TOURISM AND LEISURE NEEDS OF HIGH SCHOOL LEARNERS IN POTCHEFSTROOM

JACO FOURIE
BA (HONS)

Dissertation submitted in the fulfillment of the requirements for the degree Magister Artium
within the School for Entrepreneurship,
Marketing and Tourism Management at the
North-West University, Potchefstroom Campus

Promoter: Dr. E. Slabbert

Co-promoter: Prof. Dr M Saayman

November 2006

ACKNOWLEDGEMENTS

I would like to use this opportunity to thank the following:

My *Heavenly Father* who are my best friend. He gave me a purpose, dream and passion to complete this thesis.

1. *Dr. E Slabbert* for her guidance and hard work.
2. *Prof Dr M Saayman* for his expertise.
3. *Mrs JA Brönn* for the language editing of this dissertation.
4. *Prof C. Lessing* for the bibliography editing.
5. *Prof F. Steyn* for the processing of the statistics.
6. *Mrs E Rood and all the personnel* at the Ferdinant Postma Library for their time and assistance.
7. *The North-West University* for the opportunity to complete this study.
8. *All the high schools* that participated in the survey.
9. *My family and friends* for all their endless support and encouragement.

SUMMARY

Key terms: tourism, recreation, leisure, adolescents, needs, behaviour.

The primary goal of the study was to determine the tourism and leisure needs of high school learners in Potchefstroom. This goal was achieved by firstly conducting a literature study to analyse leisure and tourist behaviour as stated in books, articles and other sources. Secondly, the results of the empirical research were discussed followed by the conclusions and recommendations made with regard to further research.

From the literature study, analysing leisure behaviour, the concepts leisure and recreation were clarified, the concept leisure behaviour was explained, reasons why people engage in leisure were identified, factors that influence leisure behaviour were discussed, theories concerning leisure behaviour were discussed, determinants as well as benefits of leisure were identified. In the second part of the literature study, analysing tourist behaviour, the concept tourist behaviour was clarified, models regarding tourist behaviour was explained, tourist motivation to travel was explained, reasons why people travel was discussed, the travel decision-making process was explained and benefits as well as negative tourism impacts were identified.

The questionnaire for the survey was designed to determine the tourism, leisure and recreation needs of the high school learners in Potchefstroom. The questionnaire included questions regarding the high school learner's demographic profile and psychographic profile, the leisure and tourist needs and behaviour of the high school learners and questions to determine the relationship between different aspects. The survey included six high schools in Potchefstroom and 1036 questionnaires was used for further statistical analysis. The questionnaires was distributed after a meeting with the school's headmaster was arranged. The school was responsible for the distribution and collection of the questionnaires.

After analysing the data it was clear that the high school learners are regularly bored in Potchefstroom and there is a need for more tourism, leisure and recreational activities in

Potchefstroom. The high school learners are willing to support more activities financially. It was also evident that high school learners are more interested in leisure than in sport and do not have much leisure-time available. Their travelling patterns indicate that the majority of the learners go on holiday with their parents and they prefer the Western Cape as holiday destinations. A correlation analysis was done to determine the relationship between gender and various aspects as well as the relationship between race and the same factors. The following factors were identified, namely: there is a strong relationship between gender and sport. As for the correlations between schools of different race and the same factors, the only correlation that was not strong, was the relationship between race and sport. The strong relationships existed between race and leisure preferences; race and travelling patterns and race and holiday company preferences.

The results of the empirical research can firstly provide valuable information for researchers on the subjects of adolescence, leisure, tourism and recreation. Secondly the information can help the public and private sectors in the tourism, leisure and recreation industries to provide more activities, facilities and entertainment in Potchefstroom that will appeal to the high school market.

OPSOMMING

Sleutelwoorde: Toerisme, rekreasie, vryetyd, adolesente, behoeftes en gedrag.

Die primêre doel van die studie was om die toerisme en vryetyd behoeftes van hoërskool leerlinge van Potchefstroom te bepaal. Die doelwit is behaal deur eerstens 'n literatuur studie te doen deur handboeke, artikels en ander bronne te gebruik. Tweedens is die resultate van die empiriese navorsing bespreek gevolg deur gevolgtrekkings en aanbevelings wat gemaak is.

Die literatuur studie, 'n analise van vryetyds gedrag, het die volgende belangrike aspekte ingesluit: die verklaring van die terme vryetyd en rekreasie is bespreek, die term vryetyds gedrag is verklaar, redes waarom mense in vryetyds gedrag betrokke raak is geidentifiseer, faktore wat vryetyds gedrag beinvloed is bespreek, teorieë aangaande vryetyds gedrag is bespreek, determinante van vryetyd asook voordele van vryetyd is geidentifiseer. In die tweede deel, 'n analise van toeriste gedrag, is die term toeriste gedrag bespreek, modelle aangaande toeriste gedrag is verduidelik, toeriste se motivering om te reis is bespreek, redes waarom mense reis is bespreek, die reis besluitnemings proses is verduidelik asook voordele en negatiewe impakte van toerisme bespreek in die studie.

Die vraelys vir die steekproef is ontwerp om die toerisme, vryetyd en rekreasie behoeftes van die hoërskool leerling van Potchefstroom te bepaal. Die vraelys het vrae aangaande die die hoërskool leerlinge se demografiese en psigografiese profiel, die vryetyd en toerisme behoeftes en gedrag asook vrae wat die verband tussen verskillende aspekte bepaal ingesluit. Die steekproef het ses hoërskole van Potchefstroom ingesluit en 1036 vraelyste is gebruik vir statistiese analise. Die vraelyste is versprei nadat 'n vergadering met die skoolhoofde gereël is. Die skole was ook verantwoordelik vir die verspreiding en inhandiging van die vraelyste.

Nadat die data geanaliseer is, was dit duidelik dat hoërskool leerlinge dikwels verveeld is in Potchefstroom. Hulle het ook 'n behoefte aan meer toerisme, vryetyd en rekreasie aktiwiteite in Potchefstroom. Verder is die leerlinge ook bereid om die aktiwitiete finansieel

te ondersteun. Dit was duidelik dat hoërskool leerlinge meer belangstel in vryetyds aktiwiteite as in sport aktiwiteite en die leerlinge het relatief min vryetyd tot hul beskikking. Hulle reispatrone dui dat die meerderheid saam met hul ouers op vakansie gaan en die Wes-Kaap en Natal is hul gewildste vakansie bestemming. Korrelasie analise is gedoen om die verband tussen geslag en verskeidenheid aspekte te bepaal asook die verband tussen ras en dieselfde aspekte. Resultate wys dat daar 'n sterk verband tussen geslag en sport is, maar 'n slegte verband tussen die rasse van verskillende skole en sport. Daar is wel 'n sterk verband tussen ras en vryetyd voorkeure; ras en reispatrone en ras en metgesel voorkeure wanner daar gereis word.

Die resultate van die empiriese navorsing voorsien in die eerste plek waardevolle inligting aan navorsers in die vakgebied van die adolesent, vryetyd, toerisme en rekreasie. Tweedens kan die navorsing die publieke sowel as privaat sektore help om meer toerisme, vryetyd en rekreasie aktiwiteite, vermaak en fasiliteite te voorsien.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ANNEXURE B

CHAPTER 1

INTRODUCTION AND
PROBLEM STATEMENT

1

Adolescents are not monsters. They are just people trying to learn how to make it among the adults in the world, who are probably not so sure themselves.

V. Satir

1.1 INTRODUCTION

Various changes have taken place in the youth's lifestyle patterns due to more extensive educational participation (Furlong & Cartmel, 1997:53), lifecycle changes and cultural influences. Young people not only have more free time, but also have a greater variety of leisure activities to choose from. These young people participate in recreation and leisure activities and travel from an earlier age (Rossman, 1995:137). In adolescents lifestyle, leisure activities play a very important role in forming an identity, interaction with peers, well being, health and problem behaviour (Piko & Vazsonyi, 2004:718).

According to Edwards and Louw (1998:476), the adolescent phase is part of life where a person is neither a child nor an adult. This phase starts at eleven years and ends in the early twenties of a person's life. In other words, all high school learners are adolescents. Willits and Willits (1987:177) state that adolescence is a unique part of life where young people worry about school work and relationships, dress differently and listen to contemporary music. They communicate in their own form of slang and often fall in love. They worry about their future and purpose in life and eat fast foods. They like to hang out with friends and take part in group activities. Their behaviour reflects childish dependency

and at the same time independence (Willits & Willits, 1987:177). According to Anon (2005:2), Freud calls adolescence a time of turmoil and internal struggle.

It is no secret that adolescents are part of their own invented culture. Although their basic human behaviour shares similarities from previous years, the adolescent's needs and leisure patterns change and differ from individual to individual. Evans and Poole (1991:156) write in their book, *Young Adults*, that leisure activities among adolescents are diverse and play an important role in the forming of adolescent self-perceptions. With changes in lifestyles people are also starting to travel at a younger age and many adolescents have been overseas before finishing school.

Research concerning the youth, leisure and boredom has spanned decades and has been approached from sociological, psychological and philosophical perspectives (Caldwell, Darling, Payne & Dowdy, 1999:103; Mahony, Stattin & Lord, 2004:553). Very few studies have integrated the concepts tourism, recreation and leisure as part of the youth's free-time activities.

The aim of this chapter is to provide an overview of the problem statement discussed and analysed in the course of the study. In order to achieve this aim, the problem statement will be discussed, followed by the research objectives and method of research. Attention will also be given to definitions.

1.2 PROBLEM STATEMENT

According to the latest statistics by the Medical Research Council (Anon, 2004a:13), a quarter of all substance-abusing patients in South Africa are younger than twenty years. Results from a survey done in the US in 2000, indicate that children and adolescents between the ages of 2 and 17 spend an average of five hours and 29 minutes on all media combined (including music and reading) per day (Gillespie, 2002:250). The distinctive US adolescent watches an average of 3 hours of television per day (Hampl, Wharton, Taylor, Winham, Block & Hall, 2004:92). Hampl *et al.* (2004:96) also state that most of the media have a negative influence on adolescents regarding their impressions of bodyweight, sex

appeal and food and beverage consumption. At least three quarters of adolescents eat fast food once or more times a week (Anon, 2004b:4).

All the negative activities mentioned in the previous paragraph occur in the adolescent's free-time. Caldwell (2005:20) mentions that practitioners and scientists considered leisure completely beneficial. Negative activities were connected to free-time and not to leisure time. Some practitioners and scientists still maintain their view of leisure and free-time. Today much more consideration is given to the fact that leisure can be negative. Caldwell (2005:20) also mentions that negative leisure patterns can be influenced by negative experiences (e.g. boredom, over scheduling, loneliness and leisure addiction) and negative behaviour (e.g. substance abuse and risky sexual behaviour).

According to Caldwell *et al.* (1999:103), leisure boredom is a 'complex phenomenon'. Gordon and Caltabiano (1996:884) note that leisure boredom and dissatisfaction have been implicated in substance abuse. Leisure boredom may be the main reason for negative leisure experiences and behaviour, but is definitely not the only one. Other significant causes can be due to pressure from peers, low self-esteem, broken families and trauma.

For long there have been debates whether leisure and tourism are one industry or two different industries (Youell, 1995:2). According to Saayman (2002:10), leisure and tourism are closely related due to the fact that both focus on one's use of free time. Therefore, a person can participate in leisure activities, recreational activities as well as travel during his/her free time. For the purpose of this study, leisure time is considered to be the time after school is over for the day, free-time, discretionary time or time which one can choose to use as one wishes (Trigg, 1995:7). For the purpose of this study the terms tourism and leisure focus on the experience and needs of adolescents as well as the activities, attractions and facilities this group visits or participates in, during leisure time. In Chapter 2 an in-depth discussion about leisure and recreation, what the differences are between the two, and how they are related to each other will be provided to clarify any misconceptions.

Other important concepts relevant to the study are leisure and tourist behaviour. These behaviours are affected by the social, cultural and individual context in which adolescents live (Edginton, Hanson, Edgington & Hudson, 1998:115). To simplify the above statement, it can be relevant to say that the environment and circumstances of the adolescents have an enormous influence on the adolescents in terms of how they spend their leisure time. Edginton et al. (1998:16) also note that the foundation of leisure behaviour is intrinsic and extrinsic. Intrinsic motivation means that the behaviour is based on the enjoyment of the behavior itself rather than relying on or requiring external reinforcement. Therefore, people engage in leisure and tourism out of their own choice. On the other, hand extrinsic motivation refers to the desire or drive to perform in order to gain external rewards from the leisure activity.

Leisure behaviour is encouraged by the availability of leisure activities and facilities (Edginton et al., 1998:116). It is therefore important that there are enough and a variety of activities and facilities available in a city such as Potchefstroom in order to satisfy the needs of certain groups. According to Murphy, Niepoth, Lynn and Williams (1991:190), there are different leisure behaviour dimensions, such as motives, individual differences, social relationships, and attitudes and beliefs. Floyd, Shinew, McGuire and Noe (1994:171) state that race and ethnicity influence the leisure preferences of people. Different cultures prefer different leisure, recreation and tourism activities. South Africa is diverse in culture and race. Culture and race influence leisure behaviour and motivation as an external driving force (Lumsdon, 1997: 39; Page, Brunt, Busby & Connel, 2001:64). Therefore research concerning the preferences of different cultures is important. All of these dimensions are integrated. Leisure behaviour is a complex phenomenon, a dynamic, fluid, on-going process (Murphy et al., 1991:190) and amongst adolescents changes continually for peer groups as well as for individuals.

To the knowledge of the researcher no recent studies have been done in Potchefstroom or even North West Province to determine the tourism and leisure needs of high school learners. Table 1.1 provides and overview of all the studies that are available and are relevant to this study.

Table1.1: Previous studies

Title of study	Author	Purpose of the study
Leisure and tourist behaviour in rural areas in the North West Province	Mogajane, 2005	• To determine the ways in which the accessibility of leisure and tourist behaviour patterns can be improved. • To improve the quality of life of people in rural communities in North West Province through the study.
The value of meaningful use of leisure to prevent deviant and deliquent behaviour.	Myburgh, 1997	• To determine the value of meaningful leisure utilisation in the prevention of deviant and deliquent behaviour, as perceived from a holistic perspective.
Gross list of leisure activities in Potchefstroom.	Scholtz & Scholtz, 1997	• To identify all the leisure activities people participate in and which activities the respondents preferred.
Recreation provision in the North West Province.	Meyer, 1997	• To determine the role of the local government in providing Parks and Recreation. • To identify leakages to improve the current providing systems of Parks and Recreation in the Northwest.
Leisure time utilisation of the senior citizen: the role of motivation in the change of behaviour.	Kotze, 1996	• The participation of recreational activities amongst senior citizens in order to establish a positive experience. • To improve the process of adapting to the loss of social and work roles amongst the elderly.
Sport and recreation needs and preferences for the community of Reitz/Pestana	Saayman & Muller, 1996	• To obtain scientific information regarding the sport and recreation preferences and needs of Reitz/Petsana.
Sport and recreation provision for Promosa	Scholtz, Van Tonder & Saayman, 1995	• To gather scientific data regarding the sport and recreation needs of Promosa with exceptional focus on the youth population. • To provide outdoor and indoor facilities for culture,

		• sport, recreation and community development.
		• To provide varied sport and leisure programs to meet the needs of the entire community with emphasis on youth programs.
		• To establish a development plan that could be implemented systematically.
Sport and leisure provision for the township of Mohadin	*Saayman & Van den Berg, 1995*	• To identify the sport and recreation needs of the Mohadin community between the ages of 12 to 19.
Leisure needs of young people in Pietersburg.	*Wessels, 1995*	• To determine the current as well as latent patterns of leisure participation and the demand of youths in Pietersburg. • To evaluate the market strategies and leisure products or services of the department of Parks, Sport and Recreation.
A strategic plan for the provision of leisure services and resources for Klerksdorp	*Saayman, 1994*	• To implement re-constructuring. • To determine objectives and action steps regarding better facilities and how they would be implemented.
A strategic plan for the provision of leisure services and resources for Potchefstroom	*Scholtz, Meyer, De Villiers & Saayman, 1993*	• To determine a strategic plan for the provision of leisure services and resources.
Leisure preferences and needs of South Africans in the age group of 15 to 30 years	*Scholtz, 1993*	• To investigate and analyse the sport and recreation preferences and needs of South Africans in the age group of 15 to 30.
Recreation and sport preferences of black people in the Southern Orange Freestate	*De Man, 1992*	• To plan recreation and sports activities and facilities according to identified preferences.
A strategic plan for the provision of leisure	*Scholtz, Meyer,*	• To develop a strategic plan to provide leisure services and resources to the community of

services and resources for Randburg	Saayman, Hugo, Hatting, Odendaal & De Wet, 1992	Randburg.
White and black tourism needs in an industrial area: a comparitive study	Bezuidenho ut, 1990	• To determine the similarities and difference between black and white tourist market needs and perceptions.
Recreation in the black residential areas of the PWV region: A geographical perspective.	Wilson, 1990	• The provision of recreational needs of black residents in the PWV region with provided guidelines for the management.
The provision of leisure services and resources for Verwoerdburg	Scholtz, Van Rooijen, Bouwer & Bouwer, 1990	• To determine the sport and leisure needs of the residents of Verwoerdburg.
The need for a sport and a recreation centre for the Nelspruit region	Scholtz, Meyer, Dippenaar & Wessels, 1989	• To conduct a needs assessment study on request from the Nelspruit City Counsel for a sport and recreation centre.
The sport and recreation participation and needs of Soweto	Scholtz, 1989	• To list all the preferred sport activities of the Black communities. • A need analysis was done regarding the needs of a sport and Recreation centre in Soweto.

The majority of the above mentioned studies concluded that it is important to determine the leisure and recreation needs in order to plan for future development and to improve the facilities. The studies, which Scholtz, Van Tonder and Saayman (1995) conducted on the

sport and recreation needs of Promosa as well as Wessels (1995) on the leisure preferences of the youth in Pietersburg is related to this study. However, this study will focus on all the high schools in Potchefstroom. Needs are changing and therefore most of the above mentioned studies are too old to be considered relevant.

The majority of studies focused on a specific race or ethnic group and did not include all races combined. None of the above mentioned studies included travelling and tourism as part of the studies except for Mogajane (2005), but the targeted group were from all ages. The majority of studies included either recreation and sport or leisure or tourism in their studies and no one combined leisure, tourism and recreation as part of their research. Only three of the studies focused on adolescents as the target group. Because of the fact that adolescent needs and tendencies change over the years (Evans & Poole, 1991:156), there is a need for a study concerning the tourism and leisure needs of adolescents to be done.

The majority of statistics and studies have been done in the USA, especially on the leisure behaviour of adolescents. The fact that there are insufficient statistical data available in South Africa raises a big concern. A statement without any proof is speculation, but if one can speculate about the current situation in Potchefstroom, it would be that the same problems such as substance abuse, drug abuse, criminal offences, vandalism and unhealthy lifestyles occur in Potchefstroom.

After the needs of the high school learners have been identified, the question arises: are there available tourism and recreational facilities, attractions and activities to provide in the needs of the high school learners of Potchefstroom? The purpose of this study is to determine the tourism and leisure needs of the high school learners in Potchefstroom. This study can serve as a guideline for the public as well as the private sector in providing high school learners of Potchefstroom with attractions, facilities and activities to grow positive social, emotional, physical and healthy leisure behaviour patterns in a safe environment.

The question therefore remains:

What are the tourism and leisure needs of the high school learners in Potchefstroom?

1.3 GOAL AND OBJECTIVES

The goal and objectives of this study are as follows:

1.3.1 Main goal

- To determine the tourism and leisure needs of high school learners in Potchefstroom.

1.3.2 Objectives

- To analyse leisure behaviour;
- To analyse tourist behaviour;
- To determine the demographic and psychographic profile of high school learners;
- To determine the current tourist behaviour of high school learners;
- To determine the current leisure behaviour of the high school learners;
- To make conclusions and recommendations with regard to the tourism and leisure needs of the high school learners in Potchefstroom.

1.4 RESEARCH METHODS

A two-fold research approach was used in this study, namely a literature study and empirical research. The literature was used to gather relevant information that could be of assistance in understanding the topic better. The empirical research was conducted by means of a survey.

1.4.1 Literature study

This study focuses on the high school learners of Potchefstroom and their tourism and leisure needs. Therefore it is important to know what tourism, and leisure entail, what the needs of high school learners are and whether the tourism and leisure industry appeal to the youth. Leisure time plays an integrated role on the lives, values, standards and

perspectives of the youth. It is vital to understand the leisure time patterns of high school learners.

In order to obtain the information mentioned above, an in-depth literature study has been done on all the aspects mentioned. Information relevant to this study has been obtained through tourism, recreation, leisure and psychological text books. Academic and newspaper articles were also very useful sources. Previous studies in the field of tourism, recreation, leisure and adolescents have been used to strengthen the study. On the Internet, search engines such as Ebscohost, SAGE Publications and Sabinet Online have been utilised to obtain more relevant information. Chapters two and three of this study will provide all the necessary information obtained from the literature study.

1.4.2 Empirical Research

The empirical research consists of gathering primary data by distributing questionnaires at local high schools in and around Potchefstroom by using the availability sampling method. As the name implies, sample members are chosen on the basis of being available.

There are approximately 5850 High school learners in Potchefstroom and 1100 grade eleven and 958 grade twelve learners. The high schools that participated in the distribution and completion of the questionnaires were Volkskool High School, Ferdinand Postma High School, Potchefstroom Gimnasium High School, Promosa Secondary School, Tlokwe Secondary School and the High School for Boys. The aim was to distribute questionnaires to all the high schools in Potchefstroom, however Hoër Tegniese Skool and High School for Girls did not participate in the survey by own choice. Before the questionnaires were distributed, a meeting with the school's headmaster was arranged to explain the purpose of the study and the distribution process, after which the questionnaires were handed out to the teachers of the targeted groups. The teachers, specifically, life orientation teachers, distributed the questionnaires to the learners and after collection handed it back to the headmaster where it was collected. All the questionnaires were completed under the supervision of the teachers. The target groups for the study were learners from grades 9, 10, 11 and 12.

Approximately 1500 questionnaires were distributed to the above mentioned schools and 1036 questionnaires were used for data analysis. This implies that a return rate of 69% has been achieved.

The questionnaire design was based upon the design that Scholtz *et al.* (1995) used, but the necessary adjustments were made to fit the need and purpose of this study. Scholtz et al. (1995) did not include tourist behaviour and needs but for the purpose of this study it was included. The questionnaires were designed to obtain information that could indicate the specific tourism, leisure and recreation needs of the high school learners in Potchefstroom and whether the current tourism leisure and recreation attractions, activities and facilities provide in the needs of the high school learners. Section A focused on the demographic profile of the respondents, Section B on the quality of life of the respondents, Section C on the leisure and recreation needs of the respondents and Section D on the tourism needs of the respondents.

All the questionnaires have been statistically analysed by Statistical Consultation Services (SCS) of North-West University (Potchefstroom Campus). The statistics obtained from the SCS included descriptive statistics by means of one-way frequency and two-way frequency tables in order to determine relationships between questions. The research can assist the local government and the private sector in the planning and development of the right facilities, attractions and activities according to the needs of the target market.

1.5 CONCEPT CLARIFICATION

Often the terms that occur frequently throughout the study are used interchangeably, but are in fact not synonymous. A basic understanding of these concepts can be useful to clarify misconceptions. In this section all the concepts that occur frequently will be clarified.

1.5.1 Leisure

According to Edginton *et al.* (1998:2), leisure is a difficult concept to define and means different things to different people. Leisure is derived from the Latin *licere*, which means "to be free" and the French, which means "free-time". More recently the term *leisure* has been

defined from seven orientations: as free-time; as an activity; as a state of mind; as a symbol of social class; as action; as an end in itself; and holistically.

The term leisure can also be defined by using two approaches – objective and subjective. The objective approach views leisure as freely chosen activities and suggests that leisure fulfills certain requirements apart from work related activities. On the other hand, the subjective approach views leisure as a state of mind and focuses on personal and subjective factors such as experiencing the freedom and motivation to participate in leisure activities (Murphy, 1987:12-15). Kelly (1990:16) identifies three approaches of defining leisure: time, activity and experience. To simplify this universal concept and for the purpose of this study, leisure is the way in which an individual spends his or her free-time.

1.5.2 Recreation

The term recreation originated from the Latin *recreatio* which refers to restoration or recovery (Kelly, 1990:25). The latter also states that recreation is always beneficial. Rossman (1995:13) assumes this view when he writes, "Recreation has always been viewed as restoration from the toil of work".

Saayman (2002:16), on the other hand, states that recreation is the constructive usage of leisure time and focuses on positive leisure activities. Therefore, recreation can be defined as a positive activity or experience carried out within in one's leisure time.

1.5.3 Tourism

Tourism can be defined as the total experience that originates from the relation of the tourist, the government, tourism suppliers, host communities and environment in a process that involves attracting, entertaining, accommodating and transporting of the tourist (Saayman, 2000:3 ; Goeldner & Ritchie, 2003:5). For the purpose of this study, tourism can be conceptualised as the tourism related experience or activity that occurs during one's leisure time.

1.5.4 Adolescent

Adolescence represents an inner emotional struggle between the wish to cling to the past and the need to get on to the future (Kaplan, 1984:19). The adolescent phase is part of life where a person is neither child nor adult. This phase starts at eleven years and ends in the early twenties of a person's life. Various changes ensue during adolescence. The adolescent develops physically, cognitively, morally, socially and emotionally. The identity development of a person occurs mainly during adolescence and therefore this part of life is vital (Edwards & Louw, 1998:476).

1.5.5 Leisure behaviour

Leisure behaviour is both intrinsic and extrinsic and is influenced by the leisure competencies that an individual possesses. Leisure behaviour is encouraged by the availability of leisure activities and facilities (Edginton *et al.*, 1998:116).

1.5.6 Tourist behaviour

Although tourist behaviour is a common term in the tourism literature, definitions concerning this term are scarce. A tourist is a person who travels to a destination away from his normal abode and spends at least twenty four hours at the destination (Saayman, 2000:6). Behaviour can be defined as the way a person responds towards other people in a specific situation. According to Swarbrooke and Horner (2001:3), consumer behaviour can be defined as the activity by which a consumer chooses to purchase or use a product. From the above mentioned definitions it van be concluded that tourist behaviour consists of three aspects namely:

- A person who travels to a destination for longer than a twenty four hours,
- who purchases tourism products and services and
- who acts differently towards different situations and people before and after travelling and purchasing.

1.6 LAPSE OF STUDY

Chapter 1: Introduction and Problem statement

In this chapter an overview of the whole study will be provided. It will include the problem statement, research methods, definitions and goals and objectives.

Chapter 2: Analysing leisure behaviour

This chapter will focus on analysing leisure and recreation, concepts and definitions regarding leisure behaviour, theories of leisure, reasons to engage in leisure, factors that influence leisure behaviour, forms and settings of leisure, determinants of leisure and benefits of leisure. The most important sources used in this field of research are fairly old, but where critical in analysing the literature.

Chapter 3: Analysing tourist behaviour

This chapter provides an overview of the concepts of tourist behaviour, models of tourist behaviour, tourist motivation, reasons for travelling, the travel-decision making process, the benefits of tourism as well as the negative impacts of tourism.

Chapter 4: Empirical study

Chapter 4 provides focuses on the empirical research, which include the statistical data that were analysed from the questionnaires.

Chapter 5: Conclusions and Recommendations

In the last chapter, chapter 5, attention is given to the conclusions and recommendations with regard to the tourism and leisure behaviour of high school learners.

CHAPTER 2
ANALYSING LEISURE
BEHAVIOUR

2

It is in his pleasure that a man really lives; it is from his leisure that he constructs the true
fabric of self.

Agnes Repplier

2.1 INTRODUCTION

Leisure is intrinsically motivated, therefore one engages in it out of own choice and purely for enjoyment. It is important to understand that individuals function as a total organism, therefore individuals do not have just leisure needs, but also needs for food, shelter, security and knowledge (Murphy, Niepoth, Lynn & Williams, 1991: xii-xiii).

Individuals engage in leisure activities, not being able to isolate one's leisure needs from other needs. People could be happy, sad, relaxed, worried, angry, shy, extroverted, tired or rested. People may have various characteristics in common, but are also unique in their own way and these factors influence their behaviour (Murphy *et al.*, 1991: xii). In order to understand leisure behaviour it is important to know how leisure perceives human behaviour (Murphy *et al.*, 1991:49). "We experience leisure through behaviour, we see, we hear, we touch, we move, we interact, we think, we feel, we behave" (Murphy *et al.*, 1991: xii).

Because of the diversity of the leisure and recreation industries it contributes to the confusion over what these industries are and what they entail. For the purpose of this chapter, recreation was included as part of leisure behaviour and therefore the main focus of this chapter will be leisure behaviour.
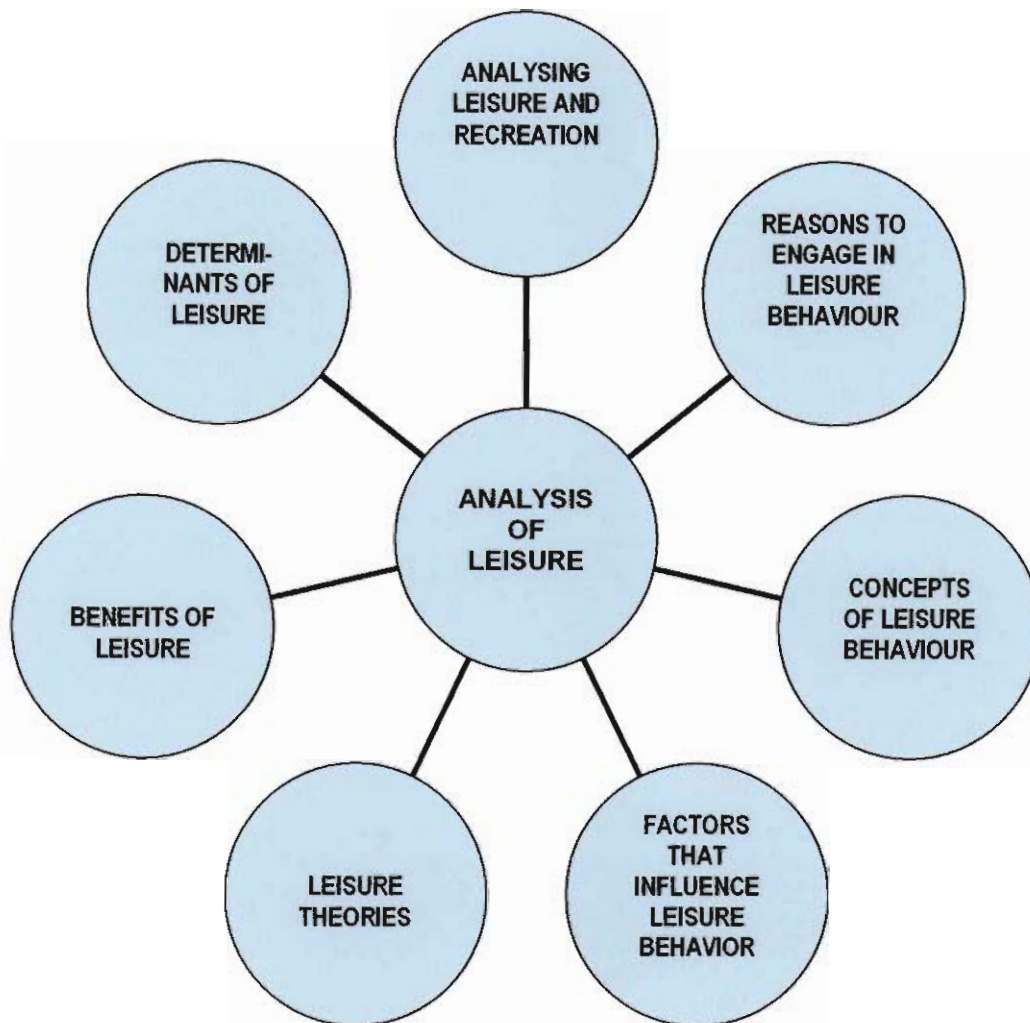
Figure 2.1: Framework of chapter 2

The differences and resemblances of leisure and recreation will be discussed in section 2.2 of the chapter. Figure 2.1 provides a framework of chapter 2 as well as the main subjects that will be discussed: The purpose of this chapter is to analyse leisure behaviour, especially the relationship between leisure and recreation, basic concepts of leisure behaviour, leisure theories, reasons to engage in leisure, factors that influence leisure behaviour, determinants of leisure and benefits of leisure.

2.2 ANALYSING LEISURE AND RECREATION

The terms leisure and recreation are separate from each other, but are also very closely related and misconceptions raise big concerns. These two concepts are diverse and various definitions of leisure are available, but few definitions about recreation.

Figure 2.2 explains the relationship between leisure and recreation. According to Rossman (1995:14), leisure is considered as the general concept, while recreation, play and games are viewed as specific forms of leisure. According to Kelly (1990:25), the difference between leisure and recreation depends upon the context of the word leisure. When leisure is defined as free-time, then recreation refers to an activity carried out within that time (Kelly 1990:25). Rossman (1995:13) also states that recreation is leisure, but one engages in recreation for personal and social benefits.
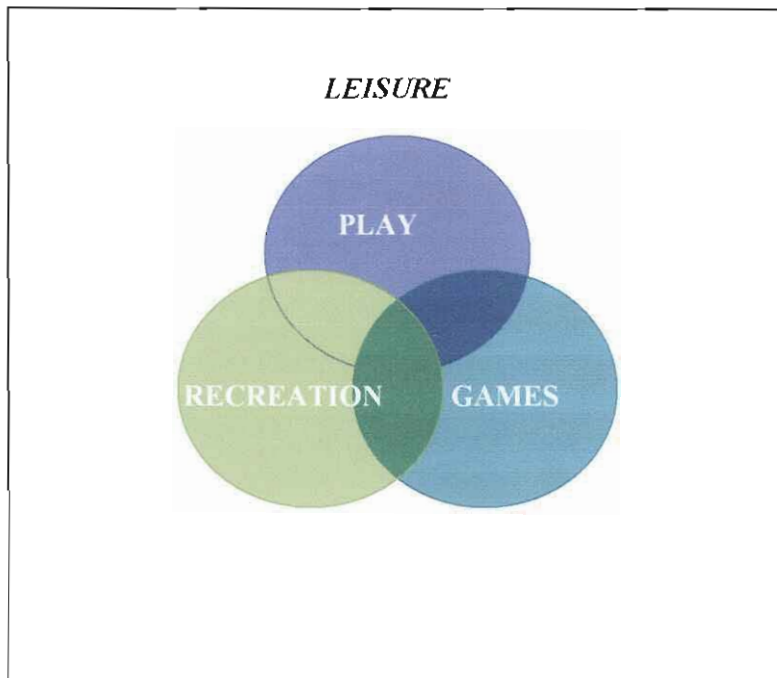
Figure 2.2: The relationship of Leisure, Play, Recreation and Games
Source: Rossman, 1995:7

For the purpose of this study it is essential to know the differences between leisure and recreation and how these two concepts are related to each other. The next section entails an in-dept discussion where the terms leisure and recreation will be analysed separately.

2.2.1 Leisure

Kelly (1990:2) defines leisure in its most basic form as "*activity chosen in relative freedom for its qualities of satisfaction*". When leisure in its simplicity defined as activity chosen in freedom, anything could involve leisure. The term leisure has originated from the Latin *licere*, which means "to be free". The French term *loisir*, was derived from *licere,* which means, *"free time"* (Edginton, Hanson, Ediginton & Hudson, 1998:2).

Cordes and Ibrahim (1996:8) as well as Edgington *et al.* (1998:3) defined leisure from seven primary orientations:

- **Leisure as residual time**

Residual time means the time when one is not working, sleeping, eating, attending physical needs and so forth. Therefore leisure as residual means time when one is free from all obligations, and one can do whatever one wants.

- **Leisure as activity**

Activity can be defined as the performance of a specific deed. Therefore leisure as activity can be defined as the activities one participates in during free time.

- **State of mind**

Leisure as a state of mind refers to leisure as a manner of behaviour or attitude that occurs during any activity.

- **Symbol of social class**

The need to demonstrate one's ability to be at leisure rather than at work.

- **Leisure as action**

Leisure as action refers to elements such as self-determination that implies some sort of action with direction.

