scratch a globe, if all learners use the Tourism class. Tourism learners will take good care of their class because they know the importance of having a world map and a globe in their class. The study is of the opinion that well-resourced and well-kept Tourism classroom will contribute to improved performance of learners. Good infrastructure and availability of the necessary resources will enhance learner performance.

2.2.2 Impact of curriculum on learner performance

South Africa got its freedom in 1994, and during that period, various changes took place in education, and the educational policies were reviewed to align with the new democratic era.The new dispensation and the new policy environment led to a number of changes in the curriculum that was offered at schools. Some of the changes included the introduction of new subjects. According to Dube-Xaba (2017:1), Tourism was introduced in secondary schools from Grades 10-12 in 1998.The introduction of Tourism led to a new curriculum framework, which was expected to transform the school curriculum prior 1994. According to Statistics South Africa (2020) report , it was indicated that 15,8 million foreign tourists visited South Africa in 2019, which contributed 6,4% to the GDP of the country. Goeldner and Richie (2003) indicated that tourism is one of the largest and fastest growing industries. Charles (1992a) as cited in Chilli (2013:33) argue that developed and developing countries regarded tourism education as investment of their countries, hence the introduction of Tourism in South African schools. Schools were not forced to offer Tourism as a subject, but it was voluntary. Dube- Xaba (2017) clarifies the policy initiatives by stating that a number of factors became contributory in offering Tourism.

Tourism teaching took place in all types of schools in South Africa: public, private, and universities. According to Mpumalanga Provincial Government, all schools in the Province are declared as section 21 public schools. The Act allows the governing body to apply to the Head of Department (HOD) in writing for funding in order to improve schools and are allocated a certain money to use for specified line items like municipal rates, telephone, minor renovations, teaching and learning support material and other school related needs. Based on the study the improvement of the school infrastructure, purchase of textbooks and other necessary resources needed by schools to improve in learner performance are included (MDoE:12) .

As Tourism was a new subject, a new curriculum was also introduced in line with the phase where the subject was offered. Challenges were encountered in relation to human resource, and South Africa did not want to remain behind other countries having the objective of increase of economy in mind (Chilli, 2013:35). Dube-Xaba (2017) indicates that as Tourism was introduced in South African schools, internal and external factors were not excluded as they were expected to affect learner performance. The idea of a curriculum has a wide range of meanings. Curriculum is "what is taught, it's the body of courses that present knowledge, principles, values and skills that are intended

consequences of formal education" (Mulenga, 2018 :176). Authors' terminologies differ, but have similar meaning, and planning is involved with the aim of achieving a goal. To realize goals, there is a product that intends to achievement of learning outcomes. According to the study, there is a lesson plan, which is done in order to assist learners with performance and looking at all the concepts mentioned by the different authors, the content is delivered in order to achieve learning outcomes. Dube–Xaba (2016) is of the opinion that there is variety of factors, internal and external factors that may affect learning outcomes. Examples between these factors are cited thus: internal factors include those that are related to the school, while external factors are those outside the school, and the examples are political and economic. The internal factors constitute leadership, infrastructure and resources and teacher qualification. The study will focus on both internal factors and external factors as it has a major impact on learner performance.

Jacobs, Vakalisa and Gawe (2004:35) affirm that "the word curriculum comes from Latin verb currere which means, the running of a race". Learners are expected to run a race in order to win, and good performance of learner's means they managed to win the race. At the school level, learners need to have desirable knowledge. Curriculum planners, teachers, and all relevant stakeholders need to deliberate about the nature of curriculum that learners should learn in order to perform. On the other hand, the phrase *desirable knowledge* is used, which can give rise to a question: desirable for what? There is argument from various authors in knowing exactly what knowledge should be taught to learners. Different meanings are therefore ascribed to the term curriculum. The term curriculum can be a subject, content, planned activities and in-school experiences.

In explaining the above mentioned terms, Jacobs et al. (2004) state that the subject is what learners have to study; content is what needs to be taught, planned activities, and in-school experience. The above may further be analysed as follows. (i) Subject: the learners will get an anticipated qualification. (ii) Content: is what is prescribed to be taught in Tourism curriculum. (iii) Planned activities are regarded as more than the content. Planned activities include a number of characteristics that are used to impact learner performance. Planned 00..activities include teaching methods, lesson plans, and assessment processes. On the other hand, Jacobs et al. (2004) is of the opinion that (v) In-school experiences: consist of planned and unplanned experiences, which are only school-based, and argue that curriculum is a set of plans and experiences completed by

learners in a learning institutions or schools. Planning may be a collection of topics that may be used to teach the subject: Tourism.

Meanwhile, curriculum is important as it has the supremacy to drive and regulate educational outcomes. It is furthermore emphasized that education is understood because there is curriculum, which in its design should meet the needs of learners, industry, employers, and the society. There is a need for flexibility and adaptation to the needs of the environment; in case where there is a need to change, it should be done as the curriculum is not constant (Johns-Boast & Corrigan, 2016). Based on what John-Boast and Corrigan (2016) indicated, Holsinger (2000), Le Grange and Beets (2005) as cited in Dube-Xaba (2016), there should be relevance in curriculum as it is fundamental in secondary schooling system. Curriculum has the power to determine and drive educational outcomes, and its meaning depend in its context. Similar to Jacobs et al., (2004), Johns-Boast and Corrigan, (2016) describe curriculum in six aspects, namely a concept, artefact, a body of knowledge, a process, a product, and practise.

Introduction of Tourism in South African schools in 1998 was influenced by government policies with the intention of responding to socioeconomic and political agenda. Learners who study Tourism will understand the tourism industry, the services brought as well as the benefit of the country's economy (Dube-Xaba, 2016). In teaching Tourism, the internal factors such as availability of human resource, not just a teacher but a teacher with a rightful qualification in the subject were underestimated. Chilli (2013:36) notes that the South African government disregarded the shortage of qualified teachers for Tourism and included the subject in schools by only targeting to improve the economy. Teachers without the Tourism qualification will lack curriculum knowledge. Curriculum knowledge is the information based on programmes and materials that give the teacher the experience to teach the subject.

Morover, curriculum knowledge has various levels in teaching; the teacher will know how the subject operates. As mentioned in the CAPS policy document, the teacher will not take for granted the requirements to teach tourism as stated in the policy. Teachers with curriculum knowledge understand the importance of recommended textbooks for all Further Education and Training (FET) band, and also know the type of material to be used when teaching a particular lesson as well as relevance for teaching particular topics. In addition, the teacher should have knowledge, skills, values, and attitudes required for imparting the relevant topics. With regards to knowledge the teacher should know the

concepts, facts, and teaching principles (Ababio, 2013:42). With reference to the study, poor performance in tourism is impacted by both internal and external factors. The external factors become a major concern as they affect decisions about the form and structure of the curriculum, political changes also affect the education system; and there is a need for a change in curriculum. Learners are expected to bear the decisions about the curriculum as they are expected to develop knowledge, skills, values, and attitudes in preparation for their life outside the school. Internal factors also have an impact with regards to the curriculum compatibility with learners' age, abilities, and their needs. As teachers will be imparting knowledge to the learners, they have their own values, beliefs, strengths, and weaknesses as well as experiences. Internally as it is, the school also contributes to performance by making available all necessary resources and facilities (Jacobs et al, 2004). Moreover, teacher qualification will have an impact on learner performance, and one might call this an internal factor. The teacher qualification will enable him or her to understand and interpret the given curriculum (Johns-Boast & Corrigan, 2016).

2.2.3 Impact of teaching, learning, and learning strategies on learner performance

Teaching, learning, and learning strategies will be defined to give understanding on learner performance with the inclusion of teaching and learning styles. Various definitions from different authors or researchers were considered to get understanding of the concept teaching. Learners' improvement of performance takes place if highest quality of teaching is provided. Nilsen and Albertalli (2002) cited in Ababio (2013:37) state that teaching is a process whereby the teacher guides the learner to get high level of knowledge and skills, while Desforges (1995) is of the opinion that teaching manage the competency of learners, more specifically in the classroom with the intention of promoting their learning. Sequeria (2012: 3) indicates that teaching is a set of events which are outside the learner, and are designed to support the process of learning. He emphasises that teachers cannot force learners to learn, but the learners need to be self-motivated.

The concept of teaching is defined as a scientific process, which constitutes content, communication as well as feedback. Strategies used when teaching gives a positive effect on student learning and it can be developed, modified, and improved (Rajagopalan,

2019). Amidon (1967) cited in Rajagopalan (2019:6) mentions that teaching is interactive process, which involves classroom talk, and it take place between a teacher and a learner. Additionally, teaching is a planned activity in which information or a skill is imparted by a teacher to a learner. Rajagopalan (2019: 5) is of the view that teaching is an art or science, and his analysis of the differences between the art and science had shown clarity between art and science. As an art teacher, Rajagopalan (2019) states further that the learner should understand what has been taught by creating a meaningful situation in the classroom during teaching. Teaching as science sheds light on logical delivery of content, and making sure that those learners follow the steps in order to achieve the teaching goals. In addition, Rajagopalan (2019:6) points out four teaching steps as mentioned by Davis and Glaser (1962) , which are planning, organizing of teaching, identification of suitable teaching, and managing teaching and learning. Specifically, planning includes identification, writing of the objectives, and analysis of the content. He emphasises that the teaching strategies to achieve teaching objectives are indicated when teaching is organized. Teaching learning tactics also needs to be acknowledged in order for effective communication of content and feedback to teacher and learners concerning assessment of the learning objectives. During the process of teaching, learning will take place, thus teaching affects learning. Yang and Li (2018:97) believe that various feedbacks should be given to learners that include scores and comments, describe what learners are good and bad at , and give suggestions for improvement.

Furthermore, there are aspects that teachers need to know when teaching the learners to perform, thus there are principles and characteristics, which are tabled to assist teachers during the teaching process. Principles assist teachers on how to teach learners to perform. Tamakloe (2005) cited in Ababio (2013) is of the opinion that a number of principles, which if adhered to, will assist teachers to be successful in teaching, and learners will perform. It is the responsibility of the teacher to ensure that lessons given to learners are with enough time. The teacher should be able to see if the learners are no longer interested in the lesson, and try to change the teaching style, hence the reason to include teaching and learning styles in the study. Teachers are to use the available resources during teaching, and teach in an interesting manner. When a teacher explains terms or concepts, it must be guaranteed that all learners comprehend before going to the next topic.

It is believed in the principles of good teaching that the teacher gives learners adequate quantity of exercises and make certain that the learners submit given activities. During the teaching process, good and accurate language ought to be used, and the teacher is duty-bound to never embarrass or frustrate learners. As learners are not the same, it is the obligation of the teacher to use a variety of teaching methods and techniques for all learners to understand the content taught. Teachers should guarantee that the teaching objectives are achieved when teaching more, especially if a new topic is introduced. Praising of learners is recommended to permit eagerness of participation during teaching and learning (Ababio, 2013:40).

Rajagopalan (2019: 6) stresses the characteristics of teaching by saying there should be effective interaction between teacher and learners. The learners' talent and creativity should be exercised during the teaching process, and the learners' skills should be visible. As teaching is a tripolar process, it is the teacher's responsibility to ensure that the educational objectives, learning experiences, and change in behaviour are taken into consideration. He further points out that before going to class, the teacher should be well prepared, know teaching objectives, methods as well as the techniques to be used for assessment. The teacher should not be a dictator but should suggest to learners, and be democratic as well. In addition, respect should be two fold and learners should be encouraged to ask questions and discuss where there is a need for clarity.

Teaching is remedial; the teacher must be able to solve learner's problems, and emotional stability should be created among learners. Throughout the teaching process, learners are engaged, directed, and encouraged. All learners should feel to be part of the class, and they should be involved in lesson discussions, and that will encourage the learners to think and be directed towards self-learning (Rajagopalan, 2019). Like teaching, there are various definitions of learning. Learning is all about a change, which is brought to a person by developing a new skill, and one may change an attitude through learning. According to Sequeria (2018:1), learning is not incidental or natural, but it becomes an intentional permanent change. Although he states that learning takes place without planning, experience is given as an example. The study is based on learners getting information in order to know and understand what they are taught, and be promoted to the next grade or go to university.

Dewi (2018:550) also asserts that learning as a concept is not only how teachers teach, but also how learners learn. He further refers to learning as a process, which includes

interaction between the learners and the environment with the aim of changing for the better. Cambourne (1988) as cited in Killen (2011:3) describes learning as "a process that involves making connections, identifying patterns, and organizing previously unrelated bits of knowledge, behaviour and action into new patterned wholes". On the other hand, Spady (2001) as cited in Killen (2011) describes learning as "an enterprise of meaning-making within a particular context". In addition three points are highlighted and emphasized by Lovat and Smit (2003) , and they are the changes in understanding, the understanding that is a direct result of learner's experiences, and their thinking about those experiences enable leaners to change their behaviour.

Based on those definitions , the researcher concludes that learning is a process of interaction between teachers and learners, and between learners to learners, with the aim of changing their behaviour to be good behaviour. In the process of teaching and learning, teachers and learners are different in various ways. Teachers are expected to gain understanding of learners' learning styles, and learners need to understand teachers' teaching styles. Hawkar (2014) is of the opinion that matching the teaching style of the teacher, and learning style of the learner will yield positive results in learner performance. The definitions, classifications, and matching of the styles of teaching and learning will be highlighted using the view of other authors in this regard.

Sarode (2018) believes that the style of teaching differ from one teacher to another, and learners to learners. Noticeably, learning take place during the teaching process, and a variety of teaching styles are used during the process. Anderson (2016) agrees that learners who are engaged, encouraged, and willing to be responsible for their learning will achieve better than learners who were given minimum amount of learning; and learners who do not use opportunities at their disposal will not be successful in their performance. Learning styles are defined by Kolb and Kolb (2005) as cited in Deale (2019: 1) as " individual differences in learning based on the learner's preference for employing different phases of the learning cycle".

Additionally, learners differ in their life experiences, hence the difference in the style of learning. During the selection of learning styles, learning instruments are also recommended. Learning styles are not fixed but dynamic; and they can change depending on the learner's preferences. It is the obligation of teachers to identify the learners' learning styles and match it to the type of teaching of a particular learning style. James and Gardner (1995) as cited in Hawkar (2014:242) define learning styles as "the

complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn". Moreover, learning styles are imperative in the existence of learners, and learners who perceive own learning style to be used by the teacher are able do better and improve performance.

Yang and Li (2018) emphasize that learning styles are critical to learning, and can also be used in identification of adaptive learning materials for learners. Hawkar (2014) believes that learners begin to concentrate if the preferred learning style is used, and once a learner recognizes a preferred learning style, it becomes easy to plan how to learn. Learning experiences that learners have tend to influence the learning style. Learning style is therefore considered a useful instrument or guide that reflects how and why some of the content might be easy, and some difficult to grasp. It is also believed that there are factors that influence learning styles such as age, experience environment and culture. According to Anderson (2016), these factors change over time with the consequence of the learning nature. If a teacher is effective, learners will be engaged to make learning possible through the use of suitable learning style. Relatedly, learning styles enable teachers to understand learners more especially if a learner was taught by the same teacher for more than a year. Similarly, skilled teachers will be able to adopt multiple approaches to teaching, and exercises can be given, thus making learners to read, and in principle, learners will take own responsibility for their learning (Anderson, 2016).

According to Deale (2019), it is important to know how learners want to learn all subjects, including Tourism and Hospitality. Learning styles therefore play a significant role in learner's lives, and they make learning to be easier, faster, and be more successful. Hawkar (2014) maintains that learning styles assist learners in learning how to learn, thus making them to become independent and accountable for their own learning. The more comfortable and independent the learners are, the less control their teacher will do, and therefore resulting into better performance among the learners. There are academic, personal, and professional advantages embedded in learning styles. Academically, the learning styles will benefit the learners' learning ability; learners will get a better way of studying; and better grades on tests and examinations can be earned.

Personally, the teacher will have less control in classrooms, know the strong and weak points of learners, and on the other hand, learners will broaden their learning strategies, improve self-esteem, and have self-confidence. In essence, these advantages will make learning to be more enjoyable as learners will be motivated to learn and improve their

skills and abilities. Notably, teaching styles differ among teachers, and these styles influence learner performance. Anderson (2016) and Sarode (2018) point out that every teacher has a different teaching style, which depends on the learners' needs; and some identified styles, which are commonly used by the majority of the teachers are: the authority or lecture, demonstrator or coach, facilitator or activity, delegator or group, hybrid or blended style.

When using the authority or lecture style in teaching, it is basically teacher-centred with a lot of presentations, and note taking is a priority. In addition to being teacher-centred, there is mostly no interaction with learners; therefore, the style is not recommended for high school learners but higher education institutions like Technical and Vocational Education and Training (TVET), colleges, and universities. As the study is based on secondary school learners, this style can be monotonous. The demonstrator or coach style can be used as it includes multimedia.Showing learners variety of media will improve learner performance. It is therefore evident that in the study all teaching styles should be used in order to accommodate all learning styles.

