

***THE DEVELOPMENT OF A TOURISM
CURRICULUM EVALUATION MODEL FOR
SECONDARY SCHOOLS***

***MATHILDA VAN NIEKERK
M.A. (Recreation and Tourism)***

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Promoter: Prof. Dr. M. Saayman

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Happy is the man who finds wisdom, and the man who gains understanding; for her proceeds are better than the profits of silver, and her gain than fine gold. She is more precious than rubies, and all the things you may desire cannot compare with her. Length of days is in her right hand, in her left hand riches and honour. Her ways are ways of pleasantness, and all her paths are peace. She is a tree of life to those who take hold of her, and happy are all who retain her. The Lord by wisdom founded the earth; by understanding He established the heavens; by knowledge the depths were broken up, and clouds drop down the dew.

Proverbs 3: 13-20

Not all people are as fortunate as to get the opportunity to do a doctorate degree in their lifetime. On completion of my thesis I am filled with gratitude for all that I have received during the past few years. I would first like to thank the Lord who has given me the opportunity to do this thesis and the strength to complete that which I set out to do.

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UITTREKSEL

Sleutelwoorde: *Toerisme, toeris, toerismebedryf, toerismebemarking, toerismeontwikkeling, volhoubare ontwikkeling, reis, gasvryheidstudies, opvoeding, kognitiewe ontwikkeling, persepsies, optrede, bewussynsontwikkeling, kurrikulum, reispatrone.*

Toerisme word vandag as een van die vinnig groeiende bedrywe in die wêreld gesien. 'n Probleem wat Suid-Afrika egter in die oë staar word saamgevat deur SAT (Suid-Afrika se Toerismeraad) wat beweer dat toerisme eerstens nie aan die publiek bekend gestel word nie en dat daar tweedens 'n toerisme-kultuur onder Suid-Afrikaners ontwikkel moet word. Die Witskrif oor Toerisme verklaar dat toerisme-opvoeding en opleiding een van die fundamentele pilare is in die ontwikkeling van nuwe verantwoordelike toerisme in Suid-Afrika. Toerismeopvoeding kan dus 'n oplossing wees vir beide die bogenoemde probleme. Toerismeopvoeding in Suid-Afrika speel ook 'n belangrike rol in die ondersteuning van toerismeontwikkeling en die versekering van deurlopende verskaffing van kwaliteit menslike hulpbronne om aan die oorweldigende vereistes van die bedryf te voldoen.

'n Analitiese ondersoek is geloods om 'n kurrikulum-evaluasiemodel vir toerisme op sekondêre vlak daar te stel. Die model is gebruik om die kurrikulum te evalueer en te bepaal wat die effektiwiteit van 'n toerisme-kurrikulum as toerismebewustheidsinstrument is, asook wat die invloed van die bewustheid op die toerisme-industrie sou wees.

Uit die literatuurstudie wat gedoen is, het dit duidelik geword dat dit noodsaaklik was om eers die bestaande toerisme-kurrikulum te evalueer alvorens bepaal sou kon word of dit 'n doeltreffende toerismebewustheidsinstrument is. 'n Nuwe kurrikulum-evaluasie model is ontwerp wat 'n kombinasie was van die EPIK-model, oftewel Evaluerende Program vir Innoverende Kurrikula, en die model van Zenger & Zenger vir kurrikulum beplanning. Die model is in die studie gebruik om die kurrikulum te evalueer en te bepaal hoe suksesvol die doelwitte en doelstellings van die

kurrikulum bereik is. 'n Aantal opvoedingsverbeterings aangaande kurrikula-ontwerp, skoliere en opvoedkundiges se kwalifikasies en kennis, word bespreek.

Drie vraelyste is ontwikkel, een vir leerders met en sonder toerisme as skoolvak, een vir ouers wie se kinders toerisme as skoolvak neem en die wat dit nie neem nie. Die derde vraelys is ontwikkel vir fasiliteerders wat die kurrikulum evalueer. Die vraelyste is gebruik om die gesindheid en bewustheid van toerisme-leerders teenoor die toerismebedryf te meet. Die verskil in bewustheid tussen leerders met en sonder toerisme word ondersoek en die invloede wat leerders het op die reispatrone van hulle ouers word gemeet. Statistieke is ontleed en weergegee deur middel van faktorbeplating asook beskrywende resultate.

Die resultaat van die ondersoek het aangetoon dat die kurrikulum suksesvol is om bewustheid onder leerders te vestig. Die ondersoek het getoon dat 'n groot probleem die toerismeopvoeding in sekondêre skole in die gesig staar. Die sleutel dilemma kan beskryf word as die gebrek aan gekwalifiseerde kurrikulum-implementeerders en fasiliteerders sowel as die beperkte komponente van die toerismebedryf wat in die kurrikulum opgeneem is. Nog 'n bevinding uit die literatuur is dat daar min evalueringsmodelle beskikbaar is om kurrikulum-evaluering te doen en dat daar geen evaluasiemodel vir toerisme bestaan nie.