- **Leisure as an end to itself**

Leisure that serves no influential value.

- **Holistic**

Anything has the potential for leisure on condition that one attains self-actualisation through the activity.

Defining leisure is not easy, because of the scope of leisure. Therefore leisure can be defined according to the time, activity, state of mind, social class, action or situation a person finds himself in. For the purpose of this study, leisure is defined as the way in

which an individual spends his or her free-time. Leisure takes place in different forms and settings. These forms and settings will be discussed in the following section.

2.2.1.1 Forms of leisure
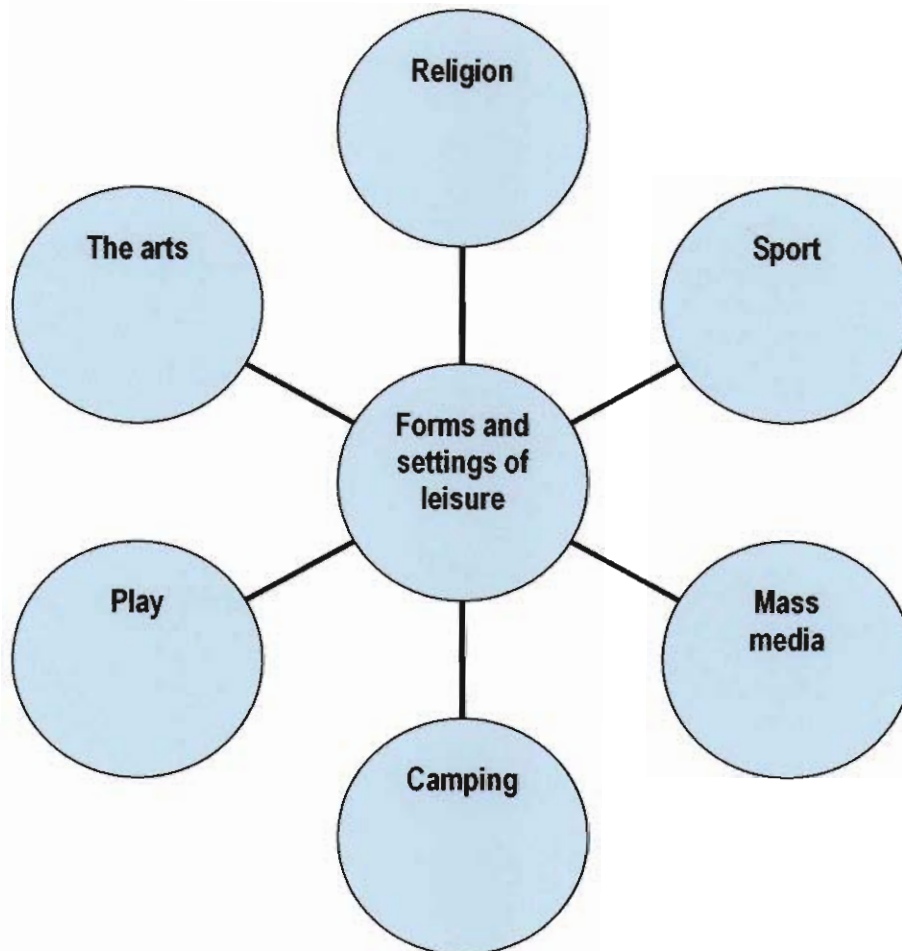
Figure 2.3: Forms and settings of leisure

According to Rojek, Shaw and Veal (2006:18), the transformation in civil society these days provides a context for political, economic and cultural processes in which government and everyday life operate. Settings of leisure are a channel in which these processes are developed (Rojek *et al.*, 2006:18). Leisure will never be an individual's primary activity, because work and labour remain the most valued activities, but leisure is the means through which political, cultural, ethical and spiritual existence can be experienced for a better life in general (Rojek *et al.*, 2006:19). Leisure contributes to a large variety of leisure forms and settings. In the following section of this chapter, the forms of leisure will be provided. Figure 2.3 provides an overview of all forms of leisure.

A. The arts

Funk (1987:101) states that the recreation field does not have sole proprietorship of the arts, but it plays an enormous part in the mainstream life. Stevenson (2006:354) mentions that art and entertainment can be categorised among many products and practices, but the arts and entertainment are of the most popular forms of leisure. According to Kelly (1990:227), arts and leisure have come a long way and the diversity of the arts have encouraged an ever increasingly participation in the creation of art by non-professionals. Doing art rather than appreciating art is becoming more adequate as a leisure activity (Kelly, 1990:227).

Changes that have had a great impact on the recreation field and in particular the arts are the continued growth of families, the vibrant economy and the emergence from the depression. These have resulted in an increase in work and a decrease of leisure time (Funk, 1987:101). Therapeutic arts have become a part of special recreation, rehabilitation and leisure education with special emphasis on a variety of art activities such as film festivals, concerts, weaving, cultural festivals and journalism (Funk, 1987:103). Especially cultural festivals have had quite an influence on arts in South Africa.

B. Camping

According to Ford (1987:105), the word "camp" has its origin from the Latin term *campus,* meaning field, and was originally the temporary living quarters for military units. Today camp is still a temporary home, but only pursued during one's leisure time. Ford (1987:105) and Cordes and Ibrahim (1996:217) refer to camping is one of the most popular forms of outdoor recreation in the United States. To define camping even further, it is important to identify all the types of camping (Cordes & Ibrahim, 1996:217; Ford, 1987:105).

- **Travel camping**

Camping occurs in a broad spectrum of settings, from primitive sites to highly professional facilities.

Primitive camping: Primitive camping refers to outdoor living in a simple shelter such as a tarp, tent, cave or no shelter at all.

Car camping: Also called travel camping, means camping by means of some form of motor vehicle for transportation and possibly for shelter (Ford, 1987:105).

- **Organised camping**

Organised camping is an out-of-door experience planned and administrated by an individual or group. Therefore organised camping must include a natural environment and educational activities, must encourage individual development and group living skills and must be enjoyable. It is important that organised camping takes place under supervision of trained leaders. Private or independent groups, church groups, agency groups and government supported bodies are examples of organised camping (Ford, 1987:105).

C. Mass Media

Forms of mass media consumed in one's leisure time for example includes television, reading (books, magazines, newspapers, comic books), computer, radio, play station. Kelly (1990:247) categorises the media as the printed media, music and the visual media. Rowe (2006:317) refers to media as a form of leisure, which include watching television and film; reading newspapers, magazines and books; listening to recorded music and radio; and 'surfing' the internet.

Results from a survey done in the USA in 2000, indicate that children and adolescents between the ages of 2 and 17, spend an average of five hours and 29 minutes on all media combined (including music and reading) per day (Gillespie, 2002:250). Rowe (2006:318) states that empirical studies have shown that TV watching is the dominant leisure activity. The distinctive USA adolescent watches an average of 3 hours of television per day (Hampl, Wharton, Taylor, Wihan, Block & Hall, 2004:92; Cohen, Scribner & Farley, 2000:147).

Robinson (1987:125) reveals that the mass media are the biggest focus of America's leisure time. Of the 40+ hours average of the leisure time people have per week, they spend more than fifteen hours on television and almost four hours on reading. However, viewing levels of television vary by age, with older people watching more than middle-aged and younger people. Robinson (1987:128) concludes that in spite of media's predominant role in the consuming of leisure time, little can be said with certainty about

long-term effects, good or bad. "What can be said with more certainty is that the television screen continues to consume larger amounts of our free time" (Robinson, 1987:128).

D. Play

Play is an intrinsic activity; it is spontaneous and voluntary, undertaken by choice rather than by compulsion and involves enjoyment, something that is done for fun (Barnett, 1987:131). Kelly (1990:27) expresses play as "self-expression for its own sake". According to Cordes and Ibrahim (1996:2), play is a by-product of a chemical process and there is a biological explanation for play. Play is a very important aspect of childhood development and contributes to a child's physical development, cognitive development, emotional development and social development (Barnett, 1987:131). However, play cannot be limited to things children do. Kelly (1990:27) suggests that play indicates things people do and say without any significant seriousness and that people are playful in the sense of acting in a humorous and light way. Play involves a nonserious postponement of consequences and is a momentary creation of one's world of meaning which is a shade of the real life (Kelly, 1990:27). Play is expressive and intrinsic in motivation.

E. Religion

Cordes and Ibrahim (1996:123) state that religion influences human behaviour, including leisure activities. According to Dahl (1987:143), religion is a major focus of leisure activity for Americans of all ages. Religious groups also provide sponsorship and inspiration for different forms of recreational activities (De Lisle, 2004:1). A number of religious youth organisations focus on underserved and at risk youth to provide in the specific needs of these adolescents (Cordes & Ibrahim, 1996:211). Therefore religion must be recognised as a form of a leisure experience and as a source of recreational activity (Dahl, 1987:143). Religion also influences leisure attitudes and values. The following forms of leisure have been influenced in one way or another by religion: Art, drama, literature, music, public recreation, community education, youth sports, museums, cultural centres and ethnic festivals (Dahl, 1987:146).

F. Sport

Greendorfer (1987:149) declare that sport is a social phenomenon of the twentieth century, a very popular leisure activity and a social institution that is an integrated part of people's lives. According to Kelly (1990:195), sport involves activities with traditions, histories and rules that stress physical exertion through competition, carried out by participants with the goal of achieving victory over opponents. According to Birrel (2006:335), sport is such a phenomenon in modern life that not everyone participates in it actively, but no one is untouched by its presence.

There are two diverse perspectives of sport. On the one hand it represents a leisure activity and on other hand sport can be viewed as a characteristic of work (Greendorfer, 1987:149). Therefore one can argue that informal sport, which is spontaneous, is more part of recreation and play, while formally organised and structured sport is more related to work. The similarity of these two aspects is that sport is a contest where teams or individuals compete for dominance (Greendorfer, 1987:149). Birrel (2006:347) states that in the contemporary era sport is about power and how power is evident in and through sport. A sport is hardly leisure when the participant has a lawyer representing him, when it is required for graduation or when the participant is an employee of sport (Kelly, 1990:197).Kelly (1990:197) also states that sport can be a very rewarding leisure activity. Sport activities in South Africa may include soccer, golf, tennis, rugby, athletics, netball and cricket.

The purpose of this section was to explain the term leisure through various definitions and perspectives and to provide information about the basic forms and settings of leisure and categorised them as understandably as possible. In the following section the term recreation will be analysed thoroughly.

2.2.2 Recreation

Cordes and Ibrahim (1996:11) declare that there are no universal-agreed-on definitions. Kelly (1990:25) states that the term recreation was derived from the Latin term *recreatio* meaning restoration or recovery. Rossman (1995:13) assumed this view when he wrote, "Recreation has always been viewed as restoration from the toil of work". According to Edgington *et al.* (1998:7), most definitions focus on recreation as a form of leisure

activity. Saayman (2002:16) on the other hand states that recreation is the constructive usage of leisure time and focuses on positive leisure activities. Cordes and Ibrahim (1996:11) share Saayman's view by defining recreation as the intended and voluntary participation in leisure activities.

From the different perspectives recreation can be defined as:
- An activity carried out during leisure (Edgington *et al.,* 1998:7),
- which contributes to the restoration and recovery of mind, body and soul (Kelly, 1990:25; Rossman, 1995:13) and
- recreation is an voluntary action (Saayman, 2002:16).

2.2.2.1 Forms of recreation
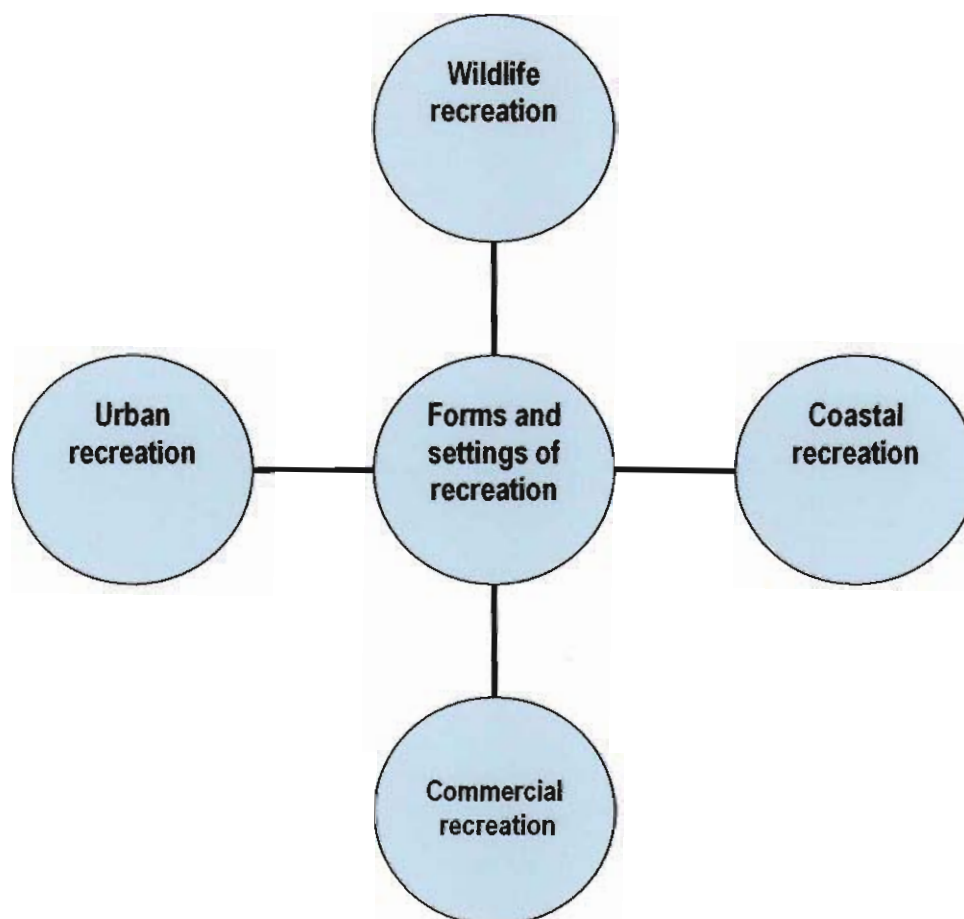
Figure 2.4: Forms and settings of recreation

Recreation contributes to numerous forms and settings. Figure 2.4 provides an overview of all the forms and settings of recreation, which will be discussed below.

A. Coastal recreation

According to Ditton (1987:111), a coastal zone includes all resources and activities between the seaward reaches of the continental slope and upland limits of the coastal watershed. The coastal zone is very important to civilization, because it attracts a high concentration of people in sensitive areas with valuable resources. Ditton (1987:112) identifies two sectors in which coastal recreation occurs, namely the public sector and the private sector. The public sector has been slow to become involved as a provider of recreation opportunities due the fact that the majority of shoreland is privately owned. The private sector includes leisure facilities such as restaurants, clubs, theme parks, aquaria, resorts and other tourism attractions and recreation activities such as scuba diving, wind surfing, beaching, sailing, surfing and sunbathing (Ditton, 1987:113).

B. Commercial recreation

Perdue and Thomason (1987:117) and Cordes and Ibrahim (1996:11) state that the term commercial recreation can be defined as privately owned businesses involved in the supply and distribution of recreation services. Kraus and Curtis (1990:98) state that there is an immense variety of commercial recreation forms, from small campgrounds, dance studios or video centres to enormous, complex structures. There are two general types of businesses that provide recreational services. The first of the above mentioned businesses cater primarily for local residents and examples of these types of businesses include health and fitness spas, country clubs, golf courses, tennis and racquet clubs. The second major type of commercial recreation business focuses primarily on tourists and excursionists. Examples of these businesses include most resorts, beach area developments, lodges and hotels (Perdue & Thomason 1987:117).

C. Urban recreation

According to Godbey (1987:163) the industrialisation that started in Europe had an enormous effect on leisure and recreation. The following changes occurred during this phase:

- From outdoor to indoor;
- From participation to observation;
- More reliance on entertainment, mass media, and reading;
- From non-commercial to commercial;

- Greater willingness to pay for entertainment;
- From group-centered to individual-centered;
- From few choices to many choices;
- From generalised activities to specialised activities;
- From spontaneous to organised.

According to Murphy *et al.,* (1991:16), a more current resource, a number of new trends have caused a change in the social milieu that influence leisure behaviour. Table 2.1 identifies important Megatrends and explains the implication it has on leisure services.

Table 2.1: Application of Megatrends to Leisure

Megatrend	Leisure Implication
Industrial society to Information society	Leisure education. Recognition of electronic technology's ability to inform, teach, entertain.
Forced Technology to High Tech/ High Touch	VCR's, home computers, compact laser discs, shopping malls, outdoor recreation, adventure trips.
National Economy to World Economy	Global travel, tourism, linkage, ethnicity and technology through leisure.
Short Term to Long Term	View leisure beyond immediate gratification. Understand long-term impact of leisure use patterns on physical environment and personal well-being.
Institutional Help to Self-Help	Individual and small scale community groups assuming personal responsibility-self help-linking health, wellness and leisure.
North to South	Shift from industrial, mechanistic dominant work pattern to desire by more people to focus on quality of life.
Either/Or to Multiple Option	Shift from family, kinship leisure circle to individual and shared interest group through voluntary association as spur for leisure choices. Less homogeneous, mass activities and more celebration of cultural diversity.
Representative Democracy to Participatory Democracy	Involvement of consumers, recipients and clients in program and service development and operation of programs and services.
Hierarchies to Networking	Linkages of individuals and community interest groups together via newsletters, phone calls, workshops, seminars, computers, etc. to share knowledge of leisure resources, opportunities and to improve services and solve problems.

Source: Murphy et al., 1991:16

Industrialisation has had an enormous effect on urbanisation. People have moved moving away from rural areas to the city, because of the wider diversity of opportunities and better economy. Therefore it is evident that urban recreation is a growing industry. As mentioned earlier, the growing technology has influenced recreation and leisure. The urban culture is technology driven and is becoming more dormant, especially with the youth of the urban areas.

D. Wildlife and outdoor recreation

Wildlife recreation can be seen as a segment of outdoor recreation activities that take place in an undeveloped natural setting. According to Kelly (1990:220), outdoor recreation includes not only activities in a natural surrounding, but can take place on city sidewalks, playgrounds and backyards. Activities such as camping, hiking, canoeing, rafting and rock climbing are all forms of outdoor and wildlife recreation (Cordes & Ibrahim, 1996:187).

These activities can also be practiced in non-wildlife settings, but wildlife recreation is concerned with limited facilities and remote locations (Graefe, 1987:169). Participation in wildlife recreation differs from individual to individual, but basic characteristics can be identified. Most wildlife recreation takes place in small groups from three to four persons, most wildlife visits are short (three to four days) and participants in wildlife recreation engage in more than one activity (Graefe, 1987:170).

To conclude this section, recreation is referred to as an activity carried out in one's leisure time, if leisure in this situation is defined as free time. According to Kelly (1990:25), leisure represents freedom and intrinsic satisfaction, while recreation has restorative and social benefits. However, recreation should not be viewed as less worthy, because it is less inclusively defined and more specific. Kelly clearly states that while leisure has a tendency to be destructive to oneself and society, recreation is always positive in intention. For the purpose of this chapter, recreation will be viewed as part of leisure and as an activity carried out within leisure. In the next section, leisure behaviour will be conceptualised in order to understand the rest of the chapter.

2.3 CONCEPTUALISING LEISURE BEHAVIOUR

Carpenter and Howe (1985:86) define leisure behaviour as what the leisure participant does by his own account within the context of leisure. Leisure behaviour is both intrinsic and extrinsic and is influenced by the leisure competencies that an individual possesses. Leisure behaviour is encouraged by the availability of leisure activities and facilities (Edginton, *et al.*, 1998:116). Although an individual engages in an activity for one reason, other behaviours are innate in the activity. Social and cultural forces as well as individual experiences influence leisure behaviour. The leisure interests, leisure skills, and leisure preferences of a person determine the leisure behaviour the person will exhibit. Understanding leisure behaviour is basic to successful leisure programming. When developing leisure programs, leisure service professionals have to consider leisure behaviour.

The alteration from adolescence to young adulthood and changes that go with the alteration process, have the potential to influence leisure behaviour (Raymore,1995:1). Some leisure activities that started in childhood may be continued through a life span, while other activities may be dropped along the way. Therefore stability or change in leisure behaviour can be seen as the way of life, or context (Raymore, 1995:1). It is important to understand that leisure behaviour plays an important part in the transition from childhood to adolescence. Leisure behaviour is therefore an important and integrated part of adolescents' life and development. In the following section reasons for engaging in leisure behaviour will be discussed.

2.4 REASONS FOR ENGAGING IN LEISURE BEHAVIOUR

Behaviour is usually goal-oriented and not random (Murphy *et al.,* 1991:190). The following factors can be identified as motivational factors for individuals to engage in leisure:

2.4.1 Intrinsic and extrinsic motivation

As identified in chapter 1, leisure occurs in free time and a sense of freedom can be experienced. This differentiates leisure behaviour and work. An individual that have to complete a task (Caldwell, Baldwin, Walls & Smith, 2004:317) for which an extrinsic

reward, usually money, can be achieved in a work environment. In work equivalents, for example going to school, the reward is further education (Murphy *et al.*, 1991:191). However, when an individual is intrinsically motivated, the individual would take a class not for the reward, but because the individual enjoys the class. Therefore the difference between leisure and work is the intrinsic or extrinsic motivation of the individual that engages in the activity (Rossman, 1995:8; Murphy *et al.*, 1991:191). According to Caldwell *et al.*, (2004:317), adolescents are a predominant source of external pressure and a potential threat to the expression of intrinsic motivation.

2.4.2 Freedom, competence and arousal

According to Murphy *et al.* (1991:192), the state of freedom, competence and arousal within leisure occurs when the capabilities of an individual are in balance with the demands of the situation. Unger and Kernan (1983:383) state that literature defines perceived freedom as determinants of free time. However, one might also experience perceived freedom while pursuing a enjoyable task. Caldwell *et al.*, (2004:311) view freedom, especially in adolescence, as role and identity experimentation, which is essential for healthy development. Conversely it also includes behaviours that might have a negative impact on the development of adolescents (Caldwell *et al.*, 2004:311).

Competence and arousal are present in all leisure and are also important determinants of leisure. When the demands are too high or too low, anxiety or a lack of interest occurs. For example, when one would like to go white water rafting, it is neither so scary nor tame to be uncomfortable or boring, but the word "like" means that one would feel a sense of freedom and optimal arousal. According to Carpenter and Howe (1985:43), more and more people are finding a sense of freedom, competence and optimal arousal in leisure engagements.

2.4.3 Internal self – attributions

According to Murphy *et al.* (1991:192), internal self-attributions are associated with feelings like being in control, being able to determine your behaviour or choosing what you want to do. These feelings manifest as perceived freedom, while external attributions reduces the sense of freedom. However, when there is a sense of freedom, leisure can occur with extrinsic or intrinsic or a blend of both motivations (Rossman, 1995:8; Murphy *et al.*, 1991:192). Therefore, satisfaction may come from the outcome of

the activity rather than from the activity itself. Caldwell *et al.,* (2004:313) state that leisure among adolescents is often tightly structured and controlled by parents, that by the time the adolescents become self-responsible and are faced with freedom, the adolescents are unprepared to construct meaningful activities.

Within the context of intrinsic motivation, there are different specific reasons for participating in leisure activities, for example to enjoy the company of others and to escape the daily routines and pressures. The tourism behaviour theories include these specific reasons.

2.4.4 Leisure needs and satisfaction

People participate in leisure for different reasons. According to O' Sullivan (1991:21), the reasons why people travel can be divided in two categories, namely needs and interests. A need is a condition of deprivation arising from the basic inborn biological characteristics of humans. Therefore the need for leisure is innate (Rossman, 1995:37). Leisure needs usually can be met only by specific activities, while other needs can be met by any activity. The satisfactions people seek in leisure are usually instant ones; however, some individuals might have more distant goals as well as instant ones (Murphy *et al.,* 1991:193). Thus people are attracted to leisure activities due to specific needs (O' Sullivan, 1991:22). In order to develop leisure and recreation programs, it is essential for the program developers to know the need to identify the different market segments.

Satisfaction is a distinctive feeling that is expressed by persons when they have had a positive leisure experience (Carpenter & Howe, 1985:87). When the leisure needs of a person have been satisfied, the person will be satisfied.

2.4.5 Success and failure

According to Murphy *et al.* (1991:194), success builds self-esteem. Therefore constant success or failure influences confidence and feelings about one self. When one engages in a specific activity, success or failure might determine whether the person might engage in the same activity again or not. In some cases, failure will discourage one and for others it could seem as motivator (Murphy *et al.,* 1991:194). Leisure

provides a unique setting for revealing talents, fears and personality of the individual (Barnett, 2006:469).

2.4.6 Level of aspiration

The level of aspiration of an individual deals with what it would take for the individual to experience satisfaction in an activity (Muprhy *et al.,* 1991:195; Waterman, 2005:172). For example, if one competes in tennis and wins by only one set, would the person be satisfied with the win or dissatisfied with the close win?

From the reasons mentioned above, it is clear that people engage in leisure behaviour to achieve certain goals. In the next section the factors that influence leisure behaviour will be discussed.

2.5 FACTORS THAT INFLUENCE LEISURE BEHAVIOUR

This section includes factors that influence leisure behaviour and these factors will be discussed under the following headings: individual differences, other people, socialisation, social motives, settings and situations and psychological states that influence leisure behaviour.

2.5.1 Individual differences

People differ from each other in personality, attitudes, beliefs, self-concepts and biological and physical conditions, however there are some characteristics people have in common, for example sharing the same background (Murphy *et al.,* 1991;196). Therefore every individual is unique in his own way (Bucher, Shiver & Bucher, 1984:15). Every individual has different background experiences, has grown up in different places, has different circumstances, has lived in different communities and has encountered different social circumstances. According to Murphy *et al.* (1991:197), through these different experiences people develop different values. People are unique and therefore have different leisure behaviour preferences.

2.5.2 Other people

People are social organisms and a lot of the time leisure behaviour occurs in groups (Cordes & Ibrahim, 1996:47; Murphy *et al.*, 1991:197). From birth people are raised in a social context and social skills are first learned in families (Morrissey and Werner-Wilson, 2005:70). Social skills develop even more in schools and in other social institutions like churches and leisure activities. Cordes and Ibrahim (1996:47) and Murphy *et al.* (1991:198) emphasize the importance other people attach to leisure behaviour. The intensity of social contact with other people differs from casual to intimate to intense. In all of the above mentioned factors a person's leisure behaviour is likely to be influenced. Murphy *et al.* (1991:198) list two basic ways a person could feel influenced by other people. What is the possibility that the leisure activity people participate in started through exposure from someone else like family or friends? Therefore socialisation and social motives have been involved at some point.

2.5.3 Socialisation

Bucher *et al.* (1984: 125) state that the relationships people have and develop over time occur within formal and informal groups. Cordes and Ibrahim (1996:47) and Murphy *et al.* (1991:198) define socialisation as the procedure through which an individual learns the standards and actions considered important by the society the individual lives in. The individual learns what the necessary behaviour is to be acceptable to the social community (Morrissey and Werner-Wilson, 2005:68). Morrissey and Werner-Wilson (2005:70) state that most adults believe that adolescents are not interested in spending quality time with them or in structures activities, but focus group findings have indicated that adolescents do want to spend time with family or contribute to communities.

Socialisation influences leisure behaviour in many ways (Murphy *et al.*, 1991:198). For example, when a father takes his son to rugby games, play ball with him and teach him what the proper social behaviour in rugby is, the chances are good that the son would like to spend time watching rugby with other people and even practice it as a sport. It is important to clarify that the example mentioned above could have happened at school, with a teacher or in many other settings and the socialisation mode could have been cricket, or playing a musical instrument. Socialisation is a lasting process, especially in childhood and adolescence when leisure starts to become a permanent preference (Cordes & Ibrahim, 1996:47).

2.5.4 Social motives

From the example mentioned above, the son could even go to rugby games with friends in later years. Murphy *et al.* (1991:199) state that in many cases individuals seek isolation in leisure; however, the individual would experience leisure by interacting with other participants. As mentioned previously, people have different needs when engaging in leisure and therefore the social motives will vary according to the needs.

2.5.5 Settings and situations

Leisure behaviour cannot take place without a specific setting or situation, whether it includes physical and/or human elements (Murphy *et al.,* 1991:199). Settings of leisure are a channel in which processes are developed, such as political, economic and cultural processes in which government and everyday life operate (Rojek *et al.,* 2006:18). However, Stodolska (2005:71) states that in leisure settings people usually have more control over the social structure of their peer group than in a work setting. Therefore discriminatory behaviour tends to surface more often in a work setting than in a leisure setting (Stodolska, 2005:71).

The setting and situation can include a lot of things like the weather, the location, the surroundings, the surrounding people and many more. All of the above mentioned elements influence leisure behaviour. For example, the presence of spectators at a tennis game could cause different behaviour from players than a game without spectators.

2.5.6 Psychological states influence leisure behaviour

Leisure behaviour is a function of both internal states and external characteristics of a situation. In order to understand the completeness of leisure behaviour, it is very important to consider the psychological state of the individual at the time when the individual engages in leisure activities (Murphy *et al.,* 1991:202). The following important elements influence the psychological states of individuals:

A. Perceptions

According to Murphy *et al.* (1991:202), people behave on the basis of perception when engaging in a leisure activity. Perceptions include meanings and therefore beliefs and attitudes are also involved (Cordes & Ibrahim, 1996:41; Murphy *et al.,* 1991:202).

Attitudes are formed on the basis of experience, but things individuals hear or see from another individual can change attitudes. However when attitudes develop or change, they influence perceptions which in turn influence behaviour.

B. Individual meanings

As mentioned previously, behaviour occurs in different settings and situations. However, according to Murphy *et al.* (1991:203), individuals allocate meaning to settings and situations on the basis of the individual's own values, beliefs and perceptions. For example, two people may encounter the same service at a ticket shop for a concert, the one person experiences the personnel as friendly and helpful, while the other person experiences the personnel as rude. As far as behaviour goes, each customer will relate to the service on the basis of the customer's own perceptions and beliefs (Murphy *et al.*, 1991:203).

C. Past experience

From the example mentioned above, the experience of both individuals creates different meanings for the individuals involved. The individual's needs, values and attitudes will reinforce these meanings (Murphy *et al.*, 1991:203). The past experience will influence the individual's behaviour when encountering the same situation again. The amount of experience a person has in an activity or setting determines the person's preferences (McFarlane & Boxall, 1998:196)

It is important to notice that change is a natural human progression. Children grow, adolescents mature, people continue to learn and develop, older people experience reduced energy levels. Throughout these stages and other unpredictable changes like accidents, leisure behaviour is influenced. This is a complex phenomenon and in order to understand leisure behaviour, changes in the environment, economy, social structure, technology and modern trends need to be considered (Murphy *et al.*, 1991:204). In the following section leisure theories regarding behaviour will be discussed.

2.6 LEISURE THEORIES

Leisure is diverse, complex and multidimensional. The purpose of theories is to reveal certain aspects of leisure behaviour as a whole. It draws implications and communicates explanations. It affects and directs leisure practice (Walker, Deng & Dieser, 2005:77) No theory is complete, but together theories complement each other's limitations. Up to the 1980s most leisure behaviour research focused on forms of behaviour or in other words leisure activities. Therefore the focus was on what people did (Kelly, 1990:416-418). In this section different leisure theories will be discussed in order to understand leisure as an experience, an action or a process better.

2.6.1 Developmental theory

Kelly (1990:422) refers to leisure as more than an instant decision, but rather an act. In the action of leisure, people and relationships develop and grow. Kelly identifies two questions regarding the developmental dimensions of leisure: What personal changes can be anticipated in leisure experiences? What does one desire to become through leisure? The outcome of these questions could be to become better at the leisure activities one participates in or to participate in leisure to become better at something else.

Therefore Kelly (1990:422) states that leisure could improve development not only physically, but also socially and personally. Leisure is the action where one chooses the activity, the companions and destination. The skills that are involved with the activity are ones that the person is willing to exercise and evaluate. People who are important to the person see how well the person has done in the activity. Kelly (1990:422) uses an example of a teenager who engages in a leisure activity with a peer group. The teenager is likely to take the outcome either positively of negatively, very seriously. People learn interpersonal skills through leisure, where the context is less prescribed than in life.

Therefore leisure is more than a role to fulfill, it is also a person's identity, who the person is and who the person wants to become (Kelly, 1990:423). The developmental theory suggests that what the person does, who he wants to become, with whom the person wants to do it with and how he wants others to see him in leisure are connected to who the person is and who he wants to become in real life. There could be failure,

fear and there are limitations; however, there are also meanings and consequences and all are connected in a process of what one calls life (Kelly, 1990:424).

2.6.2 Social identity theory

According to Shaw, Kleiber and Caldwell (1995:245), leisure, including leisure activities, has the tendency to complicate and facilitate the personal identity formation process of adolescents. Analysis of the relationship between leisure participation and adolescent development, therefore, is important for both practice-related and theoretical reasons. Kelly (1990:424) states that identity is a process of understanding who a person is and who the person wants to become. Therefore the social identity theory focuses on sequences of social identities. In the context of leisure, other people give social identities to a person; however, the person also develops a personal identity that is unique to the person. The personal and social identities of a person always change or grow. From this perspective people are constantly developing new attitudes, skills and self-definitions. Kelly (1990:425) uses the metaphor of looking into a mirror. A person learns who he is by seeing and interpreting the definitions and responses of others towards the person. People close to the person have a greater influence in the looking into the mirror metaphor. According to Morrissey and Werner-Wilson (2005:68), positive adolescent development should include a positive sense of self, a sense of commitment to others, and the aptitude and drive to participate fully in community life.

Kelly (1990:425) introduces the term role identities to the theory by stating that every person does the role he enacts differently from others, although the person tries to do it in the same way. For example, a theatre actor has a script and a stage, but he acts his role the way he knows best. Different settings and symbols like clothing, language and self-presentation influence the role and identity of a person. Through the settings and symbols a person wants to show the other people how he would like others to see him.

This theory is applicable to leisure behaviour because:
- Leisure has roles;
- Leisure activities have structures;
- Leisure events have different roles;
- Leisure is central to relationships. People do things at leisure with close friends and family;

- Leisure events have the tendency to provide results that lead to self-evaluation;
- Leisure offers opportunity to become who and what a person wants to be;
- Leisure offers opportunity for change and improvement;
- Leisure offers a place where an individual can be recognised, where leisure identities are formed and leisure identities have the possibility to influence the uniqueness of a person (Shaw *et al.,* 1995:248 & Kelly, 1990:525).

"Identity may focus on the individual, but can be understood only in a social context" (Kelly, 1990:426). An individual is a social being, whether in leisure, at school, with family or at work. Therefore it can be stated that the identity is both personal and social in context.

2.6.3 Interaction theory

From the previous theory it has been learnt that identities are developed in a process of social interaction. Kelly (1990:426) states that leisure in itself can be defined as interaction. Leisure participation includes both a changing individual and a changing social environment in which individuals interact (Rossman, 1995:22). A person is capable of directing the person's behaviour and development in line with the behaviours of others through interaction (Rossman, 1995:28). Leisure can occur at any second for example in the workplace as well as on the playground. Therefore social interaction (also leisure as mentioned above) that is nonserious, expressive and even playful can occur in any place. Kelly (1990:426) also clarifies the fact that leisure is not only for short set–apart times and places, but can also take place in formal settings and the mind and imagination. However, the interaction process is in the act and not in the setting or context. Therefore interaction as leisure, according to Rossman (1995:28) and Kelly (1990:427), has the following characteristics:

- It ranges from intimacy between two persons that know each other very well to the playfulness of a large group;
- It involves meeting new people and the development of new relationships;
- It can be a highly structured or be a series of unplanned moments;
- It can be among strangers or relatives;
- It is for fun, with meaning;
- Leisure as interaction is both occurrence and a process;

- Leisure is experienced in social occassions that are constructed by interacting individuals;
- The varieties are limitless.

According to Kelly (1990:428), there is no one action that applies more to leisure than other actions. However, Kelly states that playful social interaction is a more common form of leisure.