 The use of teaching styles to accommodate different types of learners will require teaching and learning strategies. Yang and Li (2018) is of the opinion that comprehensive feedback given to learners enables these learners to be aware of their performance, and how to improve, and on the other hand allow teachers to change their teaching strategies based on learner performance. In essence, teachers may review and improve teaching strategies based on student progress. Stone and Morris (1972) as cited in Isaac (2010) and Al-Banna and Mokhamad (2014) define teaching strategy "as a generalized plan for a lesson which includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies". In addition, teaching strategies mean the conduct that the teacher demonstrates in the class. The term strategy implies thoughtful preparation before lesson presentation. As learner performance involves teaching, the teacher is expected to plan taking into consideration the different learning styles.

Teaching strategy can be broadly described as it operates in macro, intermediate, and micro levels. Micro level is linked with learning lessons, training theory, and practice. Al-Banna and Mokhamad (2014) further explicate that mixed and combined strategies be adopted according to the objectives, the group one is working with as well as the contents covered. There are characteristics of teaching strategies, types of teaching strategies, and principles of teaching strategies mentioned. Strategies can therefore be applied

based on different learning styles. In cases where learning styles and teaching strategies are not combined, learners will have a challenge in grasping the content. Devlin and Samarawickrema (2010) as cited in Al-Banna and Mokhamad (2014) state that less content may be covered, but one must make sure that concepts are understood. The researcher has a different view: if the content that is expected to be taught is not covered, the learners will not know it, and their performance will be poor.

In a study on learning strategies done by Dewi (2018), it is not only the way in which teachers teach, but also the manner in which the learners learn. Learning is therefore regarded as interaction process between learners and the environment which will make the learners to change their behaviour to the better. It has been realized that learning is a two-way communication; meaning that teaching is done by teachers while learning is done by learners. During the learning process, relevant content is designed to provide knowledge, attitudes, and abilities to the learners. The major component of learning is the subject matter, it shapes the learning activities. In addition, learning strategies assist teachers to realize the learning process, which on the other hand can contribute to the achievement of learning objectives. Moreover, application of accurate learning strategies will be achieved through correct teaching techniques. Appropriate teaching methods as well as appropriate learning models should consider the learners learning styles. Environment management, social learning, and lesson planning will equally influence learning among learners, and achievement of better outcomes (Dewi, 2014).

Schools, which consider teaching and learning strategies with the aim of improving learner performance often succeed because the teachers planning is interrelated to the needs of the learner. Essentially, monitoring and tracking of their learner's progress are done, and that enable the teacher to identify areas of common weakness. In identifying the learner's weakness, curriculum planning and teaching approach will be based on the areas (Daw and Robinson, 2013:7).

2.2.4 Impact of lesson preparation, content coverage, and notional time on learner performance

Lesson preparation takes place when the teacher is getting ready to teach (i.e. an action word-verb), and lesson planning is the course of action (noun). In the study, the two concepts will serve the same purpose. Lesson preparation and/ or planning is done before

the teacher go to class, and has an impact on learner performance. Nemouchi (2014:20) mentions that lesson planning leads the teacher to anticipate outcomes that will be achieved at the end of the teaching course. The teacher is expected to plan what he/ she is going to teach on daily basis as teaching cannot be done without planning. Ababio (2013: 40) states that it is the responsibility of the teacher to consider teaching strategies and teaching methods to use in the classroom by basing it on the learning strategies. The daily planning should cover what to teach, how to teach, and how to assess. Before each lesson, the teacher has to reconsider three basic teaching functions, namely planning, implementation, and evaluation. The three functions may also be called phases of teaching, which are : pre-teaching phase, teaching phase, and evaluation (the post teaching phase).

Nemouchi (2014:24) is also of the opinion that the planning process consists of steps. There is interpretation, assessment, designing unit as well as content and activities. In interpretation, the teacher has to analyse the curriculum and study the learning outcomes. Through analysis, the teacher will be able to have an idea of what learners will be able to do after the lesson. It is the teacher's responsibility to ensure that learners' assessment is planned early in order to meet their needs. Futhermore, learners should be advised on what is expected from them during the assessment phase. During the lesson preparation, the teacher has to decide the amount of time needed to finish the topic, and that is when the unit is designed. There should be a specific activity for each topic in order to facilitate understanding of what was taught. At the end of the plan, learners should be given more detailed activities.

Ababio (2013: 41) is of the opinion that the teacher should know how to plan the lesson in advance; and the reason is to enable the teacher to read about the topic to be taught. Advance planning will benefit the teacher especially where the teacher's knowledge of the topic is weak. The teacher will be able to collect teaching and learning resources, and those resources that are not commercial can also be prepared. Learners' needs should be given attention as well, as goals and objectives to benefit learners to meet their needs will be obtained during the preparation phase. It is in the preparation phase where learners' progress will be covered, and the teacher will know the availability of the resources, equipment, and materials needed to teach the topic. This is the phase in which the teacher writes the lesson plan.

Tourism falls into category of Group B subjects of the CAPS policy document. The Tourism CAPS policy document clearly specifies the instructional time of four (4) hours per week in which this subject needs to be offered in schools. It clearly states if a learner wish to offer more than the stipulated subjects, which are seven (7); additional time should be allocated (Tourism CAPS, 2011:7). There are schools that fail to adhere to the policy document requirements, and these schools ignore the policy. Tourism involves practical work, and it counts up to 25% of the end of the year promotion or certification mark. There is guidance on how to write the time table, and an example of double period is recommended (Tourism CAPS, 2011:9).

The researcher agrees with the some authors that preparation should be done with the learners in mind. Learners should be assessed after each topic for better performance. Learners who perform well will be motivated to learn, and they will find learning interesting. Additionally, teaching involves different kinds of knowledge; it can be specific, or more variable. When teaching, knowledge is specific when it involves issues like the subject matter, and it can also be more variable when it involves knowledge of different group of learners (Jackson, 2013.1). Ababio (2013:42) and Jackson (2013:1) indicate that professionally trained teachers should have three characteristics: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge. The subject matter content knowledge includes ideas, skills, or what is taught. Jackson (2013: 1) emphasises that teachers are steeped in the content knowledge, and that makes them to be responsible for content coverage.

Content coverage is regarded as the measures such as amount of pages or elements that are completed, number of planned objectives mastered, or number of new words learned. Content coverage is therefore the amount of the content as per the Annual Teaching Plan (ATP) or syllabus that should be taught to learners. Ababio (2013: 43) reiterates that the subject matter content knowledge cover matters like the teacher understanding of most current information in his/her discipline, the history, and the philosophy of teaching the subject, and teacher's comprehension of facts that inform the subject, or in which other disciplines are informed. In the subject content knowledge, the teacher is expected to have knowledge and understanding of different fields; or aspects in the subject, concepts, principles, values and theories should be known. The teacher should have in-depth knowledge of all the relevant resources to be used e.g. textbooks, unpublished materials, and other resources that may be used in teaching.

With regards to pedagogical content knowledge, it simply means the specialized knowledge needed for the teacher to teach, and sometimes it can be learned through experience. It is made up of the teaching and learning strategies, teaching methods and techniques that may be used in teaching. Teachers should search for new teaching approaches that will make the learners be interested in the topic taught. Teachers should teach learners to learn some of the topics themselves Jackson, (2013: 2). The researcher agrees with the authors Nemouchi (2014), Ababio (2013) and Jackson (2013) that in so doing, learners will improve their performance. Likewise, the learners will be able to read the content, which may not be covered in class.

The last characteristic has to do with knowing of the materials and resources, which are used to teach a particular content; and it is known as curriculum knowledge. Curriculum understanding will enable teachers to fill the gap in their knowledge; knowledge of programmes that are involved in the subject area will therefore serve as the tool to be used during teaching. It has been realised that curriculum knowledge will ensure that the teacher knows recommended textbooks and all manuals used to teach the subject effectively. Relatedly, curriculum knowledge enables the teacher to understand the reason for teaching a particular topic and how to make learners understand why that topic is taught. In addition, the challenging topics will be known, and how to teach them (Ababio, 2013: 44).

Despite the fact that the teacher might have knowledge of the curriculum, Jackson (2013:2) argues that the method of instruction will make it difficult to cover the content. The examples given for method of instruction are as follows: active learning, lecture method of teaching, or problem based learning. The difference in learners' intelligence will contribute to the amount of content that is taught, and content coverage will be at risk. It has been realised that content cannot be covered through lecture method as most time will be spent explaining the content and giving in-depth knowledge. In problem – based method, the learners are actively participating, and there will be engagements between the learners and teacher, which contributes to improvement of performance. Although learner engagement will improve learner performance, it will slow down the teaching time; thus making it a challenge to cover content. The researcher believes that concentration on content coverage will sacrifice the content depth, and that might have a negative impact on the side of the learners.

All subjects are allocated instructional time, and Tourism falls in Group B, and the policy stipulates that it should be taught for four hours per week. The policy document further clarifies that the hours allocated should not be used for any additional subjects; which means that if more than the given subjects are offered at a school, additional time should be allocated (Tourism CAPS, 2011: 7). Nemouchi (2014: 23) believes that in offering a lesson, teachers should focus on what the learners need to achieve. Good performance on the side of learners is the achievement of the learning outcome, and that is the fulfilment of the learners' expectation. He further argues that priority is to be given to what these learners can do than time allocated to teach them. The researcher is of the opinion that there should be adherence to policy regarding time allocation, and extra classes should be used to assist those who cannot grasp during the main teaching time.

2.2.5 Impact of assessment and assessment strategies on learner performance

Tourism as a subject also has two interrelated assessments, namely formal, and informal assessment. Formal assessment is to be accomplished during the school year, hence it is called School Based Assessment (SBA), and it constitutes 25% of the final examination mark for Tourism. Since the study is based on assessment of performance in Grade 12, Grade 10 and 11 will not be part of the study. According to Khumalo and Maphalala (2018: 280), assessment is considered as a fundamental portion of effective teaching and learning. A variety of methods and strategies are used as evidence that learners were assessed. Observation, questioning either as class or homework, dialogue, demonstration assignment, tests and other written responses are examples of formal assessment and informal assessment that may be used.

Assessment is based on learning, and it is central to teaching and learning activities, which mediate the teacher and the learner in the classroom. Amua-Sekyi (2016) as cited in Khumalo and Maphalala (2018: 282) define assessment as "all the activities that teachers and students undertake to obtain information that can be used to alter teaching and learning." Nemouchi (2013:24) believes that the teacher should plan for assessment early in order to ensure that the content will be imparted in a manner that will contribute to improvement of learner performance. During teaching process, planning when to assess, and how to mark the learners' responses are imperative. Learners are to be guided on what do during the teaching process, and in preparation for better performance

during assessment. It has been realised by Yang and Li (2018) that the level of learner achievement in terms of knowledge and abilities is measured by assessment, hence the various methods of learners assessment.

Assessment need to be consistent with the desired learning outcome, and authentic tasks should be asked when planning (Al-Baana and Mokhamad, 2014). The methods of assessment are cited by Oscarson and Apelgen (2011) in Yang and Li (2018); and they are formative and summative. Formative assessment is rooted in teaching and learning process, and it provides feedback to both the teacher and the learner. It is through formative assessment that the teacher will judge how well the learners understand his/her teaching. Likewise, it is through formative assessment wherein the teacher will determine the suitable remedial action where necessary. Formative assessment is therefore referred to as the assessment for learning (Khumalo and Maphalala, 2018:282).

Meanwhile, summative assessment assists the teacher in finding the gap and strength in both teaching and learning. It is regarded as the final judgement in the learning unit. Summative assessment is done in order to check whether the learner can progress to the next phase or not. It is through summative assessment that the achievement and success of the learner can be determined (Odendaal, 2018).

2.2.6 Teacher qualifications, learners, and medium of instruction

Tourism is a subject that has been underrated or ignored by the Department of Basic Education. The majority of the teachers teaching Tourism do not have formal training based on the subject they teach. Chilli (2013:34), and Maemeko and Nkengbeza (2017:103) establish that most teachers teaching Tourism are not qualified to teach it, but since the subject is underestimated, any teacher can teach it. Learners who cannot perform in other subjects are also encouraged to take Tourism, and some schools allow learners to start the subject in Grade 12. Learners who start Tourism in Grade 10 have the basic knowledge of all the terms and concepts than those who start in Grade 12.

Language use is a contributing factor as pertained to the performance of learners. Language is used for communication between teachers and learners, and it is used for formal instruction in education. Teachers and learners should learn the structures and rules governing the language (Kilfoil and Van der Walt, 1997:5). When speaking another language it does not mean that a person apply rules of the language like the speaker of

the first language.With regards to using English during teaching and learning, it is important to understand language usage as learners are expected to communicate effectively. Whether for instruction or communication, learners are expected to respond to assessment using English.

It was noted that in Namibia, teachers and learners were not acquainted enough to teach and learn school subject using English language (Maemeko and Nkengbeza, 2017: 96). Teachers are also to be blamed as they teach leaners in their home language (mother tongue), and expect the poor learners to take examination in English. The researcher has noted that the teachers are trying to accommodate learners who cannot comprehend what is said in English by switching to these learners' first language (mother tongue), and in that manner the learners' intellect becomes compromised. Maemeko and Nkengbeza (2017:96) furthermore state that the use of English as the medium of instruction has been attributed to the poor performance of learners when writing final examinations in every subject. In addition to the use of English for teaching and learning, resources and motivations are mostly lacking.

According to Civan and Coskun (2016: 1981) an increase in the use of English as a medium of instruction has been reported in Turkey, and that has been noticed to be a global trend. In numerous countries around the world, a language other than the learners' mother tongue is usually used from primary to tertiary institutions. The use of English as medium of instruction in schools spread across developed, underdeveloped, and developing countries (Civan and Coskun, 2016:1982). The reason why English has become the medium of instruction is driven by globalization of the university, which keeps attracting different cultures and nations.

The study is of the opinion that it is true with Tourism teaching and learning in Nkomazi sub-district, as most learners cannot express themselves in English. If the learner struggle to answer a question asked in class because of lack of understanding of English, it will have a negative impact on his/her performance as the examination is written in English. Contrary to that, the best performing learners can get a chance of pursuing their studies in other countries due their ability to use and understand English. This further mean that the more intelligent the learner, the more successful that learner may become.

2.3 EDUCATIONAL THEORIES

There are several diverse opinions of how learners learn, according to Zhou and Brown (2017) a number of educational learning theories were clarified. These educational learning theories provided important knowledge throughout the teaching and learning process. As the study is based on performance of learners in high schools, the researcher focused on two of these theories by Zhou and Brown (2017), i.e.   Behaviourism and Sociocultural theory.

2.3.1 Behaviorism

Behaviourist learning theories defined behaviour as the instability in behaviour which is the result of the consequence in stimulus-response relations made by the learner. The learner behaviour change is directed by stimuli. (Parkay and Hass, 2000) as cited in Zhou and Brown (2017: 6) states that learners choose one response as a replacement of the other for the reason of preceding conditioning and psychological drives that occur at the moment of achievement. Based on the study the unavailability and shortage of infrastructure and resources to Tourism teaching can result in learner change in behaviour. Lack of qualification from the teachers may result in teaching strategies and teaching styles that can impact negatively to learners understanding of certain concepts during the teaching and learning process. Zhou and Brown (2017) is of the view that learner undesirable behaviour can be unlearned and be substituted by different behaviour. Unacceptable behaviour may be replaced by acceptable one. During the process of teaching and learning learners can respect the teachers and that will result in improvement in academic performance. Zhou and Brown (2017) states that they may be behavioural contracts in schools. These behavioural contracts that are between the teacher and the learner will assist with behaviour change towards writing of tasks. Since there is assessment in the study, behavioural contracts can assist in ensuring that learners write their homeworks and assignments and submit on time.

In the behaviourism theory the teacher may motivate learners to improve in their performance. Learners who are writing their given tasks as expected may be commended in class for their job well done, they may be praised to their parents and also be selected for special class projects. On the other hand learners who are not doing their work may be punished for their bad behaviour, late submission may result in dropping of marks or reporting to parents. As Tourism has the PAT which is counted for leareners SBA, non

submission may be referred to the school principal. Zhou and Brown (2017: 10) refer to mechanisms that may well be present to improve performance of leaners who are unwilling to change their behaviour. Learner participation should be increased in class discussions, for an example when teaching time zones a learner may be requested to do the calculations on the board. Brewer, Campbell and Petty (2000) is cited in Zhou and Brown (2017) stating that during evaluation and assessment learner participation need to be monitored. The use of behaviourist theory in the classroom can be rewarding for both teachers and learners.

2.3.2 Sociocultural Theory

According Woolfork (1998) as cited in Zhou and Brown (2017: 32) Sociocultural theory is a theory that recommend that social collaboration lead to step-by-step variations in children's thoughts and behaviour which differ from culture to culture. The Sociocultural theory is a theory by Lev Vygotsky, using three techniques as cited by Tomassello, Kruger and Ratner (1998) in Zhou and Brown (2017) that may possibly permit educational tool from one individual to the other. It involves the following: imitative learning, instructed learning and collaborative learning. By imitative learning one person tries to replicate or copy another while instructed learning is remembering of information of the teachers instructions and its use is for self regulation. Collaborative learning is the involvement of group of peers striving to understand each other while working together to learn a specific skill.