In die breë is 'n evaluasiemodel daargestel om die toerisme-kurrikulum op sekondêre skoolvlak te evalueer en te bepaal of die kurrikulum 'n effektiewe toerisembewustheidsinstrument is.

INDEX

CHAPTER 1: PROBLEM STATEMENTS AND OBJECTIVES

1.1	Introduction	1
1.2	Problem statement	2
1.3	Purpose of the study	6
1.3.1	Goal	6
1.3.2	Objectives	6
1.4	Hypothesis	7
1.5	Method of study	7
1.5.1	Literature study	7
1.5.2	Survey	8
1.5.3	Study population	9
1.6	Clarifying of contents	10
1.6.1	Tourism and Tourist	10
1.6.2	Curriculum	12
1.6.2.1	Tourism curriculum	13
1.6.2.2	Effective tourism curriculum	13
1.6.3	Awareness and marketing	13
1.6.4	Memory	14
1.6.5	Learning	15
1.7	Further Development of the Study	15

CHAPTER 2: CREATING AWARENESS, A LEARNING AND TEACHING PROCESS

2.1	Introduction	17
2.2	How do children learn?	18
2.3	Awareness, a learning process	22
2.4	Awareness, a teaching process	27
2.5	Creating awareness	29
2.6	Conclusion	32

CHAPTER 3: AN ANALYSIS OF CURRICULUM PLANNING

3.1	Introduction	35
3.2	The National Curriculum Statement	36
3.2.1	Principles	37
3.3	What is a curriculum?	38
3.4	What does the curriculum planning process entail?	40
3.4.1	Derbyshire and Schreuder's model (1989-1992)	41
3.4.2	Lee and Zeldin's model (1982)	42
3.4.3	Loubser's model (1991)	45
3.4.4	Steyn's model (1985)	46
3.4.5	Warwick's model (1975)	46
3.4.6	Zenger & Zenger's model (1982)	47
3.5	Curriculum Assessment	53
3.5.1	A definition of curriculum evaluation	54
3.5.2	The importance of evaluation	55
3.5.3	Some principles and practices of evaluation	58
3.5.4	The evaluation process	59
3.5.5	Different models of evaluation	61
3.5.6	Making or selecting an evaluation design	67
3.6	Criteria and process of a successful curriculum – a model	69
3.7	Conclusion	72

CHAPTER 4: AN ANALYSIS OF THE TOURISM CURRICULUM

4.1	Introduction	74
4.2	Tourism as Learning Outcome	76
4.3	Components that should be part of a tourism curriculum	78
4.3.1	Tourism System	87
4.3.2	Eco Tourism	90
4.3.3	Tourism Planning	91
4.3.4	Tourism Development	96
4.3.5	Entrepreneurship	98
4.3.6	Tourism Marketing	99
4.4	The value of marketing and awareness in the tourism industry	109
4.5	Conclusion	113

CHAPTER 5: RESULTS AND DISCUSSIONS

5.1	Introduction	115
5.2	Results and discussions	116
5.3	Conclusion	150

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1	Introduction	152
6.2	Conclusion	153
6.3	Final recommendations	162
6.4	Recommendations for future studies	163

<i>REFERENCES</i>	165
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<i>ANNEXURE</i>	182
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TABLE OF FIGURES

Figure 2.1	The brain	19
Figure 2.2	Functions of the brain	19
Figure 2.3	Anatomy of the brain	20
Figure 3.1	Curriculum planning process - Lee & Zeldin (1982)	42
Figure 3.2	Curriculum planning process – Loubser (1991)	45
Figure 3.3	Curriculum planning process – Steyn (1985)	46
Figure 3.4	Curriculum planning process - Zenger & Zenger (1982)	48
Figure 3.5	Pittsburg Evaluation model	62
Figure 3.6	Analysis Package	63
Figure 3.7	EPIC Model	65
Figure 4.1	Components of a tourism curriculum	80
Figure 4.2	Curriculum design for tourism	81
Figure 4.3	Tourism Curriculum	86
Figure 4.4	Tourism System	87
Figure 4.5	Product Life cycle	92
Figure 4.6	Market segmentation	103
Figure 4.7	Marketing mix	104
Figure 4.8	Buying Process	107
Figure 5.1	Response Rate	117
Figure 5.2	Ages of Respondents	118
Figure 5.3	Geographic Distributions of Respondents	119
Figure 5.4	Qualifications of Facilitators	120
Figure 5.5	Total: Children dependent on parents	122
Figure 5.6	Time it took to get permission to offer tourism	131
Figure 5.7	Greatest needs in the educational process	142
Figure 5.8	Affordability of the curriculum	142
Figure 5.9	The most expensive aspect	143
Figure 5.10	Learners that would like to work in the tourism industry	148
Figure 5.11	Changes in the curriculum	149