2.6.4 Institutional theory

Bucher *et al.* (1984:126) define a social institution as an purposely organised and formalised arrangement intended to achieve a particular objective. From previous mentioned theories, leisure can be seen as social in interaction and communication with others. The focus of leisure, as previously mentioned, has been on the action that creates freedom and meaning. Leisure is also social to institutions of the social system (Kelly, 1990: 428). Family, work, education, religion, government and the organisational life of the community are all part of the institutions of society (Bucher *et al.,* 1984:126). Individuals have specific roles that they take on or that are assigned to them in an institution. They have certain requirements and expectations associated with these roles. All of these roles are interrelated and people take these roles from one institutional setting to another. For example, the role of the government is to protect, the church reinforces values and schools teach skills and education (Kelly, 1990:428). Roles change and develop and are multidimensional. Roles involve resources, goals and relationships.

In the previous theories it has been stated that leisure could be personal as well as social. The developmental, social identity as well as the interaction theory all indicate that leisure is connected with every institution of the social system. Therefore, the perspective that freedom of leisure is always applicable to interrelated roles of the individual implies that leisure is institutional (Kelly, 1990:430). Kelly summarises this theory by indicating that leisure is an expressive activity with perceived freedom although it occurs in and through social institutions and even employs institutional resources.

2.6.5 Critical theory

The critical or conflict theory is based on a model of society that is integrated (Kelly, 1990:430). Every society has different interests that could develop into conflict. Leisure can become a means of social control. Bucher *et al.* (1984:53) state that authority offers resignation from decision making, thus authority can only be accepted or rejected. When leisure is degraded as a product that can be purchased, the political and economic sectors are the only ones that benefit from leisure. Leisure is then a participant in the market arena. Having fun is then connected with spending money. According Kelly (1990:431), in a system like this, leisure is not defined by self-determination, development or building community but rather by where one goes, what one wears and what one does. Authority destroys growth of the individual (Bucher *et al.*, 1984:53). The question that arises is what is freedom in this context? Is leisure only for those who have money to spend?

Every system has limitations; however, leisure should be a domain where freedom is possible. Despite the limitations, leisure is creative action and it is the responsibility of society to provide opportunities for leisure. Leisure as an action would always be more of a struggle than a gift, more of a possibility than a provision (Kelly, 1990:433).

2.6.6 Humanist theory

According to the humanist view, leisure can be described as time for developing one's potential and learning about possibilities for human perfectibility (Bucher *et al.*, 1984:51). Leisure is part of being human (Kelly, 1990:433). The direction of leisure is to become human and realising one's true nature. This theory is based on philosophy rather than on a behavioural approach (Kelly, 1990:433). From the previous studies, leisure to the individual has been identified as freedom, to develop and interact. Leisure is more a dimension than an entity with boundaries. According to Bucher *et al.* (1984:51), the humanist theory views leisure as not just free time, but rather as an opportunity to learn.

Being human is not a given, but rather a process. A person becomes human when voluntary play is involved. Play is doing something, usually performing with and for others. Leisure is then an action and an environment where creation is possible. It is

human, it is freedom. As action, leisure is freedom to become. As environment, leisure is the possibility of becoming (Kelly, 1990:435).

To conclude this section, the six mentioned theoretical perspectives of leisure behaviour are real and contemporary. According to Kelly (1990:435), the theories suggest that freedom is a self-determined action that is possible in environments that are limited. "Leisure is more than a historical phenomenon; it is being and becoming, a possibility of creative action" (Kelly, 1990:435). In the following section all the determinants of leisure will be identified.

2.7 DETERMINANTS OF LEISURE

Leisure can be seen as an integral to different processes such as social, economic, cultural, psychological and political processes. If leisure is integral to different processes, then the researchers of leisure studies need to be asking social, economic, cultural, psychological and political questions (Rojek *et al.*, 2006:15). Carpenter and Howe (1985:4) define determinants of leisure as factors having an influence on behaviour. For the purpose of this study, the psychological, social and economic determinants of leisure will be discussed.

2.7.1 Psychology determinants of leisure

The phrase "leisure psychology" is a phrase often used in leisure literature. According to the definitions provided in chapter one, the term leisure refers to free time, free time activities and a state of mind such as leisure attitudes and leisure behaviour (Murphy, 1987:12-15). In the process of understanding the phrase: "leisure psychology", the definition of the term leisure can be divided into two overlapping approaches. In the broader context psychological leisure theories include issues such as free-time behaviour and experiences, free-time activity motivation and satisfaction, and leisure education and counselling. In the narrower sense, the psychology of leisure is restricted to the investigation of the state of mind, which refers to leisure experiences (Neulinger, 1987:37).

- *The broader sense*

In the broader sense the phrase leisure psychology is comparable to the phrases "the psychology of groups" or "the psychology of people at work" (Neulinger, 1987:37).

- *The narrower sense*

In the context of the narrower sense of leisure psychology, leisure and free-time are two very different terms (Graef, Csikzentmihalyi & Gianinno, 1983:155). Therefore leisure is a state of mind that is characterised by professed freedom and intrinsic motivation. This implies that a person is engaged in an activity out of his own free will and choice. The characteristics of this leisure experience have been covered in section 2.4 of chapter 2, leisure behaviour.

The implications this narrower sense has on leisure psychology are diverse and numerous, but according to Neulinger (1987:38), the basic of the phenomenon dealt with is a remarkably positive one. Another implication is that leisure is no longer defined in contrast to work, but is seen as an intervening experience that determines the excellence of both work and non-work time.

"The psychology of leisure, in the narrower sense, does not define leisure as this or that; but rather it implies that an individual decides to concern him- or herself specifically with that certain phenomenon which people throughout the ages have striven for, that certain state of mind which theologians, philosophers, historians and poets have described and longed to attain" (Neulinger, 1987:38).

2.7.2 Sociology determinants of leisure

In the first half of this century sociology treated leisure mainly as an attachment to work, as an manner to make work more efficient (Wilson, 1987:49). During the 1960s sociologists predicted that societies would become leisure-centered and consumption will be for pleasure, rather than for work. Work has been important in the study of leisure, because work and leisure are viewed relationally and the type of occupation makes a difference to the type of leisure experience (Wilson, 1987:50). However, dissatisfaction of work-related studies of leisure has led some researches to look more closely at the family as the most important sociological determinant of leisure.

According to Wilson (1987:50), leisure behaviour varies with gender and age. The most recent focus of leisure studies is the observation that leisure is becoming more commercialised, an item to be bought and sold rather than the experience. Leisure is becoming more privatised. Leisure is home-centered and with the rapid growth of

technology like telephones, televisions, radios and DVD's, the home based leisure preferences are increasing at a rapid growth. Leisure is dominated by technology, governed by instrumentalism, and homogenized by the mass media, a leisure which is the antithesis rather than the realization of freedom (Wilson, 1987:52). People now include the right to leisure among their 'entitlements', which decrease leisure from that part of life where we are most free to the terrain of how the world works (Clarke & Critcher, 1985: 100). Morrissey and Werner-Wilson (2005:71) identified numerous activities that can contribute to the social well-being of adolescents. These activities include religious activities, extra-curricular activities and volunteer activities. Morrissey and Werner-Wilson (2005:67) also state that research on adolescents tend to focus on "what is wrong", but researchers need to focus more on "what is going right" regarding positive adolescent development in a social context.

2.7.3 Economic determinants of leisure

According to Stynes (1987:19), economics is the study of how individuals and groups assign limited resources to attain alternative ends. Leisure is not a primary focus in the field of economics, but most tools and methods of economics can be applied to leisure-time pursuits. The economics of leisure focuses on leisure as a commercial field, which includes recreation and tourism and can be applied to the distribution, production and consumption of goods and services to related leisure-time pursuits.

Stynes (1987:19) also states that leisure and recreation economics fit within the field of resource economics. Resource economics in turn is part of a broader field called "social microeconomics" which focuses on positive and normative analysis to help solve public policy questions. Individuals who use microeconomic tools to improve public welfare and social policy issues do these analyses. On a personal level, leisure economics can be used by individuals to make wise leisure choices such as how much time to devote to work against leisure, and how to assign limited resources of time and money (Walsh, 1985). Veal (2006:142) states that the question of how workers balance work-time and leisure-time is a question asked frequently by economists. Although workers would like to reduce working hours, employer flexibility prevents them from doing so (Veal, 2006:145).

2.8 BENEFITS OF LEISURE

The word benefit has different meanings for different people. There are two common uses for the word "benefit". Firstly the economists imply that the word means an economic gain or added value. The second use of the word implies that "benefit" refers to any change that is advantageous, an improvement in condition or a gain to an individual, group or society (Driver, Brown & Peterson, 1991:4). According to Driver (2006:2), most of the leisure benefits to individuals lead to other benefits. Driver (2006:2) also mentions that the excellence of leisure is widely unappreciated.

In Table 2.2, Kelly (1990:11) identifies some of the general benefits of leisure. However the situation is much more sophisticated and different areas should be identified for which leisure benefits are relevant. Driver *et al.* (1991:7) state that leisure professionals could not differentiate the true value and difference between leisure and recreation after several decades of deliberating these differences.

Table 2.2: Benefits of Leisure

BENEFITS OF LEISURE
➢ Self-expression.
➢ Companionship.
➢ Integration of mind and body.
➢ Physical health.
➢ Needed contrast or rhythm in work constrained schedule.
➢ Rest and relaxation.
➢ Chance to try something new.
➢ Meet new people.
➢ To build relationships.
➢ To consolidate the family.
➢ To get in touch with nature.
➢ To test oneself in competition.
➢ To meet expectations of people who are important to them.
➢ To feel good without analysing why.

Source: Kelly, 1990:11

Therefore it is important to know that the focus is not on whether leisure activities produce beneficial consequences, but rather to answer the following questions: What

are the consequences? Who benefits? What is the size of the beneficial consequences? (Driver *et al.,* 1991:7).

2.8.1 Physiological benefits

According Paffenberger, Hyde and Dow (1991:49), ordinary jobs have become more dormant, and the need for leisure activities, sports, play and physical activities has increased tremendously. The physiological benefits of physical recreation can be proven scientifically.

According to Driver (2006:2), regular aerobic exercise reduces the serum cholesterol and triglycerides in the blood stream and increases high-density lipids and therefore helps to prevent or control hypertension. Driver (2006:2), Cordes and Ibrahim (1996:39) and Paffenberger *et al.* (1991:50) also mention other health benefits of leisure through regular exercise:

- Reduces spinal problems;
- Reduces heart rate and lowers blood pressure levels;
- Reduces blood glucose levels;
- Reduces fat in body mass and increases metabolism;
- Improves neuropsychological functioning;
- Increases bone mass and strength in children;
- Increases muscle strength and creates better connective tissue;
- Increases lung capacity;
- Reduces incidents of diseases and nurtures a holistic sense of wellness;
- Influences mortality (Driver, 2006:2; Paffenberger *et al.,* 1991:51).

The benefits of exercise cannot be attributed only to leisure behaviour, because a lot of people exercise for other reasons than leisure. However a lot of the above mentioned physiological benefits occur from stress management activities and exercise that people engage in within their leisure time. Many people engage in physical recreation and leisure activities that are motivated by personal goals and not so much by physical fitness (Driver, 2006:2).

The above mentioned benefits of physical activity through leisure also improve psychophysiological benefits. According to Ulrich, Dimberg and Driver (1991:73), psychophysiological benefits include dimensions of physiological responses as they relate to human emotions, cognitions, stress and behaviour. Driver (2006:2) identifies these psychophysiological benefits:

- Reducing tension and anxiety;
- Mental and physical relaxation;
- Reduction in stress hormones;
- Positive changes in mood;
- Enhanced outlook on life.

Research shows that stress-reducing benefits of leisure occur much faster in natural environments than in urban settings (Ulrich *et al.*, 1991:87). Ulrich *et al.* (1991:87) also state the importance of recreation in stress mitigation. Driver (2006:3) makes a very positive statement by mentioning that while the above mentioned benefits are mostly relevant to individuals, the whole society can benefit from individuals who are physically and mentally healthier, are more productive at work, have less stressors to take out on other people and function better in all ways.

2.8.2 Psychological benefits

According to Driver (2006:4) and Hall (2005:4), there is limited scientific evidence of leisure benefits. However, there is a long list of psychological benefits available. Driver (2006:4) and Hall (2005:6) identify the following benefits:

- Perceived sense of freedom;
- Independence;
- Enhanced self-competence;
- Improved sense of self-worth;
- Improved sense of self-esteem and self-concept;
- Self-reliance;
- Self-confidence;
- Improved leadership skills;
- Better relations with others;

- Greater tolerance and understanding;
- Be a member of a team;
- Enhanced creative ability;
- Increased cognitive efficiency;
- Better problem solving ability;
- Greater adaptability;
- Improved sense of humour;
- Greater joy from life;
- Balanced competitiveness;
- Positive outlook;
- Happiness;
- Greater morale (Hall, 2005:5-6; Driver, 2006:4).

In general it is natural for human beings to strive to build identities for themselves (Haggard & Williams, 1991:112). Especially recreation and leisure situations have an influential effect in the self-concept process of people. According to Haggard and Williams (1991:104), the reason why leisure and recreation play an enormous role in self-affirmation is because of freedom of choice. Freely performed behaviours influence self-perceptions more positively than constrained behaviours. However, there will always be uncertainty about the benefits and negative aspects of self-affirmation, just as the subject of what leisure is and what not.

The psychological benefits of leisure can be researched into very complicated sub-categories. Because of the fact that psychology is a very broad and diverse subject the different categories have not been discussed in detail. It would take a whole study on its own to fully understand the psychological benefits of leisure. Other sub–categories that could be relevant are:

- Spiritual benefits of leisure and recreation (McDonald & Schreyer, 1991:180).
- Learning benefits of leisure and recreation (Roggenbuck, Loomis & Dogastino, 1991:195).
- Skill development benefits of leisure and recreation (Easly, 1991:145).

2.8.3 Social benefits

According to Driver (2006:4), leisure contributes significantly to pride in a community, to a nation and to community satisfaction. For example, communities are proud of their provincial, school or club rugby teams and monuments such as the Vryheids Monument and Robben Island. It helps a community understand its culture better. Driver (2006:4) identifies the following social benefits of leisure:

- Maintaining the values and positive identities of communities;
- Expenditures on leisure help maintaining and promoting communities, regions and nations;
- Leisure improves natural environmental understanding;
- Leisure can sustain and improve ethnic identities.

According to Orthner and Mancini (1991:289), significant leisure experiences are very important for families. Orthner and Mancini (1991:289) identify different fields where families could benefit by leisure:

- ***Family bonding***

There are many potential factors that influence the strength of a family relationship. The leisure experience is one of them. The interaction between the leisure experience and other family dimensions does the groundwork of family bonding. From this groundwork other dimensions of the family like marital interaction, family satisfaction and family stability develop and grow (Orthner & Mancini, 1991:290).

- ***Marital interaction***

Orthner and Mancini (1991:291) state that family interaction includes communication, conflict and different household roles and tasks. Orthner (1976:100) also mentions that shared leisure activities improve husband and wife communication and conflict handling, but individual activities influence communication negatively.

- ***Family satisfaction***

There is a constant finding in research that families, and more important husbands and wives who share leisure time together, are more satisfied than those who do not. However, findings in literature show that high concentration of independent and

individual activities could have a negative impact on the family. This usually happens when the activity becomes more important and greater than the norm, which is the family (Orthner & Mancini, 1991:290).

- *Family stability*

According to Orthner and Mancini (1991:291), leisure experiences do more than encourage family satisfaction and interaction; they it also promote family stability. Therefore family stability represents a long term family bond and not just relational happiness. Stability also implies relational continuity and reducing the likelihood of divorce and separation.

For Driver (2006:4), the "social good' of leisure is astounding. Driver (2006:5) also mentions that systems of social support are very important to further improved leisure benefits. Systems of social support contribute to a higher quality of life.

2.8.4 Economic benefits

According to Johnson and Brown (1991:385), economic benefits of leisure can be distinguished between financial benefits (monetary rewards) and trade and industrial benefits. The latter focuses on the changes in physical or emotional condition and the former attempts to measure the value people place on goods and services that produce positive change. Johnson and Brown (1991:387) state that the monetary benefits, which are financial in character, influence both participants and non-participants.

- *Financial benefits to the participant*

A number of leisure activities improves health and fitness, which improve the productivity and wage-earning potential of participants. For example, improved health and fitness of the participant can improve the participant's productivity at work, whether it is physical labour or work without physical constrain. In some cases participants are paid directly for engaging in leisure activities, for example professional rugby players. Other examples include: river rafting guides, adventure guides, fishing guides and game rangers. However, it might be argued that when participants are being paid for participating in leisure activities, it is no longer "leisure". Another important and more direct form of financial benefit is when the participant is paid for experience and skills he/she has acquired from participation in leisure activities, for example a strength and

conditioning coach who has gained experience from previous experience (Cordes & Ibrahim, 1996: 126; Johnson & Brown 1991:387).

- ### *Financial benefits to non-participants*

As mentioned in the previous section, more fit and healthy workers improve productivity. Therefore the company which employs the more productive and healthier workers also benefits. The company is a non-participant and benefits financially through more productive workers. Another group who gains from this situation are the consumers who can benefit from a better product or service provided by more productive workers (Cordes & Ibrahim, 1996:126; Johnson & Brown, 1991:188).

- ### *Financial benefits to the providers of the leisure activities*

Businesses that gain from participants' expenditures also benefit financially. This can be seen as an economic impact rather than a measure of economic benefit. For example, restaurants, petrol stations, hotels and guesthouses certainly benefit from the expenditures of participants of leisure activities. Therefore, in order to determine the full economic benefits of leisure activities, the financial benefits, economic impacts and economic benefits should be considered (Cordes & Ibrahim, 1996:126; Johnson & Brown, 1991:388).

According to Driver (2006:2), the leisure industry is one of the biggest industries in the world in terms of cash flows, income generation and creation of job opportunities.

2.8.5 Environmental benefits

According to Rolston (1991:395), nature-based recreation brings health, economic, social and aesthetic benefits and it is humans who receive these benefits. However, if nature-based recreation and leisure bring environmental benefits, do not they also benefit human beings? "Humans are helped or hurt by the condition of their environment, and thus an environmental benefit is one where an improved environment helps persons" (Rolston, 1991:395). It is clear that humans and nature are inter-related and need each other for survival. Rolston (1991:196) identifies the following environmental benefits:

- *Life support benefits*

According to Rolston (1991:396), humans depend on the following things for their very existence:

- Airflow;
- Water cycles;
- Sunshine;
- Nitrogen fixation;
- Photosynthesis;
- Food chains;
- Decomposition bacteria;

- Fungi;
- The ozone layer;
- Insect pollination;
- Earthworms;
- Reproduction;
- Climates;
- Oceans;
- Genetic material.

Rolston (1991:396) also states that behind every culture lies an ecology and nature supports everything else, even the most technically advanced civilisation. Therefore earth is a fortunate fertile place where life has been and still is nourished. All the above mentioned aspects of the earth support the life of human beings in general. However, this concept value nature even more as a resource for human life support, but as a support of the entire fauna and flora. Earth can be seen as prosperous for humans to reside and work in, but also as a place where countless species have satisfactory environments and life-supporting niches (Rolston, 1991:397).

For some this life-support system is only of interest to late-coming humans, but at leisure there is an opportunity to be less naïve. Leisure is an industry where the work can be done while the remarkable landscape can be observed and appreciated. The words of Rolston (1991:397) explain this particularly benefit best: "At work, one needs to be in black; but at leisure, one knows that the most important colour on earth is green".

- *Aesthetic Benefits*

According to Rolston (1991:397), the difference between aesthetic appreciations of art objects and of natural history is the spontaneity of nature. When something is engineered by human ingenuity, the aesthetic experience collapses. When television wildlife programs and wildlife art and photography are enjoyed in one's leisure time, the person begins to admire the artist's

brush strokes and the photographer's skill. According to Rolston (1991:397), this is a poor substitute for the real thing. Therefore the nature event becomes represented and not presented. The benefit of all this may be questioned, but in wild nature a sense of mysterious sublime can be experienced unlike any other built environments, whether at work or at leisure.

- ### Scientific Benefits

Because of the fact that professional scientists get paid to work and science is a profession and not leisure, one has to wonder what the connection between leisure and scientific benefits is? According to Rolston (1991:398), recreation requires creation (the natural world) just like professional biologists require the natural world. Therefore recreation can be seen as a scientific field. Although science requires complex instrumentation and indoor laboratories, any decent biology still requires its outdoor laboratories (Rolston, 1991:398). The natural environment, which provides life support, which is enjoyed aesthetically, can also be studied scientifically by people at work or at leisure. People have tried for centuries to fully understand the natural sciences and there are still unanswered questions. According to Rolston (1991:398), despite ecology's progress in recent years, the following questions regarding the natural science still remains:

- Biochemical properties that cannot be predicted from simpler levels;
- Questions surrounding the landscape ecology;
- Questions surrounding what the natural successions were;
- Questions surrounding the effects of the big predators on their ecosystem;
- Scientists debate on how insects regulate forest productivity;
- Uncertainty whether insects are disadvantageous to trees or have coevolved with them to the mutual benefit of both.

The same natural environment where both recreational and scientific needs are being served simultaneously can give the answers to the above mentioned questions. Rolston (1991:398) uses the example of the Grand Canyon. Everyone who stands at the edge of the Grand Canyon is at leisure

and no one would be able to understand the Grand Canyon unless it is scientifically explained. Both the recreational experience and the scientific interpretation should team up to generate preservation of the natural system, and then the natural system that is being preserved could produce future benefits for science and recreation (Rolston, 1991:398).

- ### *Historical Benefits*

The scientific benefits mentioned above are entangled with historical benefits. Rolston (1991:398) identifies two kinds of historical benefits, namely cultural and natural. History is mostly learned at leisure. As mentioned above, history is culture. Culture involves the history of politics and kings, wars and migrations (Rolston, 1991:399). The benefit of cultural history provides a lasting echo of where one comes from, what a certain group once was. Even new world cultures remain close to the memory of a primitive landscape (Rolston, 1991:399). Culture influences perceptions, identities, religion, self pride, ambition and relationships. A person without knowledge of his culture, whether it is based upon his race, family, country, or religion is like a person without an identity. Natural history doesn't include the way we first learnt about it, but as history first took place. The words of Rolston (1991:399) are more than enough to explain the benefit of natural and cultural history: "We need more than a little leisure to think across a billion years, and, afterward, we return to our own work with less hurry and more patience".

- ### *Ecosystem Benefits*

The highest priorities of preservation should be life itself. According to Rolston (1991:399), the order of priority is firstly preservation and then recreation, which includes education, aesthetics and science as it may benefit humans. The reason why species become endangered is because the species are of economic benefit (Rolston, 1991:399). The very existence of mankind lies in the hands of preservation. Everything that mankind needs is produced from the earth. Therefore the benefits of preserving the natural environment and eco systems are life itself and a future for the generations to come.

Driver (2006:1) states that although there is enough evidence about leisure benefits, some people feel guilty about play. But on the other, hand when the question is asked to a random person what the benefits of leisure are, the person would be able to mention a lot of leisure benefits. "Perhaps these people feel guilty about not playing enough" (Driver, 2006:11).

2.9 CONCLUSION

After leisure behaviour has been analysed in this chapter, it is clear that leisure is complex and diverse. The fact that there are limited current resources and a lot older ones, makes it difficult to form a unity between concepts. Firstly, this chapter began with analysing leisure and recreation. To know the differences between leisure and recreation is important because these two concepts, especially recreation, are known for the lack of universal definitions. Recreation can be seen as a form of leisure activity, with a positive outcome. The forms of recreation and leisure are integrated and the forms of recreation were discussed with the leisure forms.

People engage in leisure due to different motivations and to achieve certain goals. Leisure behaviour is influenced by the individual's motivation and psychological states, other people and the setting in which leisure occurs. External factors like money and the facilities also have an effect on leisure behaviour. The leisure theories that were discussed highlighted the fact that perceived freedom is essential when participating in leisure. There are many channels and different factors influencing leisure behaviour; without freedom the experience that people desire diminishes and leisure has no purpose. The section on benefits of leisure provided interesting information. Benefits influence leisure behaviour, because the more people know about leisure, the more will leisure be respected and grasped. Leisure is not just a lifestyle, but it is a need and people don't always understand this.

CHAPTER 3
ANALYSING TOURIST
BEHAVIOUR

3

"Travelling may be...an experience we shall always remember, or an experience which, alas, we shall never forget."

J. Gordon

3.1 INTRODUCTION

An understanding of tourists' behaviour is very important for any marketing activity. Especially in the tourism industry, it is important to know the purchase behaviour of the tourists in order to develop, promote and sell tourism products (Swarbrooke & Horner, 2001:3; Pearce, 2005:8).

In order to understand tourist behaviour, information is needed about the activities the tourist pursue, with whom and where these activities are being pursued (Van Middelkoop, Borgers, Arentze & Timmermans, 2001:107) and even more important, how the tourist makes a decision to purchase the product or service (Swarbrooke & Horner, 2001:3).

If the tourism industry, whether private or public, could understand the behaviour patterns of the tourist, the industry would be more capable to provide for their specific needs. The tourism industry has recently begun to recognise the lack of available research of the adolescent holiday markets (Carr, 2005:130). There is a definite need for more focused research in adolescents' needs and travel motivation. According to Zins (2001:123), concepts such as motivations, benefits, products and service quality can help measure tourist behaviour.

The purpose of this chapter is to analyse tourist behaviour. The analysis of tourist behaviour, will focus on the following important aspects: concepts of tourist behaviour, models of tourist behaviour, tourist motivation, reasons for travelling, the travel-decision

models of tourist behaviour, tourist motivation, reasons for travelling, the travel-decision making process, aspects of tourism and the benefits of tourism as identified in Figure 3.1.
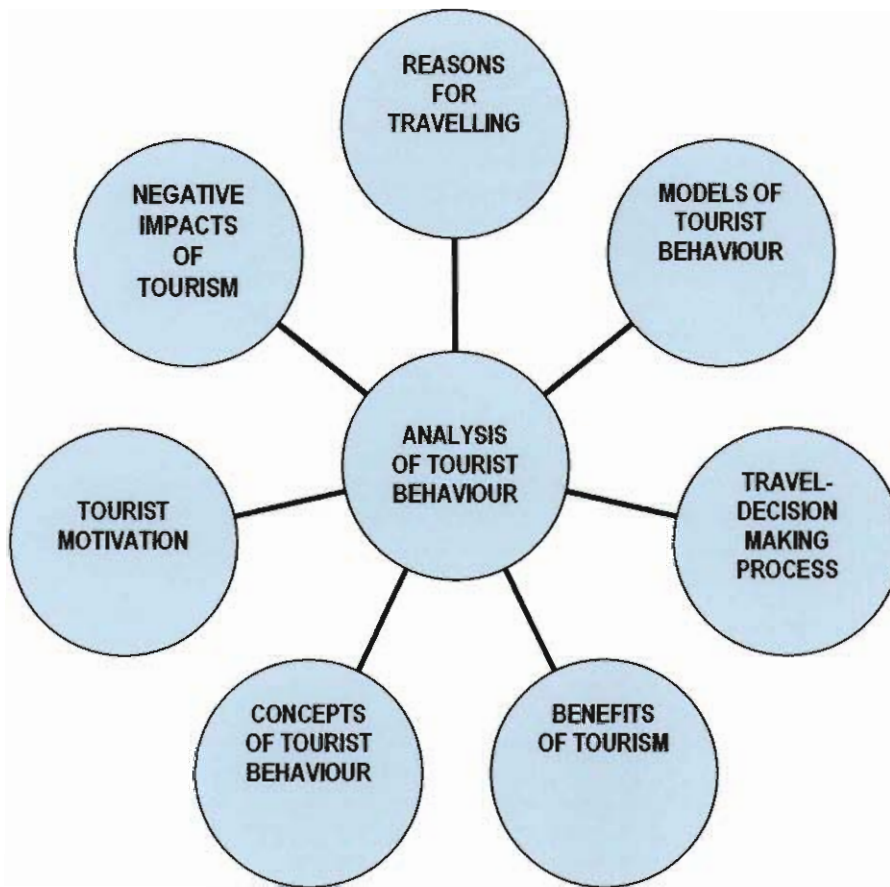
Figure 3.1: Framework of chapter 3

3.2 CONCEPTUALISING TOURIST BEHAVIOUR

Behaviour can be defined as the way a person responds towards other people in a specific situation. Consumer behaviour can be defined as the activity by which a consumer chooses to purchase or use a product. The process whereby the person purchases a product or services through numerous stages like the pre-purchase and post-purchase stages can be defined as the consumer behaviour process. An understanding of consumer behaviour is very important for the marketing activities carried out by organisations that are involved in producing tourism products and services (Swarbrooke & Horner, 2001:3).

in the given destination. Thus, a consumer in the tourism industry can also be seen as a tourist. Therefore, tourist behaviour consists of three aspects:

- A person who travels to a destination for longer than twenty-four hours,
- who purchases tourism products and services and
- who acts differently towards different situations and people before and after travelling and purchasing.

Pearce (2005:9) states that consumer behaviour and tourist behaviour differ from one another in terms of the planning that goes into tourist behaviour. For example, many tourists plan for and fantasise about their future holiday for months and sometimes for years ahead. It is unlikely that the consumer plans the purchase of shampoo years or even months ahead. Another difference between consumer behaviour and tourist behaviour is that tourism is a people-to-people industry in the production stages as well as in the consumption stages.

Tourists are not alike: they are diverse in age, motivation, level of affluence and preferred activities (Pearce, 2005:2). According to Ryan (1997a:25), tourist behaviour is multi-motivational. Needs of tourists are few, but the expression of the needs is more elaborate and therefore behaviour is diverse. Swarbrooke and Horner (2001:3) state that tourist behaviour is a fascinating subject and decisions to purchase by a tourist are of emotional significance. With the above mentioned definitions in mind, the following section will focus on models of tourist behaviour. This will facilitate a better understanding of tourist behaviour and why people behave and make decisions in a certain way.

3.3 MODELS OF TOURIST BEHAVIOUR

The purpose of tourist behaviour models is to simplify the relationship of the various factors that influence behaviour (Swarbrooke & Horner, 2001:41). These authors find that the models have been developed to control behaviour patterns, but the human race is so unique that the models fall short of this objective. It does, however, provide researchers with information with regard to factors that influence behaviour patterns. The purchase-consumption and concept map will be discussed.

3.3.1 The purchase-consumption system (PCS)

A purchase consumption system (PCS) is the sequence of mental and observable steps a consumer undertakes to buy and use several products for which some of the products purchased lead to a purchase sequence involving other products (Woodside, Wallace & King, 2001:1; King & Woodside, 2001:87).

King and Woodside (2001:88) state that a consumer purchases a product or service to define, communicate, and perform social roles. Therefore, the leisure travel purchase-consumption system measures the relationship between a tourist travelling to one destination versus numerous destinations during a trip; travelling by plane, bus, or train with renting a car or using public transportation; staying in a hotel or with friends overnight; dining in restaurants and buying gifts. What does a system like this have to do with tourist behaviour? According to King and Woodside (2001:88), the PCS tries to find how different streams of behaviour influence the traveller's satisfaction with the product and destination as well as the intention of the traveller to return to the given destination. Figure 3.2, adopted from King and Woodside (2001:89), provides a framework of the tourism purchase-consumption system.

According to Figure 3.2, there are 19 variables divided into three principle boxes, which represent tourism and travel related PCS's. The eight variables in Box 1 represent the thinking and planning actions before or during travel. Box 2 consists of eight variables and these variables influence specific actions/ decisions that could compromise a trip. In Box 3 there are only three variables left, but these three variables are very important because they influence the evaluation and connotations after a trip. The arrow connecting Box 1 and Box 3 represents the feedback process, which indicates that the evaluations and connotations that were established throughout the trip influence most of the variables in Box 1. The arrows in Figure 3.2 indicate the possible predictors of the traveller's choices and identify potential theory or proposition for examinations (King & Woodside, 2001:92). According to King and Woodside (2001:103), the tourism industry will continue growing at a rapid rate and therefore more in-depth research and models need to be done and developed to understand the tourist better to provide better products.
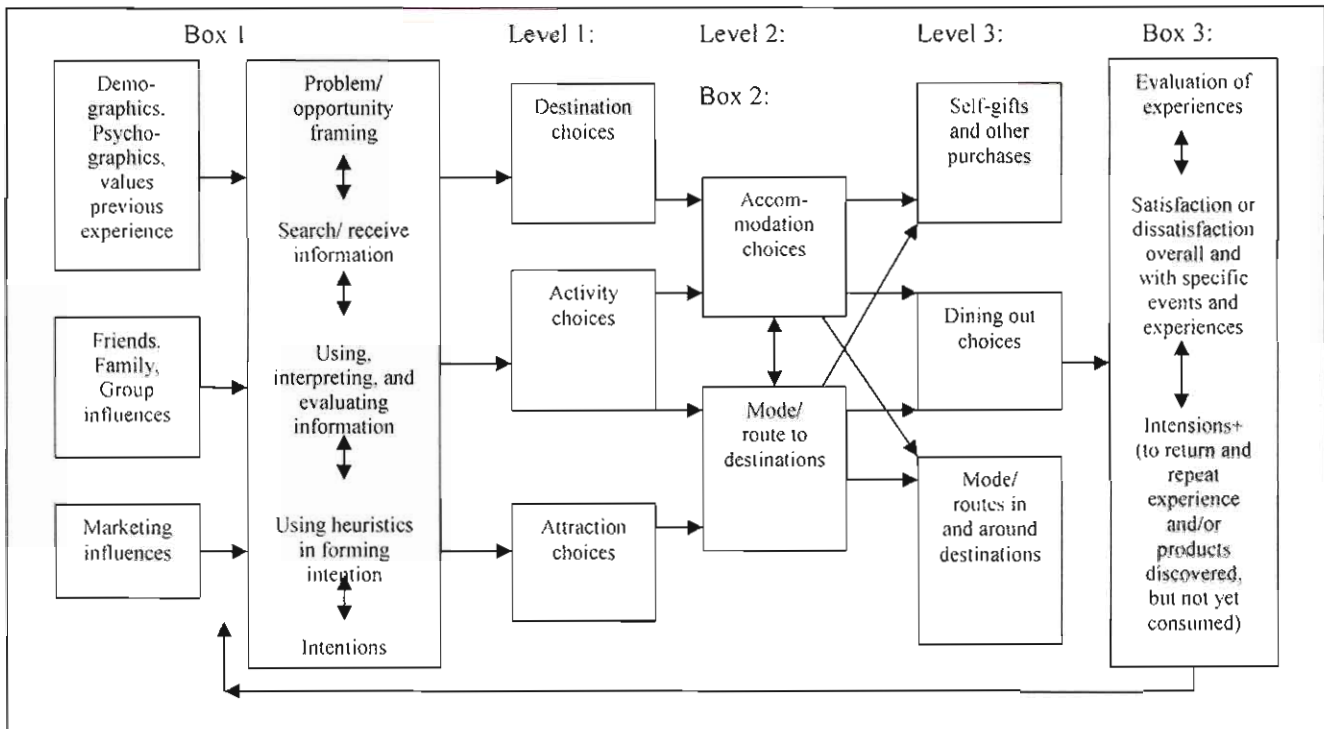
Figure 3.2: Framework of purchase-consumption system
Source: King and Woodside (2001:89)

3.3.2 The concept map

According to Pearce (2005:16), Figure 3.3 is a map or pathway to understand the main purposes of analysing tourist behaviour. Every individual can be grouped in a number of identifiable characteristics like demographics, culture, social networks, personality, values, experience and attitudes. The characteristics of the individual in Figure 3.3 share some similarities with the characteristics of the individual listed in Figure 3.2. Every individual has a perceived perception of a destination. These motives which are influenced by individual characteristics and destination images which are influenced by perceptions of the attractions, settings, services and facilities determine the choice of the individual to travel and where to travel to.