Argument of Vygotsky understanding of the relation amongst social world and cognitive development is specified. Specific attention is given to principles, the role of language and the learners correlation with improvement within this social world. On giving specific attention to these principles, similarities and contrasts between theories like Piaget (1959), Bandura (1977), Rogoff (1990), and Wood (1998) are briefly discussed. Clabaugh (2010) constructed answers about Vygotsky which includes the theory of value as well as the theory of learning and transmission.

2.3.2.1 Theory of Value

According to Clabaugh (2010) the theory of value need to respond to the question based on what knowledge and skills are worthwile learning, it generally want to find out the precise goals of learning. Learners will be able to comprehend different talents by the impact of their surroundings. Changing of the learners surroundings will assist in the

learning process. The availability of the necessary infrastructure and resources will make the learner to understand what is taught and be able to perform. The theory further highlight the role played by language in cognitive development of learners. In addition language skills are critical for creating sense and linking new thoughts to previous experiences and prior knowledge. The theory by Vygotsky led to the conclusion that language determines the way learners learn how to think. It is through words that learners will be able to organize difficult concepts. Teachers needs to be knowledgeable and that is where their qualification on the subject will have an impact on learner academic performance (Clabaugh, 2010).

2.3.2.2 Theory of Learning and Transmission

In figure 1.2 of the conceptual framework, the study wanted to assess the causes of poor academic performance in Tourism. Concepts like the curriculum, teaching and learning strategies, teachers, learners and medium of instruction are pointed out. The theory of learning and transmission addresses some of these concepts identified in the study hence the researchers choice of these two theories by Vygotsky. The theory of learning want to find out the following: What is learning and how are skills and knowledge acquired? Further on the theory of transmission want to discover, Who is to teach? What methods to use? What the curriculum will be? Based on the similarities in these concepts the theory is most suitable to give answers to the study.

Vygotsky perceive learning as an essential and collective feature of the process of developing culturally organized, specifically human, psychological functions (Zhou and Brown, 2017: 32). It is through learning that learners becomes human. Learning takes place through social interaction and language. New knowledge is acquired through interaction with others, that means participation during teaching and learning process enable the learner to master individual information and skill.

In the theory of transmission Vygotsky mentioned that those are who are to teach must be knowledgeable than others. Teachers therefore need to apply different teaching and learning strategies during teaching as learners are not the same. Tudge and Winterhoff, 1993 is cited in Zhou and Brown (2017:34) stating that teachers should be more competent than learners. It is the responsibility of the teacher to be more knowledgeable in order to assist learners with any given tasks. In the transmission theory teachers are expected to provide scaffolding, to assist learners with their content. Learners interest

should first be built, and then be engaged. When there is active participation in the task, it should then be simplified and the teacher should ensure that learners are focused and concentrating on what is taught.

Since the researcher selected the theory, it correlates with the concept of the learning strategies. The teacher may use a strategy of pairing learners, the competent learners may be paired with the less competent learners. This will assist performance of the learner who is less competent. Tools and technologies should be used to assist learners in mastering the curriculum. Curriculum used should be able to challenge and strength learner competence and allow these learners to apply previously learnerd skills.

2. 4 Conclusion

In this chapter, the key elements that might contribute to poor performance in high schools offering Tourism at Nkomazi sub-district were outlined by the researcher. The impact of the following: infrastructure and tourism resources, curriculum, teaching and learning strategies, lesson preparation /planning, content coverage and notional time, assessment strategies, teacher qualifications, learners and the medium of instruction on the learner performance in Toursim were discussed. The principles and educational theories related to the study were included, i.e behaviourism and the theory of sociocultural theory by Vygotsky. In reviewing the literature, an effort to respond to the research questions as various researchers did on performance was done. It was evident from the literature review that there is a challenge regarding tourism performance in high schools. According to the literature, there are approaches that need to be executed properly in order to avoid poor performance. The research design and methods relating to the study are discussed in the next chapter.

CHAPTER 3

RESEARCH APPROACH AND METHODS

3.1 INTRODUCTION

Research methodology is regarded as the general principle that guides the researcher in his or her study. It includes the necessary issues the researcher needs to think about like restrictions, difficulties and ethical choices within the study (Dawson, 2009: 14). According to Farghaly (2018), methodology refers to the theory of how investigation should proceed, comprising of assumptions, principles, and procedures governing the use of particular methods. Research methodology permits the researcher the means to discover unresolved occurrences as well as those that were explained previously but misunderstood (Welman, Kruger and Mitchell, 2010).

This chapter focuses on the research methods employed for this study, and it gives a description of how the researcher planned to carry out the study on poor performance in Grade 12 learners doing Tourism at Nkomazi sub-district in Mpumalanga Province. Farghaly (2018) refers to methods as the specific investigative tools or techniques used to gather and analyse data. The methodology comprises research design, target population, sampling procedure and sampling size, research instrument, data collection and analysis methods, validity and reliability of the instruments used to collect data. The chapter addresses the actual methodologies, which were used in the research process from the beginning to the end.

3.2 Research design

According to Struwig and Stead (2020: 64), research design gives a directive on the research methodology that was adopted in the study wherein data collection methods, data analysis, type of sample and questionnaires were indicated. Creswell et al. (2008) define research design as an approach or idea which moves from underlying hypothetical assumptions in order to specify the selection of respondents, data gathering techniques to be used, as well as data analysis that was done when doing the study. In addition, Creswell, et al. (2008) indicate that the choice of research design is centered on the researcher's assumptions, skills, and research practices. The mixed methods research was considered to be more suitable for this study as it upholds a comprehensive

understanding of human nature and social reality (De Vos, Strydom, Fouche and Delport, 2011).

In order to have an idea regarding the performance of Grade 12 learners in schools offering Tourism in Nkomazi sub-district in Mpumalanga Province, the researcher used the qualitative method to obtain relevant data from Grade 12 Tourism teachers from the five circuits through interviews. To gather quantitative data, Grade 12 learners doing Tourism as a subject at schools offering Tourism in the five circuits in Nkomazi sub-district were requested to complete a combination of both open-ended and closed-ended questionnaires.

3.3 Mixed methods research

The mixed methods research is defined as a procedure for gathering, investigating, and collaborating both qualitative and quantitative data at some stage of the research process within a single study in order to completely comprehend a research problem (Creswell, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark and van der Westhuizen: 2008:267). According to Lodico, Spaulding and Voegtle (2010: 338), "qualitative research is characterized by flexible and realistic methods of data collection". Furthermore, qualitative research attempt to acquire a comprehensive opinion from participants, as a result, fewer people take part, and it tends to last longer (Dawson, 2009).

Before collecting data, the researcher had to gain access to the selected schools through the principals of these schools who were at the helms of school affairs and administration. Interview schedules for Tourism teachers were drawn and a recorder was used. Some interviews were conducted through phone where necessary, but face-to-face interviews were conducted by the researcher as per arranged appointments with the participants. The recordings were transcribed verbatim at a later stage to ensure that valuable data is not lost during the transcription process.

Meanwhile, quantitative research generates statistics through the use of large scale survey research, and in this study, questionnaires were used to gather information from the learners. These learners gave consent and contributed by responding to the questionnaires voluntarily. In the questionnaire, the researcher assessed if schools with poor Tourism infrastructure, and the lack of recommended resources e.g. Tourism

classroom, textbooks and maps contributed to poor learner performance. The learners gave the researcher an impression of how the medium of instruction impact on their performance. Bhandari (2022) states that quantitative research can be used to find patterns and averages, making predictions, testing causal relationships, and generalization of results to wider population. The feedback received from the questionnaires that were distributed in the five circuits enabled the researcher to gather broader view of what might be the causes of poor performance in Tourism at Nkomazi sub-district schools.

3.4 Target population

Target population is defined as the population to which the researcher would like to generalize his or her results (Welman, Kruger and Mitchel, 2005). There are 35 public schools offering Tourism at Nkomazi sub-district. Out of the 35 schools, 15 schools are underperforming as they have achieved less than 70% from 2019-2021. The focus of the study is on the 15 underperforming schools, and they formed the target population. The study will seek responses in relation to the research questions. The target population of the study consists of 15 Grade 12 Tourism teachers, 5 Tourism cluster leaders, and 300 learners doing Tourism in Grade 12 from five Nkomazi sub-district circuits, namely Lubombo, Nkomazi East, Nkomazi West, Khulangwane, and Malalane.

3.5 Sampling size and sampling procedures

There are 35 public schools offering Tourism at Nkomazi sub-district. As the entire population cannot be studied, a sample was carefully selected. This means that 15 schools, i.e. 50% of the population that performed below 70% from 2019 to 2021 was sampled for the study. A sample is defined as a subset of the population which is selected in order to be representative of the larger population (Acharya, Nigam and Prakash: 2013:330). According to Bless, Higson and Sithole (2013), population is a set of people or objects that hold collective features or characteristics and are of interest to the researcher. These samples aim to accomplish representativeness, which is the degree to which the sample accurately characterizes the total population (Teddlie and Fen Yu, 2007:77).

Two types of research sampling methods, namely purposive and simple random sampling were used for the study. Babbie and Mouton (2001) define purposive sampling as a type of sampling method in which the researcher uses own judgment in the selection of sample. The researcher selects a school or individual who could provide information. As pertained to simple random sampling, it is a type that means every case of the population has an equal probability of inclusion in the sample (Taherdoost, 2016:21). According to Kothari (2004: 60), in simple random sampling, "every item in the universe has an equal chance of inclusion in the sample".

With regards to the above definition on purposive sampling, four learners per school, and 60 per circuit were selected in order to collect quantitative data. The total number of sampled learners were 300, and they completed questionnaires. Additionally, 15 Tourism teachers, and 5 Tourism cluster leaders were sampled for qualitative data collection i.e. 20 teachers were sampled. The total number of the sample size was 60 learners by five circuits (making 300 learners), plus the 20 teachers; thus making the entire population size to be 320.

3.6 Research instruments

During data selection, one separate instrument was used for each method i.e. questionnaires and interviews. The questionnaires and interview questions were divided into sections. Both the teachers and learners were expected to answer the open-ended questions freely by responding through brief discussion and explanation. The questionnaire was divided into five sections A-E, whilst the interview questions were divided into four sections, i.e. A-D. Section A was designed for both teachers and learners. There was adherence to interview guidelines, backround of the participants was considered (Chillisa and Preece: 2005:146).

3.6.1 Quantitative data collection instrument

To gather quantitative data, questionnaires were the main data collection instrument for the learners who participated in the study. Section A, contained the background information of the learners. Section B captured curriculum specific questions wherein learners were expected to give information based on the impact of infrastructure and

recommended resources. Section C was based on teaching and learning, learning styles, and strategies towards effective teaching. Section D contained questions on the impact of assessment and medium of instruction towards performance. Lastly, Section E had questions on lesson preparation, incompletion of content coverage, and adherence to contact time on a five point Likert-scale type of questions. Except for Section A, at the end of each section, learners were requested to give a brief explanation based on the responses given in the questionnaire.

The learners were supplied with the Annual Teaching Plan (ATP) to verify if all topics were taught in order to respond fairly to the questions asked on content coverage. A questionnaire was chosen because it is easy to complete, and to code for data capturing purposes. In addition, the questionnaire is a convenient tool to collect first-hand data from a large group of respondents.

3.6.2 Qualitative data collection instrument

According to Abawi (2014), unstructured interviews or in-depth interviews are less formal and least structured. The wording and questions in the in-depth interview are not predetermined. This type of interview is more appropriate to gather complex evidence with a greater quantity of opinion grounded data. Lodico, Spaulding and Voegtle (2010: 338), and Dawson (2009:27) are of the opinion that interviews can be used to disclose the participant's specific perception of their views, feelings or experiences. The participant is free to talk about what he or she deems important without the influence of the researcher.

In light of the above definition, the study on Grade 12 Tourism performance at Nkomazi sub-district employed interviews to ask questions from the teachers. The interview questions were divided into four sections. Section A was based on the participants' profile. Section B consisted school infrastructure and recommended resources. In Section C, teachers were expected to answer questions based on teaching and learning, learning styles and learning strategies. In Section D, teachers answered questions on assessment, assessment strategies, and medium of instruction on a Likert scale and elaborated on the given responses. The interviewer listened to their responses while recording the face-to-face interviews with a voice recorder, and the data was transcribed later. The researcher identified the common themes during the analysis

3.7 Validity and reliability of the research instrument

3.7.1 Validity of the research instrument

Struwig and Stead (2020: 145) assert that validity of the measuring instrument refers to the extent to which the instrument measures what it is intended to measure. Credibility is a principle used to assess the accuracy of qualitative research (Hammarberg, Kirkman and de Lacy: 2016:500). If data is a true reflection of the variables, then conclusions founded on such data will be accurate and meaningful. To ensure validity in the study, the interview and questionnaire questions were designed based on the conceptual framework, and it was very clear and easy to use. The supervisor was also consulted to ensure that the appropriate instrument was used.

3.7.2 Reliability of the research instrument

Reliability is defined by Struwig and Stead (2020) as the extent to which the test scores are honest, consistent, and unchanging. Test scores should first be reliable, if reliability of the scores are inadequate, validity will be affected. The researcher ensured that the research scores were reliable as the test retest method was applied. The researcher administered the instrument to learners of the 15 underperforming schools. A repeat of the same test was administered to the same learners at an interval of two weeks.

3.8 Data analysis

In data analysis, combination of methods were used. For quantitative data, descriptive statistical method was used, and for qualitative data, inferential statistics was used for data analysis. Respondents' responses were captured and analysed through a Statistical Package for Social Sciences (SPSS) IBM version 26. This software allowed the researcher to perform in-depth descriptive analysis through frequencies, graphs and tables as well as perform cross tabulation of variables to report the findings.

According to Saunders, Lewis and Thornhill (2007), there is no consistent approach to the analysis of qualitative data. Researchers use their own perception, make their own observations, and the draw conclusions about larger and more general phenomena. In

analyzing the qualitative data, a systematic content data analysis, ATLAS.ti 8 was used. After a completion of a data gathering process, the researcher transcribed participants' responses from the interview, and created documents to identify common themes. The thematic analyses were coded, categorised, and interpreted as they emerged in the process of analysis.

3.9   Pilot study

To ensure validity and reliability of data collection instruments before going to the main field, pilot study was conducted. A pilot study is conducting a small study in preparation for the larger one. It assisted the researcher to refine and modify the research methods used, or testing of the research techniques (Thomas, 2009). Likewise, Ward (2014) defines pilot study as an experimental study, which is done in preparation for the complete study, and a precise pre-testing of specific tools like questionnaires and interview schedules.

Undertaking the pilot study gave the researcher caution about where the research project could fail. As the study is based at Nkomazi sub-district, a rural area; the pilot study was done at Mgwenya and Sikhulile circuits schools offering Tourism. The two circuits are of a comparable setting like Nkomazi sub-district. Mgwenya and Sikhulile circuits schools enabled the researcher not to include the main participants or respondents of the study. In the pilot study, 60 questionnaires were distributed, and 13 interviews were conducted when testing the tools.

The credibility of the methods was checked or tested before the commencement of data collection (Jennings, 2010). The researcher ensured that the research questions set were accurate and well defined for easy understanding. The results of the pilot study assisted the researcher to identify potential challenges that needed to be addressed before beginning with the real study.

3.10 Ethical considerations

Saleh, Salman, George, Ihalanakaye and Lung (2015) define ethics as the norms for conduct that distinguish between acceptable and non-acceptable behaviour. The

researcher had to consider issues of ethics before conducting the study. Conducting research is a principled initiative, the research ethics provided the researcher with code of guidelines that need to be followed in order to conduct research in acceptable way (Struwig and Stead, 2020). Permission to undertake this research at schools offering Tourism in Grade 12 at Nkomazi sub-district was sought from the office of the HOD in Mpumalanga Department of Education. Consent was requested from the participants who were encouraged to participate voluntarily in the research. The purpose for doing the study was explained by the researcher to all the participants. The participants were assured of their anonymity and confidentiality as their names were not mentioned, but only their responses were utilized.

3.11 Conclusion

In conducting a research, it will not be possible to collect data from every person in the study (McCombes, 2019). The focus was on Grade 12 poor performance in Tourism as a subject in 15 selected schools in Nkomazi sub-district, and not in all schools. As a result, a sample of 300 learners and 20 teachers who participated in the research was used. During data collection, the respondents were not forced to participate. All the participants were informed of the reason for conducting the research. Pilot study also assisted the researcher to ascertain the credibility of the instruments used. The research instruments used for the study had proven to be valid and reliable. Valid conclusions from the results were possible as careful decision on the selection of schools was done. The next chapter presents data analysis, presentation, and interpretation.

CHAPTER 4

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents data analysis, presentation and interpretation of the findings on performance in high schools offering Tourism in Nkomazi sub-district. The discussion is based on mixed methods research, i.e. qualitative and quantitative data analyses. The data analysis and the report findings are presented using tables, frequency distribution, percentages, bar and pie graphs. As pertained to qualitative method, data was collected from fifteen (15) Tourism teachers, and five (5) Tourism cluster leaders from Lubombo, Malalane, Khulangwane, Nkomazi East, and West using semi-structured interviews. As pertained to quantitative data, three hundred (300) questionnaires were administered to three hundred (300) learners and two hundred and eighty-three (and 283 questionnaires were correctly completed while seventeen (17) were invalid. The collected data was analysed using IBM SPSS software version 28.