TABLE OF TABLES

Table 1.1	Examples of tourism awareness tools	4
Table 4.1	Sociol-economic factors of tourism	88
Table 4.2	Planning process	94
Table 5.1	Total annual income of respondents	123
Table 5.2	Most popular domestic travel regions	124
Table 5.3	Travel questions	125
Table 5.4	Reasons for not stopping at tourist attractions	127
Table 5.5	Rotated factor analysis pattern – parents	128
Table 5.6	Reliability of factors	128
Table 5.7	Effect sizes of parents	129
Table 5.8	Questions on the curriculum	132
Table 5.9	Aspects in the tourism curriculum	133
Table 5.10	Rotated factor analysis pattern – curriculum	135
Table 5.11	Reliability of factors	136
Table 5.12	Factors identified in the curriculum	136
Table 5.13	Rotated factor analysis pattern – learners	143
Table 5.14	Reliability of factors	144
Table 5.15	Effect sizes of learners	144
Table 5.16	Tourism related questions	145
Table 5.17	Questions on new trends in tourism	146
Table 5.18	Tourism questions on work not yet done	146

CHAPTER 1

PROBLEM STATEMENT AND OBJECTIVES

1.1 INTRODUCTION

The purpose of this study is to develop a tourism curriculum evaluation model for secondary schools and to measure the effectiveness of the tourism curriculum as a tourism awareness tool. It will also determine the impact of learners' awareness of the tourism industry. Before attempting to develop the curriculum evaluation model and measure the effectiveness of the curriculum, it is important to have a clear concept as to what awareness, tourism, curriculum planning and curriculum evaluation entail, as well as how all these elements may be integrated as a whole.

Tourism has been identified as one of the top five economic contributors of South Africa's GDP. It is has been argued that creating a culture of tourism amongst all South Africans will further strengthen the domestic tourism market, which already comprises 67% of the total tourism market (Moosa, 2002; Menell, 2002). A more recent tourism strategy of South African Tourism (2002) confirms in a news release that South Africa recorded its highest foreign arrival figure of 1 780 400 for January to May 2002. This represents a 7.5% increase compared to the period January to May 2001.

Pearce and Butler (1993) confirm this by pointing out that the tourism industry is one of the fastest growing industries in the world today. However, although it is growing fast, there is not yet public awareness of this fact. Saayman (2002) continues by arguing that the opening of doors for world travel to and from South Africa brought benefit to the country, but also created various problems, such as a bigger demand than supply, lack of trained staff and bad service.

In South Africa, as elsewhere in the world, people are talking about tourism. The advantages of the tourism industry are spelled out in many books, magazines and newspapers. The economical benefits of tourism for a country are stressed in every

business meeting. Before tourism and its benefits can be discussed in any detail, however, it is necessary to define the concept tourism.

Tourism may be seen as a new product, with exciting opportunities for the entrepreneur. In their book, *Marketing for Hospitality and Tourism*, Kotler et al. (1996) explain that a new product, such as tourism, is a good, service or idea that is perceived by some potential customers as new. It is important to understand how consumers learn about products for the first time and how the decision to buy will lead to the adoption of the new product.

The first stage of the buying process, as identified by Kotler et al. (1996), is to create awareness of the new product. Awareness may be defined as a situation in which "the consumers become aware of the new product, but still lack information about it." Kotler et al. (1996). An awareness tool is the means by which the information is brought to the consumer. Awareness tools are used in every industry in the world and ranges from high profile magazines, newspaper adverts, direct mail, brochures, balloons, special offers, photos, stationary and online retail promotions, among many others. Almost anything can be used to create awareness and to sell the product.

To sell a product it is important to create awareness, but also to supply enough information to support the consumer in all the stages of the buying process until the process is completed. The buying process in the tourism industry does not differ from this approach. Firstly awareness of the tourism product should be created and then the consumer should be supplied with enough information to bring the consumer to a point of making a decision.

The aim of this chapter is to describe the research problem, to identify the goals and the objectives, to identify the related method of research and to clarify important concepts.

1.2 PROBLEM STATEMENT

According to Smith (1989) and Lingenfelter (1996) tourism is a major industry and for years industry planners and consultants have been predicting that tourism would

grow to become the largest industry of the twenty-first century. Government's White Paper on Tourism (SA, 1996) points out that South Africa has a very real potential for increasing its tourism industry to triple its contribution to national income, and at least to double its foreign exchange earnings.

Pearce and Butler (1993) also confirm that tourism is one of the fastest growing industries in the world today, but that there is not yet public awareness of this fact. In this study *awareness* will be seen as: "knowledge gained through one's own perceptions or by means of information." The White Paper (SA, 1996) confirms this by stating that tourism as an industry has not yet been properly introduced to learners and that a tourism culture should be developed. Moosa (2002) and Lingenfelter (1996) also postulate that it is only by the instilment of tourism awareness within the society that the tourism industry will be able to grow across all categories to the benefit of all.