When travelling, the tourist has a specific experience at the destination, which influences all the aspects of the tourist and the tourist's perception about the given destination. The outcome of the trip will determine whether the tourist would return or not return to the destination. Pearce (2005:16) clearly states that Figure 3.3 is rather an

organiser for the correct treatment of an absorbing topic like tourist behaviour than a conceptual scheme.
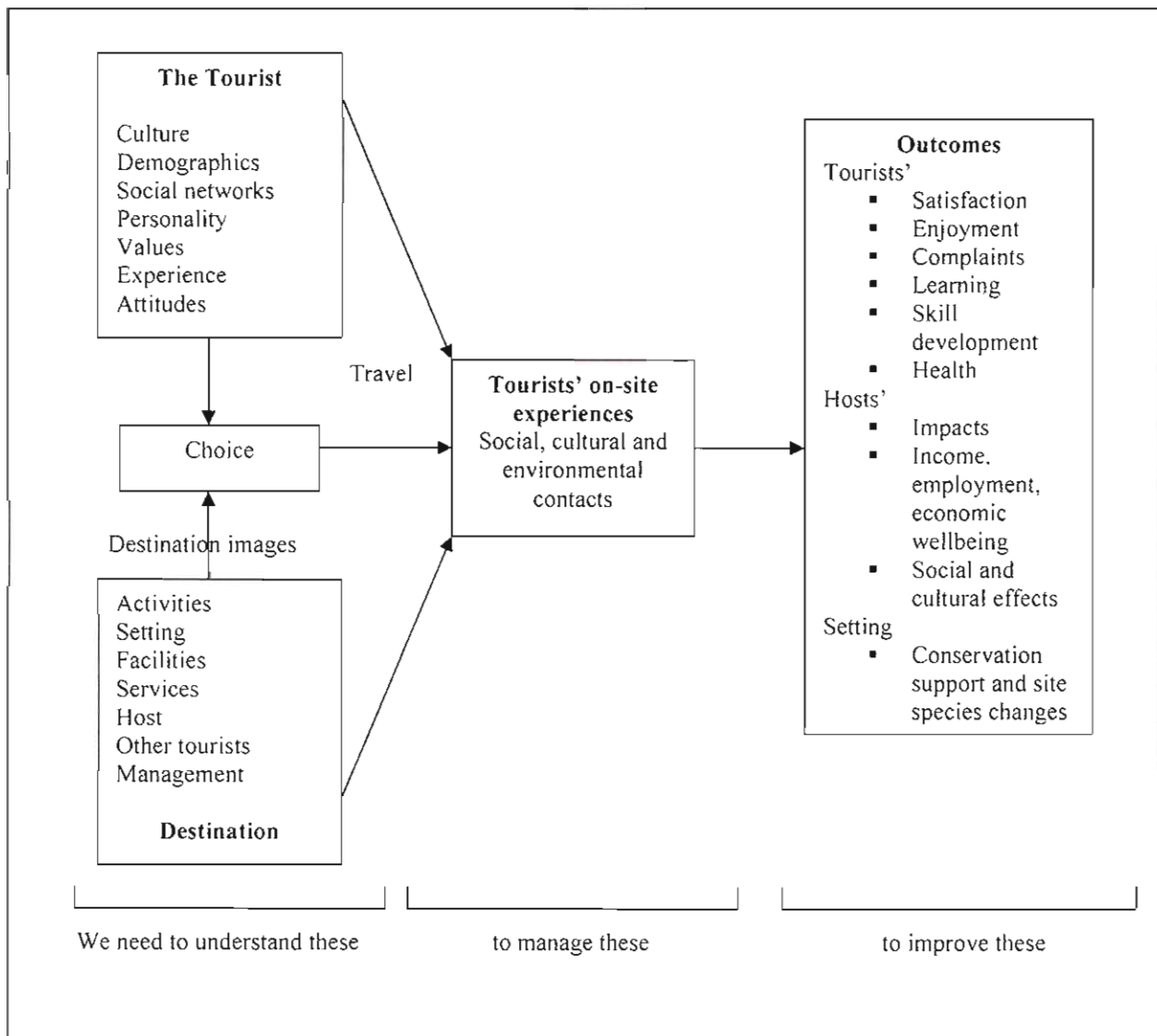
Figure 3.3: Concept map for understanding tourist behaviour
Source: Pearce (2005:17)

Both of the above mentioned models propose some valuable information regarding tourist behaviour. However, according to Swarbrooke and Horner (2001:48), the problem with models about tourist behaviour is that little empirical research has been conducted in opposition with the actual tourist behaviour. It is important to treat models of consumer behaviour built on non-social modes of production with caution when attempts to convert data into tourist behaviour models (Pearce, 2005:11). In the next section of this chapter, an in-dept discussion about tourist motivation will be provided.

3.4 TOURIST MOTIVATION

Tourist motivation can be defined as "the global integrating network of biological and cultural forces which gives value and direction to travel choices, behavior and experience" (Pearce, Morrison & Rutledge, 1998:35). It involves a study of why people participate in tourism or not (Lumsdon, 1997:35).

Swarbrooke and Horner (2001:53) identify two general ways in which a person can be motivated to travel:

- People or things that motivate a person to take a holiday;
- People or things that motivate a person to take a particular holiday to a specific destination at a particular time.

Lumsdon (1997:36) identifies three overlapping dimensions that influence motivation and purchase:

- Internal driving forces;
- External driving forces;
- The nature of the buying situations.

The internal driving forces consist of a number of attributes, experiences and skills. Lumsdon (1997:35-38), Swarbrooke and Horner (2001:55) and Schoeman and Mynhardt (2005:63) identify various internal attributes, experiences and skills, which are included in Table 3.1. Schoeman and Mynhardt use the term psychographic profiles to define the internal dimensions.

The psychographic profile includes perception, motivation, image, beliefs and attitudes, personality and lifestyle. However, Table 3.2 combines the psychographic profile with other internal driving forces such as past experiences, past life and changes that determine the internal motivation of an individual to travel. The extent to which the tourists' behaviour is determined by their own internal driving forces or external driving forces varies according to the context in which all these driving forces are formed (Swarbrooke & Horner, 2001:65).

Table 3.1: Internal driving forces

Internal force	Characteristics of the internal force
Perceptions	• Own strengths and weaknesses • Does it relate to their wealth and skills
Image	• How they wish to be viewed by other people
Motivation	• Inner desire for satisfaction
Learning	• The way people receive and interpret a variety of stimuli
Beliefs and attitudes	• Thoughts which people have about most aspects of their lives • Ingrained feelings about a range of subjects
Personality	• Outgoing or a loner • Adventurous or careful • Confident or shy
Lifestyle	• Fashionable • Preoccupied with health • Enjoy partying
Past experience	• Positive and negative
Past life	• Motivations such as nostalgia • Where they took their honeymoon • Military battles
Change	• Having a baby • Increase or reduction in income • Worsening health • Changing expectations or experiences as a tourist
Perception	• The way in which people filter information to develop an overall picture.

Source: Lumsdon (1997: 35-38), Swarbrooke and Horner (2001:55) and Schoeman and Mynhardt, (2005:63)

The integration of internal and external driving forces provides an insight as to how individual learn about and perceives potential purchasing of products and services (Lumsdon, 1997:42). Therefore, the impact of external driving forces should be recognised by marketers. External driving forces include:

- Culture;
- age and gender;
- social class;
- lifestyle;
- family life cycle and
- reference groups (Lumsdon, 1997: 39; Page, Brunt, Busby & Connel, 2001:64).

It is important to realise that every tourist is different and specific characteristics apply to the individual tourist. The motivations can be multiple and/or shared (Swarbrooke & Horner, 2001:56). Multiple motivators suggest that while a person has multiple motivations, either the dominant motivation enjoys preference on holiday or a holiday is purchased where all the motivators can be partly satisfied. Tourists rarely travel alone and thus the travel companies influence the decision the tourist makes (Swarbrooke & Horner, 2001:56). Therefore, either the motivations of the dominant member may prevail; each member will go his own way for a while or the group will stay together, but the motivations will be shared. Real or expressed motivators can also impact on the tourist's decision. People do not always express the true motivators because they do not think their motivators would be acceptable to others. The motivators might be subconscious and not recognised by the person or there can be contradictions between the person's motivation and actual behaviour.

There are no specific ways of classifying motivators that influence a person to go on holiday and there are numerous different perspectives by different authors and researchers. In the next section these perspectives will be discussed.

3.4.1 The relationship between needs, desires and tourist motivation

Saayman (2001:11) indicates that until recently researchers of tourist behaviour mainly focused on the reasons why people travel in order to understand tourist behaviour. Saayman (2001:11) also states two reasons why this approach is inadequate:

- The tourists are not always aware of the real reasons why they travel.
- Researchers concentrate on selling a product rather than satisfying a need.

However, this approach enables researches to develop classification systems to better understand tourists' motives (Pearce, 2005:108; Saayman, 2001:11). The best way to

determine tourism motivation is to research the tourist as an individual with specific needs and desires. The difference between needs and desires is that needs become desires when a person is aware of his/her need (Saayman, 2001:11-12). An in-depth discussion regarding needs and desires of tourist's will be provided in the following sections.

A. Needs

Perhaps the best known theoretical model about human needs is that of Abraham Maslow (Edginton, Hansen, Edginton & Hudson, 1998:139). Maslow states that human needs are hierarchically ordered. Figure 3.4 indicates the hierarchy of needs as identified and constructed by Maslow and quoted by Edginton *et al.* (1998:138).
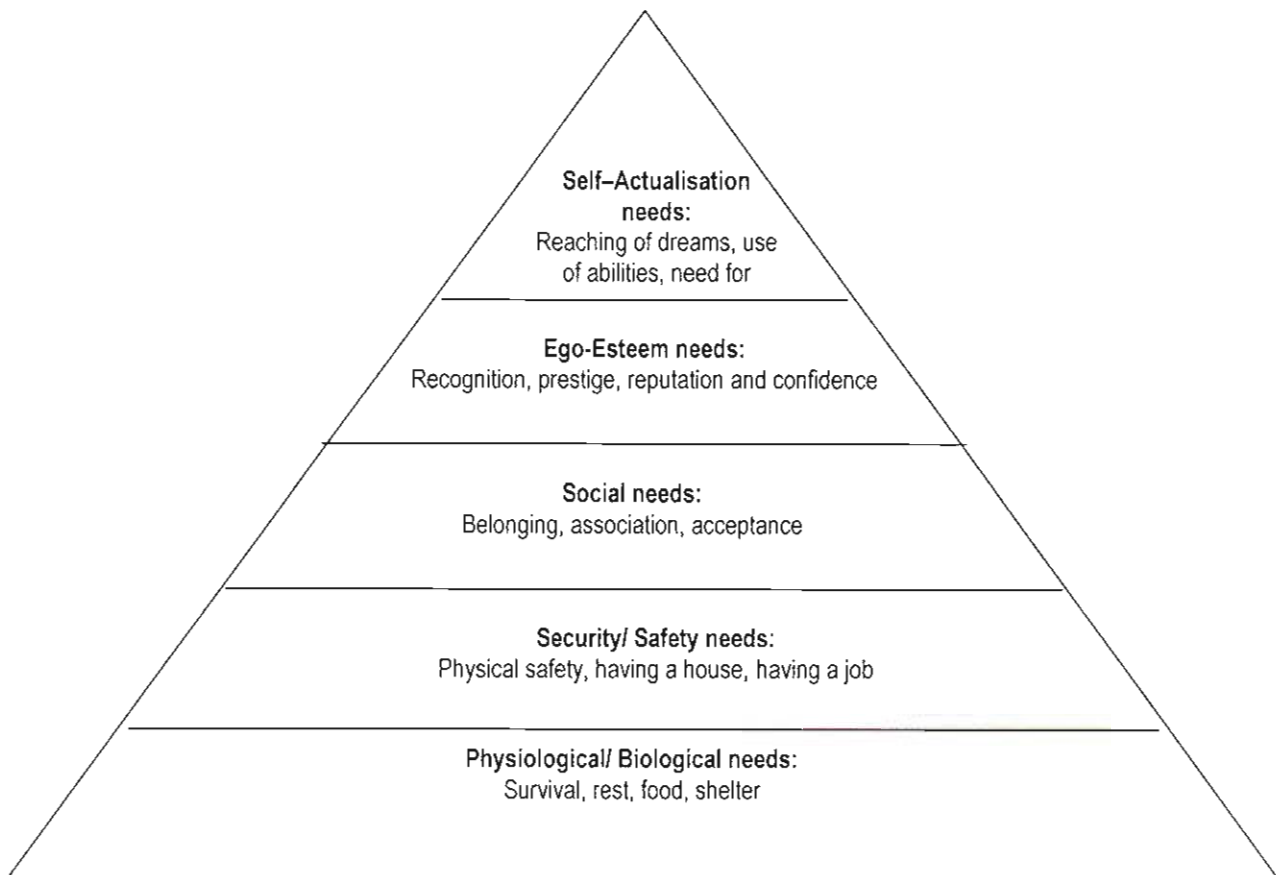
Figure 3.4: Maslow's Hierarchy of Needs
Source: Edginton *et al.* (1998:138)

The most important needs of human beings are the primary needs and are at the bottom of the hierarchy. Physical and biological needs for example food, shelter, rest and survival are the most important needs of human beings, followed by safety and security needs which indicate that a person needs to have security like a job and a

house. Social needs, for example belonging, acceptance and love are third on the hierarchy and ego-esteem needs, which include prestige, reputation, confidence and recognition are fourth. The need for self-actualisation, for example the reaching of dreams, use of abilities and aptitude are at the apex of the table. According to Saayman (2001:15), Maslow's hierarchy of needs can be applied to the tourism literature references on every hierarchy and need.

Saayman (2001:15) also identifies the needs of tourists from the basic physical needs to self-actualisation. The psychological and biological needs of a tourist are to escape, to relax, for tension relief, for health and for physical reasons. These are the most basic needs and in order to experience self-actualisation, a tourist first has to rest and relax when on vacation. The safety and security needs include recreation and to keep oneself healthy for the future. The social needs of the tourist are the following: Love, belonging, family togetherness, companionship, interpersonal relationships, roots, to maintain social contact and the facilitation of social interaction. The ego-esteem needs of the tourist are status, prestige, social recognition, business/ professional travel and ego-enhancement. At the top of the order, the tourist's need for self-actualisation is the exploration of oneself, evaluation of oneself, self-discovery and the satisfaction of inner desires.

Mill and Morrison (1985:7) add two additional needs to the hierarchy, which include knowledge and aesthetics. These two additional needs are purely applicable to tourism needs. Tourists have a need to know more about different cultures and be educated in their way of life as well as a need for beautiful scenery and appreciation of the earth's beauty. According to Saayman (2001:17), the term pre-potency can be applied to the hierarchy of needs, where the lower needs should be satisfied to some extent before the higher needs can be satisfied entirely.

Another theory regarding tourist's needs is the push and pull theory. The push and pull theory is a two-dimensional approach to travel motivation (Mogajane, 2005:43). The main concepts of the push and pull theory are that people travel because of certain "forces" that push or pull the people to do so (Baloglu & Uysal, 1996:33). The push factors include socio-psychological motivations that influence the individual to travel, while the pull factors attract the individual to a specific destination. According to

Mogajane (2005:44) and Baloglu & Uysal (1996:33), push factors are intangible, subjective, personal and intrinsic desires such as:

- desire to escape;
- rest and relaxation;
- health and fitness;
- adventure;
- prestige and
- social interaction (Baloglu & Uysal, 1996:33).

Concrete, tangible resources and the attractiveness of a destination pull tourists to a given destination (Baloglu & Uysal, 1996:33; Mogajane, 2005:44). Some of the pull factors include:

- beaches;
- sunshine;
- climate;
- culture;
- recreation facilities;
- historic resources;
- travellers' perception and expectation;
- benefit expectation and
- marketed image of the destination (Uysel & Hagan, 1993:803).

According to Baloglu and Uysal (1996:34), tourists seek to satisfy more than a single need at the same time and want to experience more than one attribute in a destination. Therefore it is useful to explore and examine the interaction between the push and pull theories in the same context.

B. Desires

According to Carr (2005:130), adolescents represent a significant amount of most national populations and there are few studies that focus on adolescents' travel motivations and desires. The results from Carr's study illustrate that although there are

some similarities in holiday desires of adolescents and parents, there are also a number of differences.

Figure 3.5: Seeking and escaping desires of motivation
Source: Ryan (1997a:40)

Figure 3.5 as adapted from Ryan (1997a:28) states that a person travels because of certain desires. According to Ryan (1997a:28) and Carr (2005:138), the desire to seek intrinsic rewards and the desire to leave an environment behind could be the strongest motives to travel. However, when different age groups are involved like adolescents and parents, desires may differ. For example, parents show a greater desire to take cultural, heritage or educational-oriented holidays compared with the adolescents who are more concerned with having fun and engaging in physical activities.

Carr (2005:138) mentions the fact that parents are the most influential in determining the nature and location of the family holiday. Consequently, it is the adolescents who are likely to have to most compromise their holiday expectations and motivations. Carr suggests there is a need for more focused research on the holiday needs and desires of adolescents, both in the adolescent's own right and as part of the family unit. However, Ryan (1997a:29) implies that the process of seeking and escaping desire as mentioned

in Figure 3.5 has the tendency to switch roles, while on holiday. For example, a person goes on vacation to relax, but after a view days of relaxation the person will seek to explore the environment.

All the tourist motivation theories mentioned above are integrated and support each other in one way or another. It is important for researchers to acknowledge this fact in order to understand tourist motivation. In the following section the reasons for travelling will be discussed.

3.5 REASONS FOR TRAVELLING

According to Saayman (2001:6), this is a basic question, but not often asked and definitely not easy to answer. Crompton (1979:413) identifies 7 basic reasons why people travel:

- to escape from daily routine and environment;
- to discern and evaluate yourself;
- to relax;
- for prestige;
- for regression;
- to strengthen family relationships and
- to have social interaction with other people.

Swarbrooke and Horner (2001:54) also identify the main factors of motivation to travel and outline them in Figure 3.6. The main factors, according to Figure 3.6, are cultural, physical, emotional, personal, status, and personal development. Every main factor is defined by different sub-factors that influence the main factor. Several of Crompton's seven reasons apply to the sub-factors mentioned in Figure 3.6. Crompton and Swarbrooke and Horner's theories identify some of the major categories of motivations for people to travel. However, according to Swarbrooke and Horner (2001:55), these motivators are not universally present and there are people who have no desire or need to take a holiday or to travel. There are many factors influencing and motivating a person to travel or, in some cases, not to travel. Swarbrooke and Horner (2001:55) and Lumsdon (1997:42) identify numerous other aspects that could also influence the motivation of the tourist to travel: the different types of tourism products, national and cultural differences, gender, age and different market segments.
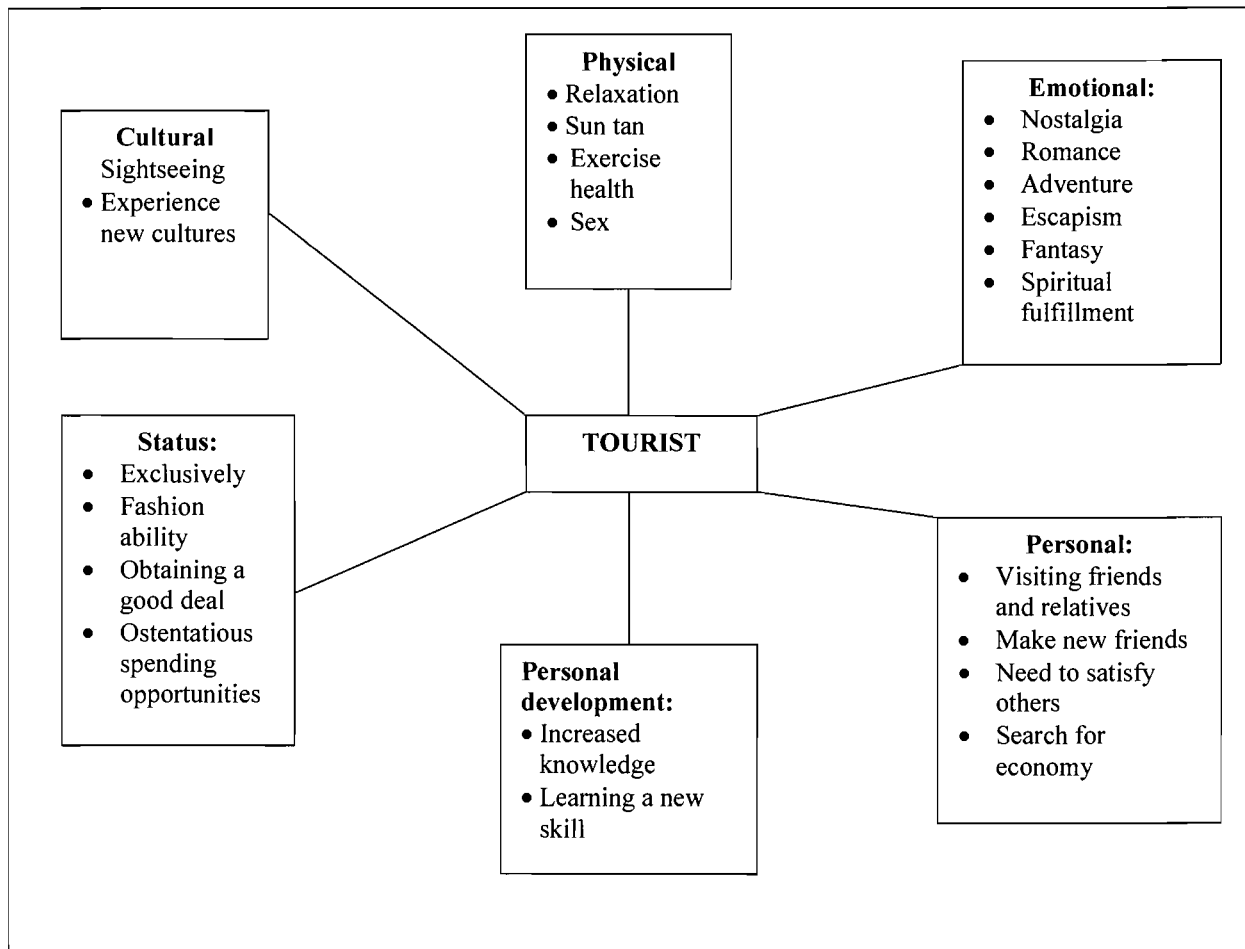
Figure 3.6: A typology of motivations in tourism

Source: Swarbrooke & Horner (2001:54)

People are complex, different and diverse and it seems almost impossible to try to completely understand people's motivations. However, theories and models as mentioned above help the tourism industry to learn more about the tourists and their complex behaviours. The next section will focus on the travel decision making process.

3.6 TRAVEL DECISION-MAKING PROCESS

When a tourist has to make a decision, it implies that there have to be alternative choices available to the tourist (Kotzé, 2005:46). Tourists purchase a tourism product or service to satisfy a need (Saayman, 2001:31 & Kotzé, 2005:46). The tourist goes through a whole process before purchasing the product or service. Therefore tourists are not always fully aware of all the destination alternatives available before making a decision. Previous experience has an enormous influence on this aspect of making decisions (Saayman, 2001:31). According to Kotzé, (2005:46), almost every decision has risks and few decisions are made with absolute certainty.

Ryan (1997b:53) has developed a basic choice process that is presented in Figure 3.7. Ryan (1997b:53) as well as Saayman (2001:31) indicates that making decisions is a learning process. Tourists learn in order to have an expectation, to be able to evaluate places and acquire information.
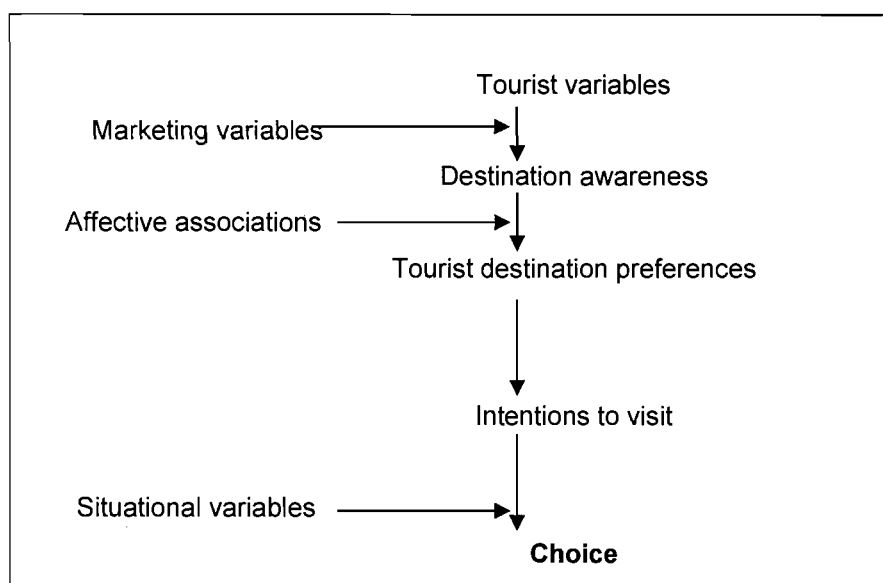
Figure 3.7: Choice process
Source: Ryan (1997b:53)

Part of this learning process involves previous experiences. Ryan (1997b:55) as well as Schoeman and Mynhardt (2005:86) identify different variables that influence the choice of the tourist. These variables include:

- Marketing variables, which include product, designs, pricing, and advertising and promotion channels.

- Tourist variables, which consist of previous experiences, family life cycle, income, age, lifestyle, value system, and motivations.

- Destination awareness, for example unavailable destinations and whether these destinations are inert, inept or evoked.

- Affective associations of the destination (positive or negative).

- Tourists destination preferences.

- Specific situational variables, for example school holidays, entitled holiday packages and perceived needs for holiday.

The factors mentioned create an intention to travel (Ryan, 1997b:55). Saayman (2001:32) illustrates another model, which is presented in Figure 3.8. Figure 3.8 also consists of different variables that influence the decision-making process.
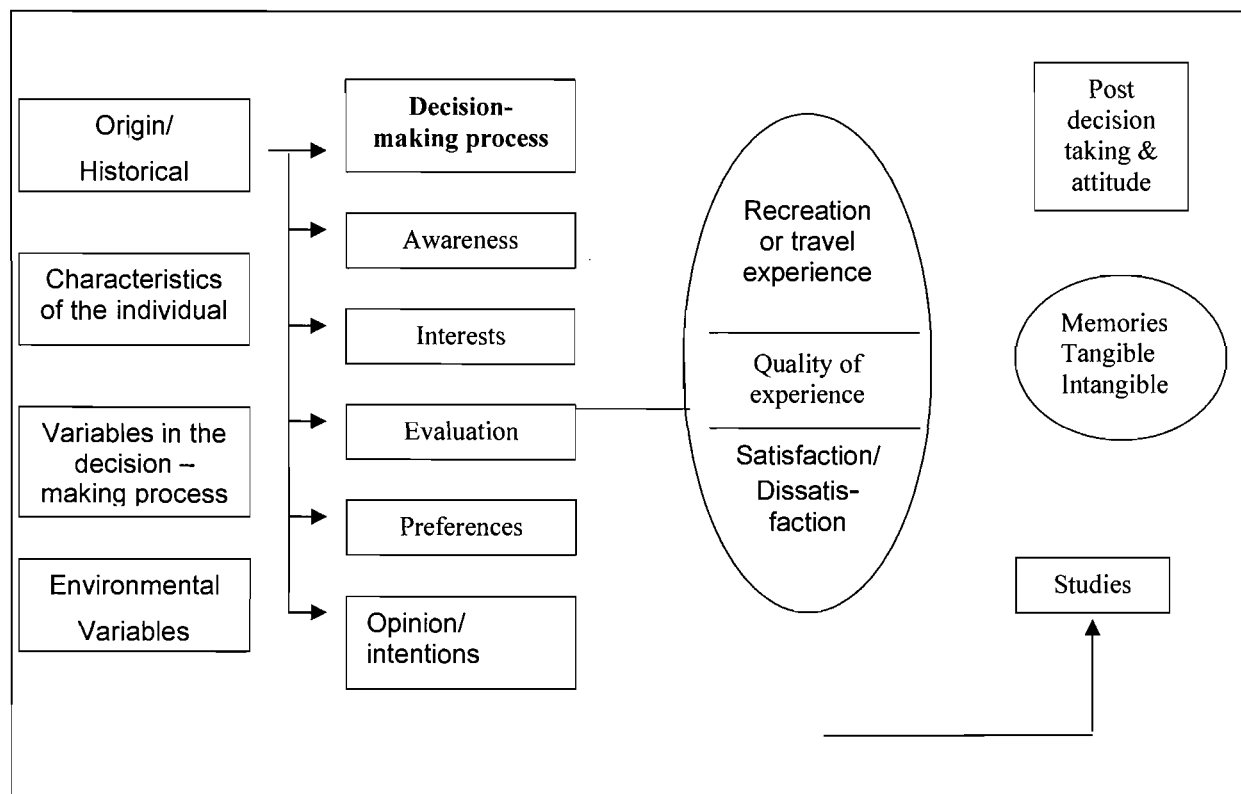
Figure 3.8: Decision-making model
Source: Saayman (2001:32)

These variables are influenced and also limited by marketing changes. For example, if a tourist has a characteristic variable of adventure and the adventure market is over priced, then the market changes will influence the tourist's decision and other variables will have a bigger influence on the tourist's decision. In the decision-making process, the tourist goes through different stages. The first aspect that influences the tourist's decision is his awareness of the available destination. Experience has a great influence on the awareness stage. The tourist's interests will decide the type of destination. The interests of the tourist will be defined by the evaluation stage, followed by the tourist's preferences and opinions. After the tourist has made a decision, the post travelling experience will determine the memories (good or bad), attitude towards the destination and whether the tourist would return to the destination. The previous section focused on the individual tourist's motivation to travel. However, there are numerous external factors and choices that need to be considered by the tourist when travelling.

3.6.1 Choices in the travel decision-making process

Tourists usually have specific needs that differ from individual to individual. In order to get to a certain destination an infrastructure is necessary. An infrastructure is also necessary to provide in the specific needs of the individual (Saayman, 2000:8). The scope of tourism supply is diverse and broad, and provides a combination of tangible and intangible products (Page *et al.*, 2001:74). The tourist needs to make certain choices regarding different infrastructures that are available before travelling to a destination. These decisions have the potential to influence the whole trip.

A. Accommodation and catering

The accommodation sector is wide-ranging and there is a large number of different types of accommodation possibilities (Saayman, 2000:209). According to Bennet and Schoeman (2005:43) and Saayman (2000:211), hotels, motels, guest houses, guest farms, lodges, youth hostels, bed-and-breakfast establishments, holiday resorts, camping facilities, game reserves and game farms are part of the accommodation sector. Lickorish and Jenkins (1997:119) indicate that hotels are viewed as the biggest sector of the accommodation industry, although they account for only a third of the total tourist accommodation. In South Africa guest houses and bed-and-breakfast accommodation are growing at a rapid rate. However, Saayman (2000:209) states that the quality service of these types of accommodation is poor and guest houses don't survive long in the tourism industry.

All of the above mentioned types of accommodation is part of the service sector. The self-service sector includes: caravans, camping sites, holiday flats, time shares, game farms, motor homes and resorts (Saayman, 2000:213). Catering is part of the accommodation industry and can make or break the tourist's experience (Saayman, 2000:227). The catering industry includes: restaurants, public kiosks, nightclubs, canteens, hotels, guest houses and bed-and-breakfast establishments. Therefore, tourists have different choices available regarding the type of accommodation and catering before travelling to a destination.

B. Transport

Transport provides an important link between tourism origin and tourism destinations (Page *et al.*, 2001:80).

Table 3.2: Modes of transport

MODE OF TRANSPORT	ADVANTAGES	DISADVANTAGES
Air Transport	• Airplanes follow the shortest routes. • Air transport is not hampered by natural obstacles. • Airplanes are well adapted for long distance journeys. • Airplanes maintain high speeds.	• Large terminals that are often far from tourist destination are required. • Airplanes are expensive.
Train transport	• Safety. • Tourist can observe interesting places and routes. • Movement on train and more space for tourists. • Arrive rested at destination. • Personal comfort.	• Usually very slow transport mode. • Fixed times for departure. • Poor food service.
Motor Vehicles and vehicle rental	• Relatively cheap. • Ability to control were and when to stop. • Can follow your own route. • One can go wherever the vehicle can go.	• Not always safe. • Cannot always drive fast. • Infrastructure and type of vehicle can influence the tourist experience.
Bus transport	• Value for money. • Easy access. • Constant sightseeing and educational experience.	• Time consuming. • Stigma that bus tours are for older people. • Cannot always go where every one wants to go.
Passenger ships and other modes of water transport.	• Unique experience. • Holiday experience while travelling. • Very comfortable. • Able to transport a large number of tourists. • Romantic mode of transport.	• Expensive. • Time consuming. • Follow a specific route.

Source: Saayman, (2000:188)

According to Saayman (2000:183), the transport industry has an enormous influence on the tourism trade and the transport systems are improving at a rapid rate.

From the early beginnings of the tourism industry, transport has enabled people to visit places that were previously inaccessible (Saayman, 2000:183). Saayman (2000:187) identifies different modes of transport. Table 3.2 lists these different modes of transport and includes the advantages and disadvantages of these modes of transport. It is important to know that travel involves more than just money and time, but the experience plays an enormous role in the tourism industry. Therefore, the emotional satisfaction of the tourist will influence the total experience of a tourist while using transportation (Saayman, 2000:206). It is important to regard transportation as a primary aspect of tourism and therefore the tourist's behaviour and needs will be influenced by transportation while travelling.

C. Entertainment and attractions

Crompton (1979:413) identifies 7 reasons why people travel, one of them being relaxation or recreation. According to Crompton (1979:413), relaxation also refers to the taking of time to do activities of interest. Therefore entertainment is a vital part of the tourist's relaxation process, while being on vacation. Entertainment includes anything from sport, nightclubs, discos, restaurants, theme parks and casinos (Saayman, 2001:59). Saayman (2001:58) states that other forms of entertainment are also part of attractions for tourists. According to Saayman (2000:11), entertainment facilities need to be professional, be accessible and available to everyone and have the right equipment to provide an optimal experience to the tourist.

Bennet & Strydom (2005:7), Page et al. (2001:76) and Saayman (2000:12) identify two types of attractions namely man-made attractions and natural attractions. Man made attractions can either be purposely built attractions for example zoos, game reserves, cultural heritage, amusement parks, galleries, waterfront developments and marinas or attractions built for other purposes than tourism, but attract a lot of tourists like cathedrals, churches, monuments and historical gardens (Saayman 2000:12). Natural attractions haven't been created by men, but are attractions because of the earth's majestic beauty. Attractions include climate, scenic beauty, wildlife, geology, paleontology and geology (Saayman, 2000:12). Attractions and entertainment are a vital

part of the decision making process. Types of attractions and entertainment tourists' prefer will differ according to the demographic and psychographic profile of the tourists'.

3.6.2 Factors that influence the travel decision-making process

External factors have an indirect influence on the travel decision-making process and the tourism industry needs these factors to a large extent to function fluently (Saayman, 2000:12). However, in some cases these factors have the potential to limit the choices of tourists. These factors are:

3.6.2.1 Legislation

In South Africa legislation is relevant at three levels namely national, provincial and local authority (Saayman, 2000:13). According to the White Paper on Tourism (1996:34), legislation regarding the national government includes facilitation of foreign investments, establishing a safe economic environment for tourism, international marketing of South Africa, establishing standards of products and services and generating financial resources for tourism development. The provincial government has the responsibility for all the tourism legislation at national level and the local government is responsible for maintaining and developing tourism service at provincial levels (Saayman & Swart, 2004:7). The wide range of institutions in South Africa influences the operation and development of tourism industries, as well as decision-making processes and demands of tourists (Bresler, 2005:119; De Bruyn & Klopper, 2005:146). The role of the government in the tourism industry is to support tourism development, to provide the necessary legislation, to provide an infrastructure for tourism to development and to provide a representative national tourism authority (Lickorish & Jenkins, 1997:5).

3.6.2.2 Marketing and information

Marketing is a vital aspect in all types of tourism products and services (Jooste, 2005:212). According to Saayman (2000:13), marketing relates directly to tourist motivation and the consumption of tourism products and services. Tourist motivation has been studied in detail in section 3.4 of this chapter. The concept of the product and the way the product brand is being sold to the tourism consumer determines to a large extent the success of a tourism product. Tourism marketers use techniques such as determining a target market, developing of a marketing mix and marketing plan to know

who their consumers are and on whom to focus (Saayman, 2000:13; Lickorish & Jenkins, 1997: 61).