In this chapter, the findings are deliberated under the following headings: questionnaire return rate, and the research questions which includes the teachers' and learner's demographic information. The study had five objectives which will be indicated in order to outline to the reader what the study intended to accomplish. The first objective was to assess the impact caused by lack and shortage of recommended infrastructure (facilities) and resources in teaching Tourism. The second objective was to determine if teaching and learning, styles and strategies influence performance towards effective teaching and learning of Tourism. The third objective was to examine assessment strategies, including the medium of instruction used during teaching and learning. The fourth objective was to ascertain if lack of lesson preparation and incompletion of content coverage in Tourism have a negative impact on performance of learners, and the fifth objective was to evaluate the impact of teacher qualifications and learners' behaviour towards performance.

4.2 Return rate of the questionnaires

Also analysed is the return rate of the questionnaires in order to decide whether the obtained findings could be regarded as reliable and valid. The study targeted thirty-five (35) secondary schools, wherein fifteen (15) schools were sampled. In the fifteen (15)

schools, five (5) cluster leaders, and fifteen (15) teachers were interviewed and the following designations were given to the participants. The cluster leaders were named CL1, CL2, CL3, CL4, and CL5; and the teachers were designated as T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12,13, T13, T14, and T15.

In analysing the data, the researcher started with the qualitative data and ended up with quantitative data analysis. Nkomazi sub-district consists of five circuits, hence the sample of one cluster leader and three teachers per circuit to make the full representation of the fifteen schools. As mentioned earlier, and for anonymity, the cluster leaders were abbreviated as CL and teachers as T. The response rate for the participants is presented below.

Table 4.1 Tourism cluster leaders and Tourism teachers interviewed

Participants		Frequency	Percentage (%)
Tourism cluster leaders (CL)		5	100
Tourism teachers (T)		15	100
Total		20	100

Table 4.1 indicates that 5 cluster leaders and 15 Tourism teachers participated in the interviews. Semi-structured interviews were used in the study and it enabled the researcher to obtain multiple and detailed responses (Struwig and Stead, 2022). According to Abawi (2014), semi- structured interviews may include a number of planned questions, which gives the researcher freedom to modify the phrasing and order. The researcher recorderd the interviews which was done by all the participants. The interviews of the study represent 100%, which is excellent, and helped the researcher to make a conclusion of the study.

4.3 Demographic data

In the interview, participants were requested to give information based on the following: their designation, years of teaching experience, gender, age group and the name of the circuit. They were asked to indicate these data in order to establish if the information given may influence academic performance. Detailed information for the participants'

responses was given in Tables 4.2 to 4.5 The information supplied by the cluster leaders, and teachers was tabulated for clarity.

Table 4.2 Teaching experience of Tourism cluster leaders and Tourism teachers

		Years of Teaching Experience				
		0-1 Year	**1-5 Years**	**5-10 Years**	**10 Years & above**	**Total participant**
Frequency of Tourism Cluster Leaders		**0**	**2**	**0**	**3**	**5**
Percentage (%)		0	40	0	60	100%
Frequency of Tourism Teachers		**1**	**3**	**6**	**5**	**15**
Percentage (%)		7	20	40	33	100%
TOTAL		**1**	**5**	**6**	**8**	**20**
		10%	**20%**	**30%**	**40%**	**100%**

Table 4.2 shows that in the five circuits, 40% of the cluster leaders had between 1-5 years of teaching experience, and 60% had 10 years and above teaching experience. As stated as pertained to the semi-structured interviews, the researcher has freedom to modify wording and order of questions, and it was spelled out to the participants that 1 year is equals to twelve months. According to Mpumalanga cluster policy, all the participating cluster leaders qualified to be appointed as cluster leaders, and during the interview, they all mentioned that they had more than one year teaching experience. Additionally, 30% of the Grade 12 teachers had between 1- 5 years teaching experience, while 70% of the teachers had 5 years and above teaching experience. It therefore shows that the majority of the teachers were highly experienced.

Table 4.3 Distribution of participants by gender

	Male	Female	Total
Frequency of Cluster Leaders	2	3	5
Percentage	**40**	**60**	**100%**
Frequency of Tourism teachers	6	9	15
Percentage	**40**	**60**	**100%**
TOTAL	8	12	20
	40	**60**	**100%**

Table 4.3 reveals that 60% of the cluster leaders and teachers were females, while 40% were males. It indicates that the highest number of the participants were females among the cluster leaders, and the teachers, but the presence of males ensured gender balance.

Table 4.4. Distribution of participants by age group

	Age Group				
	23-35	**35-45**	**45-55**	**55-60**	**60 & above**
Frequency of Cluster Leaders	3	1	1	0	0
Frequency of Tourism teachers	4	4	7	0	0
TOTAL	7	5	8	0	0

In Table 4.4, the researcher saw the need to add the age of the teachers, and this was done in order to establish if teachers' age was affecting academic performance of the learners in one way or the other. It was revealed that the majority of the participants (12, 60%) were between the ages 23-45 compared to 8 (40%) participants who were at 55 years old. Those representing 60% could be said to be still energetic, and those that are in the minority could be regarded to be experienced, and cannot impact negatively on the academic performance of the learners.

Table 4.5 Distribution of participants by circuits

	CIRCUITS				
	NKOMAZI EAST	LUBOMBO	MALALANE	KHULANGWANE	NKOMAZI WEST
Frequency	1	1	1	1	1
Percentage	20	20	20	20	20
Frequency	3	3	3	3	3
Percentage	20	20	20	20	20

Table 4.5 reveals that the interview took place in Nkomazi sub-district in the five circuits, as mentioned in the study. One cluster leader per circuit was recruited, and all the five cluster leaders were represented and interviewed; and the findings show that all cluster leaders were included in the study. Three schools in each circuit were part of the study, and three teachers per circuit were also interviewed; and the total number of teachers was 15. In essence, 20 participants (i.e. the cluster leaders, and Tourism teachers) were interviewed under the qualitative part of the study

4.4 PRESENTATION OF QUALITATIVE FINDINGS

The researcher deliberates on the outcome of the data collected through interviews with Tourism cluster leaders, and Grade 12 tourism teachers from high school in Nkomazi sub-district. It is the responsibility of the teacher to know the curriculum, teaching and learning strategies, teaching methods, assessment and assessment strategies. Chilli (2013) is of the opinion that teachers need to be committed to teaching, and respect the notional time. Respect of notional will ensure that all topics are taught and learner performance can be improved. In order to get to the reality of the study, the researcher wanted the cluster leaders and the teachers in their different capacity to give information based on the school infrastructure and the resources available during teaching and learning. Participants were requested to be honest in their responses, and where they did not understand, they were at liberty to ask for clarity.

4.4.1 Objective 1: Describe the availability of Tourism infrastructure and resources at various schools offering Tourism.

The findings obtained from all cluster leaders and teachers were simialr as 70% of both the cluster leaders and teachers responded that there was a challenge regarding the Tourism infrastructure. They mentioned that there were no classrooms, which were not shared with other subjects. Additionally, 85% of the cluster leaders and teachers confirmed that there were no libraries to be used by learners for research, more especially when writing the Practical Task Assessment (PAT). Another 95% of the cluster leaders and teachers agreed that their schools did not have access to the internet, for both teachers and learners.

The majority of the respondents were of the view that there was a real challenge concerning infrastructure availability in all aspects. Some of the participants said there were resources, and 30% of the respondents stated that there were school libraries where learners could get books to use for research and when writing School Based Assessment (SBA) task.They said there were maps and globes, while 15% stated that libraries were available without the resources. In essence, there was a shortage of resources and infrastructure.

Below are few verbatim responses supplied by some teachers and cluster leaders.

T6 emphasized that: "there is poor availability of infrastructure, since the school does not have a special Tourism classroom. Availability of resources also lay a very strong challenge (no maps, compass, Globe, GPS)"

CL5 stated: "the school do not have any class specifically for Tourism, shortage of textbooks and only one globe which is used by the social sciences department as well as the tourism classes".

CL4 described resources at the school as "very scarce or less which includes textbooks, libraries and the internet"

T4, T5, and T11 shared the same opinions of "having nothing at the school, no specific tourism class and no resources". The respondents mentioned that they did not have libraries, and charts; and that contributed to non-commitment when it comes to teaching of the learners.

T14 indicated that: "unavailability of the relevant resources makes the teachers and learners to struggle with information".

Before offering Tourism as a subject. the Curriculum and Assessment Policy Statement (CAPS) needs to be consulted to check what the requirements are. Everything required before offering Tourism subject is stipulated there for the school, the teacher, and the learners. It is clearly stated that teachers should have access to email facilities and the internet. It further on states that it is "essential for the teacher to source, download and print relevant and new information" (CAPS, 2011:9)

The findings support Mokaya's (2013) report that infrastructure influence learner performance, he further states that facilities play a key role in accomplishing objectives of the school. In addition, Muendo (2016) affirms that a school with good classrooms and access to resources improves academic performance of the learners.

It is deducible from the responses from the cluster leaders and teachers that there is no adherence to policy, and the CAPS policy document is not a provincial document but a National one. It therefore increases distress if schools offer the subject without adherence to National policy.

4.4.2 Objective 2: To determine if teaching and learning, styles and strategies influence performance towards effective teaching of Tourism.

All the respondents provided a positive understanding regarding teaching and learning styles, and 100% of the participants were of the opinion that learners should be taught, and performance be monitored. They also stated that the learners need to be more enriched with content in order to impart it to the learners. Additionally, 95% agreed as cluster leaders and teachers that they need to plan their lessons before presenting to learners, and that they also need to teach, guide, and direct learning content so that learners may perform better. They further mentioned that as cluster leaders and teachers, they were expected to be lifelong learners. Another 75% of the participants agreed to the adherence of Annual Teaching Plan (ATP) and monitoring to now if learners understand what Tourism as a school subject, and what tourism industry are all about.

The following responses were supplied by the respondents.

T6 said: "without being taught, guidance and direction, learners can hardly perform better in the learning journey".

CL4 stated that: "teaching and learning, styles and strategies impact on learner performance "because it also assists learners to improve in their understanding and knowledge of the subject".

T4 mentioned that: "learners are diverse in a class, using one teaching method may only be beneficial to certain learners while others are left out, so using different styles and creating different learning methods will ensure that almost all learners are catered for".

In aligning to the objective, Rajagopalan (2019) indicates that teaching is a collaborating practice including a classroom conversation between the teacher and the learner. Therefore, teaching is a planned activity in which learners are expected to understand what is taught. Pertaning the teaching process, Hawkar (2014) states that matching the teacher teaching style and learner learning style will yield progressive outcomes in learner performance.

The researcher agreed with the fact that learners are not the same in all aspects. There is a need for teachers to use a variety of teaching styles and strategies. Some examples of these learners are those who will understand topicsthrough pictures. There are also learners who easily understand by listening, and there are learners who will need to touch. Some researchers strongly support that when teaching a topic like time zones, learners should be able to see the time zone map. The learners may be given the opportunity to go to the board, and touch the different countries from the map while the teacher is explaining the content.

4.4.3 Objective 3: To examine if assessment and assessment strategies, including the medium of instruction used, have a negative impact in learner performance

Assessment is considered as the ultimate judgement in the learning process. A variety of assessment strategies are used to ensure that learners remained taught. As Yang and Li (2018) have indicated, learner achievement is measured by assessment, hence the need for a variety of assessment strategies to accommodate all learners with different leaning styles. Khumalo and Maphalala (2018) mention that assessment is measured as an

essential quota of real teaching and learning. Language is regarded as a contributing factor to learner performance. For teaching and learning, English is used, and understanding the language is important because during assessment, learners are expected to respond in English. It was found that 70% of the cluster leaders and teachers believed that the medium of instruction was a barrier to teaching and learning. They were of the opinion that some learners found it difficult to understand English during teaching and learning. The participants claimed that English being not a home language to all Nkomazi-sub district learners. and the questions asked during assessment were in English, and sometimes not understood by these learners. The majority of the participants felt that the use of English as a medium of instruction contributed to learner performance; on the other hand, 10% of the respondents stated that learners were able to understand the language of Learning and Teaching.

Based on assessment and medium of instruction, the responses of three cluster leaders, and three teachers are shared below.

CL 1 stated that: "Language contribute to the understanding of the content and enable them to perform better".

CL 2 expressed that: "Those learners who use English as a home language, they perform well".

CL 3 "The most subjects are taught in English and our learners do not master English as it is not practiced".

T 2 "Most of the learners do not understand questions when assessed".

T 5 "Most learners does not understand the medium of instruction, they normal answer things which were not asked from them"

T 9 mentioned that: "Learners does not know how to speak even to write as a teacher you have to explain more in their mother tongue.

It can be concluded that in most schools, teachers accommodate the learners by code-switching as learners cannot comprehend in English. When the teacher uses vernacular during teaching and learning, assessment is still in English, and thereby making the learners to be deprived. The finding is backed by Maemeko and Nkengbeza's (2017) finding that the use of English as the medium of instruction attributed to poor performance when writing final examination in every subject.

The researcher concurs with the teachers and cluster leaders that English is a barrier to the majority of the learners, not only in Tourism, but in all subjects. When other language apart from home language is used for teaching, learning and assessment; it is true that the results will be underperformance. Essentially, teaching and assessment strategies used also contribute to the learner performance if learners home language is not used. The disadvantage of code-switching is that learners have a tendency to use their home language when responding to questions asked during the examination.

4.4.4 Objective 4: To ascertain if lack of lesson preparation and incompletion of content coverage have a negative impact on the performance of learners

All 20 participants agreed to the fourth objective as they mentioned that, teaching requires lesson planning, and that teachers cannot just go to class not knowing what to teach. It implies that an experienced teacher is also expected to plan a lesson before going to class. It does not matter whether the teacher has been teaching the grade and subject for a number of years. During lesson planning, all the topics will be included as per the Annual Teaching Plan. It is in the planning phase where the teacher will see if there is a need for assistance from teachers who understand some of the topics. In the course of lesson, planning team teaching may be implemented for the benefit of the learners.

Based on what the cluster leaders and other teachers expressed, it was indicated that teachers who may go to class unprepared will contribute negatively to the performance of the learners. This means that daily planning involves what content the teacher is going to impart to the learners, that is, what to teach, how to teach, and how to assess. It is in lesson preparation that the teacher will advise the learners on what to expect during the assessment phase. According to Ababio (2013), content knowledge plays a prominent role in teaching, and it is therefore the responsibility of the teacher to get an understanding of what learners need to know and fill the gaps in their knowledge.

From the views expressed by the Tourism cluster leaders, and Grade 12 Tourism teachers, on lesson preparation and content coverage, the following responses were highlighted.

CL 1 stated that: "An educator who does not prepare will not cover the content, learners will lose trust to the educator hence there will be a content gap to learners' in the next grade"

CL 2 expressed that: "If you are not well prepared, you are not well effective during the lesson"

CL 3 expressed that: "Lesson plans are important and curriculum coverage will make learners do better"

CL 4 mentioned that: "Learners will not be able to give correct answers in the exam because the educator will not have covered all the topics"

CL 5 said that: "Lack of lesson preparation may lead to the teacher going to and from at the end confusing the learners. At times one may dodge the classes"

T 1 was of the view that: "Lack of lesson preparation will impact negatively on teaching and learning because learners will not be able to understand the lesson of the day."

T 6 explicated that: "Preparation of lesson ensures deep research done by the teacher to enhance learner performance".

T 4 said that: "Going to class without lesson preparation is a recipe for failing the learners. Lesson presentation will not have any order, the activity given thereafter will not serve any purpose as it is not planned with incomplete content. Worse that learners cannot be assessed on something they were not taught".

T5 expressed that: "When some topics or content is not covered it becomes a challenge to learners to answer questions based on content which was covered, it therefore will negatively impact their performance".

The research findings have stressed the need for teachers to be prepared before going to teach. Nemouchi (2014) emphasizes that the teacher has to consider the functions of teaching which are also called the phases of teaching. Adherence to the pre-planning, teaching, and evaluation phases will yield positive impact on learner academic performance. I as the researcher completely agree with the fact that teachers should be comprehensively organized before going to class. I also agree with the fact that teachers who are not prepared will not cover the content as per the ATP, but will teach what is in the textbooks or study guide, which is not always what should be offered to the learners.

4.4.5 Objective 5: The last objective was to evaluate the impact of teacher qualification and learner's behaviour towards performance

Teachers were asked to respond to whether teacher qualifications have an impact on learner performance, and a variety of responses was given by the teachers. It was found that 60% of the participants were of the view that teacher qualification influence academic learner performance. While 10% said they did not believe that a qualified teacher can assist with achievement of performance. There were also 30% of the teachers who decided to remain neutral. Some of the neutral responses are presented below.

CL 1 said that: "The teacher will be able to manage and administer the assessment with the knowledge and be able to plan from simple to complex level of assessment".

CL 2 stated that: "Because you also learned how to assess your learners".

CL 3 stated that: "some teachers can teach with or without qualification".