According to the White Paper on Tourism (SA, 1996) tourism education and training is one of the fundamental pillars of the development of responsible tourism in South Africa. Spencer (1995:79) emphasises that education and training for tourism at all levels is fragmented and uncoordinated. This was, and still is, a major criticism of the tourism industry, and is also confirmed by the Association of South African Travel Agents. Spencer continues his argument by stating that this is a result of the fact that because learners know little about the study field, they are not prepared to enter the tourism industry. The above literature has therefore revealed that it is important to have some form of tourism awareness tool that can be used to develop tourism awareness in society and to get society to be more involved in tourism.

The literature survey identified various forms of tourism awareness tools which range from supporting services to the buying of products that was used world-wide. Table 1.1 shows that almost anything can and was used as an awareness tool.

Table 1.1: Examples of tourism awareness tools

REFERENCE	HOW WAS IT USED	AWARENESS TOOL
Clerk (1998)	During tourism awareness week.	Walk-a-Thon, Tropi-Kal Cook Off, Challenge Bowl.
Tullier (2001)	Tourism campaigns in Louisiana.	Supporting tax-free shopping. Preservation of arts and cultural campaign. Tourism legislative issues.
Western Australian Tourism Commission (1998)	To preserve the unique wildflowers of the region.	Reynoldson's Flora Reserve in Western Australia realised the need to preserve the unique wildflowers of the region and to create tourism awareness among learners.
Kelly (1997)	During a tourism awareness campaign.	Promote tourism in Labrador, in their town and all over the world.
Totaro & Simeone (2001)	In an ecology course on environment education.	Environmental Education and Ecology Course.
Saayman (2002)	To train black conservationists.	Conservation programme to train black conservationists in Bophutatswana.
Tourism KwaZulu-Natal (1999)	To promote awareness at workshops.	Tourism awareness workshops with Regional Council Tourism Standing Committees.

Another example of a tourism awareness tool that can be used in South Africa is the tourism curriculum that was introduced in secondary schools in 1998 (pilot programme) and 2001 (opening up to certain schools). The goal of the curriculum was to familiarise learners with the concept of tourism and to trigger interest in the study field, especially since South Africa has such a vast potential in this particular field. The curriculum can also be used to help learners become more prepared to enter the tourism industry and to enrol in further training programs at tertiary level. If tourism awareness can be fostered among the youth of South Africa the result will be a growth in domestic and even international markets. Learners will also be more innovative and business oriented, able to manage and communicate effectively, and will be conscious of social, ethical and environmental responsibilities in the execution of their profession. In a study done by Pienaar (2001) on engineering students at university level, it was found that certain components which should be built into the overall curriculum will prepare students to cope in a rapidly changing world.

The effectiveness of the tourism curriculum as an awareness tool can only be measured if the curriculum is evaluated. Evaluation will determine what has been studied, which components of the tourism industry are covered and in which components awareness has been created. Literature showed that there are a few ways in which evaluation can take place; yet very few models, if any, are ever available to be used for curriculum evaluation. In a study by Arjun (1998) on evaluation of the proposed new curricula for schools, a curriculum planning model is evident. Evaluation is one of the components of this curriculum planning model, but no model for evaluation is developed in that study.

Mbali (1998), on the other hand, experimented with the evaluation of a first-year law course at the University of Natal and found that quality assurance requires systematic evaluation. It is important for curriculum developers to research which methods of evaluation suit their situation. Mbali (1998) made use of focus groups and computer questionnaires in the evaluation of the course, but again no evaluation model is shown. Kaseke (1996) did evaluation on a curriculum for social security as part of the Harare School of Social Work, but this study, likewise, gives no evidence of any method used to evaluate the curriculum.

Basson and Zolkov (1996) performed a comparative evaluation of the aural skills components of the secondary school music curriculum in Namibia. A cross-over experimental design was used to measure on which programme students learned aural skills best. Descriptive data was also gathered to monitor the implementation and a closed questionnaire was constructed for response. Unstructured interviews were also conducted. No model is visible in this study. Samson (1987), on the other hand, used the input-output matrix in evaluating the curriculum for a professional education. A matrix evaluation can be described as a detailed analysis of the relationship between the products of an economy, system or programme and the resources required to produce them. Samson (1987) used the matrix based on examples of its use in an evaluation of the Bachelor's Degree in Quantity Surveying at the University of Witwatersrand. Roos (1994) used the Stake curriculum evaluating model to evaluate the Community Nursing curricula. Roos (1994) concluded that this model is not always suitable for the South African situation and that changes need to be made to make it successful.

From the available literature it became evident that it is important to measure the effectiveness of the tourism curriculum. This can only be achieved if the curriculum is evaluated. Evaluation takes place by means of a model. Although the literature study revealed in Chapter 2 and 3 that there are models available, these models are not suitable for the South African scenario. It is thus an objective of this study to create a model for tourism curriculum evaluation and to determine the effectiveness of the curriculum in creating awareness. If a successful tourism curriculum can be developed, it will help to set a standard for education and training in the tourism industry and create tourism awareness amongst learners.