3.6.2.3 Training and education

According to Page *et al.* (2001: 82), the tourist experience can be made or destroyed by the level of service a tourist receives. Training and education are a very important determinant of the success of the tourism industry. According to the White Paper (1996:24) on Tourism as quoted by Saayman (2000:13), the lack of professional service and facilities in South Africa in the tourism industry can be related directly to the lack of a trained and educated working force. According to Leiper (2004:17), the tourism industry has become more diverse and complex. Organisations tend to specialise more in particular forms of tourism, types of tourists and market segmentation focusing on specific niches (Leiper, 2004:17). It is of the utmost importance to develop strategies to implement more trained and educated personnel in the tourism industry. The proficiency level of employees in the tourism industry influence the past experiences and images of tourists, which in turn influence the travel decision-making process.

3.6.2.4 Sociology

"Tourism is not so much individualistic as collective and social behaviour, because what individuals do as tourists are shaped almost entirely by what other people intend doing, are doing, or have done" (Leiper, 2004:64).

Tourists usually intend to travel with a group or a partner and the tourists who do travel alone are almost extinct. According to Bresler (2005:108) and Leiper (2004:64), sociology is a study of groups, societies, culture, roles and behaviour of people in different contexts like families, neighbourhoods, teams, groups, crowds, audiences, organisations, communities and nations. Therefore, sociology is applicable to the travel decision-making process. When tourists' travel in a group, the travelling company will influence the decisions before purchase and definitely while travelling.

3.6.2.5 Psychology

According to Leiper (2004:88), psychology studies the minds and behaviour of people and is in particular concerned in explaining and understanding the human mind and behaviour. Saayman (2000:14) states that the psychology of tourists involves models and methods to explain reasons why people travel and what needs tourists have. The psychology of tourism is important to the industry in order to know how to promote the tourism product and service to the right target markets (Bennet & Schoeman, 2005:73). Section 3.4 of this chapter already contains an in depth discussion on tourist behaviour.

3.6.2.6 Demography

Saayman (2000:15) mentions that the demography of tourism is concerned with the density, position, sex, race, age, occupation and other information regarding the tourists visiting a destination. Because of the uniqueness of every individual, the expectations and needs of every tourist are different (Saayman, 2000:16). The demographic profile of the tourists visiting a destination can provide important information for marketing purposes in the travel decision-making process.

3.6.2.7 Time and duration of stay

According to Weaver and Opperman (2000:27) there is no standard or minimal amount of time that must be involved in trips, although the definition of a tourist, as defined in Chapter 1, states that a tourist should spend time on a trip for longer than twenty-four hours. The time and duration of holiday trips influence the decisions tourists have to make. All the above mentioned factors and choices influence the length of a holiday trip and vise versa. However, the tendency is changing, people used to go on holiday for much longer. The empirical research will provide the time and duration of holiday trips for high school learners. However, Carr (2005:129) clearly states that high school learners usually go on holiday with their families and are therefore bound to remain for the entire time the family chooses to spend at the preferred destination.

It is important to know the different factors that influence the travel decision- making process to be able to cater for the tourist's needs. From the discussion above, it is clear that people are motivated to travel to satisfy certain needs. Needs can only become a desire when the tourist is aware of this need or needs. It is the tasks of the marketing

team of the given product or service to make the tourist aware of his/her needs. In the next section benefits of tourism will be identified.

3.7 TOURISM BENEFITS

Benefits can be defined as an improved state or lessening of a poorer condition to individuals and communities (Besculides, Lee & McCormick, 2002:307). South Africa is blessed with a lot of reasons why people should consider South Africa as a possible tourist destination. The climate, cultural diversity, natural attractions, geography and total product South Africa has to offer is suitable to attract a larger share of the world's tourist market (Saayman, 2000:18). The White Paper on Tourism (1996:9) identifies the following advantages South Africa has to offer:

- Creating of job opportunities;
- Tourism is labour intensive;
- Tourism increases opportunities of entrepreneurs;
- Creating of better infrastructure;
- Building of cross-cultural relationships;
- Building of a nation's pride;
- The creation of a better foreign currency;
- The multiplying effect of the money that is spent in our country;
- The stimulation of other trades through tourism;
- Tourism improves education;
- Tourism promotes international peace;
- Cultural and racial barriers can be broken through tourism;
- The preservation of heritage and traditions through tourism;
- Tourism improves the respect of cultural traditions.

Weaver and Oppermann (2000:247) and Besculides *et al.* (2002:307) categorise the benefits of tourism into four categories, namely: economic benefits, socio-cultural benefits and environmental benefits. The benefits of tourism will be discussed below according to Weaver and Opperman's and Besculides's categories.

3.7.1   Economic benefits

Twenty-two of the 56 top tourist destinations had an economical increase of approximately 10 percent between 1980 and 1996 which is evidence that tourism benefits the direct revenue of a destination (Weaver & Oppermann, 2000:248; Page *et al.*, 2001:260). The growth in tourism influences the indirect revenue of a destination through the circulation of the tourist's expenditure within the given destination (Weaver & Oppermann, 2000:254; Page *et al.*, 2001:260).

Erlank (2005:384), Page *et al.* (2001:260) and Weaver and Opperman (2000:260) identify several benefits of tourism:

- ***The balance of payments***

The balance of payment account is a record of transactions during a period of time between residents of a country and the rest of the world. The tourism industry contributes to the balance of payment by the number of residents of the particular country that travel to other countries and the number of tourists that visit the particular country. When more tourists visit a country and the country's residents visit other countries less often, the balance of payment account will be positively influenced.

- ***The multiplying effect***

The process where tourists' expenditure circulates within a destination is called a multiplying effect. From the multiplying effect, the backward linkages are affected positively. The backward linkages are all the products and services that are needed by the tourism industry, for example transportation, manufacturing, construction and agriculture.

- ***Employment***

Growth in the tourism industry also generates more direct, indirect and induced job opportunities. The tourism industry is directly and indirectly associated with 200 million jobs across the globe. Induced jobs are a result of tourism expenditure by local residents.

- ***Income***

The tourist activity in a destination improves the overall economic status of a country.

- *Foreign exchange*

Foreign exchange represents what is earned through tourism, based on the sales of tourism products and services.

According to Lickorish and Jenkins (1997:63), the benefits of tourism are interrelated. However, it is important to notice that except for the earnings of foreign exchange, the entire above-mentioned benefits can also be gained from domestic tourism activity. McIntosh, Goeldner and Ritchie (1995:315) state that tourism has tremendous potential, but many people do not understand the economics of tourism. Governments should attempt to optimise the benefits with regard to what it might costs and what the negative impacts might be. In the next section socio-cultural benefits will be discussed.

3.7.2 Socio-cultural benefits

The role the tourism industry plays in providing cultural benefits is not fully noticed (Besculides *et al.*, 2002:307). Weaver and Opperman (2000:283)state that the socio-cultural benefits are a result of secondary impacts through the influence of tourism. The promotion of cross-cultural understanding, the preservation of local cultural and heritage and the development of social stability through the positive economic impact is a result of tourism. Benefits can be realised both by tourists who visit cultural areas and by host communities. According to Besculides *et al.* (2002:308), communities should realise that cultural tourism benefits communities in two ways:

- Tourism exposure of the host communities to other cultures with a result of tolerance and understanding for other people.
- The act of presenting one's culture to outsiders increases identity, pride, cohesion, and support.

Lickorish and Jenkins (1997:78) identify other benefits of cultural tourism with the exception that the benefits occur when tourism respects the cultural environment:

- The promotion and development of poor and non-industrialised regions.
- Tourism can assure long term conservation of areas with cultural heritage.
- Tourism may renew local architectural traditions.
- Tourism contributes to the rebirth of local arts, crafts and traditional cultural activities.

- Tourism may offer a way to revive the social and cultural life of local cultures.

Concern with tourist local community relationships has become more established. Developers of cultural tourist activity have become more aware to see tourism development within a long-term perspective. The next section will review the environmental benefits of tourism.

3.7.3 Environmental benefits

Although the rampant focus of the impacts of tourism on the environment is negative, if well planned and controlled, tourism can help maintain and improve the environment (Page *et al.*, 2001:305; Weaver & Oppermann, 2000:300; Lickorish & Jenkins, 1997:88; McIntosh *et al.*, 1995:376). There are numerous environmental benefits of tourism, but they have been referred to the dominant economic benefits such as:
- The scenic setting of the environment is a desirable asset for attracting tourists.
- An unspoiled area and the wildlife within the area form a tourist attraction providing even more profit for its preservation. Therefore these destinations have an enticement to protect the natural environment (Weaver & Oppermann, 2000:300).

Lickorish and Jenkins (1997:88) presents tourism benefits that could have a positive impact on the environment:

- *Conservation of important natural areas*
Tourism helps with payments for conservation of nature parks and outdoor recreation.

- *Conservation of archaeological and historic sites*
Tourism provides incentives and helps pay for the conservation of archaeological sites.

- *Improvement of environment quality*
Tourism can help to keep the environment through control of air, water and noise pollution.

- *Enhancement of the environment*
Development of tourist facilities improves natural and urban landscapes.

- *Improvement of infrastructure*

Through the development of tourism, better infrastructure benefits the economics as well as the environment.

To conclude this section, it is important that the individual tourist should be aware of the possible impacts his/her behaviour could have on the environment, economy and culture (positive and negative). The next section will focus on the negative impacts of tourism on the environment, economy and culture.

3.8 NEGATIVE IMPACTS OF TOURISM

Besculides *et al.* (2002: 308) state that the successful development of any tourist activity can lead to negative impacts. The main reasons negative impacts occur can be due to an over-rapid growth in the tourism industry and visitor arrivals (Lickorish & Jenkins, 1997:77). In this section the negative impacts of tourism on the environment, economy and socio-culture will be discussed.

3.8.1 Negative economic impacts

The majority of research regarding the economical impacts of tourism focuses on the benefits of economics. Although the tourism industry mostly benefits economically, there are a number of problems and constraints that limit the economical growth. Erlank (2005:390), Page *et al.* (2001:265), Weaver and Opperman (2000:266) and McIntosh *et al.* (1995: 317) identify the following problems and constraints:

- *Seasonality*

Destinations, which depend on natural resources as attractions, experience seasonality. The seasonality constraints in demand can be reduced, but not replaced. Therefore the impacts of seasonality can result in an number of unemployment problems.

- *Political unrest and crime*

Political unrest and crime influence the desirability of destinations. People don't travel because safety is always a first priority for tourists. For example, due to the political

problems in Zimbabwe, people visit the Victoria Falls from Zambia and not from Zimbabwe.

- **Demand**

Within tourism the concern of allocation of resources to satisfy an individual's needs will always be a constraint.

- **Supply of attractive resources**

The limited amount of resources available for tourist enjoyment raises big constraints.

- **Technical and environmental constraints**

This constraint is usually applicable to a particular situation or site. It involves regulations such as effluent disposal of sewage, the number of fish and the number of fishermen, the number of people who can walk in a area without causing damage to the environment and environmental impact assessments studies (EIA).

- **Time constraints**

The amount of available vacation time and the length of vacation seasons change and limit tourists.

- **Legal constraints**

Zoning, building codes and laws concerning environmental problems.

- **Lack of knowledge**

Limitations because of a lack of knowledge, education and training.

- **Limits on supportive resources**

Limits to the amount money, managerial talent, constructural materials and social capital.

From the problems mentioned above it is clear that most of the constraints are due to administration problems. The government as well as private industry is responsible for these problems and pro-active management of these problems should be implemented

in order to benefit more economically from tourism. The next section will focus on negative socio-cultural impacts.

3.8.2 Negative socio-cultural impacts

Many of the socio-cultural effects of tourism are portrayed as negative (Lickorish & Jenkins, 1997:77). Page *et al.* (2001:275) state that the costs of menacing cultural change could be more expensive than economic impacts of tourism. Tourists are not sensitive to local customs, traditions and values. Under certain circumstances offence is given by tourists without intent. Reaction is inevitable where large numbers of tourists visit a destination. According to Lickorish and Jenkins (1997:78), reaction possibly will take two appearances:

- Rejection of visitors by locals;
- Customs of the traveller are adopted by local cultures.

On the other hand, local cultures can also be a culprit when it comes to authentic product and services. For example, when tourists visit an area to experience a unique culture, the local culture often dynamically attempts to present it in order to attract tourists. This often leads to non-authentic forms of cultural traditions such as festivals or dances staged entirely for tourists (Besculides *et al.*, 2002: 308).

Lickorish and Jenkins (1997:76) state that the majority of researchers on social and cultural impacts react negatively to tourism development. These problems should be viewed in the same way as other negative impacts and the problems should be addresses the same way. The socio-cultural impacts take longer to appear and are difficult to measure (Lickorish & Jenkins, 1997:78). However, little is done to measure and monitor changes until a violent and discontented outburst occurs. The next section will determine the negative impacts of tourism on the environment.

3.8.3 Negative environmental impacts

According to Erlank (2005:396), tourism is dependent on the environment. McIntosh *et al.* (1995:368) state that tourism is the world's largest industry and therefore the environment is central to tourism development. Lickorish and Jenkins (1997:85) states that there is a growing concern about the impact that tourism developments have on the

environment. Tourism has been the main reason for environmental degration in various countries. It is no secret that tourism is in the limelight when it comes to impacts on the environment.

The negative impacts are the following:
- Water pollution;
- Air pollution;
- Noise pollution;
- Visual pollution;
- Overcrowding and congestion;
- Land use problems;
- Ecological disruption;
- Environmental hazards;
- Damage to historic and archaeological sites and
- Improper waste disposal (Erlank, 2005:400; Page *et al.*, 2001:294; Weaver & Opperman, 2000:205; Lickorish & Jenkins, 1997:88).

According to Weaver and Opperman (2000:306), all tourism activities cause some kind of stress on the environment. The importance of this subject is not whether the stressors can be eliminated, but whether they can be managed to be sustainable. These disadvantages and in some cases catastrophic results could be the consequences from a lack of responsibility by tourists. Therefore it is an enormous responsibility for the owners as well as the tourists to protect the natural environment, economy and cultural heritage.

3.9 CONCLUSION

"Tourism is a relatively recent phenomenon" (Bennet & Strydom, 2005:2). As mentioned before, tourism is the largest industry in the world and the diversity of the subject and research done before may differ from person to person and researcher to researcher.

An analysis of tourist behaviour is important for any marketing activity within the tourism industry. There is no way to completely understand tourist behaviour, however an analysis of tourist behaviour can assist marketers by identifying individual and group

needs and preferences. After specific needs of tourists have been identified, it is important to develop tourism products and services in a way that the needs can become desires. The standard of tourism products and services, especially in South Africa, have to improve in order to provide optimal experiences to tourists. Optimal experiences will influence the travel decision-making process positively and tourists will come back for more. Positive experiences will also influence other people by means of mouth-to-mouth marketing. South Africa are rich in resources and potential, however it is the responsibility of the government, the private and public industries as well as the tourist's to multiply tourism benefits and reduce negative tourism impacts.

The purpose of this chapter was to analyse tourist behaviour. The main subjects under discussion were tourist behaviour concepts, models and theories of tourist motivation, to explain the travel- decision making process, to explain the aspects of tourism and to identify the benefits and negative impacts of the industry.

CHAPTER 4

EMPIRICAL RESEARCH

4

If a man will begin with certainties, he will end in doubts; but if he will be content to begin with doubts, he will end in certainties.

Francis Bacon

4.1 INTRODUCTION

The aim of this chapter is to reflect the results of the empirical research. This chapter focuses on the collection of data, for which structural questionnaires have been selected as the research method. High school learners completed the questionnaires in order to determine their tourism and recreation needs. These questionnaires were distributed amongst 1036 learners at the following high schools in Potchesftroom: Hoër Volkskool, Hoërskool Ferdinand Postma, Hoërskool Potchefstroom Gymnasium, Promosa Secondary School, Tlokwe Secondary School and High School for Boys. All the questionnaires were statistically analysed and processed after which this chapter has been compiled. The questions focused on a demographic profile, quality of life, leisure behaviour and needs and tourism behaviour and needs.

4.2 RESULTS: DESCRIPTIVE STATISTICS

The results from descriptive statistics included one way frequency tables that were analysed by the Statistical Consultation Services (North-West University) in order to determine the demographic profile, quality of life, leisure and recreation behaviour and needs as well as the tourist behaviour and needs of the respondents.

SECTION A: DEMOGRAPHIC PROFILE

4.2.1 Gender

According to Figure 4.1, **52%** of the respondents were male and **48%** female. The equal representation of both genders indicates that all the results from the questionnaire will be fairly equal in comparison.
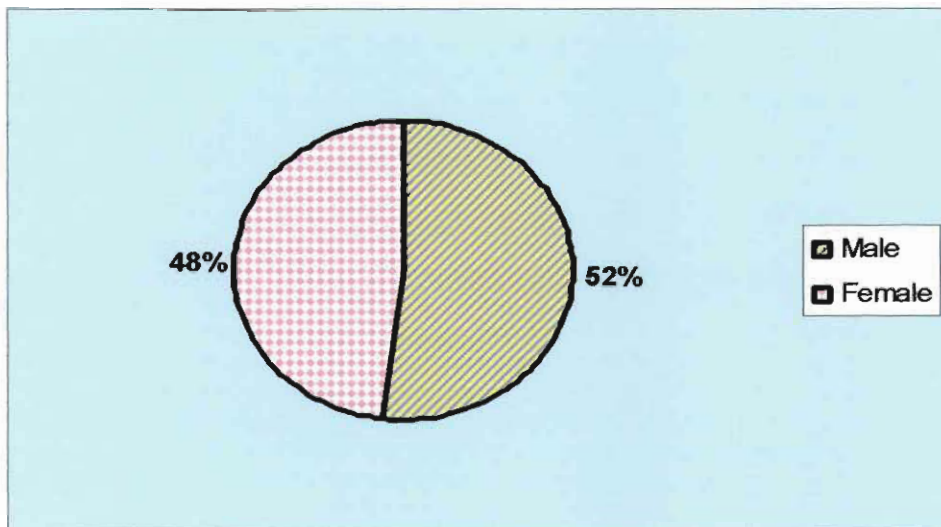
Figure 4.1: Gender

4.2.2 Age
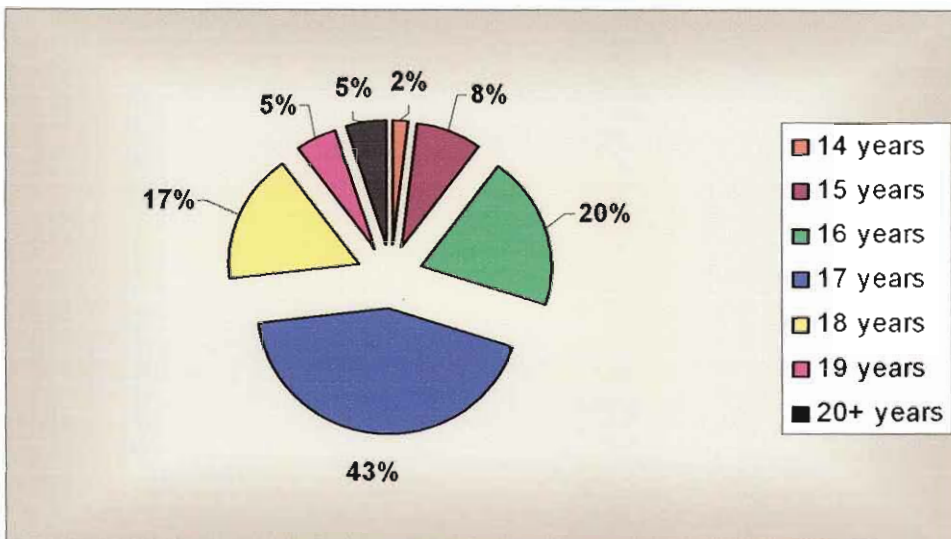
Figure 4.2: Age

According to Figure 4.2, most of the respondents who completed the questionnaire were 17 years of age **(43%)** followed by 16 years **(20%)** and 18 years **(17%)** of age. Some

respondents were older than 20 **(5%)** and another **5%** were 19 years of age. Eight percent were 15 and only **2%** were 14 years of age. The average age of respondents was 17.07 years.

4.2.3 Language
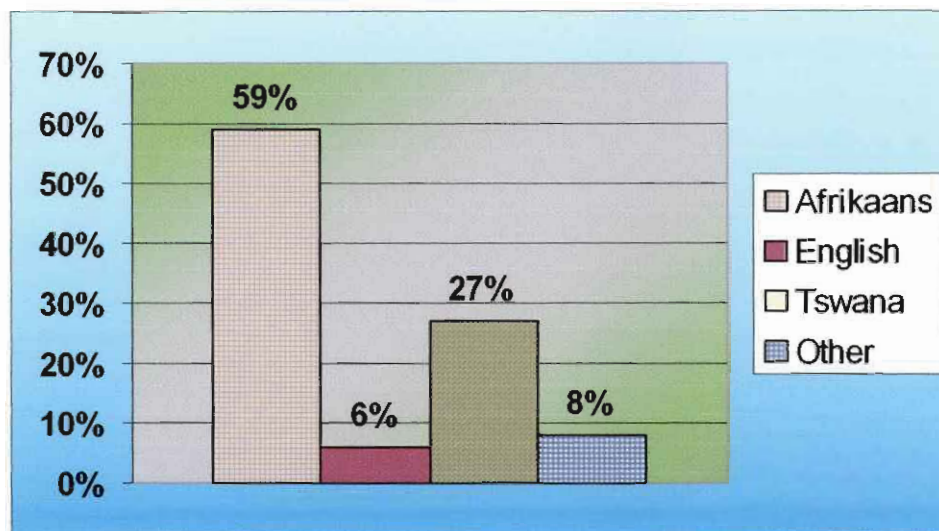
Figure 4.3: Language

According to Figure 4.3, **59%** of the respondents were Afrikaans speaking, **27%** Tswana speaking and **6%** English speaking. The remaining **8%** in the category for other languages included: Italian, Portuguese, Venda, Xhosa, Sotho, Sesotho, Zulu, Swahili and Sepedi.

4.2.4 Grade

Figure 4.4 shows that the majority of respondents were in grade 11 **(67%)**. **Fifteen percent** of the respondents were in grade 12, and **9%** in grades 9 and 10 respectively.
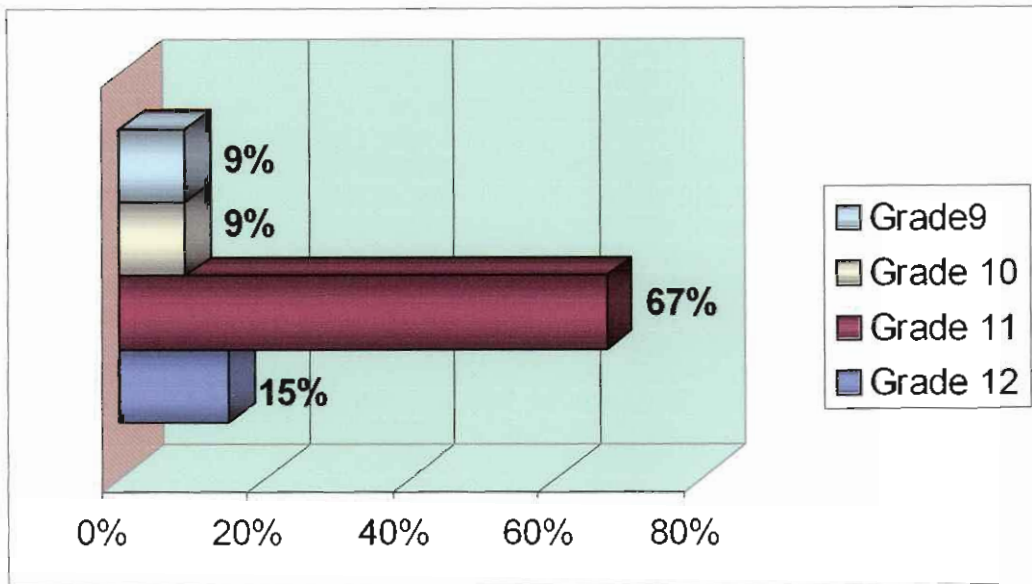
Figure 4.4: Grade

SECTION B: QUALITY OF LIFE

4.2.5 Happiness
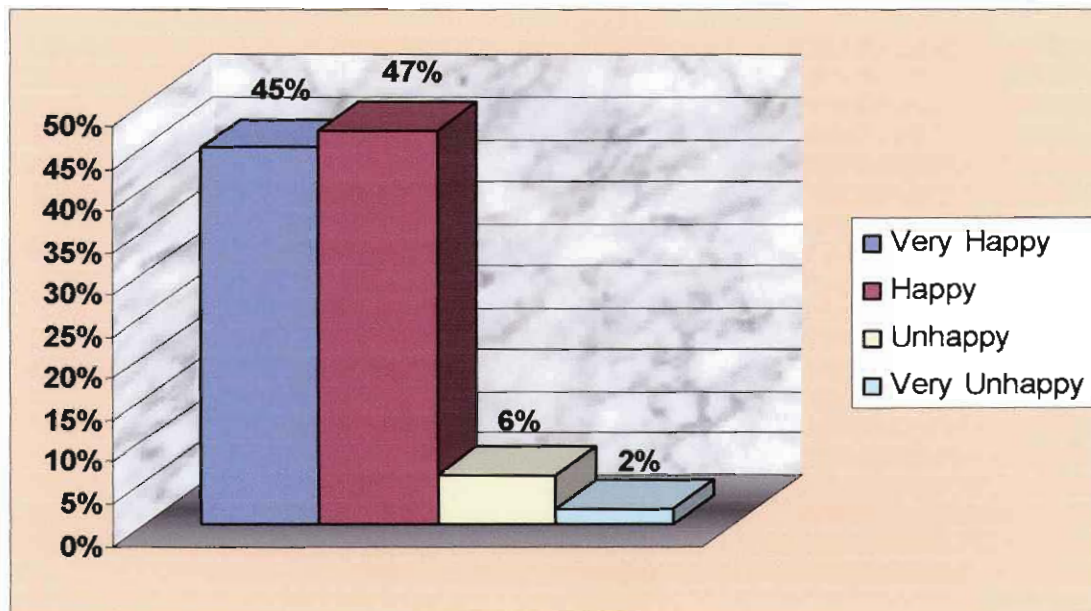
Figure 4.5: Happiness

From the questionnaire, **47%** of the respondents answered that they were happy with their lives, while **45%** were very happy. Only **6%** were unhappy and **2%** were very unhappy with their lives. Therefore the majority of the respondents were happy with their lives.

4.2.5a Causes for happiness

Table 4.1: Causes for happiness

Causes for happiness	Percentage
Health	3%
Friends	**29%**
Family relationships	17%
Leisure activities	14%
Socialisation	4%
Sport	8%
Art	1%
Self-actualisation	14%
Religion	5%
Other	5%
	100%

Table 4.1 provides the results from the survey where respondents had to list three things that made them the happiest in their lives. All the entries were categorised into ten categories. However, one category could involve numerous options. Therefore the results from Table 4.1, with their sub-categories are as follows:

- Friends **(29%)** which included friendship, a group of friends and also boyfriends and girlfriends.

- Family relationships **(17%)** which entailed parents, brothers and sisters, grand parents and in some cases a single parent.

- Self-actualisation **(14%)** entailed achievements, accomplishments, success, reaching of goals, self concept, self respect, appearances, weight, school, education, love, acceptance and to do something for someone else.

- Leisure activities **(14%)** involved numerous activities like listening to music, all media, skateboarding, shopping, playing pool, ice skating, parties, clubbing, nature related activities, holidays and hobbies.

- Sport **(8%)**

- Religion **(5%)** entries by respondents included Christianity, being saved, being loved by God and Jesus.

- Other **(5%)** options included animals, money, food, sleep, drinking, smoking, drugs and respondents that were not happy with their lives.

- Socialising **(4%)** which included meeting new people, being surrounded by people, making jokes and chatting with people.
- Health **(3%)** which included freedom, being able to live and laugh, talents, to be young and healthy, peace and joy.
- Art **(1%)** involved everything from drama, dancing, drawing, writing, painting to making music and singing.

4.2.5b Causes for unhappiness

From the questionnaire the respondents had to list three things that made them unhappy in life. Table 4.2 clearly indicates the main reasons with the sub-categories that will be discussed below.

Table 4.2: Causes for unhappiness

Causes for unhappiness	Percentage
Family	6%
School	14%
Other people	25%
Disputes	9%
Crime	8%
Hurt	15%
Failure	12%
Racism	2%
Substance abuse	2%
Other	7%
	100%

- According to Table 4.2, the majority of respondents **(25%)** were bothered by other people which included rude people, negative people, people who judge, hypocrites, back stabbers, people who don't care, people who lie and talk behind their backs, high and mighty people and bad, unworthy friends.
- Hurt made **15%** of the respondents unhappy with their lives. Problems, pain, unhappiness, poverty, death, when someone close dies, rejection and unfairness were all part of this category.
- **Fourteen percent** of the respondents were unhappy with their schools which included teachers, classmates, bullies, tests and exams, bad school marks and to fail.

- The next category **(12%)**, included failure, disappointments, having a boring unworthy live, bad self-concept, hate and stress.
- Disputes, arguments and quarrels made **9%** of the respondents unhappy with their lives.
- Crime **(8%)** which included violence, murder, rape, child abuse, abuse, theft and animal abuse.
- From the other category **(7%)** it can be learned that things like diseases, Satanism, money, church, too little sleep and bad food also troubled the respondents.
- According to Table 4.2, **6%** of the respondents were unhappy with their family situation. This included their parents, a single parent, broken families, divorce or brothers and sisters.
- The category racism **(2%)** implied that racism, the government, name changes, and corruption made the respondents unhappy, while substance abuse also made **(2%)** of respondents unhappy with their lives.

SECTION C: LEISURE AND RECREATION BEHAVIOUR AND NEEDS

4.2.6 Leisure Profile

4.2.6a Boredom in Potchefstroom
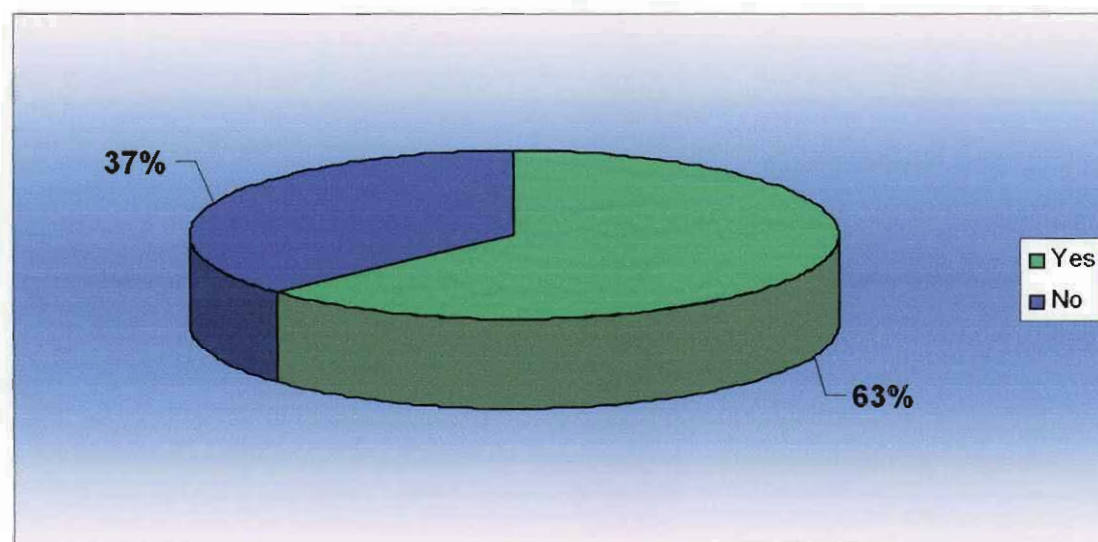
Figure 4.6: Boredom in Potchefstroom

According to Figure 4.6, **63%** of the respondents were regularly bored in Potchefstroom, while only **37%** were not regularly bored in Potchefstroom.

4.2.6b More things to do in Potchefstroom
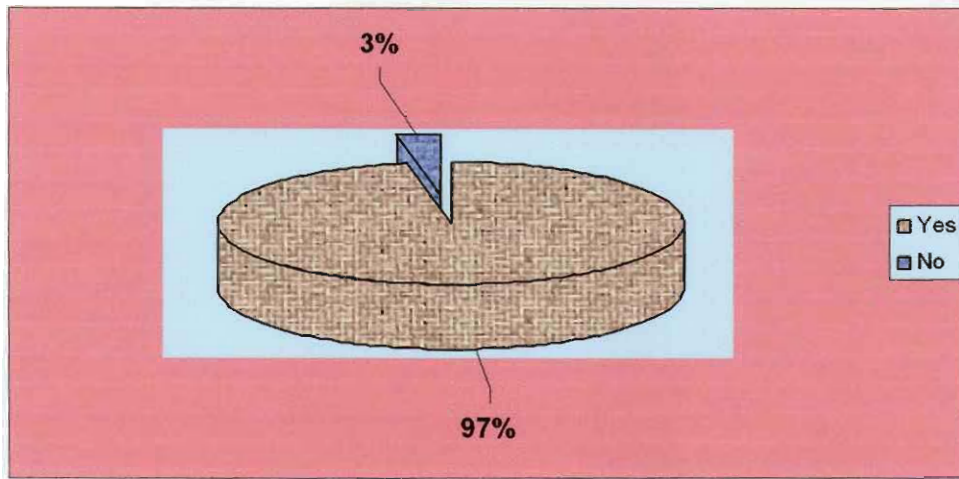
Figure 4.7: More things to do in Potchefstroom

Figure 4.7 implies that **97%** of respondents dominated in answering yes, they would therefore liked if there were more things to do in Potchefstroom. Only **3%** answered no to the question. Therefore the majority of respondents would benefit from more leisure activities, entertainment, attractions and facilities in Potchefstroom. Almost all of the respondents **(97%)** indicated that they would like it if there were more things to do in Potchefstroom although only **63%** were bored.

4.2.6c Weekends in Potchefstroom

According to Figure 4.8, **34%** of the respondents found their weekends interesting, **32%** found them fairly interesting and only **18%** found their weekends very interesting. On the other hand, **12%** and **4%** of the respondents found their weekends either boring or very boring respectively.
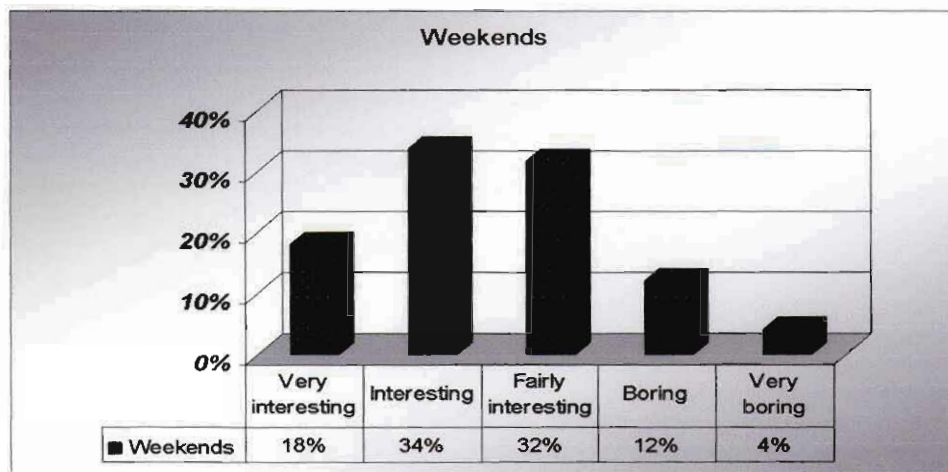
Figure 4.8: Weekends

Therefore the majority of respondents found their weekends interesting or fairly interesting, which is in contrast with the previous question.