CL 4 added that: "some of the teachers they teach the subject and do very well and we also believe that the educator is a lifelong learner."

CL 5 was of the opinion that: "You may find a less qualified teacher doing justice towards giving learners the required information"

Among the 60% who said teachers should be qualified, T1 said: "if a teacher does not have tourism as a subject, it is difficult to teach learners".

T 8 stated that: "some learners underperform because they are taught by people without subject matter acquired at tertiary".

T 10 stated that: "knowledgeable teachers are able to assess learners using cognitive levels".

T11's response was that: "without proper qualifications it will be difficult to teach the content"

T13 was of the view that: "teachers need to have basic understanding of the subject for the benefit of the learners"

T14 was of the opinion that: "teachers must have qualifications regarding subjects as it helps them with more knowledge".

From the teachers' views, it was established that various responses were supplied by the respondents, and I strongly believe that some teachers who denied that qualification has an impact on learner performance said so because they were not qualified. A qualified teacher will be able to understand and implement curriculum policies, which drives teaching and assessment in a more operational and proficient manner, and that might affect the learners to improve the overall performance. This finding is in line with Hill (2012) as cited in Mashele (2021) that for a teacher to understand teaching practice, he or she must go beyond the textbook and participate in trainings and education programmes. Chilli (2013) emphasizes that curriculum knowledge is based on programmes and materials that give the teacher the experience to teach the subject.

Teachers without qualification lacks curriculum knowledge. I strongly believe that a teacher who lack some knowledge will not be able to teach all topics as required by the Annual Teaching Plan (ATP). Some important topics will be skipped as the teacher will be lacking knowledge and strategies to teach. Learners who doubt their teacher's intelligence will likewise anot behave well, and it will be like they are wasting their time in listening to a teacher without curriculum content.

4.5 Response return rate for quantitative method

The response rate for the respondents can be identified based on the questionnaires administered and those that were correctly completed and returned. Three hundred questionnaires were administered, and 283 were correctly completed. The response rate is tabulated as follows:

Table 4.6 Quantitative response rate

Respondents	Questionnaires Administered	Questionnaires filled and returned	Percentage(%)
Grade 12 Tourism learners	300	283	94
Total	300	283	94

In the quantitative aspect of this study, 100% responses were not obtained as only 283 correctly completed questionnaires out of 300, thus accounted for 94% of the questionnaires . The learners were designated as follows: L1 up to L283. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting, 60% is good, and 70% and above is very good. The percentage (94 %) is therefore accepted as adequate for the study.

4.6 Quantitative demographic characteristics for learners

Demographic characteristics of the learners, namely nationality, gender, age, circuit in which they belong, distance travelled to school on daily basis, and learner performance were explored.

The analysed respondents' information is presented in Table 4.7 to 4.9, and Figure 1 below.

Table 4.7 Distribution by nationality, gender and age group

Respondents			Frequency	%
Nationality	South African	Yes	283	100%
	Non South African	No	0	0%
Gender		Male	125	44%
		Female	158	56%
Age Group		17-19	152	54%
		19-21	87	31%
		21-23	42	15%
		23-25	1	0.4%
		25 & above	1	0.4%

The reason for including the respondents' nationality in the study is because it is done at Nkomazi sub-district schools in Mpumalanga Province which boarders Mozambique and Swaziland. The analysis indicates that all respondents were South Africans. Having both

gender in the study is important in order to examine whether the study captured the views of both male and female. It is therefore eminent that the highest figure of respondents were females as the figure was 158 (56%) and males were 125 (44%) the study therefore indicates gender balance and it did not affect performance.

Additionally, the researcher further wanted to establish if age have an impact on learner performance to some extent. With regards to age it was explained that the respondents consider 12 months. If the learner happened to be above 12 months of his or her birthday they were requested to consider their next birth year on completing the questionnaire. According to table 4.7 the majority of the respondents are above 50% between 17 and 19 and they are 152 (54%). 87 (31%) respondents were between 19 and 21 years. The lowest figure was between 21 and 25, i.e. 42 (15%) and 0,4% fell in the last category of 25 and above. The study therefore implies that age does not impact learner performance. Learners who are 23 years and above does not a percentage.

Table 4.8 Respondents distribution by circuits

CIRCUITS	RESPONDENTS
NKOMAZI EAST	28%
LUBOMBO	12%
MALALANE	13%
KHULANGWANE	34%
NKOMAZI WEST	13%

The study focused on all schools offering Tourism in the five circuits. The study had revealed that Khulangwane has a large percentage (34%), followed by Nkomazi East (28%). Lubombo, Malalane, and Nkomazi West were below 15% and that might be because some questionnaires were spoilt. Khulangwane and Nkomazi East had the highest percentage of the respondents, while Malalane, Lubombo and Nkomazi West had the lowest number.

Table 4.9 Distribution of respondents by distance travelled to school daily

Distance from home to school	Respondents
< 3km	45%
3km - 5km	26%
5km - 10km	14%
10km - 15km	10%
>15km	5%
> 3km	45%

Table 4.9 shows that 45% of the participants were residing less than 3km to their schools. It therefore shows that they did not travel a long distance to the school. Travelling may have a negative impact on performance as learners may leave home early in order to be at the school on time, and their concentration during teaching and learning may be negatively affected. The same learners will arrive home very late, and being tired from travelling long distance may lead to lack of enough studying time. In addition, 71% of the learners stayed less than 5 km to their schools, while 29% stayed far from their schools.

Figure:4.1 Respondents general performance

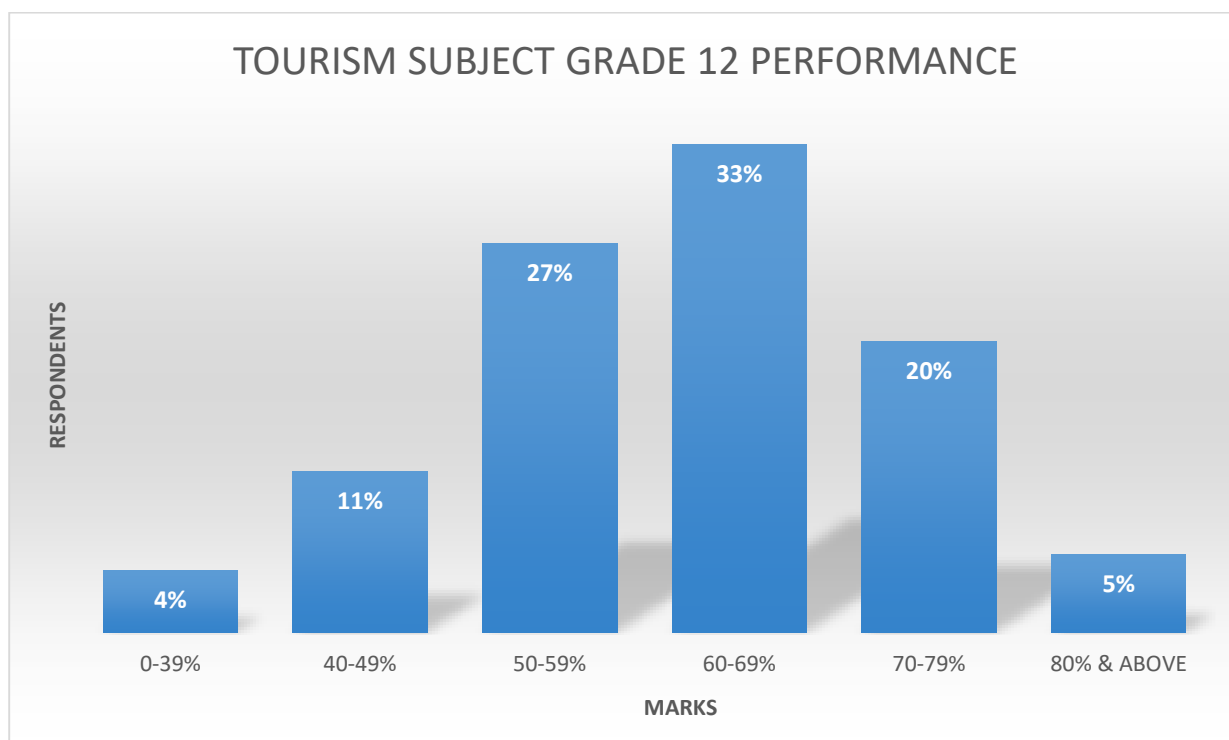
TOURISM SUBJECT GRADE 12 PERFORMANCE

Figure 4.1 shows that 4% of the learners performed between 0-39%, 11% performed at 40-49%, thus indicating that the total number that performed below 50% was 15%. Moreover, 33 % of the learners performed between 60-69%, 20% of the learners at 70-79%, and 5% of the learners at 80%. Looking at the above graph, 85% of learners obtained marks above 50%, which gives the impression of best performance while it is not the case when Tourism performance analysis is done at the end of each academic year in Grade 12. The above performance shows that there is a need to find out the gap between internal and externally set examination. If more than 50% of the learners were able to get between 60 and 100% in the School Based Assessment (SBA) tasks, it becomes an area of concern if the same learners cannot perform at the end of the year.

Table 4.10 Nkomazi sub-district analysis

No wrote	50-59%	60-69%	70-79%	80-89%	90-100%
2029	587	331	125	27	4

Source: 2019 Mpumalanga Tourism Intervention Guide, Book 1

Figure 4.1 shows that 85% of the learners were performing while Table 4.10 shows that only 53% of the learners achieved above 50%. For the school to be regarded as performing, it is expected to get 70% and above, the researcher is therefore concerned about the variance in learner performance.

4.7 PRESENTATION OF QUANTITATIVE FINDINGS

4.7.1 School infrastructure and resources

Tourism as a subject has its requirements in the CAPS policy document. It is mentioned that the Tourism class should be protected, Which means that Tourism classroom is expected to have locked doors and burglar proofing where possible. The class ought to have enough cupboards for safe packing of tourism-related resources. Essentially, there should be a permanent classroom not shared with other subjects and other teachers. The class should also have magazine or brochure stand where current Tourism materials will be placed for research purposes. In addition, learners were to mention if there are good quality road maps, and maps showing SADC countries and political maps.

In the given questionnaire, the learners were asked to indicate their level of agreement in a Likert scale of strongly agree, agree, neutral, strongly disagree, and disagree as pertained to the following statements: your school have a Tourism classroom, which is not shared with other subjects, and whether they agree with the fact that learners from schools with access to the internet used by both teachers and learners performs better. They were also asked to state if learners with textbooks performs better than learners without textbooks as well as pointing out if schools without teaching aids (maps and globes) have a negative contribution towards performance. The responses to the above issues on Tourism infrastructure and resources are presented below.

4.7.1.1 Responses to school infrastructure and resources

In answering the question based on infrastructure with the example of Tourism classroom that is not shared with other subjects, the learners felt differently. Some stated that lack of recommended infrastructure and resources has not been a problem, while others said it has been a problem. The Tourism (CAPS, 2011) policy documents recommends that for a school to offer Tourism, there should be a class that is exclusively meant for teaching the subject, and the reason is that, Globes and Maps are used which cannot be carried in and out of classes.

Figure 4.2: Availability of an exclusive tourism classroom

Does your school have a tourism classroom which is not shared with other subjects?

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE
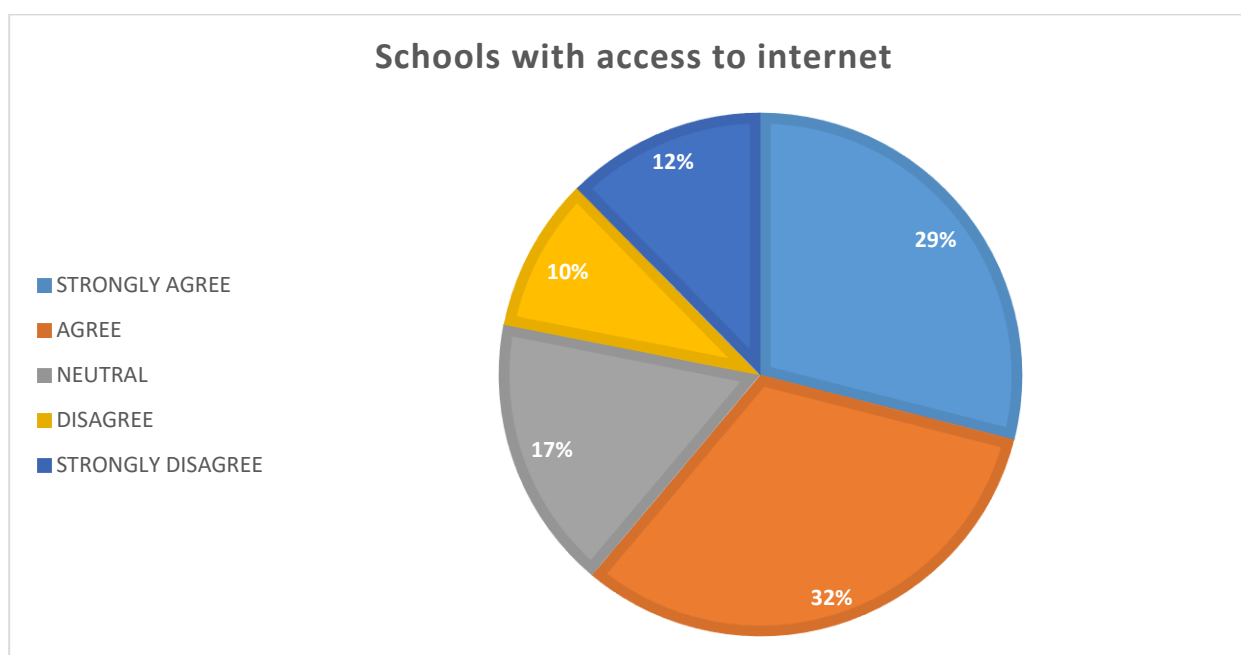- STRONGLY DISAGREE

6%
3%
1%
27%
63%
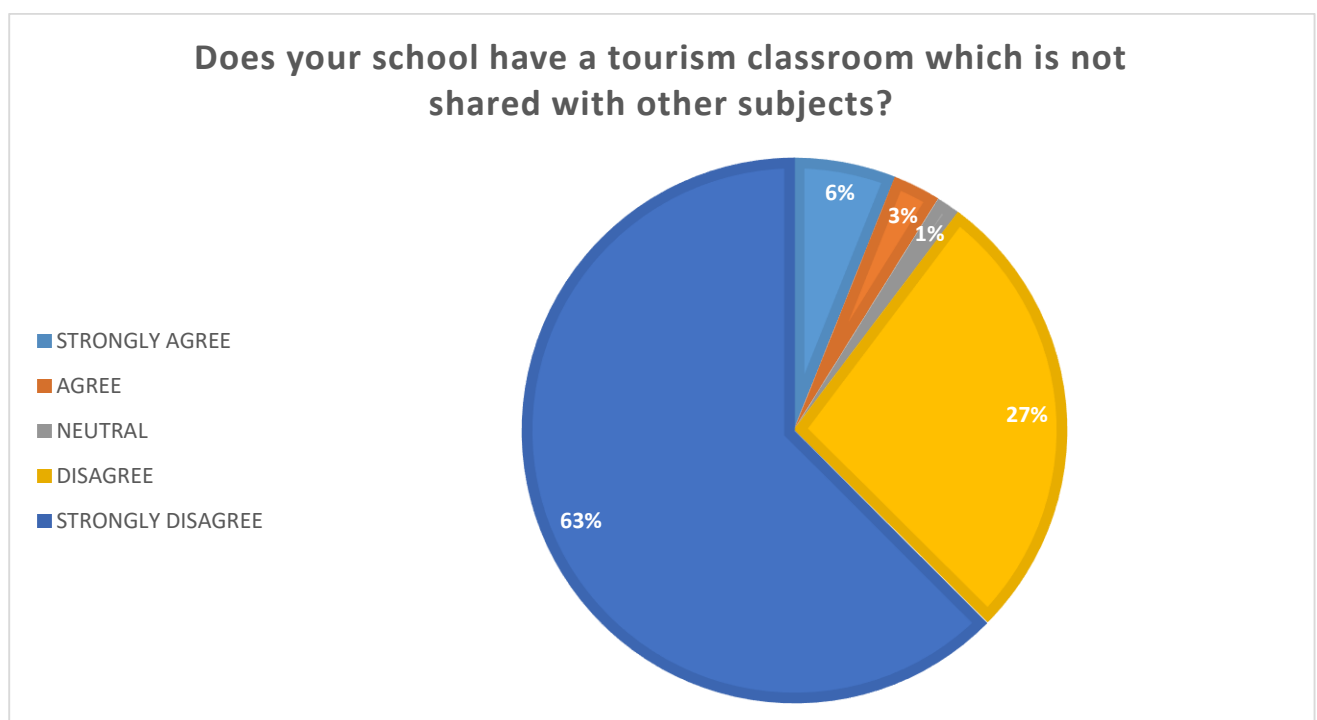
In response to whether schools have tourism classroom, which is not shared with other subjects, in Figure 4.2, 63% of the learners strongly disagreed, and 27% disagreed. In essence, 90% of the Tourism classrooms were said to be shared with other subjects while it is clearly stated in the CAPS policy document that tourism should have its own class. The 6% that agreed might be from comprehensive schools as their classes are not shared with other subjects.