1.3 PURPOSE OF THE STUDY

1.3.1 GOAL

The central goal of this study is to develop a tourism curriculum evaluation model for secondary schools and to determine the effectiveness of the tourism curriculum as a tourism awareness tool.

1.3.2 OBJECTIVES

The following objectives may be identified for this study:

- To investigate the various viewpoints with regard to the process of learning, teaching and creating awareness among learners.
- To create a tourism curriculum evaluation model in order to measure the effectiveness of a tourism curriculum as a tourism awareness tool.
- To identify important concepts of a successful curriculum and to determine whether the tourism curriculum in schools is successful in itself.
- To stress the validity and importance of tourism marketing and tourism awareness and its effects on the tourism industry.
- To determine the effect which tourism as a school subject has on the tourism awareness of learners and how it influences the travel patterns of their parents.
- To determine the difference in tourism awareness between learners who take tourism as a school subject and those who do not.

1.4 HYPOTHESIS

This research is based on the following hypothesis:

- The tourism curriculum which has been implemented in schools has a positive impact on the tourism awareness of learners and their parents' travel patterns.

1.5 METHOD OF STUDY

The study will be conducted in the following manner:

1.5.1 LITERATURE STUDY

According to Thomas and Nelson (1990:247) an analysis of the literature is part of all types of research. The researcher is always aware of past events and how they influence the current research. Chapter one to chapter four of this study made use of the literature study to investigate past research that was done on the specific field of study of tourism and education. It also identified shortcomings in previous research and develops new theories about it. The literature study helped to provide relevant information on how awareness can be created to the function of the brain, the importance of curriculum evaluation and the importance of marketing and awareness in the tourism industry.

By using the keywords below, the following databases were consulted.

Tourism, tourism industry, tourist, tourism marketing, sustainability, travel, hospitality, awareness, education, learning, cognitive development, perceptions, behaviour, curriculum, travel patterns.

Toerisme, toeris, toerismebedryf, toerismebemarking, toerismeontwikkeling, volhoubare ontwikkeling, reis, gasvryheidstudies, opvoeding, bewussyns-ontwikkeling, persepsies, optrede, kurikulum, reispatrone.

DATABASES

NEXUS Database

OASIS (Online Access System Information Service)

Emerald (The world's largest library and information service journals.)

Sobibсах

Swets Blackwell

Psyc Info

ERIC

Business Source Premier

ABI/Inform Global

Academic Search Premier

Infotrac

Internet

The study furthermore gathered information by means of surveys.

1.5.2 SURVEY

This study used the descriptive form of research, which is widely used in education and the behavioural sciences. Descriptive research studies are concerned with status. Of the several descriptive research techniques available, the most prevalent is the questionnaire. The survey was done by means of questionnaires. The questionnaires were pilot tested beforehand in two schools to ensure quality. 1000 questionnaires were sent to teachers in Gauteng who are the facilitators for travel and tourism in each school. They were informed of the procedure and were responsible for the completion of the questionnaires.

1.5.3 STUDY POPULATION

Tourism as school subject was introduced in 1997 in South Africa. During this period 64 pilot schools were chosen from all nine provinces to participate in this program. During the pilot stage many of these pilot schools dropped out of the program and Gauteng was one of the few provinces where the pilot program was successful. When this study was conducted in 2002 – 2003 South Africa had approximately 250 schools throughout South Africa doing tourism as secondary school subject. Although some of the provinces are starting to stand on their own feet it is still the Gauteng's matric examination paper that is used in provinces like Western Cape, Eastern Cape, Limpopo Province and Mpumalanga.

Looking at the history of the program it became evident that Gauteng would be a suitable candidate for the evaluation of the curriculum as most of the driving forces behind tourism in schools are coming from here. Another reason for why Gauteng was chosen was to eliminate errors that could have been created by geographical differences. It was also important to limit the costs involved in such a survey. Another reason was that most of South Africa's tourism statistics are based on the travel patterns of people in Gauteng and the results of the study could then be compared against national statistics.

There were about seventy schools in Gauteng when the study was conducted and ten of these schools were randomly selected. Looking at other similar studies of Gayadeen (2001) a thousand questionnaires, hundred per school, were suitable to achieve quality results. The true experimental design was used in this study (the design is discussed in detail in 3.5.6). Two groups of Grade 11 learners were used. The study did not make use of Grade 12 learners, so as not to put any extra pressure on these learners, who were preparing for the record examination. The experimental group (N=25 per school) is the group of learners who take tourism as a school subject. The control group (N=25 per school) is the group of learners who do not take tourism as a subject.