4.2.6d Number of leisure time per week

Figure 4.9 indicates that the majority of the respondents had 3-4 hours per week **(22%)**, 3 hours per week **(18%)** or a half day **(21%)** leisure time per week. The rest of the respondents had respectively a whole day **(11%)**, more than a day **(9%)**, approximately an hour **(9%)**, less than an hour **(6%)** or no free time **(4%)** per week.
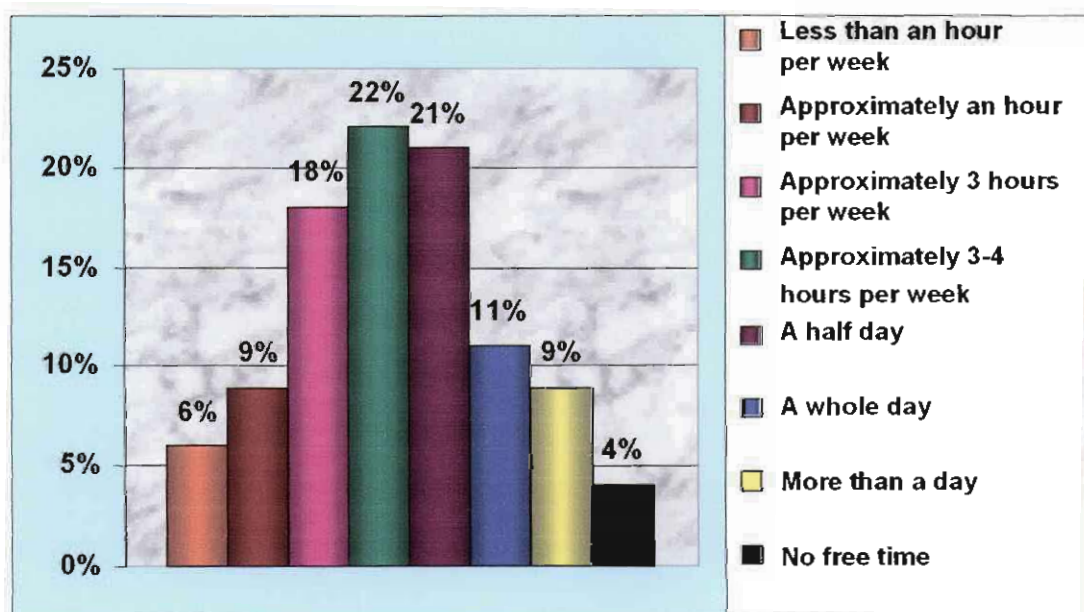
Figure 4.9: Number of leisure time per week

The results from Figure 4.9 show that there is not a dominating group and all the percentages are fairly close to each other, which could imply that the group of respondents is a diverse group with different leisure patterns and available discretionary time. Further analysis through the means procedure indicated that the respondents spent an average of 3-4 hours on leisure per week.

4.2.7 Leisure time with friends

Table 4.3: Leisure time with friends

Leisure time with friends	Percentage
Socialisation	**29%**
Audio-visual media	26%
Leisure activities	14%
Going out	11%
Sport	9%
Church	1%
Art	4%
Other	6%
	100%

Table 4.3 provides insight into the most enjoyable things respondents do in their leisure time with friends. The categories with their percentages and their sub-categories are listed below.

- According to Table 4.3 the majority of respondents liked to socialise **(29%)** with their friends which included to chat, to talk about their future, to make jokes, to socialise with their boyfriends/ girlfriends, to do nothing, to have a sleep over at a friend's house.

- After socialisation, the second highest category was audio-visual media **(26%)** which consisted of going to the movies, watching television, watching DVD's, playing playstation, computer, having LAN- parties, listening to music and practicing music instruments.

- Leisure activities made **14%** of the total percentage and the respondents mentioned the following leisure activities in the questionnaire:
    - Tenpin bowling,
    - ice-skating,
    - skateboarding,
    - swimming,

- playing pool,
- going on holiday,
- going on weekend trips and pleasure excursions,
- playing board games,
- nature related activities like camping, hunting, fishing and having a braai and
- going to parties.

- Going out implied that **11%** of the respondents liked to go to town and do shopping, go to restaurants and coffee shops or go to night clubs with their friends.
- **Nine percent** of the respondents liked to participate in sport activities with their friends and **4%** enjoyed doing some form of art with their friends.
- Amongst the other category **(6%)** activities such as drinking, smoking, doing drugs, sleeping, eating, cars and motorbikes and studying were listed.
- Only **1%** of the respondents enjoyed going to church with their friends.

4.2.8 Participation in sport
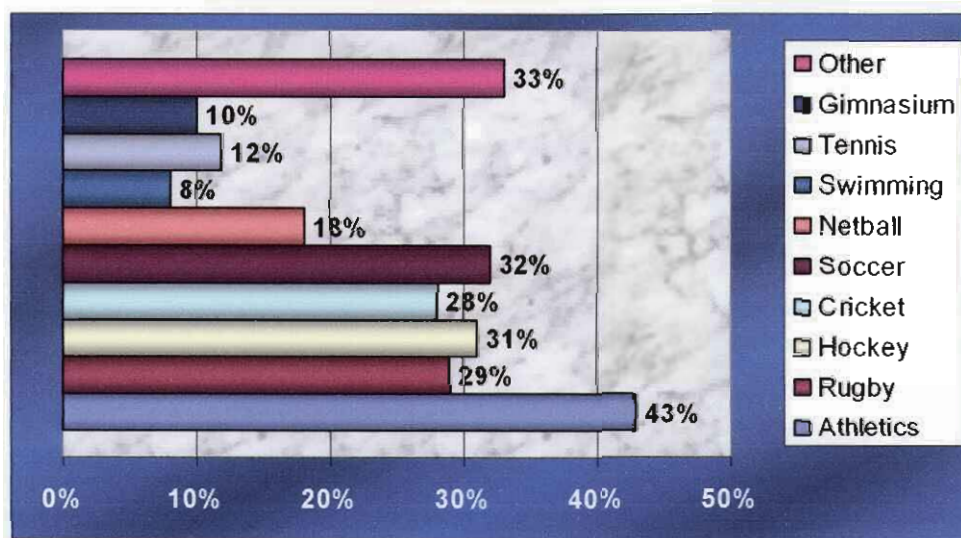
Figure 4.10: Participation in sport

Figure 4.10 clearly indicates that the most participated sport activities by the respondents were respectively the following: Athletics **(43%)**, soccer **(32%)**, hockey **(31%)**, rugby **(29%)**, cricket **(28%)**, netball **(18%)**, tennis **(12%)** and swimming **(8%).** Various respondents participated in other **(33%)** sport activities than the more regular sport activities. This unusual indication is due to the fact that there is an enormous number of other sport

activities listed in the questionnaires, but with a fairly lower percentage and together they accounts for **33%,** which is high. These other sport activities are listed below. The other sport activities are:

- Dancing **(7%),** (including ballet and tap dancing)
- Basket ball **(4%)**
- Cycling **(4%)**
- Squash **(3%)**
- Running **(3%)**
- Horse riding & Equestrian **(3%)**

- Eastern sport activities **(3%)** (including Karate, Judo, Tae Kwan Do and Kickboxing)
- Chess **(2%)**
- Under water hockey **(2%)**
- Volleyball **(2%)**
- Skateboarding **(1%).**

4.2.8a Frequency of participation in sport activities

Table 4.4 clearly indicates how frequently the respondents participate in the major sport activities. Highlighted is the frequency that enjoys the most attention by the respondents. The majority of the respondents participated less than once a month in athletics **(33%),** almost daily **(38%)** in rugby, almost daily **(37%)** in hockey, less than once a month **(38%)** in cricket and almost daily **(37%)** in soccer.

Table 4.4: Frequency of participation in sport activities

Sport activity	Almost daily	Once a week	More than once a month	Once a month	Less than once a month
Athletics	29%	15%	12%	11%	33%
Rugby	38%	13%	11%	5%	33%
Hockey	37%	12%	10%	6%	34%
Krieket	25%	12%	12%	12%	38%
Soccer	37%	14%	16%	12%	21%
Netball	48%	25%	18%	2%	7%
Swimming	27%	38%	19%	8%	8%
Tennis	38%	32%	12%	9%	9%
Gymnasium	68%	26%	3%	3%	0%

4.2.9 Participation in leisure activities

Table 4.5 indicates the participation level in different leisure activities. It is evident that there is a higher participation frequency in this question than in the sport

participation question. Table 4.5 clearly indicates the different leisure activities as well as the percentage of participation in every activity.

Table 4.5: Participation in leisure activities

Type of leisure activity	Percentage of participation
Reading	75%
Radio	85%
Television	87%
Movies	86%
Video	74%
Parties	80%
Visiting girls	77%
Visiting boys	72%
Socialising with friends	90%
Religion	90%
Hobbies	79%
Studying	85%
Visiting night clubs	69%
Doing nothing	74%
Other	11%

Socialising with friends and religion were the highest participated leisure activities with **90%** each. The other category **(11%)** involved the following activities:

- Musical instruments **(12%)**
- Gymnasium **(7%)**
- Computer **(6%)**
- Sleeping **(5%)**
- Singing **(5%)**
- Dancing **(5%)**
- Bike riding **(5%)**
- Exercising **(5%)**

- Smoking **(4%)**
- Drinking **(3%)**
- Shopping **(3%)**
- Horse riding **(3%)**
- Tanning **(2%)**
- Camping **(2%)**
- Drugs **(1%)**.

4.2.9a Frequency of participation in leisure activities

As mentioned in the previous frequency table, the highlighted percentage is the most preferred frequency of spending time on the particular leisure activity.

Table 4.6: Frequency of participation in leisure activities

Leisure activity	Almost daily	Once a week	More than once a month	Once a month	Less than once a month
Reading	**38%**	29%	13%	9%	11%
Radio	**73%**	12%	9%	2%	4%
Television	**71%**	18%	6%	2%	3%
Movies	17%	**31%**	28%	15%	9%
Video	14%	**32%**	27%	15%	12%
Parties	12%	20%	**26%**	19%	23%
Visiting Girls	**34%**	**34%**	15%	8%	9%
Visiting boys	**29%**	28%	16%	9%	19%
Socialising with friends	**54%**	28%	11%	4%	3%
Religion	28%	**53%**	10%	3%	6%
Studying	**52%**	29%	11%	4%	5%
Hobbies	**37%**	30%	19%	8%	6%
Visiting night clubs	6%	16%	14%	12%	**52%**
Doing nothing	20%	21%	14%	11%	**34%**
Other	**50%**	33%	4%	2%	11%

According to Table 4.6, the majority of respondents preferred to enjoy almost daily the luxury of the leisure activities, which include:

- Reading **(38%)**
- Radio **(73%)**
- Television **(71%)**
- Visiting girls **(34%)**
- Visiting boys **(29%)**

- Socialising with friends **(54%)**
- Studying in leisure time **(52%)**
- Hobbies **(37%)**
- Other **(50%).**

4.2.10 Support for more leisure activities in Potchefstroom

According to the Figure 4.11, the majority of respondents **(95%)** indicated that if there were more leisure activities they would support them. Only **5%** of the respondents indicated that they would not support more leisure activities.
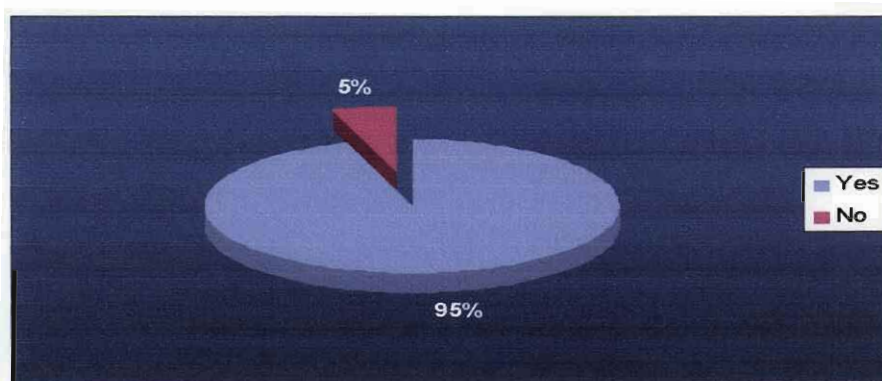
Figure 4.11: Support for more leisure activities

This Figure has a lot of similarities with Figure 4.7, but differs from it because not only would the respondents like more leisure activities, but they would also support them as well.

4.2.11 Pay to participate in leisure activities

4.2.11a Indoor activities

Table 4.7: Indoor activities

Indoor activities	Yes	No
Concerts	71%	29%
Rock shows	65%	35%
Talent competitions	53%	47%
Playstation	57%	42%
Pool	75%	25%
Computer games	67%	33%
Listening to public speakers	29%	71%
Coffee bar	74%	26%
Action cricket	53%	47%
Action Netball	35%	64%

Table 4.7 illustrates the indoor activities the respondents would or would not pay for to participate in. The majority of respondents would pay for most of the activities except for action netball **(64%)** and public speakers **(71%)**. On the questionnaire the respondents were able to name other indoor activities they would pay for. These activities include:

- Ice skating **(41%)**
- Action soccer **(11%)**
- Indoor hockey **(9%)**
- Dancing **(8%)**

- Night clubs **(3%)**
- Ping Pong **(2%)**
- Comedy **(1%)**.

4.2.11b Outdoor activities

Table 4.8: Outdoor activities

Outdoor activities	Yes	No
Rock climbing	68%	32%
Adventure camps	80%	20%
Skateboarding	34%	66%
Touch rugby	43%	57%
Paint ball	80%	20%
Quad biking	77%	23%
Kayaking-river rafting	72%	28%
Weekends camps	79%	21%
Basketball	53%	46%
Volleyball	61%	39%

According to Table 4.8, the respondents would pay for the majority of the outdoor activities to participate in except for skateboarding **(66%)** and touch rugby **(57%)**. Other outdoor activities the respondents would also pay for, but are not mentioned in Table 4.8 are:

- Soccer **(26%)**
- Drive-in **(26%)**
- Horse riding **(7%)**
- Cricket **(4%)**

- Sky diving **(3%)**
- Fishing **(3%)**
- Bungee jumping **(3%)**
- Baseball **(3%)**

SECTION D: TOURIST BEHAVIOUR AND NEEDS

4.2.12 Holiday company
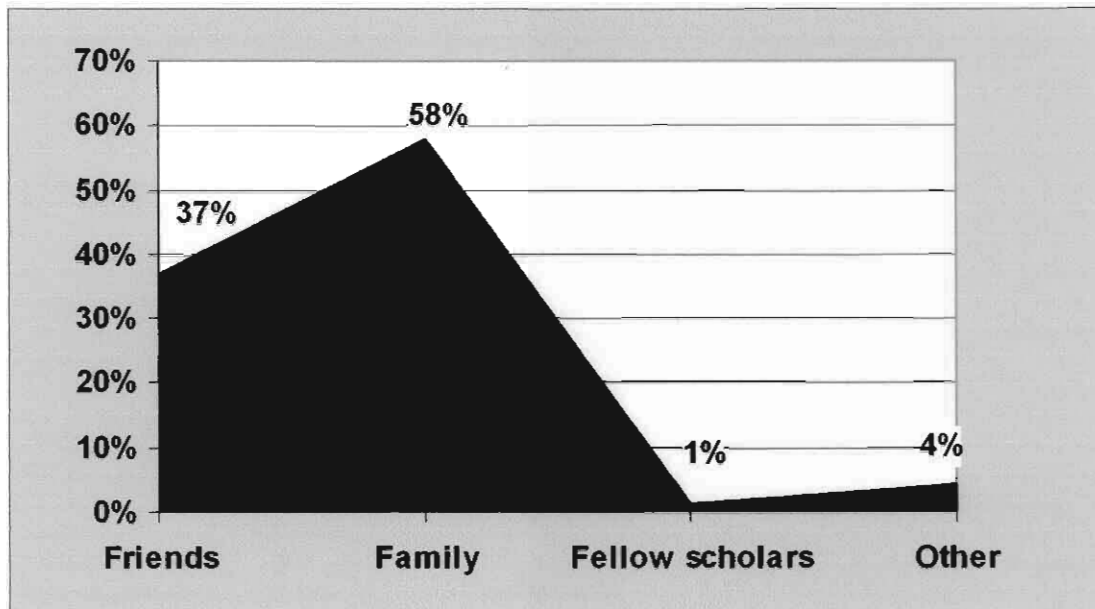
Figure 4.12: Holiday company

According to Figure 4.12, family accompanied the majority of respondents on holidays **(58%)**, followed by friends **(37%)**. Only **1%** preferred to go on holiday with fellow scholars. **Four percent** of the respondents preferred other company such as the respondent's girlfriend/ boyfriend.

4.2.13 Number of weekend trips per year

According to Figure 4.13, the greater part of the respondents took between 1 to 5 weekend trips **(43%)** per year followed by 6 to 10 trips **(26%)**, 11 to 15 trips **(12%)**, 20 and more trips **(11%)** and 16 to 20 trips per year **(8%).**
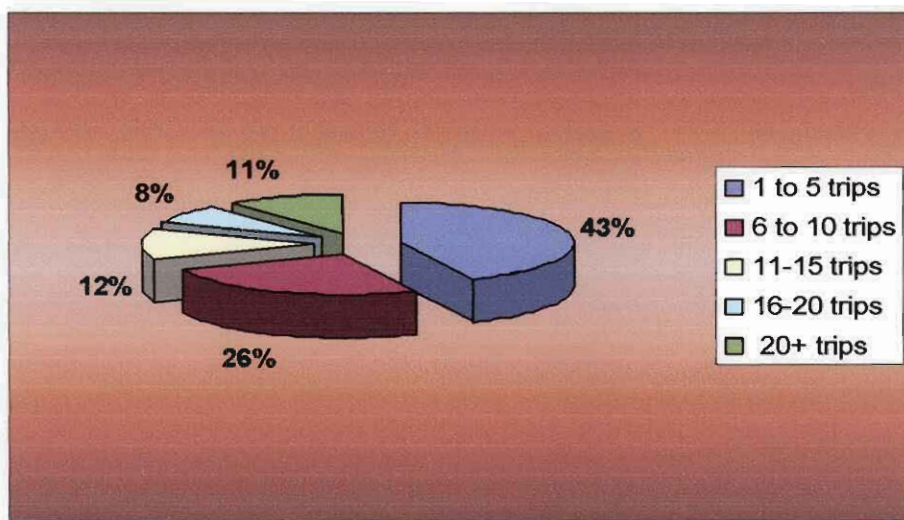
Figure 4.13: Number of weekend trips per year.

4.2.14 Reasons for going on weekend trips
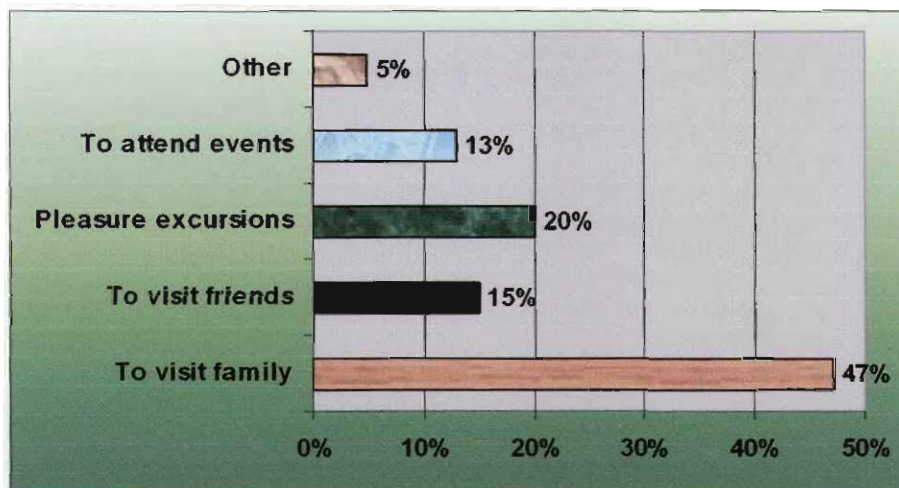
Figure 4.14: Reasons for going on weekend trips

Figure 4.14 indicates that the majority of the respondents went on weekend trips to visit family **(47%)**. **Twenty percent** preferred to go on pleasure excursions over the weekends and a further **15%** preferred to visit friends over the weekends. **Thirteen percent** liked to attend special events and **5%** traveled on weekends for other reasons. These other reasons include to relax, to enjoy

myself, sport, to escape from daily routine, to clean my mind, shopping and medical reasons.

4.2.15 Number of holiday trips per year
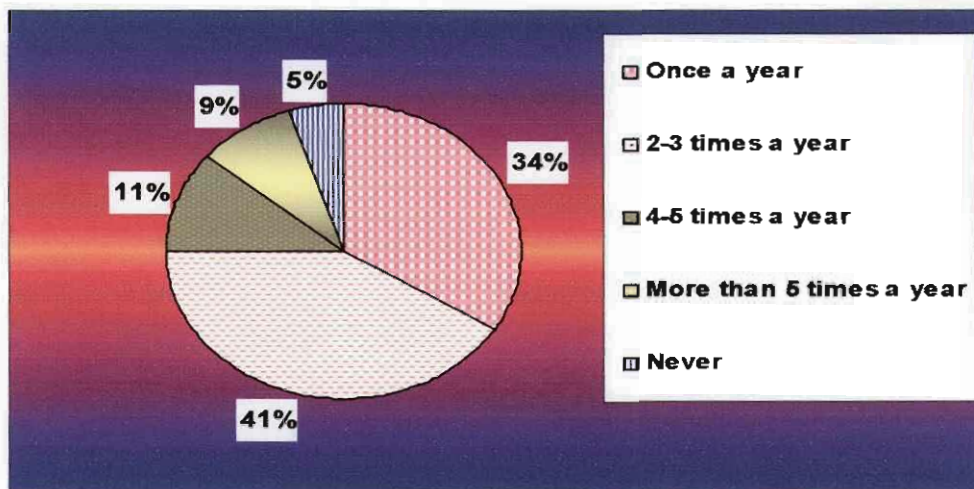
Figure 4.15: Number of holiday trips per year

Figure 4.15 indicates that the majority of the respondents went on holiday approximately 2-3 times a year **(41%)**. **Thirty- four percent** undertook holiday trips once a year, while the remaining **25%** respectively went 4-5 times a year **(11%)**, more than 5 times a year **(9%)** or never **(5%)** on holiday trips.

4.2.16 Average duration of holiday trips
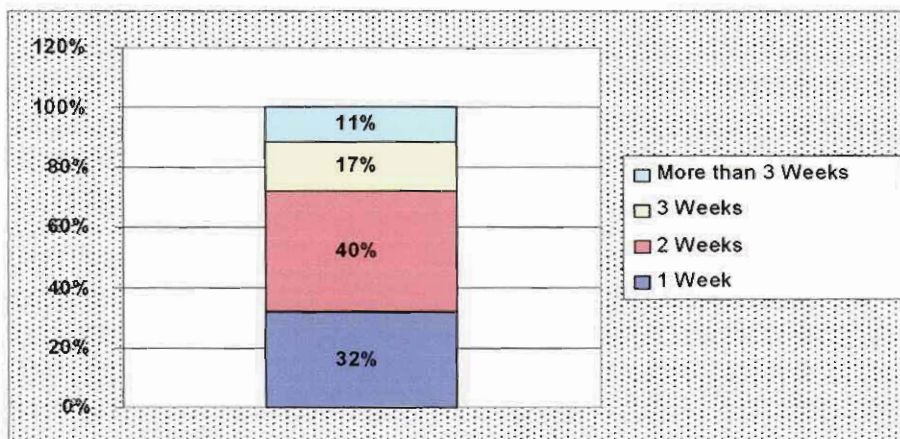
Figure 4.16: Duration of holidays

Figure 4.16 clearly indicates that most respondents go on holidays for approximately two weeks **(40%)**. About **32%** of the respondents go on holiday for between 1 and 7 nights and a further **17%** of the respondents' average holiday duration lasted up to three weeks. Lastly, **11%** of the respondent's population went on holiday for longer than 3 Weeks.

4.2.17 Most important reasons for going on holiday

According to Figure 4.17, **37%** of the respondents preferred to go on holiday to relax, while **26%** went on holiday to meet new people and **25%** went on holiday to escape from their daily routine. Of the remaining **12%**, **8%** preferred the company of friends, **3%** went on holiday to participate in sport or have an adventure and only 1% went on holiday for other reasons. The other reasons for going on holiday included visiting parents, to visit girlfriend/boyfriend, to spend family time or to escape from Potchefstroom.
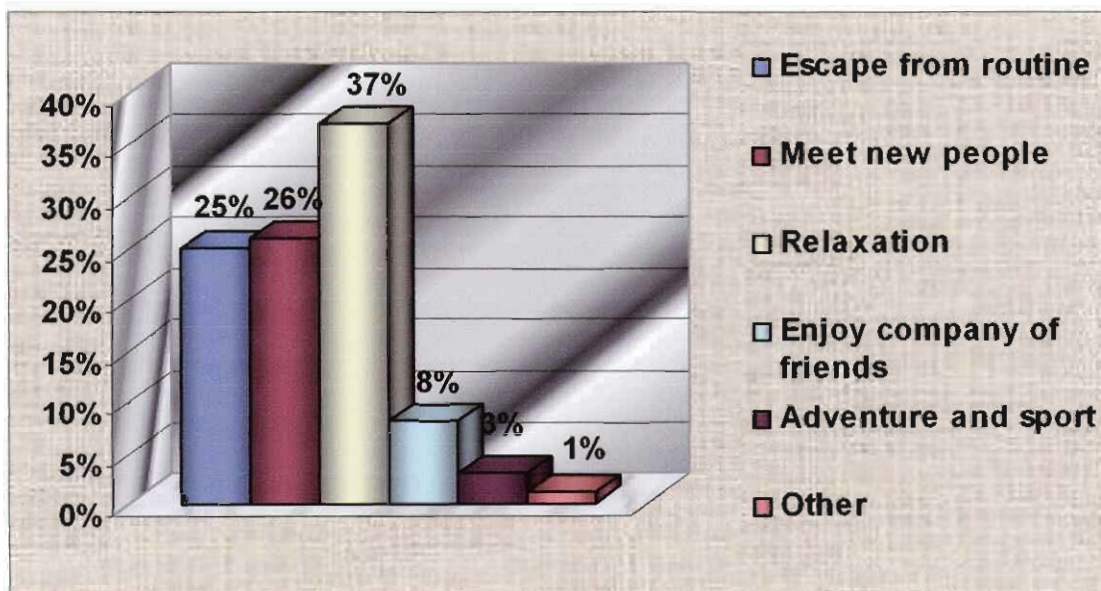
Figure 4.17: Reasons for going on holiday

4.2.18 Favourite holiday destinations

Table 4.9: Favourite holiday destinations

FAVOURITE HOLIDAY DESTINATION	PERCENT
Western Cape	23%
Natal	22%
Gauteng	4%
Eastern Cape	4%
Limpopo	1%
North West	2%
Northern Cape	1%
Mpumalanga	1%
Free State	1%
A specific destination	24%
To the sea	17%

Table 4.9 clearly indicates the respondent's different favourite holiday destinations. The Western Cape **(23%)** especially Cape Town, Natal **(22%)** especially Durban and specific destinations **(24%)** were the most popular destinations among the respondents. The specific destinations were the following:

- The Drakensberg mountain series;
- A neighboring country;
- The Kalahari;
- The Kruger National Park;
- To visit family or friends;
- Aventura holiday resort group;
- Theme parks like Sun City or Gold Reef City;
- Over-seas.

4.2.19 Most desired holiday destinations in South Africa and other countries

According to the questionnaire, the respondents had to name their favourite holiday destination in South Africa and in another country. Table 4.10 provides information about the desired destination in South Africa and Table 4.11 about the most desired destination abroad.

4.2.19a Most desired destination in South Africa

Table 4.10: Most desired holiday destination in South Africa

DESIRED DESTINATION	PERCENT
Western Cape	40%
Natal	24%
Gauteng	3%
Eastern Cape	7%
Limpopo	1%
North West	1%
Northern Cape	2%
Mpumalanga	1%
Free State	1%
A specific destination	20%

According to Table 4.10, the most desired holiday destinations in South Africa were the Western Cape **(40%)** especially Cape Town and George, Natal **(24%)** especially Margate, Durban and Ushaka Marine World. The specific desired destinations made up **20%** of the total percentage. These destinations are as follows:

- Kruger National Park;
- Holiday Resorts;
- The Kalahari;
- Sun City or Gold reef City;
- The Victoria Waterfalls;
- To go to the sea;
- A neighboring country;

- A bushveld farm;
- The Drakensberg mountain series.

4.2.19b Most desired holiday country

Table 4.11: Most desired holiday country

DESIRED DESTINATION	PERCENT
Europe	41%
North America	25%
Africa	9%
South America	7%
Australia & New Zealand	7%
Tropical Islands	7%
Middle East & Eastern Countries	4%

Table 4.11 clearly indicates the most desirable holiday country as mentioned by the respondents. Europe, which includes all the European countries like England, Ireland, Italy, Greece and especially cities like London, Amsterdam, Rome, Paris was the most desirable holiday destination **(41%)**. North America **(25%)** was the second most desirable destination with **25%** and cities like New York and interesting places like Disney World were high on the list of the respondents. The rest of the destinations were equally desirable for the respondents with Africa, especially Egypt, on **9%**. The rest included South America **(7%)** especially Rio de Janeiro, Australasia **(7%)**, the tropical Islands which included Hawaii, Mauritius, Tahiti, The Greek Islands and Bahamas with **7%.** Lastly with **4%** were the Middle East and Eastern countries like China and Japan.

4.3 RESULTS: CORRELATION ANALYSIS

The purpose of the correlation analysis was to determine the relationships between certain aspects by means of two-way frequency tables. In this section the relationships between gender and sport, leisure, reasons for going on weekend trips, number of holiday trips per year and most important reasons for

going on holiday were determined. The relationship between race and the same as the above mentioned options were also determined.

It is important to notice that the Phi Coefficient in the tables demonstrates the relationships between the various variables. When the value of the Phi Coefficient is close to 0.5 or –0.5, it can be considered as a large effect of practical significance. When the value of the phi Coefficient's is closer to 01 or -0.1, it can indicate a practical insignificance between the variables being correlated.

SECTION E: CORRELATIONS BETWEEN GENDER AND OTHER VARIABLES

According Figure 4.1 in the demographic profile, **52 %** of the respondents were male and **48%** of the respondents were female.

4.3.1 Gender and sport

Table 4.12: The relationship between gender and sport

SPORT	MALE	FEMALE	PHI COEFFICIENT
	LEVEL OF PARTICIPATION	LEVEL OF PARTICIPATION	
ATHLETICS	49%	35%	-0.1421
RUGBY	49%	8%	**-0.44**
HOCKEY	36%	25%	-0.1172
CRICKET	43%	12%	**-0.3432**
SOCCER	54%	9%	**-0.4716**
NETBALL	0%	23%	**0.3544**
SWIMMING	6%	3%	0.0540
TENNIS	6%	9%	0.0579
GYMNASIUM	4%	8%	0.08323

Table 4.12 demonstrates the relationship between gender and various sport activities. The percentages indicate the level of participation by each gender group according to sport. It clearly indicates that males participated in more sport activities than females, except for netball **(23%),** tennis **(9%)**, and gymnasium **(8%)**. According to the Phi Coefficient, there is a medium effect which might indicate practical significance between gender and various sport activities. Males prefer rugby, cricket, soccer and athletics but not netball. Females prefer netball, tennis and gymnasium. The highest Phi Coefficient is soccer **(-0.4716)**, followed by rugby **(-0.44)** and netball **(0.3544),** which are sports that are usually considered as gender related.

4.3.2 Gender and leisure

Table 4.13: The relationship between gender and leisure

LEISURE	MALE	FEMALE	PHI COEFFICIENT
	LEVEL OF PARTICIPATION	LEVEL OF PARTICIPATION	
READING	72%	78%	0.0735
RADIO	81%	89%	0.11
TV	84%	90%	0.0835
MOVIES	83%	89%	0.0793
PARTIES	80%	80%	0.0041
VISITING GIRLS	84%	69%	-0.1806
VISITING BOYS	67%	78%	0.1186
SOCIALISING WITH FRIENDS	87%	92%	0.0696
RELIGION	87%	94%	0.0696
HOBBIES	79%	80%	0.0156
STUDYING	83%	87%	0.0581
NIGHTCLUBS	70%	67%	-0.0258
DOING NOTHING	73%	75%	0.0168

Figure 4.13 indicates that although the percentages are close to each other, females dominate the levels of participation in leisure activities. The high percentages indicate that the participants are more involved in leisure activities than in sport activities. The Phi Coefficient values indicate a practical insignificance between gender and leisure activities amongst the majority of leisure activities. The values that indicated the highest significance of this group were listening to the radio **(0.11)**, visiting girls **(-0.1806)** and visiting boys' **(0.1186)**.

4.3.3 Gender and reasons for going on weekend trips

Table 4.14: The relationship between gender and reasons for weekend trips

REASONS FOR WEEKEND TRIPS	MALE PERCENTAGE	FEMALE PERCENTAGE	PHI COEFFICIENT
TO VISIT FAMILY	**49%**	44%	
TO VISIT FRIENDS	14%	**17%**	
PLEASURE EXCURSIONS	**21%**	20%	**0.1042**
TO ATTEND SPECIAL EVENTS	10%	**15%**	
OTHER	**6%**	4%	

Table 4.14 indicates the relationship between gender and the most important reasons for going on weekend trips. There value of the Phi Coefficient indicates practical insignificance and the percentages are also fairly average. The highest percentages indicate that the males preferred to visit family during weekend trips **(49%)**, while females preferred to attend special events **(15%)** or visit friends **(17%)**. Thus, there is not a strong relationship between gender and reasons for going on weekend trips.

4.3.4 Gender and number of holiday trips per year

According to Table 4.15, there is not a strong relationship between number of holiday trips per year and gender with a Phi Coefficient value of **0.0996** which indicate practical insignificance. The percentages are also fairly even and male and female shared the same percentages. **Five percent** of both females and males never went on holiday and **42%** went 2-3 times a year. **Thirty-seven percent** of the female respondents went on holiday once a year. Male respondents preferred to go on holiday 4-5 times a year **(12%)** or more than 5 times a year **(11%)**.

Table 4.15: The relationship between gender number of holiday trips per year

NUMBER OF HOLIDAY TRIPS PER YEAR	MALE PERCENTAGE	FEMALE PERCENTAGE	PHI COEFFICIENT
ONCE A YEAR	30%	37%	
2-3 TIMES A YEAR	42%	42%	
4-5 TIMES A YEAR	12%	10%	0.0996
MORE THAN 5 TIMES A YEAR	11%	6%	
NEVER	5%	5%	

4.3.5 Gender and reasons for going on holiday

Table 4.16 indicates that there is not a strong relationship between gender and reasons for going on holiday with a Phi Coefficient value of **0.1145**. From the percentages indicated in Table 4.16, males preferred to escape from daily routine **(27%),** to meet new people **(28%)**, adventure and sport **(4%)** and other **(2%)** when going on holiday, while females preferred to relax **(42%).** To enjoy the company of friends **(8%)** was shared by both genders as most important reason for going on holiday.

Table 4.16: The relationship between gender and reasons for going on holiday

REASONS FOR GOING ON HOLIDAY	MALE PERCENTAGE	FEMALE PERCENTAGE	PHI COEFFICIENT
TO ESCAPE FROM DAILY ROUTINE	27%	23%	
TO MEET NEW PEOPLE	28%	24%	
RELAXATION	31%	42%	0.1145
TO ENJOY COMPANY OF FRIENDS	8%	8%	
ADVENTURE & SPORT	4%	2%	
OTHER	2%	1%	

SECTION F: CORRELATIONS BETWEEN RACE AND OTHER VARIABLES

4.3.6 Race according to schools

According to Figure 4.18, 59% of the respondents were from black schools and 41% from white schools. From the six schools that formed part of the survey, three schools had predominantly black learners and the other three had predominantly white learners.
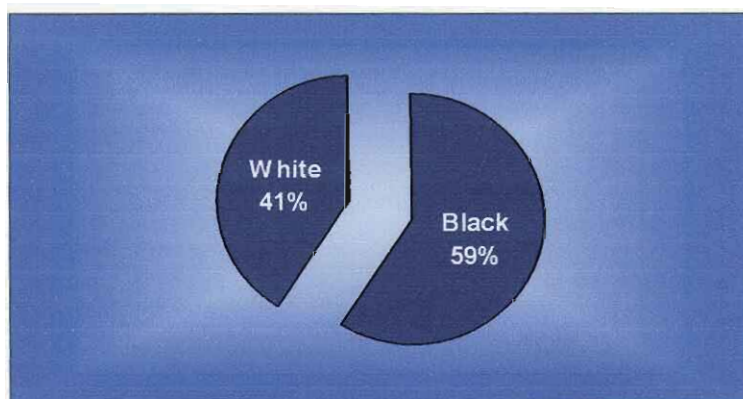
Figure 4.18: Race according to high school

4.3.7 Race and sport

Table 4.17: The relationship between race and sport

SPORT	WHITE LEVEL OF PARTICIPATION	BLACK LEVEL OF PARTICIPATION	PHI COEFFICIENT
ATHLETICS	**47%**	37%	-0.0999
RUGBY	28%	**30%**	0.0237
HOCKEY	**31%**	30%	-0.0093
CRICKET	26%	**31%**	0.0620
SOCCER	20%	**50%**	**0.3085**
NETBALL	**13%**	9%	-0.0531
SWIMMING	**5%**	**5%**	0.0136
TENNIS	7%	**8%**	0.0164
GYMNASIUM	**10%**	0%	**-0.1971**

Table 4.17 indicates that the levels of participation are even between the white schools and black schools. The percentages are also close to each other except for soccer **(50%)** and gymnasium **(10%)**. This indicates that the highest relationship is between gender and soccer **(0.3085)**, which refers to a medium effect which might indicate practical significance. The remaining Phi Coefficient values are small, which indicate no practical significance between race and the majority of sport activities.