As the learners were supposed to give their views and elaborate on the given opinions, the learners felt that lack of recommended infrastructure and resources have a negative impact on the performance of learners. Kevin (2012) believes that school infrastructure is the key base for learning in schools; on the other hand, Mokaya (2013) is also of the view that infrastructure influences learner performance as he mentioned that school facilities accomplish quality performance in the examination.

I also believe that there are no schools with exclusive Tourism classrooms in Nkomazi sub-district. This then shows that policy documents are not considered when a subject is introduced. It means that schools did not follow the procedure of writing an application to the Department before introducing Tourism.

Figure: 4.3 Responses for schools with the internet

Schools with access to internet

STRONGLY AGREE — 29%
AGREE — 32%
NEUTRAL — 17%
DISAGREE — 10%
STRONGLY DISAGREE — 12%

From Figure 4.3, the study finds that 29% of the respondents strongly agreed that schools with access to the internet for both learners and teachers perform better, and 32% agreed, thus making 61%. The results have shown that the majority of the learners believed that access to the internet contributes to better performance. The researcher strongly agrees with these learners that those who cannot access the internet cannot perform like learners with access to the internet.

Muendo (2016) points out that a school should not have hardship when it comes to access to necessary subject-related resources. Connectivity to the internet will enable the learners to do their research in any given task. In addition, Njangi and Amukowa (2013) is cited Maemeko and Nkengbeza (2017) that learner performance is influenced by school facilities. Tourism SBA tasks need learners to do research. Nkomazi sub-district is a rural area, and most learners cannot afford to buy data, and this is evident enough that learners academic performance will be affected negatively. Adherence to the requirements of the National policy before offering a subject may assist in improving academic results of the learners.

Figure 4.4: Responses for learners with Tourism textbooks
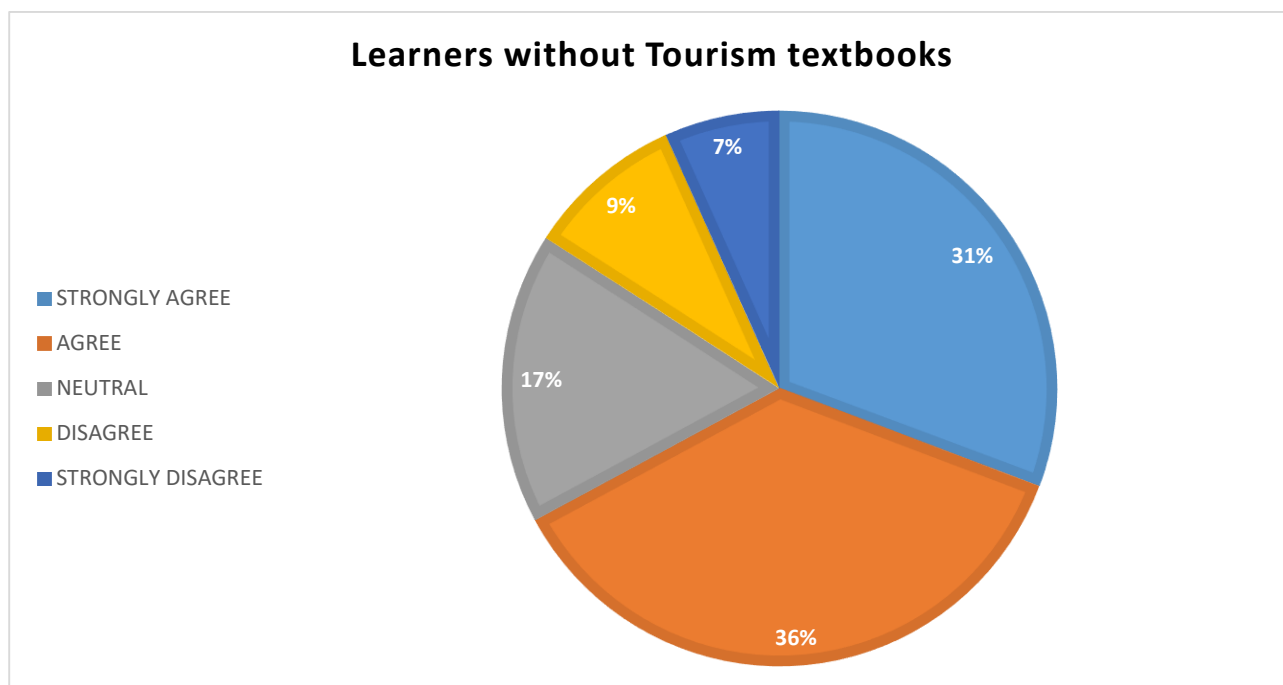
In Figure 4.4, the majority of the respondents were of the opinion that learners with textbooks will perform better than learners without textbooks. Altogether, 67% of the respondents strongly agreed and agreed that all learners should have textbooks to improve their performance. Another 17% of the respondents were neutral (not sure if having or not having a textbook influence performance), and 15% of the respondents disagreed and strongly disagreed that having a textbook improves learner performance.

The findings are in support of Sam, Mohamad and Leong (2013) as cited in Maemeko and Nkengbeza (2017) that availability of resources during teaching and learning contributes to performance of learners. Mashele, (2021) emphasizes that non-availability of Learner Support Teacher Material (LTSM) have a negative outcome during teaching and learning. Learners are assessed continuously, and there is formal and informal assessment, which become a challenge for learners to do without the necessary resources. Examples of LTSM in Tourism are different types of maps, e.g. road map, colour map of SADC countries, political map of the world, political globes, and texbooks as mentioned in the CAPS policy document (CAPS,Tourism , 2011:9) . The schools should at least have enough textbooks to use in case it is difficult to have the other LTSM.

Figure 4.5: Responses towards teaching aids and performance
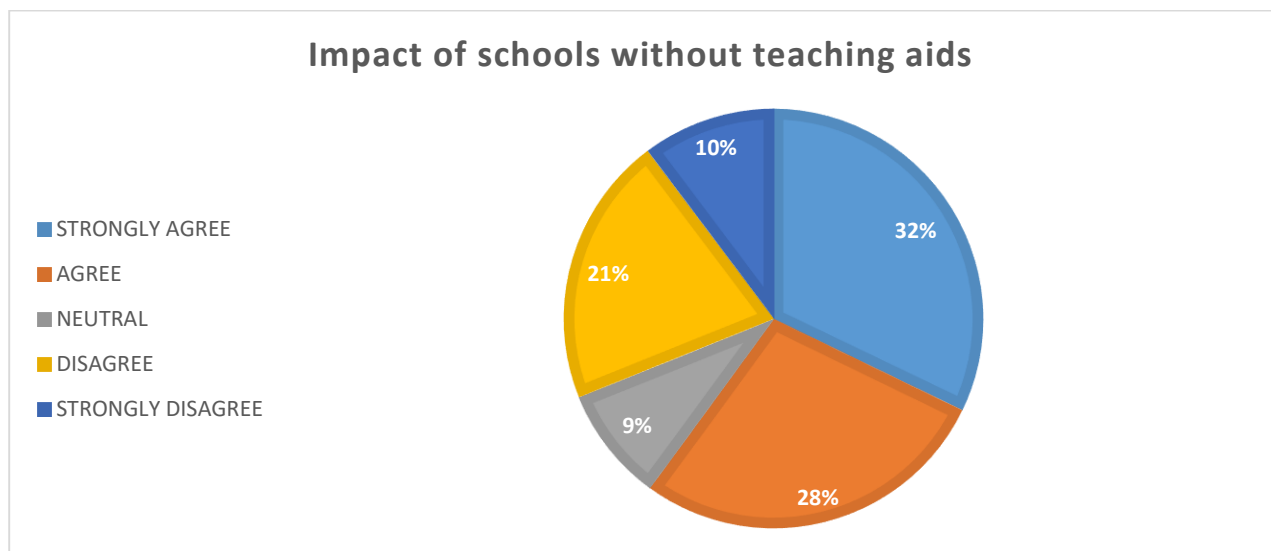
The respondents were asked to give their opinions regarding availability of teaching aids and their contribution towards learner performance. While 32% of the learners strongly agreed that schools without teaching aids contribute negatively to learner performance, 28% agreed. It was easy for the respondents to understand what they were asked as the example of map and globe was given, and it is therefore evident that lack of teaching aid

negatively impact learning as the results had shown that 60% strongly agreed and agreed to that effect. Another 21% of the learners disagreed, and 10% strongly disagreed, while 9% of the responents stood neutral.

When the learners elaborated on the impact of lack and shortage of recommended resources and infrastructure, it was found that the majority of them (60%) clearly acknowledged the assistance those resources and infrastructure had given them in terms of their academic performance as teaching and learning was not theoretical but practical. It is the responsibility of the school to have teaching aids, if not available the principal may request for sponsors to ensure that every needed teaching aid is available in order to improve learner performance.

4.7.2 Influence of teaching and learning, learning styles and strategies on learner performance

Table 4.11 Teaching and learning styles responses

QUESTIONS	RESPONSE OPTIONS				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
How teaching styles influence learner performance	52%	40%	6%	1%	1%
Is the medium of instruction a barrier to understand content?	11%	34%	26%	18%	11%
Is teacher qualification a factor in performance?	69%	27%	2%	0%	1%
Do learners who go for Tourism excursions performs better than learners who does not?	46%	16%	14%	12%	11%
	YES	NO			
In your view, does Teaching Tourism contribute to performance?	98%	2%			

Table 4.11 shows that the researcher wanted to determine if teaching and learning, styles and strategies influence performance towards effective teaching. Altogether, 144 learners(52%) strongly agreed, and 114 (40%) agreed, thus making 92% of the learners to affirm that teaching and learning, styles and strategies influence performance. While 18 (6%) learners were neutral, 4 (1%), and 3 (1%) strongly disagreed and disagreed respectively.

When asked for the learner's opinion about the medium of instruction being a barrier towards understanding the Tourism content, the learners had different sentiments. Altogether, 30 (11%) strongly agreed and 96 (34%) agreed. While 73 (26%) of the learners were neutral, 54(18%) disagreed, and 30 (11%) strongly disagreed respectively. Though there were no learners who obtained 50% and above as 45% was the highest score, and therefore showing negative impacts on academic performance. The learners who disagreed and strongly disagreed obtained 29% closer to those who stood neutral. Maemeko and Nkengbeza (2017) have also reported that in Namibia, teachers and learners were not acquainted enough to teach and learn school subject through the English medium, and similarly in this current study, 45% of the respondents attested to that.

Regarding teacher qualification and motivation of learners to perform better, the largest number of the respondents strongly agreed and agreed to the fact teacher qualification have an impact on learner performance. It was found that, 196 (69%) strongly agreed that teachers should be qualified, while 96 (34%) agreed to having teacher qualification. Altogether, the majority of the learners (272, 96%) were of the opinion that qualification of teachers impact performance. In general, 4% stood neutral, disagreed, and strongly disagree.

According to John- Boast and Corrigan (2016), teacher qualification will enable him or her to understand and interpret the given curriculum. The learners were asked if going to school-related excursions has an impact on learner performance. Out of the 283 who responded, 130 (46%) strongly agreed, and 45 (16%) agreed. Those that strongly agreed and agreed were 175 (61%), and 41 (14%) preferred to be neutral, while 67 (24%) disagreed and strongly disagreed.

The largest number of the learners agreed, and those that did not want to answer were very few. When the respondents were asked about teaching of Tourism and performance,

they were to give either yes or no. While 278 (98%) picked yes, only 5 (2%) stated no. It is therefore deducible that learners want a teacher that is conversant, and will be able to teach Tourism.

4.7.3 Impact of assessment strategies and medium of instruction

Figure 4.6: Assessment strategies and medium of instruction
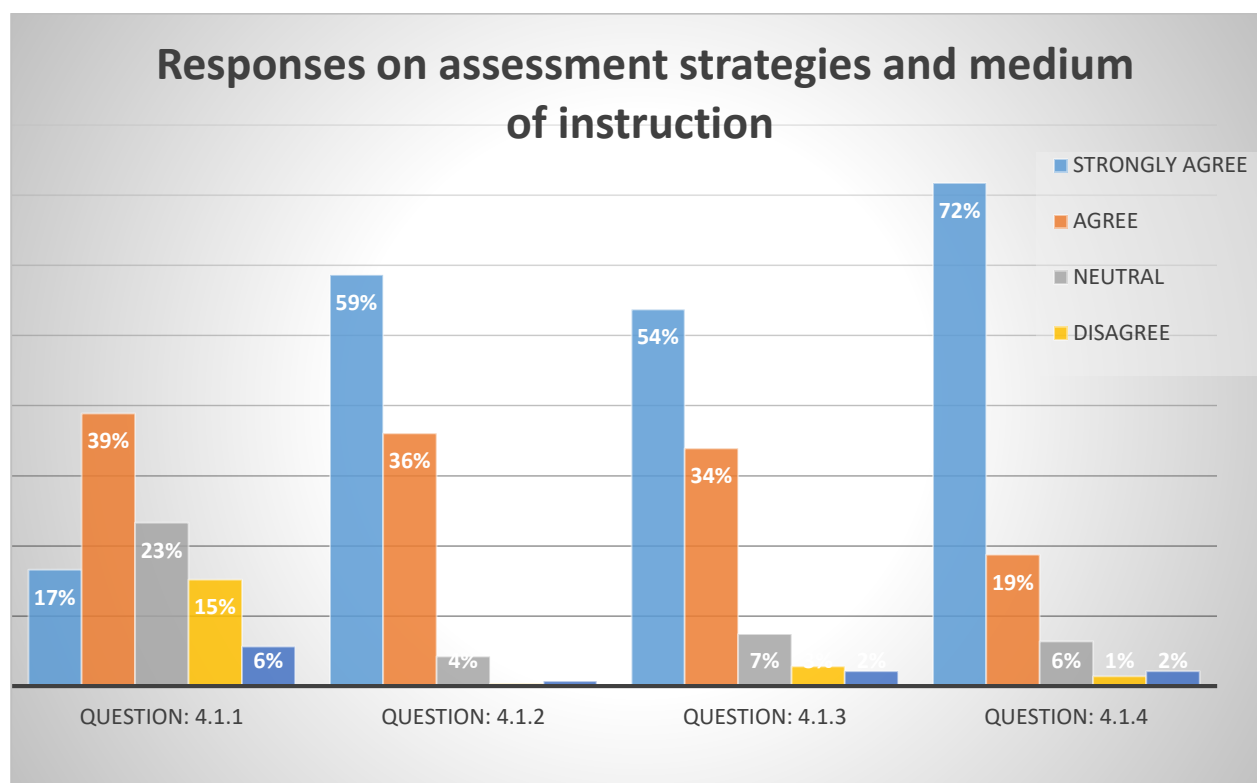
The objective of the study was to look at the assessment strategies and the medium of instruction used when learners are assessed. In Figure 4.6, question 4.1.1 asked if the medium of instruction used in assessment serve as a barrier to teaching and learning. First,17% of the learners strongly agreed and 39% agreed, and the learners who disagreed and strongly disagreed stood at 21%, while 23% of them stood neutral. Looking at these responses, 56% agreed that medium of instruction impacted negatively on learner performance.

Assessment is significant when it comes to a precondition for a learner to be promoted to the next grade. Khumalo and Maphalala (2018: 280) indicate that assessment is considered to be the fundamental portion of effective teaching and learning. Yang and Li

(2018) also emphasize that learner assessment tells the level of learners' understanding during teaching and learning.

Looking at the responses in Figure 4.6, question 4.1.2 wanted to find out if assessment informs the level of learners understanding that has taken place during teaching and learning. The majority of of the learners who strongly agreed were 59%, and those that who agreed were 36%. Almost 95% of the respondents pointed out in their responses that the level of understanding of what was taught can be seen through the performance of learners after assessment. According to Odendaal (2018), achievement and success of the learner can be determined through assessment.

Furthermore, as learners are diverse in all spheres, there are learners who can easily comprehend when teaching is done, and there are those who cannot simply understand the content or topic taught. Question 4.1.3 in Figure 4.6 asked if the challenges that the learners encounter during teaching and learning are evident in the course of assessment. No fewer than 54% of the learners pointed out that they strongly agreed, while 34% agreed to that effect. In essence, 88% agreed, and only 5% disagreed and strongly disagree. Those that stood neutral were not considered as they were only 7%. As it is stated that learners need to be guided during teaching, the variety of assessment strategies used should be considered. Yang and Li (2018) believe that the level of learner achievement is measured by assessment.

When learners are assessed, they should be given feedback as they have a right to know how they have performed in their given formal and informal assessment . According to Figure 4.6, question 4.1.4 sought to find out if quality feedback given to the learners strengthen teaching and learning. With regards to feedback, 72% strongly agreed and 19% agreed. It is therefore noted that 91% were of the view that feedback be given, and only 3% disagreed and strongly disagreed. Therefore, the study had shown that the learners need to be given feedback on time after assessment, and not to give feedback because they are to be assessed again.