Twenty-five learners were selected for the different groups. Each school had to determine the total number of learners with tourism as a subject and the total was

then divided by twenty-five. If fifty learners took tourism as a subject in the school, for example, that total was divided by twenty-five, giving a result of two. This meant that every second learner would have received a questionnaire. The same process was followed in the selection of the second group of learners, namely those who did not take tourism as a subject. Again the total number of learners who did not take tourism as a subject were determined and divided by twenty-five. If the answer was four, for instance, every fourth student received a questionnaire. The selected learners were also given a separate questionnaire to be completed by parents and returned to the school.

839 questionnaires were completed during this study. 207, learners with tourism as school subject. 192, learners who do not take tourism as a school subject. 198, parents whose children study tourism as school subject and 192, parents whose children do not study tourism and 50 facilitators who facilitate tourism as school subject.

To evaluate the curriculum, questionnaires were also sent to the facilitators of 181 schools across South Africa. The questionnaires were delivered to facilitators at schools after the literature study was completed. The questionnaires were completed by the learners, the learners gave the questionnaires to their parents and they were collected from the schools again. The STATISICA (2003) and Chronbach's Alpha (1988) methods were used to statistically evaluate the questionnaires. The statistical test used was the non-parametric statistical test. The contingency table that was used in the analysis of results of questionnaires consists of several categories of response and two or more groups of respondents. Results of statistics are presented as descriptive research as well as factorial research.

Before continuing with this study, it is important that the following concepts be clarified to reduce the possibility of any misconceptions or ambiguity.

1.6 CLARIFYING OF CONTENTS

1.6.1 TOURISM AND TOURIST

Cooper *et al.* (1993) explain that tourism moves people from one region of the world to another, on visits of a few weeks, to destinations outside the area where the

holiday tourist or business traveller normally lives and works. It is also concerned with the activities of these people at the resorts or destinations. For the holiday or leisure tourist the industry may also be described as a dream machine.

Sessa (1983:59), on the other hand, writes that "Tourism supply is the result of all those productive activities that involve the provision of goods and services required to meet tourism demand and which are expressed in tourism consumption."

Gunn (1988) considers tourism to include all travelling, except commuting. This definition, however, is too all-embracing, for it would involve not only all out-of-home recreation but also travelling for such purposes as visiting doctors. Another definition stresses that tourism involves travelling away from home for leisure purposes. Kelly (1989), for example, describes tourism as recreation on the move, engaging in activity "away from home" in which the travel is at least part of the satisfaction sought. There is ambiguity here in that it is not clear whether "away from home" begins at the front door, or involves a substantial journey of a minimum length or implies an overnight stay away from home.

Douglas (1949:1) also mentions that tourism has been defined in various ways but may be thought of as the relationship and phenomena arising out of the journeys and temporary stays of people travelling primarily for leisure or recreational purposes. The duration of these stays may vary. For statistical purposes, a four-night minimum is commonly accepted for domestic tourism but stays of only twenty-four hours are universally recognised in the case of international tourism. Some authors employ a minimum trip length, but the critical factor is movement away from the place of permanent residence to the holiday destination or destinations. In certain cases, the holiday itself may consist of a single, continuous journey. Spatial interaction is thus an inherent feature of tourism and the subject lends itself readily to geographical analysis.

At the end of the day a definition of tourism should include some of the following concepts: A tourist is involved; there is some form of attraction; there is a destination; accommodation and catering are necessary; there must be some form of travel; there is a host country; there is some form of entertainment and the three levels of government are involved in one way or another.

The definitions that will be used in this study are those preferred by international organisations such as the World Tourism Office, which states: "Tourism includes all

travel that involves a stay of at least one night, but less than one year, away from home." (Shaw & Williams 1994:5). Tourism can also be described as the total experience that originates from the interaction between tourist, job providers, government systems and communities in the process of attracting, entertaining, transporting and accommodating tourists (Saayman, 2001).

1.6.2 CURRICULUM

Firstly, it is important to achieve some clarity on what is understood by the term "curriculum". It is a term that can be used with several interpretations and a number of different definitions have been offered. First of all it should be realised that there could be no single answer, for what a person regards as a curriculum, will depend on his or her educational priorities and principles (Socket, 1976:22).

The concept "curriculum" has different meanings for different educational researches because there are different types of curricula. The word has a Latin origin, from the word *curere*, which means "racecourse" (Fraser et al., 1990:81). Mapotse (2001) explains that "curriculum" refers to a relatively fixed track or terrain (learning content) which must be covered (mastered) by the participant (learner) in order to reach the winning post (learning result).

According to Doll (1982) the following phrases are accepted in defining the term "curriculum":

- what is taught?;
- how is it taught?;
- teachers' material;
- students' material;
- school experiences;
- all experiences and;
- a combination of phrases from this list.

The Department of Education (1997) considers the curriculum to be at the heart of any educational process and mentions that curriculum 2005 is based on co-operation, critical thinking and social responsibility, and that it should empower individuals to participate in all aspects of society. It goes further by stating that a curriculum is a set of principles and guidelines which provides both a philosophical

base and an organisational structure for curriculum development initiatives at all levels, be they national, provincial, community or school-based.