4.3.8 Race and leisure

Table 4.18 clearly indicates that there is a not a relationship between the majority of leisure activities and race. Activities such as parties **(-0.2206)**, socialising with friends **(-0.2227)**, visiting night clubs **(-0.2166)** and doing nothing **(-0.2476)** indicated the highest practical significance according to the Phi Coefficient. In general, the percentages are higher than in sport, which indicates that more of the respondents participated in leisure activities than in sport activities. However,

the white schools indicated a higher preference towards leisure activities than the black schools, except for reading activities **(79%)** and visiting girls **(81%)**.

Table 4.18: The relationship between race and leisure

LEISURE	WHITE PERCENT OF PARTICIPATION	BLACK PERCENT OF PARTICIPATION	PHI COEFFICIENT
READING	72%	**79%**	0.0823
RADIO	**87%**	82%	-0.0743
TV	**91%**	81%	**-0.1468**
MOVIES	**90%**	81%	**-0.1246**
PARTIES	**87%**	69%	**-0.2206**
VISITING GIRLS	75%	**81%**	0.0743
VISITING BOYS	**76%**	66%	**-0.1124**
SOCIALISING WITH FRIENDS	**95%**	81%	**-0.2227**
RELIGION	**94%**	84%	**-0.1534**
HOBBIES	**84%**	72%	**-0.1436**
STUDYING	**89%**	79%	**-0.1322**
NIGHTCLUBS	**78%**	57%	**-0.2166**
DOING NOTHING	**83%**	61%	**-0.2476**

4.3.9 Race and reasons for going on weekend trips

According to Table 4.19, there is a medium to small effect of practical significnce between race and reasons for going on weekend trips with a Phi Coefficient value of **0.258**. **Fifty-four percent** of the respondents in black schools preferred to visit family when taking weekend trips and **19%** preferred to attend special events. Of the participants in white schools, **18%** preferred to visit friends over weekends, **26%** preferred to take pleasure excursions and **7%** took weekend trips for other reasons.

Table 4.19: The relationship between race and reasons for weekend trips

REASONS FOR WEEKEND TRIPS	WHITE PERCENTAGE	BLACK PERCENTAGE	PHI COEFFICIENT
TO VISIT FAMILY	41%	**54%**	
TO VISIT FRIENDS	**18%**	12%	
PLEASURE EXCURSIONS	**26%**	13%	**0.2584**
TO ATTEND SPECIAL EVENTS	8%	**19%**	
OTHER	**7%**	2%	

4.3.10 Race and number of holiday trips per year

According to Table 4.20, the Phi Coefficient value is **0.2297**, which indicate a medium to small effect of practical significance between gender and number of holiday trips per year. **Thirty-seven percent** of the participants in white schools took holiday trips once a year, while **46%** of the respondents took holiday trips 2-3 times a year. The respondents in black schools took holidays trips 4-5 times a year **(15%)**, more than 5 times a year **(15%)** or never **(6%)**.

Table 4.20: The relationship between race and number of holiday trips per year

NUMBER OF HOLIDAY TRIPS PER YEAR	WHITE PERCENTAGE	BLACK PERCENTAGE	PHI COEFFICIENT
ONCE A YEAR	**37%**	28%	
2-3 TIMES A YEAR	**46%**	36%	
4-5 TIMES A YEAR	9%	**15%**	**0.2297**
MORE THAN 5 TIMES A YEAR	4%	**15%**	
NEVER	4%	**6%**	

4.3.11 Race and reasons for going on holiday

Table 4.21: The relationship between race and reasons for going on holiday

REASONS FOR GOING ON HOLIDAY	WHITE	BLACK	PHI COEFFICIEN T
	PERCENTAGE	PERCENTAGE	
TO ESCAPE FROM DAILY ROUTINE	38%	10%	
TO MEET NEW PEOPLE	7%	49%	
RELAXATION	47%	25%	
TO ENJOY COMPANY OF FRIENDS	5%	12%	0.5465
ADVENTURE & SPORT	2%	3%	
OTHER	1%	1%	

Table 4.21 indicates the relationship between race and the most important reasons for going on holiday. The Phi Coefficient value indicates a large effect of practical significance between race and reasons for going on holiday. The respondents in white schools preferred to go on holiday to escape from routine (38%) and for relaxation (47%). On the other hand, respondents from black schools preferred to go on holiday to meet new people (49%), to enjoy the company of friends (12%) and for adventure and sport (3%). In the category for other reasons to go on holiday (1%), the respondents shared preferences.

4.4 CONCLUSION

The aim of the empirical research was to determine the needs, preferences and behaviour of high school learners in Potchefstroom regarding tourism, leisure

and recreation. To come to a conclusion, all the questions in the questionnaire provided valuable information and it was necessary to take all the questions into consideration when determining the needs, behaviour and preferences of the high school learners.

From the results it is clear that the high school learners of Potchefstroom are often bored in Potchefstroom and that the high school learners have a need for more tourism, leisure and recreation activities, facilities and entertainment in Potchefstroom and the high school learners would support it financially. The respondents are often bored in Potchefstroom and would like if there were more activities to do in Potchesftroom. The respondents would also support more tourism, leisure and recreation activities, facilities and entertainment in Potchesftroom financially.

Most respondents have only 3-4 hours of leisure time per week. It seems that there is more pressure to perform on adolescents these days and less leisure time. However, only 10% of the respondents indicated that they were either unhappy or very unhappy with their lives. It was very interesting to note that the respondents' response on participation in leisure activities was higher than participation in sport activities. The empirical research provided valuable information regarding the respondents' sport, leisure and recreation needs and preferences.

Section D, which focused on the tourist behaviour and needs of the respondents, provided valuable information regarding the travelling patterns, needs and desires of the respondents. It seems that the respondents would rather go on holiday to relax than to meet new people and to escape form daily routine. The most visited holiday destinations as well as desired destinations of the respondents where the Western Cape and Natal. The majority of the respondents desired to travel to Europe for a holiday in another country.

Where correlations were drawn between gender and different factors, the strongest relationships existed between gender and sport. As for the correlations between schools of different race and the same factors, the strongest relationships existed between race and reasons for going on holiday. These statistics provide important information for the developing and marketing of new tourism, leisure and recreation activities.

The results of the empirical research can firstly provide valuable information for researchers on the subjects of adolescence, leisure, tourism and recreation. Secondly the information can help the public and private sectors in the tourism, leisure and recreation industries to provide more activities, facilities and entertainment in Potchefstroom that will appeal to the high school market.

CHAPTER 5

CONCLUSIONS AND

RECOMMENDATIONS

5

Change is inevitable, but how we handle it determines
where we will be tomorrow.

Anonymous

5.1 INTRODUCTION

The aim of this chapter is to provide conclusions of the research and make recommendations concerning the research. The aim of the study was to determine the tourism and recreation needs of the high school learners in Potchefstroom. To achieve this aim, the following objectives were set in Chapter 1 and met throughout the study:

- The first objective, to analyse leisure behaviour, was targeted in Chapter 2 of the study. The analysis of leisure behaviour was done by an in-dept discussion concerning the following concepts:
    - The difference and relationship between leisure and recreation.
    - Conceptualising the term leisure behaviour.
    - Reasons to engage in leisure.
    - Concepts that influence leisure behaviour.
    - Theories that influence leisure behaviour.
    - The determinants of leisure behaviour.
    - The benefits of leisure.

- The second objective was to analyse tourist behaviour. Chapter 3 included the analysis of tourist behaviour which was discussed under the following main headings:
    - Conceptualising tourist behaviour.
    - Models of tourist behaviour.
    - Tourist motivation.
    - Travel-decision making process.

- Benefits of tourism.
- Negative impacts of tourism.

- The third objective was to determine the demographic and psychographic profile of high school learners. In the empirical research in Chapter 4 the demographic profile included gender, age, language and grade, while the psychographic profile included the level of happiness, causes for happiness, and causes for unhappiness of the high school learners.

- The fourth objective was to determine the current leisure behaviour of high school learners. The leisure behaviour included a leisure profile, participation in sport, participation in leisure, leisure with friends and indoor and outdoor activity preferences of high school learners. A correlation analysis was also conducted concerning the relationship between gender and leisure as well as the relationship between race and leisure.

- The fifth objective, to determine tourist behaviour, was included in the empirical research. The following subjects were included in this section:
  - Holiday company,
  - The number of and reasons for weekend trips per year,
  - The number of and reasons for holiday trips per year,
  - The duration of holiday trips,
  - Reasons for going on holiday,
  - The favourite and most desired holiday destinations of the respondents.

  A correlation analysis concerning the relationship between gender and tourist behaviour as well as the relationship between race and tourist behaviour was also included in the empirical research.

The following conclusions can be drawn, based the information that was obtained:

5.2 CONCLUSIONS

The following conclusions regarding the research can be drawn:
- Conclusions with regard to the analysis of leisure behaviour.
- Conclusions with regard to the analysis of tourist behaviour.

- Conclusions with regard to the demographic and psychographic profile of high school learners.
- Conclusions with regard to leisure behaviour of high school learners.
- Conclusions with regard to tourism behaviour of high school learners.

5.2.1 Conclusions with regard to the analysis of leisure behaviour

The following conclusions can be drawn regarding objective 1:

- Leisure can be identified as residual time, activity, state of mind, symbol of social class, as an activity, holistic, and an end to itself, but for the purpose of this study leisure is the way a individual spends his/her free time (cf. 2.2.1).

- Recreation can be considered as a specific form of leisure; however, one engages in leisure for personal and social benefits (cf. 2.2). For the purpose of this study, recreation was defined as part of leisure and as an activity carried out within leisure (cf. 2.2.2).

- What a person does on his/her own accord within the context of leisure can be defined as leisure behaviour. The alteration from adolescence to adulthood influences leisure behaviour (cf. 2.3).

- People engage in leisure behaviour to achieve certain goals such as intrinsic and extrinsic motivation; freedom, competence and arousal; internal self-attributions; needs and satisfaction; success and failure and level of aspiration (cf. 2.4).

- Individual differences, other people, socialisation, social motives, settings and situations, psychological states, changes in the environment, economy, social structure, technology and trends influence leisure behaviour (cf. 2.5).

- Theories of leisure behaviour include: the developmental theory, the social identity theory, the interaction theory, the institutional theory, the critical theory and the humanist theory. These theories suggest that freedom is a self-determined action that is possible in environments that are limited. The purpose of theories is to reveal certain aspects of leisure behaviour (cf. 2.6).

- Most leisure benefits, such as physiological, psychological, social, economic and environmental benefits to individuals lead to other benefits. Benefits of leisure are widely unappreciated. (cf. 2.8).

- Leisure is an important part of life and every human being needs leisure. Leisure benefits lead to other benefits, the importance of leisure is widely unappreciated (cf.2.8).

5.2.2 Conclusions with regard to the analysis of tourist behaviour

The following conclusions can be drawn regarding objective 2:

- Understanding tourist behaviour is important for every marketing activity in order to develop, promote and sell products and services (cf. 3.1).

- Tourist behaviour can be defined as individuals who travel to a destination for longer than twenty-four hours, who purchase tourism products and services and who act differently towards different situations and people (cf. 3.2).

- The purposes of tourist behaviour models are to simplify relationships of various factors that influence behaviour (cf. 3.3).

- The purchase-consumption system is the sequence of mental and observable steps a consumer undertakes to buy and use products (cf. 3.3.1). The concept map is a map or sequence to understand the main purposes for analysing tourist behaviour (cf. 3.3.2).

- Tourist motivation is a global integrating network of biological and cultural forces, which gives value and direction to travel choices, behaviour and experience. It explains why people participate in tourism or not (cf. 3.4).

- Every tourist has specific needs and desires; however, needs become desire when one is aware of the need. Human needs are hierarchically ordered. However, certain forces push and pull a person to travel in order to satisfy the needs. Every person seeks to satisfy more than a single need (cf. 3.4.1).

- People also travel for different reasons. These reasons include escaping, to relax, to evaluate one self, for prestige, for regression, to strengthen family relationships and for social interaction. However, there are people with no desire whatsoever to travel or to take a holiday (cf. 3.5).

- A person goes through an integrated process before purchasing a product, which is called the travel decision-making process. The decision is influenced by different variables such as previous experiences, the characteristics and needs of the potential tourist as well as variables and constraints within the process (cf. 3.6).

- South Africa has a lot to offer the tourism industry and tourism can offer a lot of benefits to South Africa. In general, benefits such as, economical, socio-cultural and environmental benefits can be identified (cf. 3.7).

- A number of negative impacts such as economic, socio-cultural and environmental impacts result, due to the over-rapid growth of the tourism industry (cf. 3.8).

5.2.3 Conclusions with regard to the demographic and psychographic profile of high school learners

The following conclusions can be drawn regarding objective 3:

- Fifty-two percent of the respondents were male and 49% were female (cf. 4.2.2).

- The majority of respondents were seventeen years of age (43%). The average age of the respondents that completed the questionnaire was 17.07 years (cf. 4.2.3).

- Fifty-nine percent of the respondents were Afrikaans speaking (cf. 4.2.3).

- Sixty-seven percent of the respondents were in grade 11 (cf. 4.2.4).

- Eighty-two percent of the respondents were either happy or very happy with their lives, while only 8% were either unhappy or very unhappy with their lives (cf. 4.2.5).

- The majority of respondents indicated that friends (29%) and family (17%) make them the happiest with their lives (cf. 5.2.5a).

- By answering the question of what makes the respondents the unhappiest with their lives, 25% indicated that other people make them the unhappiest. In this category, aspects such as rude people, people who judge, people who are hypocrites, backstabbing people and negative people are applicable (cf. 4.2.5b).

5.2.4 Conclusions with regard to leisure behaviour

The following conclusions can be drawn regarding objective 4:

- From the results it is clear that the high school learners of Potchefstroom are often bored (63%) in Potchefstroom (cf. 4.2.6a).

- Ninety-seven percent of the high school learners would prefer it if there are more activities to do in Potchefstroom (cf. 4.2.6b).

- Ninety-five percent of the high school learners would support more activities to do in Potchefstroom and are willing to pay for activities (cf. 4.2.10).

- From the product analysis provided in the annexure it is clear that there are not a lot of leisure activities, facilities and entertainment available in Potchefstroom to provide in the needs of the high school learners.

- Most respondents have only 3-4 hours of leisure time per week (22%), 21% a half day and 18% have 3 hours (cf. 4.2.6d).

- The majority of respondents like to socialise with their friends (29%), which includes to chat, to talk about their future, to make jokes, to socialise with their boyfriends/ girlfriends, to do nothing, or to have a sleepover at a friend's house (cf. 4.2.7).

- The most preferred sport activity amongst the respondents is athletics (33%). However, it is important to note that the frequency of participation in athletics is less than once a month (33%). It is also important to note that sport like rugby and netball are gender related and did not score so well because of this fact (cf. 4.2.8).

- Regarding the leisure activity preferences, all of the activities scored high and the majority participate in these leisure activities almost daily (cf. 4.2.9).

- The majority of respondents would pay to participate in both indoor and outdoor recreational activities (cf. 4.2.11).

- Regarding the correlation analysis, there is a medium relationship between gender and sport. There is not a significant relationship between race and sport, except for soccer. The percentages indicated that male respondents have a higher participation level in sport activities than female respondents. Therefore, the female respondents are less active than male respondents. The respondents in white schools have a higher percentage of participation in leisure activities than that of the respondents in black schools. This might indicate that respondents in white schools have more leisure time available, have more access to leisure activities and have more resources to participate in leisure activities. However, the Phi Coefficient indicates no practical significance.

5.2.5 Conclusions with regard to tourism behaviour

The following conclusions can be drawn regarding objective 5:

- Respondents prefer to travel with family (58%) and friends (37%) (cf.4.2.11).

- Fourty-three percent go on weekend trips for 2-5 weeks (cf. 4.2.12) and the reasons for the weekend trips are to visit family (cf. 4.2.13).

- The majority of respondents go on holiday 2-3 times a year (41%) and 34% go once a year (cf. 4.2.14). Forty percent of the respondents' duration of holiday lasts up to 2 weeks (cf. 4.2.15).
- It seems that the respondents would rather go on holiday to relax (37%) than to meet new people (26%) or to escape (25%) from daily routine (cf.4.2.16).
- The most visited holiday destinations of the respondents are the Western Cape (40%) and Natal (24%) (cf.4.2.17).
- The most desired destinations are the same as the above mentioned, while the most desire destinations in another country are Europe (41%) and North America (25%) (cf.4.2.18).
- Regarding the correlation analysis, there was not a significant relationship between gender and tourist behaviour, while there was a strong relationship between race and tourist behaviour. The relationship between race and reasons for going on holiday indicated that respondents in white schools prefer to go on holiday to break away from routine and to relax, while respondents in black schools prefer the company of friends for reasons to go on holiday.

5.3 RECOMMENDATIONS

Recommendations regarding the leisure and tourism behaviour of high school learners as well as recommendations regarding further research will be discussed next.

5.3.1 Recommendations concerning leisure behaviour

The following recommendations concerning leisure behaviour can be made:
- Cities, such as Potchefstroom, should adhere to the needs of the community and provide activities and facilities according to these needs. From the empirical research it is evident that the high school learners are bored in Potchefstroom. It is therefore recommended that more leisure and recreation facilities and activities are developed. This study focused on the leisure preferences of the high school learners and could help with the development as well as marketing of new leisure and recreation developments in Potchefstroom.
- The high school learners have exceptionally little leisure time available as realised in the empirical research and it is therefore important to provide quality leisure and recreation facilities and activities. The reason for little leisure time

could be due to more pressure to perform in general and a faster and busier lifestyle. It is however important to participate in leisure activities in order to experience physiological and health, psychological, social, economic and environmental benefits. Leisure benefits lead to other benefits. Leisure is an integrated part of life and is necessary, especially for adolescents who are in a self-identity phase.

- It was evident that the audio-visual media is the second highest preferred leisure activity adolescents participate in with friends. It is also evident that there is an enormous difference between the response of leisure and sport activities, with sport scoring exceptionally lower. Adolescents are becoming more passive and it is recommended that a strategy is developed in order to improve better and healthier lifestyles amongst the high school learners.

- There is a strong relationship between race and leisure. Respondents in white schools indicated a higher participation percentage in leisure activities than that of the respondents of black schools. This indicates that there is a lack of available facilities, accessibility and resources for the black high school learners. It is strongly recommended that the government provide better leisure facilities to the black schools. It is evident that the correlations drawn are due to a lack of available facilities.

5.3.2 Recommendations concerning tourist behaviour

Tourism behaviour included in the empirical research provides valuable information for private and public industries regarding the travelling patterns of adolescents. The following recommendations concerning tourism behaviour can be made:

- Adolescents visit their family during weekend trips, and accompany their family on vacation. Carr (2005:138) mentions the fact that parents are the most influential in determining the nature and location of the family holiday. Consequently, it is the adolescents who are most likely to have to compromise their holiday expectations and motivations. It is recommended that private and public industries focus on an adolescent market, which is non existent at the moment. Activities such as adventure tours, tours to special events and overland tours are options.

- The information regarding the preferences of high school learners as well as reasons for going on holiday can be used to develop marketing strategies and promotion that appeal to the specific market. As indicated in the conclusions it is evident that the high school learners are spending more time participating in media-related activities and this can be used to channel the right advertisements to the right target market.

- The high school learners are becoming less active and more dormant, new and fresh tourist activities which are especially developed for this market have the potential to improve the lifestyles of the high school learners in general.

5.3.3 Recommendations regarding further research

The following recommendations regarding further research can be made:

- The lack of statistics in South Africa regarding adolescents' lifestyle patterns, negative and high-risk behaviour, substance abuse and even criminal offences leaves a gap in understanding adolescents. Statistics concerning the above mentioned aspects can provide valuable information for all institutions working with adolescents.

- Further in-depth research with the same aim as this study, but in other regions can help private and public organisations in providing and developing better tourism, leisure and recreation activities, facilities and entertainment. More tourism, leisure and recreation activities influence adolescents in an indirect way by decreasing leisure boredom and in return decreases negative leisure behaviour such as substance abuse, bad and unhealthy lifestyles and drug abuse.

- A better understanding and universal definitions in the field of leisure are necessary. More recent leisure literature is needed to provide more recent resources and to form a unity regarding the complexity and diversity of leisure.

- A better understanding concerning the leisure, recreation and tourism industries, what the differences are and how they are related to each other need to be implemented.

- There is a need for more focused research on the holiday needs and desires of adolescents, both in the adolescents' own right and as part of the family unit.

BIBLIOGRAPHY

ANON. 2004a. 'Ek wéét ek het my kind verloor'. *Die Burger.* 13, 11 Augustus.

ANON. 2004b. Scene from a mall: a study of teens and fast food. *Eating disorders review,* 15(4):4, Jul./Aug.

ANON. 2005. Theories and approaches. ReCapp. ETR's Resource Center for Teenage Pregnancy. ETR Associates. (3 p.).
http://www.etr.org/recapp/theories/Adolescent Development/developmental Theories.htm Date of access: 27 October 2006.

ANON. 2006. Potchefstroom, North West. Wikipedia, the free encyclopedia. Wikimedia Foundation. (4 p.). http://wikipedia.org/wiki/potchefstroom.co.za. Date of access: 11 September 2006.

BALOGLU, S. & UYSAL, M. 1996. Market segments of push and pull motivations: a canonical correlation approach. *International journal of contemporary hospitality management,* 8(3):32-38.

BARNETT, L.A. 1987. Play. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 131-135.)

BARNETT, L.A. 2006. Accounting for leisure preferences from within: The relative contributions of gender, race or ethnicity, personality, affective style, and motivational orientation. *Journal of leisure research,* 38(4):445-474.

BENNETT, J.A. & SCHOEMAN, L. 2005. The tourism system and major role-players involved. (*In* Bennett, J.A., Jooste, C.J. & Strydom, L., *eds.* Managing tourism services: a Southern African experience. 3rd ed. Pretoria: Van Schaik Publishers. p. 30-62.)

BENNETT, J.A. & STRYDOM, L. 2005. What is tourism? (*In* Bennett, J.A., Jooste, C.J. & Strydom, L., *eds.* Managing tourism services: a Southern African experience. 3rd ed. Pretoria: Van Schaik Publishers. p. 1-29.)

BESCULIDES, A., LEE, M.E. & McCORMICK, P.J. 2002. Residents' perceptions of the cultural benefits of tourism. *Annals of tourism research,* 29(2):303-319, April.

BEZUIDENHOUT, H.M.A. 1990. White and black tourism needs in an industrial area: a comparative study. Potchefstroom: PU for CHE. (Dissertation - MCom.)

BIRREL, S. 2006. Sport and sport studies. (*In* Rojek, C., Shaw, S.M. & Veal, A.J., *eds.* A handbook of leisure studies. New York: Palgrave Macmillan. p. 335-353.)

BRESLER, N.C. 2005. The business environment of the tourism establishment. (*In* Bennett, J.A., Jooste, C.J. & Strydom, L., *eds.* Managing tourism services: a Southern African experience. 3rd ed. Pretoria: Van Schaik Publishers. p. 96-134.)

BUCHER, C.A., SHIVER, J.S. & BUCHER, R.D. 1984. Recreation for today's society. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall. 384 p.

CALDWELL, L.L. 2005. Leisure and health: why is leisure therapeutic? *British journal of guidance & counselling*, 33(1):7-26.

CALDWELL, L.L., BALDWIN, C.K., WALLS, T. & SMITH, E. 2004. Preliminary effects of a leisure education program to promote healthy use of free time among middle school adolescents. *Journal of leisure research*, 36(3):310-335.

CALDWELL, L.L., DARLING, N., PAYNE, L.L. & DOWDY, B. 1999. "Why are you bored?" An examination of psychological and social control causes of boredom among adolescents. *Journal of leisure research*, 31(2):103-121.

CARPENTER, G.N. & HOWE, C.Z. 1985. Programming leisure experiences: a cyclical approach. Englewood Cliffs, N.J.: Prentice Hall. 184 p.

CARR, N. 2005. A comparison of adolescents' and parents' holiday motivations and desires. *Tourism and hospitality research*, 6(2):129-142, November.

CLARKE, J. & CRITCHER, C. 1985. The devil makes work: leisure in a capitalist Britain. Urbana, Ill.: University of Illinois Press. 259 p.

COHEN, D.A., SCRIBNER, R.A. & FARLEY, T.A. 2000. A structural model of health behaviour: a pragmatic approach to explain and influence health behaviours at the population level. *Preventive medicine*, 30:146-154.

CORDES, K.A. & IBRAHIM, H.M. 1996. Applications in recreation & leisure: for today and the future. St. Louis, Mo.: Mosby. 349 p.

CROMPTON, J.L. 1979. Motivations for pleasure vacation. *Annals of tourism research*, 6(4):408-424, October-December.

DAHL, G. 1987. Religion and recreation. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 143-147.)

DE BRUYN, H.E.C. & KLOPPER, H.B. 2005. Strategic management in the tourism establishment. (*In* Bennett, J.A., Jooste, C.J. & Strydom, L., *eds.* Managing tourism services: a Southern African experience. 3rd ed. Pretoria: Van Schaik Publishers. p. 135-163.)

DE LISLE, L.J. 2004. Respecting religious traditions in recreational programming: understanding the religions in your community can help you planning accordingly. *Parks and recreation*, October. (5 p.). http://www.nrpa.org Date of access: 15 November 2006.

DE MAN, L.A. 1992. Recreation and sports preferences of black people in the southern Orange Free State. Bloemfontein: UOFS. (Thesis - DPhil.)

DITTON, R.B. 1987. Coastal recreation. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 111-115.)

DRIVER, B.L. 2006. White Paper #7: the benefits of leisure. Academy of Leisure Sciences. (5 p.). http://www.academyofleisuresciences.org/alswp7.html Date of access: 15 August 2006.

DRIVER, B.L., BROWN, P.J. & PETERSON, G.L. 1991. Research on leisure benefits: an introduction to this volume. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds.* Benefits of leisure. State College, Pa.: Venture Publishing. p. 3-13.)

EASLY, A.T. 1991. Programmed, nonclinical skill development benefits of leisure activities. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds.* Benefits of leisure. State College, Pa.: Venture Publishing. p. 145-160.)

EDGINGTON, C.R., HANSON, C.J., EDGINGTON, S.R. & HUDSON, S.D. 1998. Leisure programming: a service-centered and benefits approach. 3rd ed. Boston, Mass.: McGraw-Hill. 501 p.

EDWARDS, D.J.A & LOUW, D.A. 1998. Sielkunde: 'n inleiding vir studente in Suider-Afrika. 2de uitg. Johannesburg: Heinemann. 858 p.

ERLANK, N. 2005. The consequences of tourism. (*In* Bennet, A., Jooste, C. & Strydom, L., *eds.* Managing tourism services: a Southern African perspective. 3rd ed. Pretoria: Van Schaik Publishers. p. 381-411.)

EVANS, G. & POOLE, M. 1991. Young adults: self-perceptions and life contexts. London: Falmer Press. 325 p.

FLOYD, M.F., SHINEW, K.J., McGUIRE, F.A. & NOE, F.P. 1994. Race, class and leisure activity preferences: marginality and ethnicity revisited. *Journal of leisure research,* 26(2):158-173.

FORD, P. 1987. Camping. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 105-109.)

FUNK, B.A. 1987. The arts. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 101-103.)

FURLONG, A. & CARTMEL, F. 1997. Young people and social change. Individualization and risk in late modernity. Buckingham, Eng.: Open University Press. 133 p.

GILLESPIE, R.B. 2002. The physical impact of computers and electronic game use on children and adolescents: a review of current literature. *Work*, 18:249-259.

GODBEY, G. 1987. Urban recreation. (*In* Graefe, A. & Parker, S., eds. Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 163-168.)

GOELDNER, C.R. & RITCHIE, J.R. 2003. Tourism: principles, practices, philosophies. 9th ed. Hoboken, N.J.: Wiley. 587 p.

GORDON, W.R. & CALTABIANO, M.L. 1996. Urban-rural differences in adolescents' self-esteem, leisure boredom, and sensation-seeking as predictors of leisure-time usage and satisfaction. *Adolescence*, 31(124):883-901, Winter.

GRAEF, R., CSIKZENTMIHALYI, M. & GIANINNO, S.M. 1983. "Measuring intrinsic motivation in everyday life". *Leisure studies*, 2(2):155-168.

GRAEFE, A.R. 1987. Wild land recreation. (*In* Graefe, A. & Parker, S., eds. Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 169-173.)

GREENDORFER, S.L. 1987. Sport. (*In* Graefe, A. & Parker, S., eds. Recreation and leisure: an introductory handbook. State College, Pa: Venture Publishing. p. 149-154.)

HAGGARD, L.M. & WILLIAMS, D.R. 1991. Self-identity benefits of leisure activities. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., eds. Benefits of leisure. State College, Pa.: Venture Publishing. p. 103-119.)

HALL, E. 2005. Living well in 2005! The benefits of leisure for people with disabilities. *National Centre on Accessibility. Access Today. NCA monographs* 18, Spring. (12 p.). http://www.ncaonline.org/monographs/18living.shtml. Date of access: 15 August 2006.

HAMPL, J.S., WHARTON, C.M., TAYLOR, C.A., WIHAM, D.M., BLOCK, J.L. & HALL, R. 2004. Primetime television impacts on adolescents' impressions of bodyweight, sex appeal, and food and beverage consumption. *Nutrition bulletin,* 29:29-98.

JOHNSON, R.L. & BROWN, T.C. 1991. Beneficial economic consequences of leisure and recreation. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., eds. Benefits of leisure. State College, Pa.: Venture Publishing. p. 385-391.)

JOOSTE, C.J. 2005. Marketing management in the tourism establishment. (*In* Bennett, J.A., Jooste, C.J. & Strydom, L., eds. Managing tourism services: a Southern African experience. 3rd ed. Pretoria: Van Schaik Publishers. p. 210-248.)

KAPLAN, L.J. 1984. Adolescence: the farewell to childhood. New York: Simon & Schuster. 401 p.

KELLY, J.R. 1990. Leisure. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall. 439 p.

KING, R.L. & WOODSIDE, A.G. 2001. Qualitative comparative analysis of travel and tourism purchase-consumption systems. (*In* Mazanec, J.A., Crouch, G.I., Brent Richie, J.R. & Woodside, A.G. Consumer psychology of tourism, hospitality and leisure, v. 2. Wallington, Oxon: CABI Publishing. p. 87-105.)

KOTZÉ, F. 2005. The role of print media in travel decision-making. Potchefstroom: North-West University. (Dissertation - MA.) 122 p.

KOTZE, S.J. 1996. Leisure time utilization of the senior citizen: the role of motivation in the change of behaviour. Pretoria: University of Pretoria. (Dissertation - MA.)

KRAUS, R.G. & CURTIS, J.E. 1990. Creative management in recreation, parks and leisure services. St. Louis, Mo.: Times Mirror/Mosby. 494 p.

LEIPER, N. 2004. Tourism management. 3rd ed. French's Forest, NSW: Pearson Education Australia. 445 p.

LICKORISH, L.J. & JENKINS, C.L. 1997. An introduction to tourism. Oxford: Butterworth-Heinemann. 244 p.

LUMSDON, L. 1997. Tourism marketing. London: International Thomson Business Press. 290 p.

MAHONY, J.L., STATTIN, H. & LORD, H. 2004. Unstructured youth recreation centre participation and antisocial behaviour development: selection influence and moderating role of antisocial peers. *International journal of behavioural development,* 28(6):553-560.

MCDONALD, B.L. & SCHREYER, B.L. 1991. Spiritual benefits of leisure participation and leisure settings. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds.* Benefits of leisure. State College, Pa.: Venture Publishing. p. 180-194.)

MCFARLANE, B.I. & BOXALL, P.C. 1998. Past experiences and behavioural choice among wilderness users. *Journal of leisure research,* 30(2):195-213.

MCINTOSH, R.W., GOELDNER, C.R. & RITCHIE, J.R. 1995. Tourism: principles, practices, philosophies. New York: Wiley.

MEYER, C. du P. 1997. Rekreasievoorsiening in die Noordwes-Provinsie. Potchefstroom: Potchefstroomse Universiteit vir CHO. 128 p.

MILL, R.C. & MORRISON, A.M. 1985. The tourism system. Englewood Cliffs, N.J.: Prentice Hall.

MOGAJANE, V.S. 2005. Leisure and tourism behaviour in rural areas in the North-West Province. Potchefstroom: North-West University. (Dissertation - MA.) 121 p.

MORRISSEY, K.M. & WERNER-WILSON, R.J. 2005. The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence,* 40(157):67-85, Spring.

MURPHY, J.F. 1987. Concepts of leisure. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 12-15.)

MURPHY, J.F., NIEPOTH, E.W., LYNN, M.J. & WILLIAMS, J.G. 1991. leisure systems: critical concepts and applications. Champaign, Ill.: Sagamore Publishing. 387 p.

MYBURGH, M. 1997. The value of meaningful use of leisure to prevent deviant and delinquent behaviour. Pretoria: University of Pretoria. (Thesis - PhD.)

NEULINGER, J. 1987. The psychology of leisure. (*In* Graefe, A. & Parker, S., *eds*. Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 37-40.)

ORTHNER, D.K. 1976. Patterns of leisure and marital interaction. *Journal of leisure research,* 8:98-111.

ORTHNER, D.K. & MANCINI, J.A. 1991. Benefits of leisure for family bonding. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds*. Benefits of leisure. State College, Pa.: Venture Publishing. p. 290-301.)

O'SULLIVAN, E.L. 1991. Marketing for park, recreation and leisure. State College, Pa.: Venture Publishing. 271 p.

PAFFENBERGER, J.R., HYDE, R.T. & DOW, A. 1991. Health benefits of physical activity. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds*. Benefits of leisure. State College, Pa.: Venture Publishing. p. 49-57.)

PAGE, S.J., BRUNT, P., BUSBY, G. & CONNEL, J. 2001. Tourism: a modern synthesis. London: Thomson Learning. 475 p.

PEARCE, P.L. 2005. Tourist behaviour: themes and conceptual schemes. Clevedon, UK: Channel View Publications. 241 p.

PEARCE, P.L., MORRISON, A.M. & RUTLEDGE, J.L. 1998. 'Motivational influences in tourism demand'. (*In* Pearce, P.L., Morrison, A.M. & Rutledge, J.L., *eds.* Tourism: bridges across continents. Sydney: McGraw-Hill.)

PERDUE, R.R. & THOMASON, P.S. 1987. Commercial recreation. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 117-123.)

PIKO, F.P. & VAZSONYI, A.T. 2004. Leisure activities and problem behaviours among Hungarian youth. *Journal of adolescents,* 27(6):717-730, December.

RAYMORE, L.A. 1995. Leisure behaviour and the transition from adolescence to young adulthood. *Leisure studies,* 14(13):202-216.

RITCHIE, J.R.B. & WOODSIDE, A.G., *eds.* Consumer psychology of tourism, hospitality and leisure, v. 2. Wallingford, Oxon: CABI Publishing. p. 87-105.)

ROBINSON, J. 1987. Mass media and leisure time. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 125-130.)

ROGGENBUCK, J.W., LOOMIS, R.J. & DOGASTINO, J.V. 1991. The learning benefits of leisure. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds.* Benefits of leisure. State College, Pa.: Venture Publishing. p. 195-213.)