Figure 4.7: Response to the need for learner assessment
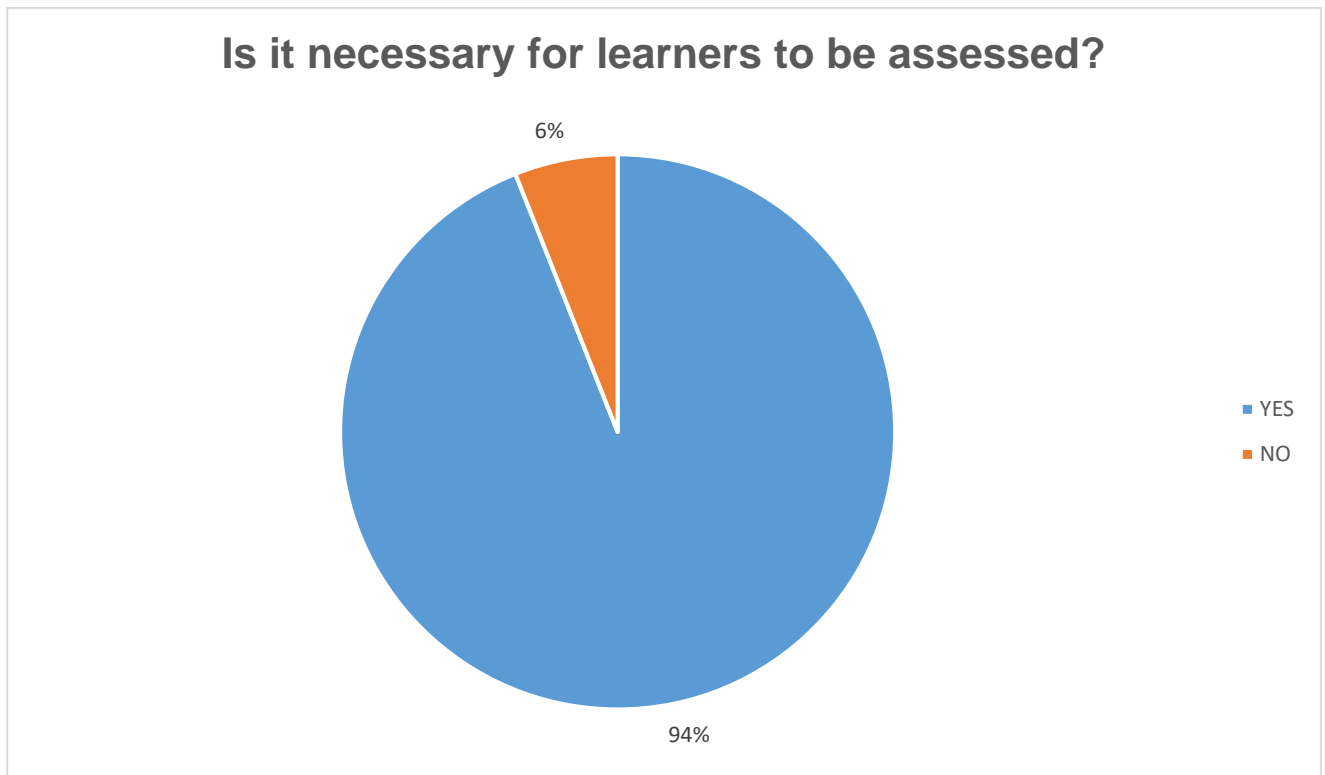
In Figure 4.7, question 4.1.5 asked if it is necessary to be assessed, and an example of a test and assignment was given for the learners to understand what the researcher meant by assessment. In order to be promoted to the next grade, a learner need to be assessed. The respondents were requested to give a YES or NO answer and elaborate on the given response. The majority of the learners (94%) responded YES, and only 6% responded NO. While elaborating their responses, most of the learners stated that they will be able to understand the content if they are assessed. Six of the learners elaborated thus:

L1: "It helps me to prepare myself and know what I must do so that I can pass and to know what I am struggling with".

L6: "The assessment does help because it helps me to prepare for the exams and the marks improves the year mark (SBA)".

L11: "Because in my class we always get 100% in Tourism".

L20: "It helps you identify where you are lacking and motivate you to do better when during exams".

L25: "Test and assignments will make us learners to understand and see how questions are constructed in exam papers in order to minimise making mistakes when writing the final exam".

L30: "Because it helps to measure how much you understand the content that was taught and also to show areas in which one lacks understanding. Most importantly results obtained from assignments and tests boost School Based Assessment (SBA) marks".

Based on the learner responses, it has been affirmed that all types of assessment, whether formative or summative will assist the teacher to gauge learner understanding of what was taught.

4.7.4 Lesson preparation and incompletion of content coverage

Figure: 4.8 Lesson preparation and content coverage
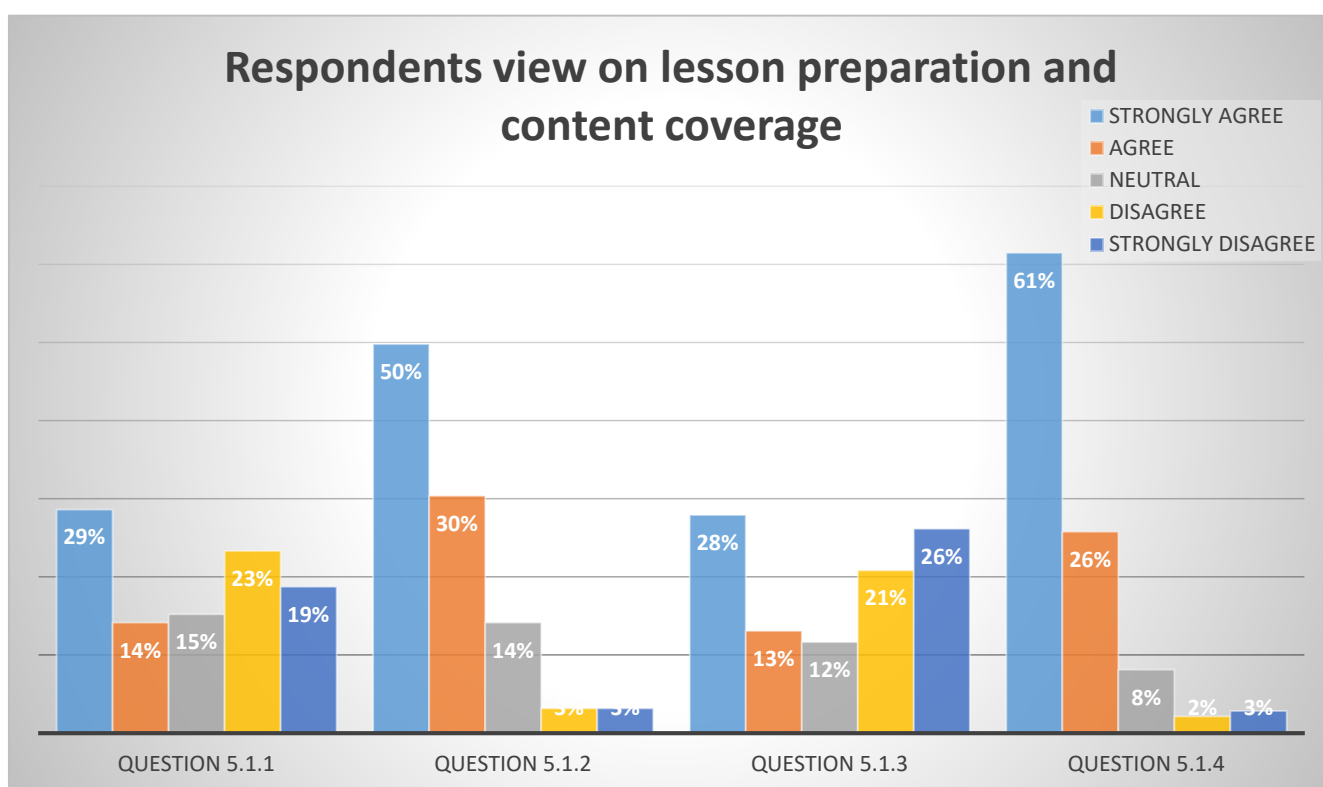
In Figure 4.8, the researcher wanted to ascertain if lack of lesson preparation and incompletion of content coverage have a negative impact on learner performance. Respondents were expected to give their level of agreement in the statement, i.e. strongly

agree, agree, neutral, disagree and strongly disagree. In question 5.1.1, learners were asked to point out whether lesson preparation impact negatively on content coverage. In their responses, the researcher combined those that strongly agreed with those that agreed, and those that disagreed with those that strongly disagreed to simplify the findings. The neutral responses were not included as the researcher could not assume if they are positive or negative. As it can be seen in the graph, 29% of the learners strongly agreed and 14% agreed, thus making it 43%. Contrarily, 23% disagreed, and 19% strongly disagreed, and making it 42%. Based on the responses, half of the learners saw the need for lesson preparation while half did not see the need for lesson preparation and content coverage. Nemouchi (2013) emphasizes that lesson planning lead to expectation of learners results that may be attained at the end of the year. Teachers are advised to prepare lessons in order to determine the outcome that the learners will reach as well as making sure that the learning matches the outcome and vice versa.

The notional time to be used when teaching Tourism in the CAPS policy document is 4 hours in a week (CAPS:2011). The researcher wanted to find out if there is adherence to the notional time given by policy and commitment from the schools and teachers. It is clearly shown in question 5.1.2 that 50% of the learners strongly agreed, and 30% agreed that there should be commitment to notional time allocated to Tourism. In essence, 80% agreed, and only 6% disagreed and strongly disagreed to that effect.

Learners' opinion was sought on whether their overall performance was influenced by the fact that some of them started Tourism at Grade 12 without background knowledge of Grade 10, and 11 content. In Figure 4.8, and question 5.1.3, 28% of the respondents strongly agreed, and 13% agreed. Oppositely, 21% disagreed, and 26% strongly disagreed. The results had therefore shown that the majority of the learners (47%) felt that background knowledge does not impact negatively on performance.

In addition to lesson preparation, content coverage, notional time, and learner background knowledge of Tourism; the researcher wanted to establish if teacher qualification influences learner performance. The responses from the learners indicated that teacher qualification is significant as 61% strongly agreed, and 21% agreed. The above results imply that 82% of the participants believed that Tourism teachers should be qualified, while 2% disagreed, and 3% strongly disagreed.

The majority of the learners had suggested therefore that teachers should have a qualification before teaching the subject. Shulman (1987) as cited in Ababio (2013) agrees with the findings as he mentioned in his study that professionally trained teachers should have content knowledge, curriculum knowledge as well as knowledge of learners, and their characteristics.

4.7.5 Monitoring topics coverage from Annual Teaching Plan

Figure: 4.9 Responses on pasting ATP
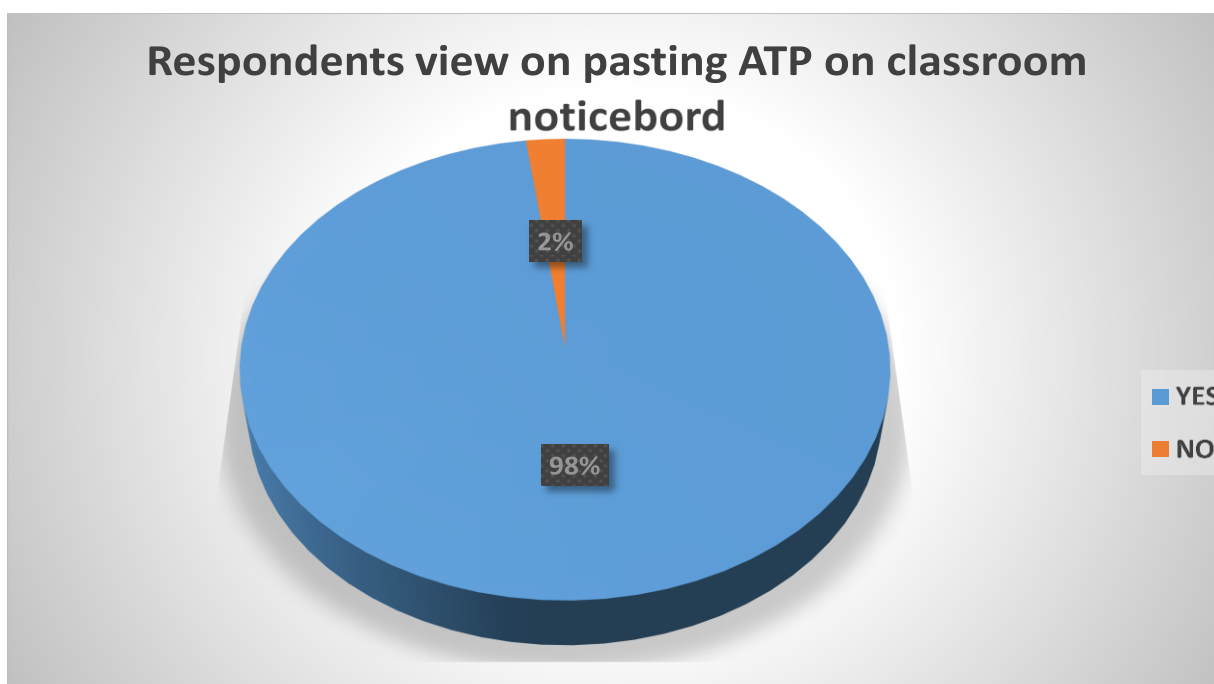
In Figure 4.9, 98% of the learners were of the opinion that the ATP be placed on the class notice board, and various reasons were given and at some point they made sense. Some learners stated that they will not wait for the teacher to teach, but will check the topic that needs to be done and continue to learn. Some of the learners were of the opinion that if the ATP is placed on the noticeboard, they will be able to see whether all topics for the week were covered. As learners are not the same, there were those that saw the importance of pasting the ATP, and they mentioned that they will have enough time to prepare beforehand, and be ahead of the teacher.

Truly, pasting the ATP will enable the learners to see when they are going to be assessed, and which topics will form part of the assessment. It will also serve a guide to

prepare for the all the School Based Assessment tasks. Learners will be able to see the topics in which SBA tasks will come from. Pasting of the ATP assist the learners to know when the Practical Assessment Task is going to be administered. I agree with the learners who stated that they will be able to be ahead of the teacher especially when they do their work without being monitored.

4.8 CONCLUSION

Based on the findings of the study objectives, it is reasonable to state that there are some challenges in schools offering Tourism. First, it was found that no adherence to the CAPS policy document. Learners failed to perform as expected due to lack of recommended infrastructure and resources. The majority of the participants and respondents mentioned that classrooms for Tourism as mentioned in page 9 of the Curriculum and Assessment Policy Statement were not available. Some of the learners did not know how a world and SADC maps looks like, and that has to do with resources. It was revealed also thatdiversity of learners was not considered during teaching and learning. Tourism as a subject needs a lot of research, if teachers and learners cannot access the internet, it will have a negative impact on the learner performance, and learners will only take the information given to them by teachers without ability to conduct their own research. The study had also revealed that the majority of the Tourism teachers had no qualification but experience in teaching the subject. The final chapter gives the summary of the study, its conclusion, and the recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter focuses on the summary of the study, conclusions, and recommendations for further research based on the issues raised by the study. The findings of the study suggests area for future research, and how the study can contribute to Grade 12 academic performance, and not only in Tourism; but to other fields in the FET band.

5.2 Summary of the study

The study comprises five chapters, which are arranged and discussed below...

Chapter 1 gave the background information based on academic performance in Tourism. Deliberations were made based on the problem statement and research gap. Operational concepts were discussed, and the main aim of doing the study was indicated.

In the chapter, the background of the research problem was identified. The view of the Tourism industry were specified including the role it played in South Africa. Part 4 of the White Paper 6 giving the specific targets were indicated. The structure of the Department of Education in Mpumalanga Province was explained, giving the reader the idea of the number districts, sub-district and circuits. The aims and objectives, questions and the conceptual framework, which form the basis of the research problem were highlighted. Spatial and conceptual delimitations, which form part of the delimitations that could negatively affect the study were mentioned. Chapter 1 also looked at the significance to the study and gave brief summary on how data was collected, analysed, and interpreted. There was a brief discussion on ethical considerations, and intellectual properties. As a final point of the chapter the whole structure of the study was elaborated.

Chapter 2 discussed the objectives of the study, and recommended infrastructure (facilities) and resources were assessed against academic performance of Grade 12 learners. The chapter deliberated on whether teaching and learning, styles and strategies influence performance towards effective teaching. The chapter reflected on assessment

and assessment strategies together with medium of instruction used towards learner performance. Discussion on lesson preparation, content coverage and notional time was done in the chapter. The educational theories relating to the study were identified and the main focus was on Behaviourism and Sociocultural theory by Vygotsky. The relationship between the theories and the study was indicated. Presentation of teacher qualifications and learner behaviour was also highlighted. In Chapter 3, the research methodology was presented, and the research design used was based on the researcher's assumptions, skills and research practices as described by Creswell et al. (2008). In this chapter, the researcher also discussed the choice and the use of mixed methods research, data collection in the qualitative and quantititave methods, semi-structured interviews, and questionnaires utilized. The research objectives set in the first chapter were achieved in this chapter.