For some a curriculum is the activity that children experience as learners in a school (Socket, 1976:22), while for others it is a plan or programme of those activities (Warwick, 1975:12). This concept will be discussed in detail in 3.2.1.

1.6.2.1 *Tourism Curriculum*

Tourism as a learning outcome is a statement of an intended result of learning and teaching. Learning outcomes describe knowledge, skills and values that learners should acquire by the end of the Further Education and Training (FET) band. According to the Department of Education (2003) the subject tourism is a study of why people would travel and how to meet their different needs and expectations while travelling. It also focuses on tourism as an industry that are interrelated with other sectors and that is a broad and dynamic economic sector.

1.6.2.2 *Effective Tourism Curriculum*

The purpose of tourism as a subject, according to the Department of Education (2003), is to empower learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and subsectors, and the benefit tourism brings to the South African economy. Another aim will be the redress of historical imbalances in the industry and to encourage learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services. An effective curriculum will be successful in its purpose.

1.6.3 *AWARENESS & MARKETING*

“Awareness” is regarded as a relatively new Modern English word; it is for instance not found in the Webster Dictionary (1913). The Merriam-Webster Dictionary (2002) confirms this by mentioning that the word “awareness” did not exist before the 13th century and that the words associated with it in the 12th century were “watchful” and “wary”, which mean having or showing realisation, perception or knowledge of something. These words also refers to the vigilance in observing inferences from what one experiences.

The Oxford English Dictionary (1978) defines “awareness” as the quality and state of being aware. Synonyms of awareness are “cognisant”, “conscious”, “sensible”, “awake”, “alive”, “alert”, “watchful” and “vigilant”. The Encarta World English Dictionary (2003) divides awareness into three categories, namely:

1. Knowing something: This means that knowledge is gained because of observation or because somebody has told you about it.
2. Noticing or realising something: It means that you are mindful that something exists because you notice it or realise that it is happening.
3. Knowledgeable: Being well-informed about what is going on in the world or about the latest developments in a particular sphere of activity.

The Encarta World English Dictionary (2003) also identifies the core meaning of the word “awareness” as having knowledge of the existence of something. It is a term with a wide-ranging meaning, indicating that somebody knows something either intellectually or intuitively, or that somebody has something in the forefront of the mind.

For the purpose of this study the definition of “awareness” as described by the American Heritage Dictionary (2000) will be used. The dictionary sees “awareness” as “knowledge gained through one’s own perceptions or by means of information”. The definition of WorldNet (1997) will also apply to this study, namely that “awareness” means “having knowledge of”.

The above definitions imply that it important to supply the customer with enough information; this is done by successful marketing. In general, marketing is seen as the “selling’ or “advertising” of a certain product or service. In reality this description is only partially true. Marketing consists of much more than just selling and advertisements and is a more complex process. In the tourism industry it is not just a product, but also a service that is rendered. Marketing thus consists of research, information systems and planning, according to Du Brey (1991).

1.6.4 MEMORY

Gamon and Bragdon (1998) states that memory is a partner in developing all mental skills. They identify the key to learning as being the brain’s ability to convert a

current experience into code and to store it. Later, the experience can be recalled for the learner's benefit. The brain codes some kinds of inputs from the senses permanently, with no conscious effort on the part of the learner. The brain can also store all kinds of data because one consciously passes that data through a rehearsal loop repeatedly. This process can also take place during sleep.

According to Gilling and Brightwell (1982) memory takes many forms. The short-term memory, for instance enables one to remember a cell phone number just long enough to dial it. Once the cell phone number has been dialled it is forgotten. This type of memory only needs to last a few seconds. The other form of memory is what psychologists call "long-term memory".

1.6.5 LEARNING

According to McGrath and Axelson, (1993), human learning is embedded in the processes of gaining self-awareness through experiencing oneself and experiencing others. Self-awareness is encouraged by accessing information and by developing a self-trusting, yet critically questioning stance toward the human race, and by perceiving and evaluating events, occasions, experiences and objects of attention in the lives of people. McGrath and Axelson (1993) furthermore point out that the anthropologist Gregory Bateson suggested that information is a difference that makes a difference. In accessing information, one is thus taking the first step in making oneself the most important instrument in one's learning.

Learning thus occurs by personally applying and relating to the experiences, ideas, information and tasks to what we already know. It is also believed that cognitive understanding can be maximised in the context of examining an experience as perceived, shared and compared by all involved in it.

Gorwood (1986), in his book on school transfer and curriculum continuity, suggests that one of the essential features of the school is to recognise the need to encourage individualised learning. Gorwood (1986) promoted individualised learning and insisted that the learner is responsible for his/her own learning. It is important that the students should realise that learning takes place within their heads, and as a result of their own "thinking" activity.