ROJEK, C., SHAW, S.M. & VEAL, A.J. 2006. Introduction: process and content. (*In* Rojek, C., Shaw, S.M. & Veal, A.J., *eds.* A handbook of leisure studies. New York: Palgrave Macmillan. p. 1-21.)

ROLSTON, H. 1991. Creation and recreation: environmental benefits and human leisure. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds.* Benefits of leisure. State College, Pa.: Venture Publishing. p. 393-403.)

ROSSMAN, J.R. 1995. Recreation programming: designing leisure experiences. 2nd ed. Champaign, Ill.: Sagamore Publishing. 487 p.

ROWE, D. 2006. Leisure, mass communications and media. (*In* Rojek, C., Shaw, S.M. & Veal, A.J., *eds.* A handbook of leisure studies. New York: Palgrave Macmillan. p. 317-331.)

RYAN, C. 1997a. Similar motivations - diverse behaviours. (*In* Ryan, C., *ed.* The tourist experience. London: Cassell. p. 25-47.)

RYAN, C. 1997b. From motivation to assessment. (*In* Ryan, C., *ed.* The tourist experience. London: Cassell. p. 48-72.)

SAAYMAN, M. 1994. Strategiese plan vir die voorsiening van vryetydsdienste en -bronne vir Klerksdorp. Potchefstroom: Potchefstroomse Universiteit vir CHO. 34 p.

SAAYMAN, M. 2000. En route with tourism. 2nd ed. Potchefstroom: Leisure Consultants and Publications. 330 p.

SAAYMAN, M. 2001. Tourism marketing in South Africa. 2nd ed. Potchestroom: Leisure Consultants and Publications. 389 p.

SAAYMAN, M. 2002. Hospitality, leisure and tourism management. Potchefstroom: Leisure Consultants and Publications. 509 p.

SAAYMAN, M. & MULLER, M.L. 1996. Sport and recreation needs and preferences for the community of Reitz/Petsana. Potchefstroom: Leisure Consultants and Publications. 83 p.

SAAYMAN, M. & SWART, S. 2004. An introduction to tourism law. Potchefstroom: Leisure Consultants and Publications. 84 p.

SAAYMAN, M. & VAN DEN BERG, M. 1995. Sport and leisure provision for the township of Mohadin. Potchefstroom: Potchefstroomse Universiteit vir CHO. 16 p.

SCHOEMAN, L. & MYNHARDT, A.B. 2005. The motivation and decision to travel. (*In* Bennet, A., Jooste, C. & Strydom, L., *eds.* Managing tourism services: a Southern African perspective. 3rd ed. Pretoria: Van Schaik Publishers. p. 63-92.)

SCHOLTZ, G.J.L. 1989. Sport- en rekreasiedeelname en behoeftes van die stad Soweto. Potchefstroom: Potchefstroomse Universiteit vir CHO.

SCHOLTZ, G.J.L. 1993. Leisure preferences and needs of South Africans in the age group of 15 to 30 years. Potchefstroom: Potchefstroomse Universiteit vir CHO. 98 p.

SCHOLTZ, G.J.L., MEYER, C. du P., DE VILLIERS, B.A. & SAAYMAN, M. 1993. Strategiese plan vir die voorsiening van vryetydsbronne en -dienste vir Potchefstroom. Potchefstroom: Potchefstroomse Universiteit vir CHO. 113 p.

SCHOLTZ, G.J.L., MEYER, C. du P., DIPPENAAR, G.J. & WESSELS, A.C.J. 1989. Die behoefte aan 'n sport- en rekreasiesentrum vir Nelspruit en omgewing. Potchefstroom: Potchefstroomse Universiteit vir CHO. 76 p.

SCHOLTZ, G.J.L., MEYER, C. du P., SAAYMAN, M., HUGO, M.L., HATTING, P.S., ODENDAAL, S.S.C. & DE WET, N.H. 1992. Strategiese plan vir die voorsiening van vryetydsbronne en -dienste vir Randburg. Potchefstroom: Potchefstroomse Universiteit vir CHO. 59 p.

SCHOLTZ, G.J.L. & SCHOLTZ, H. 1997. Gross list of leisure activities in Potchefstroom. Potchefstroom: Potchefstroomse Universiteit vir CHO.

SCHOLTZ, G.J.L., VAN ROOIJEN, L., BOUWER, E.M. & BOUWER, I. 1990. Voorsiening van vryetydsbronne en -dienste deur Verwoerdburg. Potchefstroom: Potchefstroomse Universiteit vir CHO.

SCHOLTZ, G.J.L., VAN TONDER, H. & SAAYMAN, M. 1995. Sport en rekreasievoorsiening vir Promosa. Potchefstroom: Potchefstroomse Universiteit vir CHO.

SHAW, S.M., KLEIBER, D.A. & CALDWELL, L.L. 1995. Leisure and identity formation in male and female adolescents: a preliminary examination. *Journal of leisure research*, 27(3):245-263.

SOUTH AFRICA. Department of Environmental Affairs and Tourism. 1996. The development and promotion of tourism in South Africa. (White paper on tourism.) Pretoria: Department of Environmental Affairs and Tourism.

STEVENSON, B. 2006. The arts and entertainment: situating leisure in the creative economy. (*In* Rojek, C., Shaw, S.M. & Veal, A.J., *eds.* A handbook of leisure studies. 5th ed. New York: Palgrave Macmillan. p. 354-362.)

STODOLSKA, M. 2005. Implications of the conditioned attitude model of individual discriminatory behaviour for discrimination in leisure settings. *Leisure sciences*, 27:59-74.

STYNES, D.J. 1987. Economics and leisure. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 19-23.)

SWARBROOKE, J. & HORNER, S. 2001. Consumer behaviour in tourism. Oxford: Butterworth-Heinemann. 453 p.

TRIGG, P. 1995. Leisure & tourism GNVQ: intermediate textbook. Oxford: Butterworth-Heinemann. 164 p.

ULRICH, R.S., DIMBERG, U. & DRIVER, B.L. 1991. Psycho physiological indicators of leisure benefits. (*In* Driver, B.L., Brown, P.J. & Peterson, G.L., *eds.* Benefits of leisure. State College, Pa.: Venture Publishing. p. 73-89.)

UNGER, L.S. & KERNAN, J.B. 1983. On the meaning of leisure: an investigation of some determinants of the subjective experience. *Journal of consumer research*, 9(4):381-392.

UYSAL, M. & HAGAN, L.A.R. 1993. "Motivation of pleasure travel and tourism". (*In* Khan, M., Olsen, M. & Var, T., *eds.* Encyclopedia of hospitality and tourism. p. 798-810.)

VAN MIDDELKOOP, M., BORGERS, A.W.J., ARENTZE, T.A. & TIMMERMANS, H.J.P. 2001. Representing and predicting tourist choice behaviour: rule-based vs. utility-based approach. (*In* Mazanec, J.A., Crouch, G.I., Brent Ritchie, J.R. & Woodside, A.G., *eds.* Consumer psychology of tourism, hospitality and leisure, v. 2. Wallingford, Oxon: CABI Publishing. p. 107-122.)

VEAL, A.J. 2006. Economics of leisure. (*In* Rojek, C., Shaw, S.M. & Veal, A.J., *eds.* A handbook of leisure studies. New York: Palgrave Macmillan. p. 140-161.)

WALKER, G.J., DENG, J. & DIESER, R.B. 2005. Culture, self-construal, and leisure theory and practice. *Journal of leisure research,* 37(1):77-99.

WALSH, R.G. 1985. Recreation economic decisions. Fort Collins, Colo.: Colorado State University. [Preliminary Draft.]

WATERMAN, A.S. 2005. When effort is enjoyed: Two studies of intrinsic motivation for personal salient activities. *Motivation and emotion,* 29(3):165-188.

WEAVER, D. & OPPERMAN, M. 2000. Tourism management. Old, Australia: Wiley. 468 p.

WESSELS, J.C. 1995. Leisure needs of young people in Pietersburg. Pretoria: University of Pretoria. (Dissertation - MA.)

WILLITS, W.L. & WILLITS, F.K. 1987. Adolescent leisure patterns. (In Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 177-181.)

WILSON, G.D.H. 1990. Recreation in the Black residential areas of the PWV region: a geographic perspective. Pretoria: University of Pretoria. (Thesis - DPhil.)

WILSON, J. 1987. The sociology of leisure. (*In* Graefe, A. & Parker, S., *eds.* Recreation and leisure: an introductory handbook. State College, Pa.: Venture Publishing. p. 49-53.)

WOODSIDE, A.G., WALLACE, E.C. & KING, R.I. 2001. An updated model of travel and tourism purchase-consumption systems. *Journal of travel & tourism marketing,* 10(1):3-27, January.

YOUELL, R. 1995. Leisure and tourism: advanced GNVQ. 2nd *ed.* Harlow: Longman. 548 p.

ZINS, A.H. 2001. Two means to the same end: hierarchical value maps in tourism-comparing the association pattern technique with direct importance ratings. (*In* Mazanec, J.A., Crouch, G.I., Brent Ritchie, J.R. & Woodside, A.G., *eds.* Consumer psychology of tourism, hospitality and leisure, v. 2. Wallingford, Oxon: CABI Publishing. p. 123-151.)

ANNEXURES

ANNEXURE A: QUESTIONNAIRE

LEISURE NEEDS ANALYSIS - 2006
VRYETYDSBEHOEFTE-ANALISE - 2006

AFDELING A	SECTION A
DEMOGRAFIESE PROFIEL	DEMOGRAPHIC PROFILE

1. Geslag?/ Gender?

Manlik/ Male	
Vroulik/ Female	

2. Ouderdom?/ Age?

3. Huistaal?/ Language?

Afrikaans	
Engels/ English	
Tswana	
Ander/ Other; Spesifiseer/ Specify	

4. Graad?/ Grade?

Graad 11/ Grade 11	
Graad 12/ Grade 12	

5. Hoe gelukkig is jy met jou lewe?/
How happy are you with your life?

Baie gelukkig/ Very happy	
Gelukkig/ Happy	
Ongelukkig/ Unhappy	
Baie ongelukkig/ Very unhappy	

6. Wat maak jou die gelukkigste in jou lewe?/
What things makes you the happiest in your life?

Noem drie / Name three

7. Wat maak jou die ongelukkigste in jou lewe?/
What makes you the unhappiest in your life?

Noem drie / Name three

8. Wat is die lekkerste dinge wat jy en jou vriende
doen in jul vrye tyd?/
What are the most enjoyable things you and your friends
do in your leisure time?

AFDELING B	SECTION B
DEELNAME AAN SPORT	PARTICIPATION IN SPORT

9. Aan watter sportsoorte wat hieronder genoem word, neem jy deel? Indien jy aan ander deelneem, spesifiseer.
Which of the sport activities mentioned below do you participate in? If you participate in other activities, specify.

Sportsoorte – somer en winter/ Sport activities – summer and winter	Hoe dikwels neem jy aan sportsoorte deel? How often do you participate in sport activities?				
	Byna daagliks/ Almost daily	1 keer per week/ Once a week	Meer as een keer per maand/ More than once a month	1 Keer per maand./ Once a month	Minder as een keer per maand/ Less than once a month
Atletiek/ Athletics	5	4	3	2	1
Rugby	5	4	3	2	1
Hokkie/ Hockey	5	4	3	2	1
Kricket/ Cricket	5	4	3	2	1

Sokker/ Soccer	5	4	3	2	1
Ander: (Noem hulle hieronder)/ Other: (Name them below)					
1.	5	4	3.	2.	1.
2.	5.	4.	3.	2.	1.
3.	5.	4.	3.	2.	1.
4.	5.	4.	3.	2.	1.

10. Aan watter ontspanningsaktiwiteite wat hieronder genoem word, neem jy deel? Indien jy aan ander deelneem, spesifiseer /
Which of the leisure activities mentioned below do you participate in? If you participate in other activities, specify them.

Ontspannings-aktiwiteite: somer en winter/ Leisure Activities: summer and winter	Hoe dikwels neem jy aan Ontspanningsaktiwiteite deel?/ How often do you participate in Leisure Activities?				
	Byna daagliks/ Almost daily	1 keer per week/ Once a week	Meer as een keer per maand/ More than once a month	1 Keer per maand/ Once a month	Minder as een keer per maand/ Less than once a month
Lees/ Reading	5	4	3	2	1
Radio/Radio	5	4	3	2	1
Televisie/ Television	5	4	3	2	1
Fliek/ Movies	5	4	3	2	1
Video	5	4	3	2	1
Partytjies/ Parties	5	4	3	2	1
Kuier by meisies/ Visiting girls	5	4	3	2	1
Kuier by seuns/ Visiting boys	5	4	3	2	1
Kuier by vriende/ Socialising with friends	5	4	3	2	1
Godsdiens - kerk/ Religion - church	5	4	3	2	1
Stokperdjies/ Hobbies	5	4	3	2	1
Studeer/ Studying	5	4	3	2	1
Besoek nagklubs/ visiting night clubs	5	4	3	2	1
Niksdoen/ Doing nothing	5	4	3	2	1
Ander: (Noem hulle hieronder)/ Other: (Name them below)					
1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1

AFDELING C   **SECTION C**
VRYETYDSPROFIEL   **LEISURE PROFILE**

11. Is jy dikwels verveeld in Potchefstroom?/
Are you regularly bored in Potchefstroom?

Ja/ Yes	
Nee/ No	

12. Sal jy daarvan hou as daar meer dinge in Potchefstroom is om te doen?/
Would you like it if there were more things to do in Potchefstroom?

Ja/ Yes	
Nee/ No	

13. As jy na jou naweke kyk, is dit:
If you look at your weekends, are they:

Baie interessant/ Very interesting	
Interessant/ Interesting	
Redelik interessant/ Fairly interesting	
Vervelig/ Boring	
Baie vervelig/ Very boring	

14. Dink aan die afgelope week. Hoeveel vrye tyd het jy gemiddeld gehad? - kies slegs 1 opsie/
Think of the past week. How much leisure time did you have? - Choose one option only.

Minder as een uur/ Less than an hour	
Ongeveer 'n uur/ Approximately an hour	
Ongeveer 2 ure/ Approximately 2 hours	
Ongeveer 3-4 ure/ Approximately 3-4 hours	
n Halwe dag/ A half day	
n Hele dag/ A whole day	
Meer as 'n dag/ More than a day	
Geen vrye tyd/ No free time	

AFDELING D
ONTSPANNING IN POTCHEFSTROOM
SECTION D
LEISURE IN POTCHEFSTROOM

15. Indien daar meer ontspanningsaktiwiteite in Potchefstroom is, sal jy dit ondersteun?/
If there where more leisure activities in Potchefstroom, would you support it?

Ja/ Yes	
Nee/ No	

16. Aan watter van die volgende ontspanningsaktiwiwteite sal jy deelneem as jy daarvoor moet betaal?/
Which of the following leisure activities would you pay for to participate in?

A. BINNEMUURSE AKTIWITEITE/ INDOOR ACTIVITIES	JA/ YES	NEE/ NO	B. BUITELUG AKTIWITEITE/ OUTDOOR ACTIVITIES	JA/ YES	NEE/ NO
Konserte/ Concerts			Rotsklim/ Rock climbing		
Rock shows			Avontuurkampe/ Adventure camps		
Talentkompetisies/ Talent competitions			Skaatsplank/ Skateboarding		
Playstation			Raak-rugby/ Touch rugby		
Snoeker/ Pool			Paint ball		
Rekenaarspeletjies/ computer games			Quad biking		
Luister na openbare sprekers/ Listening to public speakers			Kayaking - river rafting		
Koffiekroeg/ Coffee bar			Naweekkampe/ Weekend camping		
Action cricket			Basketball		
Action Netball			Volleyball		
Ander/ Other:			Ander/ Other:		
1.			1.		
2.			2.		
3.			3.		

17. Wie vergesel jou met vakansietye?/
Who accompanies you on your holidays?

Vriende/ Friends	1
Familie/ Relatives	2
Medeskoliere/ Fellow scholars	3
Other/Ander; Specify/Spesifiseer	4

....

18. Hoeveel naweekreise onderneem jy per jaar?/
On how many weekend-trips do you go per year?

▢

19. Wat is die belangrikste rede vir 'n naweek
reis?/What is the most important reason for
going on a weekend-trip?

Om by familie te kuier/ To visit family	1
Om by vriende te kuier/ To visit friends	2
Plesieruitstappie/ Pleasure excursion	3
Om 'n spesiale gebeurtenis by te woon/ To attend special events	4
Other/Ander; Specify/Spesifiseer	5

....

20. Hoe gereeld gaan jy met vakansie
(langer as 'n naweek)?/
How often do you go on holiday
(longer than a weekend)?

Een keer per jaar/ Once a year	1
2-3 keer per jaar/ 2-3 times a year	2
4-5 keer per jaar/ 4-5 times a year	3
Meer as 5 keer per jaar/ More than 5 times a year	4
Nooit/ Never	5

BAIE DANKIE!
THANK YOU VERY MUCH!

Opmerkings/ Remarks:

....
....
....

21. Wat is die gemiddelde lengte van 'n vakansie?/
What is the average duration of a holiday?

nagte/ nights ▢

22. Wat is die belangrikste rede waarom jy met
vakansie gaan?/ What is the most important
reason for going on holiday?

Wegbreck van daaglikse roetine/ To escape from daily routine	1
Om nuwe mense te ontmoet/ To meet new people	2
Ontspanning/ Relaxation	3
Geniet die geselskap van vriende/ To enjoy the company of friends	4
Avontuur en sport/ Adventure and sport	5
Ander/ Other: Spesifiseer/ Specify	6

....

23. As julle met vakansie gaan, waarheen gaan
julle die graagste?
What is your favourite holiday destination?

....

24. Waar sal jy die graagste vakansie wil hou in Suid Afrika
en in die buiteland?/
Where would you most like to go on vacation in
South Africa and another country?

In S.A:

....

Buiteland/ Another country:

....

ANNEXURE B: A PRODUCT ANALYSIS OF THE TOURISM, LEISURE AND RECREATION FACILITIES IN POTCHEFSTROOM

A. INTRODUCTION

According to Anon (2006) Potchefstroom was found by the Voortrekkers in 1838. Potchefstroom was also the first capital capital of the Zuid Afrikaanse Republiek (ZAR). The first concentration camp for Boer women was built in Potchefstroom by the British in the Second Boer War in 1880 (Anon, 2006). Today Potchestroom is known for the "home of sport" in the North-West Province and is also a city of expertise and the home of four tertiary institutions, 30 schools and numerous training and research bureaus. The town is the host of the annual Aardklop Festival, an Afrikaans cultural festival held in September each year (Anon, 2006).

In this section, all the available facilities, activities, attractions and entertainment regarding tourism, leisure and recreation in and around Potchefstroom will be listed. The Vredeford Dome that is known as a World Heritage Site was included in the listing of the above mentioned categories, because of the enormous impact it has on the tourism, recreation and leisure of Potchefstroom.

B. ACCOMMODATION IN POTCHEFSTROOM

Guest Houses and Bed & Breakfast

Table A: Guest house and bed & breakfast accommodation in Potchefstroom

Huys Ten Bosch Guest House	Tel: (018) 294 4310
The Farmhouse	Tel: (018) 290 5228
Tiffany Guesthouse	Tel: (018) 297 7419
On Golden Pond Guest House	Tel: (018) 294 4208
Tapestries Garden Guest House	Tel: (018) 2974856
Pine Grove Guest House	Tel: (018) 290 6604
Lemon Blossom Guest House	Tel: (018) 297 1137
Alec Wright's Guest House	Tel: (018) 297 4120

Akkerlaan Guest House	Tel: (018) 293 1213
Colonial Guest House	Tel: (018) 297 5464
Vonkel & koljander Guest House	Tel: (018) 294 5965
Remembrance Guest House	Tel: (018) 294 5707
Annelie Guest House	Tel: (018) 297 7663
The Pepper Tree Guest House	Tel: (018) 297 0718
Adato Guest House	Tel: (018) 294 5244
Pukulani Guest House	Tel: (018) 297 4297
Beukes Guest House	Tel: (018) 297 1348
Oakdale Guest House	Tel: (018) 297 4138 / 082 4211 936
Leopard Lily B&B	Tel: (018) 293 3315
Hadedas Guest House	Tel: (018) 297 4796 / 083 234 2607
Oudewerf Guest House	Tel: (018) 290 9873 / 082 554 8121
Gracias Guest House	Tel: (018) 297 5040 / 082 414 7585
Misty View Guest House	Tel: (018) 290 1229 / 082 469 6802
Lizzie's Guest House	Tel: (018) 290 5615 - Cell : 082 702 5404
Ons Spens Guest House	Tel: (018) 297 4988 - Cell : 082 444 2085
Agape Guest House and B&B	Tel: (018) 293 1686
Ancient Emperor Guest Estate	Tel: (018) 294 4944
"One day - when..." - Guesthouse and Function Venue	Tel: (018) 298 1210 / 082 440 4891
Venter Guest House	Tel: (018) 297 3797 / 083 652 3427
Shady Acres Guest House	Tel: (018) 290 5773 / 082 928 8778
Acorn Lodge	Tel: (018) 297 1569 / 018 290 6604
Soetdoring Guest House	Tel: (018) 294 6202 / 082 541 4585
De Tuis Huiz Guest House	Tel: (018) 297 3670 / 082 898 2404
A.A. Acacia Guest House	Tel: (018) 290 5021
Adelhof Guest House	Tel: (018)297 4084
Akkerdis (self catering)	Tel: (018) 297 0348
Bokmakierie Guest House	Tel: (018) 297 7890
Christiens Guest House	Tel: (018) 290 5286
Die Anker Guest House	Tel: (018) 290 5475
Drostdy Overnight Rooms & Chalets	Tel: (018) 290 5624
Edensvreugd Guest House	Tel: (018) 290 5118
Eleazer Guest House	Tel: (018) 294 7414
Emmie Guest House	Tel: (018) 294 5992
Koepel Guest House	Tel: (018) 291 1125
Oak Lodge	Tel: (018) 293 2599
Oudrift Guest House	Tel: (018) 297 4939
Phinah's Bed & Breakfast	Tel: 082 863 1375
Provence Guest House	Tel: 082 553 8541
Riverside Guest House	Tel: (018) 297 4939
Rooshoek Guest House	Tel: (018) 297 4084
Suikerbos Guest House	Tel: (018) 294 3867
Syringa Guest House	Tel: (018) 297 6335
Tally Ho Guest House	Tel: (018) 297 6503
Cosy Cottage B&B	Tel: (018) 290 5710
Chanan Guest House	Tel: 082 405 5304
Westerhof Guest House	Tel: (018) 294 4767 / 082 856 4037
Hanzet Activites	Tel: (018) 291 1545 / 082 630 1028
Aalwee & Nicorian Guest House	Tel: (018) 293 1310
Arachis Guest House	Tel: (018) 294 5097 / 076 276 0296
Arendsrus Guest House	Tel: (018) 290 6118
Auberge Guest House	Tel: 083 632 9905
Serendipity Guest House	Tel: (018) 293 0834
Tarentaaltjie Guest House	Tel: (018) 297 0280
Varsity Lodge	Tel: (018) 293 3882

Self-Catering

Table B: Self-catering units in Potchefstroom

Cherry on Top	Tel: 082 560 5874
Cosy Cottage	Tel: (018) 290 5710
Marita Self-catering units	Tel: (018) 297 7663
Maraschino Guest House	Tel: (018) 294 4306
Mabaro Guest House	Tel: 082 444 0692

Hotels

Table C: Hotels in Potchefstroom

Willows Garden Hotel	Tel: (018) 297 6285
Elgro Hotel	Tel: (018) 297 5411
Impala Hotel	Tel: (018) 297 3954

Lodges

Table D: Lodges in and around Potchesftroom

Elgro River Lodge	Tel: (018) 297 5411
Kumkani Country Lodge	Tel: (018) 290 7387
Hanzet Activites	Tel: (018) 291 1545 / 082 630 1028
Bultpark Lodge	Tel: (018) 293 2857
Buffelsvlei Game Park	Tel: (018) 298 1273
Lenyebe River Lodge	Tel: (018) 291 1306
Limeric Lodge	Tel: (018) 297 5770
Picollo	Tel: (018) 297 4291
Raaswater	Tel: 082 891 1908
Riverside Guest Lodge	Tel: (018) 297 4939
Tsoma Monate Game Lodge	Tel: (018) 290 1794
Sportsman Lodge	Tel: (018) 294 5767
Suikerbos Nature Lodge	Tel: (018) 294 3867

Conference facilities / Halls

Table E: Conference facilities in and around Potchefstroom

Elgro Hotel	Tel: (018) 297 5411
Elgro River Lodge	Tel: (018) 297 5411
Van Rooyen Saal	Tel: (018) 294 7805 / 294 4306
AGS Church	Tel: (018) 293 0142 or 290 7784 or 294 4026
Buffelsvlei Game Farm	Tel: (018) 298 1273
Buiteklub / Country Club	Tel: (018) 294 3887
Damontspanningsoord: Bootklubhuis	Tel: 082 335 8813
Damontspanningsoord: Restaurant	Tel: (018) 294 7525
Guest House: Oudrift	Tel: (018) 297 4939
Guest House: Pine Grove Manor	Tel: (018) 290 6604
Guest House: Syringa	Tel: (018) 297 6335
Guest House: Rooshoek	Tel: (018) 297 4084
Hervormde Kerk Grimbeeckpark	Tel: (018) 294 8556
Hotel Royal	Tel: (018) 294 4219
Korrektiewe Dienste	Tel: (018) 291 1011
Landbou	Tel: (018) 299 6684
Landbou: Alex Holmsaal	Tel: (018) 299 6500
Lenyebe River Lodge	Tel: (018) 291 1306
NG Kerk Potchefstroom Gemeente	Tel: (018) 293 0134
Ou Landdrosgebou	Tel: (018) 299 7457 / 9
POK: Eetsaal	Tel: (018) 297 5464
POK: Hoofsaal	Tel: (018) 299 1915
POK: Standard Banksaal	Tel: (018) 294 6666
PUK: Alumnisaal	Tel: (018) 299 1133
PUK: Cachet Kleinteater	Tel: (018) 299 2849
PUK: Sanlamouditorium	Tel: (018) 299 2849
PUK: Senaatsaal	Tel: (018) 299 2713
PUK: Totiussaal (Studente Aktiwiteite)	Tel: (018) 299 2844
SANW CMI Afdeling Seineenheid Ouditorium	Tel: (018) 289 3250
SANW Constand Viljoen Offisiereklub	Tel: (018) 289 3300
SANW Copanelo Sportsentrum	Tel: (018) 289 3300
SANW Sportklub Bokssaal	Tel: (018) 289 3300
SANW Stapelberg Stadion	Tel: (018) 289 1000
Sinodesaal	Tel: (018) 294 4264
Stadsraad: Trimpark	Tel: (018) 299 5383

Stadsraad: Banketsale / Banqueting Halls	Tel: (018) 299 5126
Stadsraad: Biblioteekouditorium	Tel: (018) 299 5054
Stadsraad: Chris Hani Hall, Sarafina	Tel: (018) 299 5126
Stadsraad: Damontspanningsoord: Lapa	Tel: (018) 299 5473/4
Stadsraad: Gamatlabe Hall, Ikageng	Tel: (018) 299 5126
Stadsraad: Mbeki Hall, Ikageng	Tel: (018) 299 5126
Stadsraad: Mohadin Hall	Tel: (018) 299 5126
Stadsraad: Museum	Tel: (018) 299 5022
Stadsraad: Promosa Gemeenskapssaal	Tel: (018) 299 5126
Stadsraad: Stadsaal / City Hall	Tel: (018) 299 5125
Wilgeboomplotte	Tel: (018) 291 1139
Willows Garden Court	Tel: (018) 297 6285

C. ENTERTAINMENT IN POTCHEFSTROOM

Art Galleries

Table F: Art Galleries in Potchefstroom

Cosmos	Tel: (018) 294 4821

Cinema

Table G: Cinema in Potchefstroom

Ster Kinekor	Tel: (018) 293 0378

Games

Table H: Games

War Games Association	Tel: (018) 297 4507
Library	Tel: (018) 299 5111
JC Ten Pin Bowling & Sports Bar	Tel: (018) 290 9381
Fantasia Entertainment	Tel: (018) 293 1646

Restaurants

Table I: Restaurants in Potchefstroom

Alpacino Pizzeria Restaurant Tel: (018) 294 6436	**Panarottis** Tel: (018) 297 4332
Beef Boys Tel: (018) 293 2838	**Spur Steak Ranches** Tel: (018) 297 1018
Saddles Restaurant Tel: (018) 294 6205	**Neptune's Fishmonger** Tel: (018) 294 3949
Drostdy Country house Tel: (018) 290 5624	**Steers**
Ocean basket	

Wine & Dine

Table J: Wine & Dine facilities in Potchefstroom

Action Bar & Sports Cafe Tel: (018) 297 8981	**Bourbon Street Restaurant** Tel: (018) 293 0226
Castilions Pub & Restaurant Tel: (018) 297 4387	**Industrial Cafe & Pub** Tel: (018) 297 6363
O'Hagans Irish Pub & Grill Tel: (018) 2948700	**Partners Pub & Cocktail Bar** Tel: (018) 297 1778
Safari bar Tel: (082) 772 8315	**Pablo's & Picasso's Groove Lounge** Tel: (018) 2978542

Coffee Shops/Bars

Table K: Coffee shops in Potchefstroom

Coffee At Burgundy's (018) 293 3197	**Die Akker** (018) 294 5038
Dulce Ice Cream & Coffee Shop (018) 297 0918	**Espressiro Espressivo** (018) 297 0125
Koffie & Kunswinkel (018) 297 0737	**Maestro's Coffee** (018) 297 1807
F@K Coffee Shop (018) 293 2438	**Ommihoek**

Night Clubs

Table L: Night Clubs in Potchefstroom

Bourbon Street Restaurant Tel: (018) 293 0226	**Midnights**
Impala Hotel	

Tel: (018) 297 3954	

Theatre

Table M: Theatre in Potchefstroom

Cachet Kleinteater Tel: (018) 299 2059	Sanlam Ouditorium Tel: (018) 299 2059

Video Shops

Table N: Video shops

Campus Video Tel: (018) 297 7315	Miederpark Video Center Tel: (018) 297 1945
Ultra Video Tel: (018) 297 0524	Video 80 Tel: (018) 294 3455

D. SPORT AND RECREATION IN POTCHEFSTROOM

Clubs

Table O: Clubs in and around Potchesftroom

Boskop Yachting Club Tel: (018) 298 1112	Country Club Tel: (018) 293 0210
Potch Horse Riding Club Tel: (018) 294 5781	Potchefstroom Bowling Club Tel: (018) 294 6078
Potchefstroom Rugby Club Tel: (018) 294 8252	Boskop Yachting Club Tel: (018) 298 1112
Gary Beneke's Cycling Club Tel : 082 495 2359	Virgin Active Potchefstroom Tel: (018) 294 7743 Fax: (018) 294 7863
PCC Bowling Club Tel: (018) 294 5560	

Hiking Trails

* **Mooiriver Hiking Route**
* **Rooihaas Hiking Route**

* **Mooinooiensfontein**
  Tel: (018) 291 1714/ 083 406 0843

Libraries

* **Ferdinand Postma Library** (PU for CHE)
  Tel: (018) 299 2000

- **Potchefstroom Library**
  Tel: (018) 299 5111

E. TOURISM IN POTCHEFSTROOM

Adventure

Table P: Adventure facilities in and around Potchefstroom

Mag Tours +27 18 297 3871	Berakah 4 X 4 Eco Trail Tel: (056) 818 1313
Elgro River Lodge Tel: (018) 297 5411	Lenaga Adventure Farm Tel: (056) 818 1319
Greystoke Adventures Tel: (056) 818 1214	Bo-Plaas & Bundu Camps Tel: (056) 818 1555
Honeyguide Tours Tel: (056) 8181 780/ 082 922 9787	Veldwaarts Tel: (018) 291 1192
Kwa Nokeng Tel: (056) 818 1555	Thabela Thabeng Tel: (056) 818 11116/ 082 570 6252
Latitude Tel: (056) 818 2000	Sunwa Tel: (056) 811 2000
Stonehenge Tel: (056) 811 2000	

Resorts

Table Q: Resorts in and around Potchefstroom

Buffelsvlei Game Park Tel: (018) 298 1273	Potchefstroom Dam Resort Tel: (018) 299 5473
Morala Tel: (056) 818 1314	Kiepersol Tel: (056) 818 1151
Thabela Thabeng Tel: (056) 818 1116	Benjoh Tel: (056) 818 1110
Takwasa Tel: (056) 818 1116	Immanuel Camp Tel: (018) 290 1245/ 082 6077
Umfula Game Lodge Tel: (018) 290 7387/ 082 6077	Elandsfontein Tel: (018) 291 1545
Lakeside Pleasure Resort Tel: (018) 299 5470	Lagayim Tel: (018) 771 6030
Smiling Thru Tel: (056) 811 2000	El-Shammah Tel: (056) 811 2345
Rocky Ridge Tel: (056) 817 2986	Hakuna Matata Tel: (0056) 811-2345

Khaya Ibhubesi Tel: (056) 811 2345	

Culture

Table R: Culture in Potchefstroom

Jaarsma Rame & Kuns Gallery Tel: (018) 297 0536	Schoemanati Mampoer Tel:(018) 291 1354
Veldpotjie Traditional Food Tel: (018) 294 6026	Aardklop Festival Tel: (018) 294 7509

Eco-Tourism

Table S: Eco-Tourism in and around Potchefstroom

Honey Guide Tours Tel: (056) 818 1780	Stomeli On Vaal Tel: (016) 982 4676
Kwa Nokeng Tel: (056) 818 1555	Bear Group Tel: 072 286 1266
Veldwaarts Tel: (018) 291 119	

Museums

Table T: Museums in Potchefstroom

• Main Museum (Gouws street)	• Totius House Museum (cnr. Molen- en Esselen street)
• President Pretorius Museum (Van der Hoff avenue)	• Goetz / Fleischack Museum (cnr. Gouws- en Potgieter street)

Nasional Monuments

Table U: Nasional Monuments in and around Potchefstroom

British Fort and Cementary (1880/81) (R29 Klerksdorp)	Dutch Reformed Church (1859-1866) (Church street)
Ou Kruithuis (1883) (Wolmarands Street)	Administration Building (1906) (Agricultural College)
Selborn Hall (1909) (Agricultural College)	Eikelaan (1910) (Agricultural College to Dam, via Kock, Kruger, Tom and (Van Riebeeck Street)
MW Pretorius House and Buildings (1868) (Van der Hoff avenue)	Officer's residence, British Cantonment (1902) (Witrand Care- and Rehabilitation center)

Voortrekkerfort (1842) (Elandsfontein Farm, Fochville district)	Main Building (1931) North-west University, Potchefstroom campus.
Heimat Hall (1927) North-west University, Potchefstroom campus.	Totius House (Kruger Street)
WD Pretorius House and Buildings (1853) (cnr. Church and Jeugd street)	Landdrost- Post- en Telegraph Office(1896) (Greyling street)
St Mary's Anglican Church (1891) (Auto lane)	Police Office (1937) (Greyling Street)
Old Post Office Building (1910) (Greyling Street)	Stadshuis (1909) (Church Street)
Carnegie library (1914) (Church Street)	

Tours

Table V: Tours in and around Potchefstroom

Mag Tours +27 18 297 3871	Mickey Mouse Farm (Education Centre) Tel: (018) 292 1822
Schoemanati (018) 291 1354	Kwa Nokeng Safari's (056) 818 1555
Porcupines Tours & Transfers (018) 299 1985	Potch Way Safaris (018) 292 1797
Pukulani Safaris (018) 297 4297	Hanzet (018) 291 1545

F. CONCLUSION

The purpose of this section was to list all the facilities, activities, attractions and entertainment regarding tourism and leisure in Potchefstroom. The biggest sector is definitely the Accommodation sector especially the guest houses and bed-and-breakfast industry due to big events like Aardklop Arts festival and sport tournaments. There is a lack of entertainment in Potchefstroom especially for the youth and school learners. Wine and dine areas and night clubs are not appropriate for school learners and the next best entertainment is the Ster-Kinekor cinema. Outdoor recreation and adventure is an upcoming market due to the grading of the Vredeford Koepel as a World Heritage site.