Chapter 4 of the study presented data analysis, presentation and interpretation. Tables and graphs were used to present data obtained from the interviews and the questionnaires. Appropriate processes and procedures were used to address and accomplish the study objectives. Interpretation of the data made it possible to reach the meaningful conclusion of the study. In this Chapter 5, the summary is reflected, and the findings are linked to the main aim of the study based on infrastructure and resources, teaching and learning styles, assessment and strategies, lesson preparation, and teacher qualifications. The chapter draws the conclusions, and recommendations are made based on the findings.

5.3 General conclusions of the study

Conclusions are accomplished through the findings from the structured interviews and survey questionnaires in relation to the study aim and objectives. The aim of the study was to find out the possible cause for underperformance of learners doing Tourism at Grade 12 in Nkomazi sub-district, in Mpumalanga Province. According to the objective based on infrastructure and resources, the findings indicated that there was a challenge with infrastructure and resources, and specific Tourism classes were not available, but classes shared with other subjects.

The conclusion of the second objective was analysed and it was found to be in agreement to teaching and learning styles that will accommodate the diversity of learners.

Assessment and assessment strategies are contributing to learner performance due to the medium of instruction used. In analysing the qualitative and quantitative data, it was revealed that language was a barrier to learner performance. The findings of objective number four of the study established that there is relationship between proper lesson planning, content coverage, and poor performance. The objective on teacher qualification revealed that teacher qualification had an influence in academic learner performance as 60% of the participants were for the view that teachers should be well trained, and be knowledgeable. The findings on teacher qualification revealed that most teachers were not qualified, but they had experience in teaching the subject.

5.4 Recommendations of the study

(a) Based on the research problem, the study recommends that the Department of Education should not allow schools to offer Tourism if the following requirements as stated in the CAPS policy document are not met.

- Tourism class not shared with other subjects, that is, a class exclusively used for only tourism.
- If there is no secure classroom with burglar-proofs.
- If the school does not have the internet / email facilities.
- If there is no magazine, brochure stand or shelving.
- If their school does not have a political globe in the Tourism class.
- If there are no maps, i.e. road map of South Africa, SADC map, and political map.

(b) Schools that want to offer Tourism and they do not have the specific class may look for sponsors, and build a specific Tourism class as stated in the policy document.

(c) Schools should have monitoring programmes, and evidence of lesson observation tools to show that the different teaching and learning styles are used.

(d) Schools should ensure that each learner has the Learning and Teaching Support Material (LTSM). Each school offering Tourism should have all the recommended maps on teaching mapwork, and tour planning teachers should not only teach theory, but they should be practical.

(e) The political globe that is used at school for Tourism subject should not be shared with the Geography class, the reason non-sharing is that there are topics that needs the use of the globe. If it happens that in Geography they are teaching Map work and in Tourism they are teaching Time zones one subject will be suffer.

(f) Mpumalanga Department of Education identified a number of schools across the Province to offer Mathematics, Physical Sciences and Technology (MSTA). In the majority of those schools Tourism is offered as the eight subject and teachers and learners do not have the resources. Non-availability of textbooks contribute to poor performance of any subject, it is therefore the responsibility of the Province to ensure that schools without the necessary resources, are not allowed to offer Tourism.

(g) The Department of Education should ensure that Tourism teachers are well trained, and Tourism should be included in the skills development programmes wherein teachers are empowered in tourism content. Importantly, Tourism as a subject should be taught by only knowledgeable and skilled teachers to improve the quality of the results.

(h) The Department of Education may allocate funds (in a form of subsidy) to teachers who want to have a qualification in Tourism.

5.5 Recommendations for further research

Based on the findings of the study, the researcher hereby present the following recommendations for further research.

- There should be a study that will evaluate the reasons why there is great variance in performance between internal assessment (School Based Assessment- SBA) and external assessment as revealed in this study.
- Another future study may focus on impact of rotation of teachers in the same school to teach another grade, and promotion of qualified Tourism teachers with good track record to perform other duties other than teaching.
- The study was confined to one district- Ehlanzeni with the focus of rural area of Nkomazi sub-district. It is recommended that a similar study be conducted in another district to assess academic performance in Grade 12.

5.6 CONCLUSION

The study looked at how recommended infrastructure and resources, teaching and learning styles and strategies, assessment and assessment strategies including the medium of instruction , lesson preparation and content coverage, and teacher qualification influence learner performance. Based on the findings of the analysed data, non-availability of exclusive Tourism classroom, and a lack of the internet connectivity, textbooks, political globes, and maps had contributed negatively to learner performance. The study had aslo established that learner behaviour changes if the teacher does not have content, therefore, qualified and knowleageable teachers were recommended. It is the responsibility of the Department of Education to include Tourism in the skill development programmes for teachers to be competent. A study may be conducted to find out the reason for the variance in performance between internally and externally set examination.

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APPENDICES

APPENDIX A: CLUSTER LEADERS AND TEACHERS INTERVIEW QUESTIONS

UNIVERSITY OF
ZULULAND

1. **Please answer the following general information honestly.**

GENERAL INFORMATION

SECTION A: PARTICPANTS INFORMATION

1.1 In which category do you belong?

Category	Response
Principal	
Tourism HOD	
Cluster leader	
Grade 12 Tourism teacher	

1.2 For how many years have you been in the category mentioned above?

Category	Response
0-1 year	
1-5 years	
5-10 years	
10 years and above	

1.3 What is your gender?

Male	Female

1.4 Identify your age group

23-35	
35-45	
45-55	
55-60	
60 and above	

1.5 State the name of your circuit.

Nkomazi East	
Lubombo	
Malalane	
Khulangwane	
Nkomazi West	

SECTION B: School infrastucture and resources

2.1 How would describe the availability of Tourism infrastructure and resources at the school?_____

_____

2.2 How can you describe availability of Tourism Learner Teaching Support Material(LTSM) as per the Curriculum Assessment Policy Statement?

_____

_____

2.3 In your own view, does availability /non availability of the above mentioned impact negatively on learner performance? Give reasons for your answer.

_____

_____

2.4 Do you agree with the fact that schools with access to internet used by both teachers and learners tend to perform better? Elaborate on your response.

_____

_____

2.5 Does your school have have any of the following? YES or NO

Special infrastructure or facilities	YES/NO
Library (building only) to be used by learners	
Library (with books that can be used and left after usage)	
Library with books that can be loaned to learners	
Special facility to access internet	

SECTION C: Teaching and learning, styles and strategies towards performance

3.1 What do you understand to be your role regarding teaching and learning of Tourism?

_____

_____

3.2 Do you believe that teaching and learning, styles and strategies impact on learner performance? YES or NO.

Yes	No

3.3 Please motivate the answer given in 3.2.

_____

_____

3.4 Does adherence to notional/ contact time have an impact to curriculum coverage during teaching ?

Strongly Agree	Strongly disagree

3.5 Please elaborate based on the answer given in 3.4.

_____

_____

3.6 In your view, does lack of lesson preparation and incompletion of content coverage have a negative impact on performance of the learners?.

Strongly Agree	Strongly Disagree

3.7 Mention the reason for the response given in 3.6.

_____

_____

3.8 In your own view, what other activities do you focus on at school/s (Select from the given activities or give what is applicable to your school)

Teaching and assessment of learners	
Give activities and check learners books	
Monitor adherence to ATP and moderation	
Teacher development	
Provide learning material	
Other , please specify	

SECTION D: Assessment and assessment strategies

4. Please indicate your level of agreement with the statements below using the scale of strongly agree as the best, and strongly disagree as the poor

4.1 Impact of assessment strategies including medium of instruction.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.1.1 In your view, do you regard the medium of instruction as a barrier to teaching and learning?					
Elaborate on your given response:					
4.1.2 Do you think it necessary to to give learners quality Tourism assessments?					
Elaborate on your given response:					
4.1.3 In your view, do you believe that quality feedback given to learners strengthen teaching and learning?					

Elaborate on your given response:					
4.1.4 Does teacher qualifications have an impact on the quality of assessment administered in class?					
Elaborate on your given response:					

APPENDIX :B SURVEY QUESTIONNAIRES FOR GRADE 12 LEARNERS

> **The study is conducted by a Tourism studies student at the University of Zululand who is undertaking research on the possible causes for under performance of learners doing Tourism at grade 12 in Nkomazi sub-district in the Mpumalanga Province. Completion of the questionnaire will take five minutes or less . Participation of the respondents will be confidential and remain anonymous. Learners who are expected to complete the survey are between 17 years and 25 years and older.**

Please answer the questionnaire honestly and accurately. Indicate level of agreement to the below mentioned statements. Put a cross (x) in a statement that is acceptable to you.

GENERAL INFORMATION

SECTION A: PARTICIPANTS PROFILE

1.1 Are you South African?

Yes	
No	

1.2 What is your gender?

Male	**Female**

1.3 Identify your age group by putting a cross (x) in the relevant box.

17-19	19-21	21-23	23-25	25 and above

1.4 Select the name of your circuit by putting a cross(x) below relevant box

Nkomazi East	Lubombo	Malalane	Khulangwane	Nkomazi West

1.5 What is your general performance in Tourism subject?

0-39%	40-49%	50-59%	60-69%	70-79%	80% and above

1.6 Show by putting a cross(x) next to the estimate distance that you walk or travel from home to school?

Less than 3km	
Between 3km and 5km	
Between 5km and 10km	
Between 10km and 15km	
More than 15km	

SECTION B:

Please indicate your level of agreement with the statements below by putting a cross (x) in the answer that best suits your answer.

2. Evaluating the impact of lack and shortage of recommended infrastructure and recommended resources while learning Tourism.

2.1 Impact of lack and shortage of recommended resources and infrastructure.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1.1 Does your school have a Tourism classroom which is not shared with other subjects?					
2.1.2 Do you agree with the fact that learners from schools with access to internet used by both teachers and learners performs better?					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1.3 Do learners in possession of Tourism textbooks performs better than learners without textbooks?					
2.1.4 Do schools without teaching aids (maps and globes) have a negative contribution towards learner performance?					

2.1.5 In your view, do you think availability of recommended Tourism infrastructure and recommended resources assist with performance. Put a cross(x) in a box that suits you.

Yes	No

2.1.6 Elaborate on your response at 2.1.5.

_____

_____

SECTION C:

3. To determine if teaching and learning, styles and strategies influence performance towards effective teaching of Tourism.

3.1 Does teaching and learning, learning styles and strategies influence performance towards effective teaching of Tourism?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.1.1 How strongly do you agree that teaching styles influence learner performance in Tourism?					
3.1.2 Is the medium of instruction regarded as a barrier towards understanding the Tourism content?					

3.1.3 Do you think highly qualified teachers in Tourism will motivate learners to perform better?					
3.1.4 Do Tourism learners who go for Tourism related excursions perform better than learners who do not go for excursions?					

3.1.5 In your own view, does teaching of Tourism contribute to performance? Put a cross (x) below an answer that best suit you.

YES	NO

3.1.6 Elaborate on the above given response at 3.1.5.

_____

_____

SECTION D:

4. To examine assessment strategies, including the medium of instruction used

4.1 What is the impact of assessment strategies and medium of instruction towards performance?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	███████████████████████████████████████				
4.1.1 Does the medium of instruction used in assessment serve as a barrier to teaching and learning?					
4.1.2 How strongly do you agree that assessment informs the level of understanding that has taken place during teaching and learning?					

4.1.3 Do you agree that assessment informs teaching and learning challenges encountered?					
4.1.4 To what extent do you believe that quality feedback given to learners strengthen teaching and learning?					

4.1.5 Do you think it is necessary to be given assessment in any form? e.g. tests and assignments (Put a cross (x) below the answer that suits you.

Yes	No

4.1.6 What can be the reason for the above mentioned response in 4.1.5?

_____

_____

SECTION E:

5. To ascertain if lack of lesson preparation and incompletion of content coverage have a negative impact on performance of the learners

5.1 To ascertain impact of lesson preparation, incompletion of content coverage and non adherence to contact time	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.1.1 Do you agree that lesson preparation impact negatively on content coverage?					
5.1.2 How strongly do you agree that teachers commitment to					

notional time allocated to Tourism impact on learner performance?					
5.1.3 How strongly do you agree that Tourism background knowledge from Grade 10 and 11 impact negatively on Grade 12 performance?					
5.1.4 Do you strongly believe in knowing that a highly qualified teacher can prepare Tourism lesson and stick to the allocated time?					

5.1.5 Do you believe that the Annual Teaching Plan (ATP) should be pasted in your class notice board at the beginning of the year to monitor if all topics are covered during teaching?

Yes	No

5.1.6 Substantiate on the response given in 5.1.5

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION!!

APPENDIX C: LETTER TO PROVINCIAL DEPARTMENT OF EDUCATION

P.O.Box 907
Kanyamazane
1214

The Head of Department
Mpumalanga Department of Education
Private Bag X 11341
Mbombela
1200

31 January 2022

Dear Ms. Moyane

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Recreation and Tourism at the University of Zululand. My supervisor is Dr. M.S. Nkwanyana and Co-Supervisor is Dr. G.S. Nkosi.

The proposed topic of my research is:

(a) Assessing performance in schools offering Tourism in Nkomazi Sub-district in, Mpumalanga Province.

The objectives of the study are:

(a) To assess the impact of lack and shortage infrastructure (facilities) and resources in teaching Tourism.
(b) To establish if teaching and learning, strategies and methods influence performance towards effective teaching.
(c) To examine assessment and assessment methods, including medium of instruction used.
(d) To ascertain if lack of lesson preparation and incompletion of content coverage have a negative impact on performance of learners.
(e) To evaluate the impact of teacher qualifications and learners behaviour towards performance

I am hereby seeking your consent to access the schools wherein the research will be done. To assist the Head of Department in reaching decision I have attached to this letter:

(a) A copy of provisional ethical clearance issued by the University.

(b) A copy of research proposal.

Should you require any further information, please do not hesitate to contact me or my supervisor and co supervisor.

Contact details are as follows

Researcher: Ms. P.T. Banda …072 0606113 (phasile29@gmail.com)

Supervisor: Dr. M.S. Nkwanyana …071883 8832 (NkwanyanaS@unizulu.ac.za)

Co-Supervisor: Dr. G.S. Nkosi …072 610 7961(NkosiG@unizulu.ac.za)

Upon completion of the study, I undertake to provide the Head of Department with a bound copy of the Dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Banda PT

APPENDIX :D APPROVAL LETTER FROM MPUMALANGA DEPARTMENT OF EDUCATION

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ikhamanga Building, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela 1200.
Tel. 013 766 5552/5116, Toll Free Line. 0800 203 116

I Hko la Temfundvo, Umnyango we Fundo   Departement van Onderwys   Ndzawulu ya Dyondzo

Phasile Tilly Banda
PO Box 907
Kanyamazane
1214
Email: phasile29@gmail.com

RE: EVALUATING PERFORMANCE IN SCHOOLS OFFERING TOURISM IN NKOMAZI SUB-DISTRICT IN MPUMALANGA PROVINCE

Your application to conduct research study was received and is therefore acknowledged. The tittle of your research project reads: **"Evaluating performance in schools offering tourism in Nkomazi sub-district in Mpumalanga province"**. I trust that the aims and the objectives of the study will benefit the whole department especially the beneficiaries. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university's research ethics as spelt out in your research ethics.

In terms of the research policy, data or any research activity can be conducted after school hours as per appointment with affected participants and COVID -19 regulations to be observed. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if it will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departments' annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5124/5148 Or nmadihlaba@mpuedu.gov.za

The department wishes you well in this important project and pledges to give you the necessary support you may need.

_____   06 / 02 / 2022
MRS LH MOYANE   DATE
HEAD: EDUCATION

MPUMALANGA
THE PLACE OF THE RISING SUN

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APPENDIX E: A LETTER FROM THE EDITOR

Writing Splendour Services & Consultancy

(A Subsidiary of Awesome OAK Communications (Pty) Ltd— Enterprise Number: 2022/595867/07)
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Income Tax Number: 1064112236

January 25, 2023

To Whom It May Concern

EDITING AND PROOFREADING OF A MASTER'S THESIS

This is to certify that I, Olumuyiwa A. Kehinde) edited and proofread a Master's thesis by **Phasile Tilly Banda** titled: *Assessing the Performance in High Schools Offering Tourism in Nkomazi Sub-District in Mpumalanga Province.*
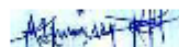
Specifically, I commented on the grammatical anomalies in MS Word Track Changes and review mode by the insertion of comment balloons before I returned the document to her. Corrections were made in respect of grammar, punctuation, spelling, syntax, tense and language usage, sense and flow, syntactic and semantic cohesion, clarity of expressions, appropriate use of reference style, typing format, and layout.

I have a doctoral degree in English, a Master's degree in English, a Bachelor's degree in English Studies, a Diploma in Communication Science, and a Teachers' Grade II Certificate. I have been teaching Advanced English Courses for the past 9 years. I also teach English for IELTS and TOEFL examinations. Furthermore, I have been regularly editing and proofreading academic, research dissertations, theses, articles, and other documents for the past 7 years in different disciplines for publishing /editing firms, schools, and individuals.

I trust that the document will prove acceptable in terms of editing, formatting, and proofreading criteria.

Thank you.

Yours faithfully,

Dr. O.A. Kehinde

Writing Splendour Services & Consultancy

Strictly The Best For Business Writing & Academic Editing Services