1.7 FURTHER DEVELOPMENT OF THE STUDY

As mentioned above, the main goal of the study is to develop a tourism curriculum evaluation model for secondary schools and to determine the effectiveness of the

tourism curriculum as an awareness tool. Awareness has been identified as: "knowledge gained through one's own perceptions or by means of information" or "having knowledge of something". In this chapter it was explained why it is important to create awareness under young people. From the literature study it became clear that if the tourism curriculum could create awareness among learners, it will develop their interest in the tourism industry. This will then stimulate them to enquire more information and to visit tourist attractions, which would in turn influence the tourism industry. The following chapters will look at how this process functions and how this goal may be achieved.

In chapter two the study will look at the anatomy of the brain and how the brain's information process functions. It will also explain awareness, where it comes from, how it works and how it can be influenced. If there is a clear understanding of what awareness is and how it works, the study can determine whether the tourism curriculum creates awareness among learners. The chapter will conclude by explaining the processes of learning and teaching and how it influences the child.

Chapter three looks at the curriculum as a whole, but specifically at the evaluation process. Different models of evaluation are analysed according to their strengths and weaknesses and a new model is being developed. The chapter also identifies the components and criteria that will form part of a successful curriculum and identify components that should form part of tourism training.

Chapter 4 will analyse the tourism curriculum and identify the components that should be part of a successful curriculum. It will also discuss the influence of awareness and marketing on the tourism industry as well as how children are influencing their parents' travel patterns and decision to travel.

Chapter five will focus on the results of the questionnaire. It will measure the difference in tourism awareness between learners with tourism as a school subject and those learners that do not take tourism as a subject. It will also determine the level of influence which learners who take tourism as a school subject have on their parents' travel patterns, as well as the level of influence which learners who do not take tourism as a school subject have on their parents. Chapter six will consist of the conclusion and recommendations of the study.

CHAPTER 2

CREATING AWARENESS, A LEARNING AND TEACHING PROCESS

2.1 INTRODUCTION

Gilling and Brightwell (1982) explain that it is very easy to understand a machine by analysing its parts. It is important to know what machines are made for and capable to do. The same theory can be used for the brain. If the brain is divided in parts it is easy to understand the functions of the brain. There is no doubt that the brain is used to remember. As mentioned before, memory can take different forms, such as long-term memory or short-term memory. Typically long-term memory will involve memories from childhood or the events of last Easter, whereas short-term memory will involve remembering of a telephone number just long enough to dial it. Memory can also be divided into different categories. Recollections can be stored in the form of words, pictures, sound, smells and tastes. Add the ability to quickly recover unpractised physical skills, like riding a bicycle, or baking a cake, and the brain's memory function begins to look very impressive. But before memory can be tracked down in the brain cells, the nature of the process of remembering and learning must be understood.

The growth and development of the brain in a rapidly changing society is very important. It requires the individual to learn new skills and to acquire new outlooks in order to adjust to personal and social demands. According to Herremans and Reid (2002) all educators have a responsibility to provide individuals with opportunities to become good citizens, not only as consumers but also as providers of responsible goods and services.

McGrath and Axelson (1993) emphasise this by stating that the educational systems, through the totality of their curricula, prepare and educate the next generation for participation in the society at large. In addition to specific academic content, learners develop understandings about achievement, success or failure, possible career roles and directions, society and cultural expectations, individual and

group relationship skills, and social values and beliefs that will affect them and this society for the rest of their lives.

As previously mentioned, awareness is knowledge gained through the learners' perceptions or by means of information. This chapter focuses on how children will gain knowledge from perceptions and how they learn from it. With this information in hand the curriculum can be evaluated to see if knowledge (awareness) is created among learners. To achieve this goal the anatomy of the brain is studied to understand which areas are responsible for which actions and how awareness, the process of gaining knowledge or learning, is established. The connections between memory and the brain will also be traced and by looking at the way in which information is lost. This will give a greater understanding of learning, awareness, teaching and memory.

2.2 HOW DO CHILDREN LEARN?

Cullingford (1990) writes that what children learn depends on how they learn. The different ways in which children learn, and their different attitudes in learning, lie at the heart of any educational system. The curriculum can only be properly understood through knowledge of the different ways in which children acquire information, knowledge, organise it, assess it and value it. The distinction between knowing things and thinking about them is important and it must never be assumed that the ability to think is a matter of inherited genetics about which nothing can be done. Learning to think in itself must be learned.

Cullingford (1990) continues by postulating that the difficulty with understanding the process of learning is that it functions at various levels. What children can do and what they normally do are distinct. Children also apply levels of response at different times. Before the question of how children learn can be answered, it is important to understand the anatomy of the brain and its functions.

The Encarta (2003) describes the brain as the organ concerned with consciousness, thought, memory and the overall control of the body. The brain weighs about 1.4 kg

and makes up about 2% of the total body weight. The skull protects it. Gilling and Brightwell (1982) explain that the brain is divided into two cerebral hemispheres, namely the left and right hemisphere, which are almost but not quite mirror images of each other. Together they constitute the cerebrum, and each hemisphere is divided into lobes, the continents of the cerebrum.

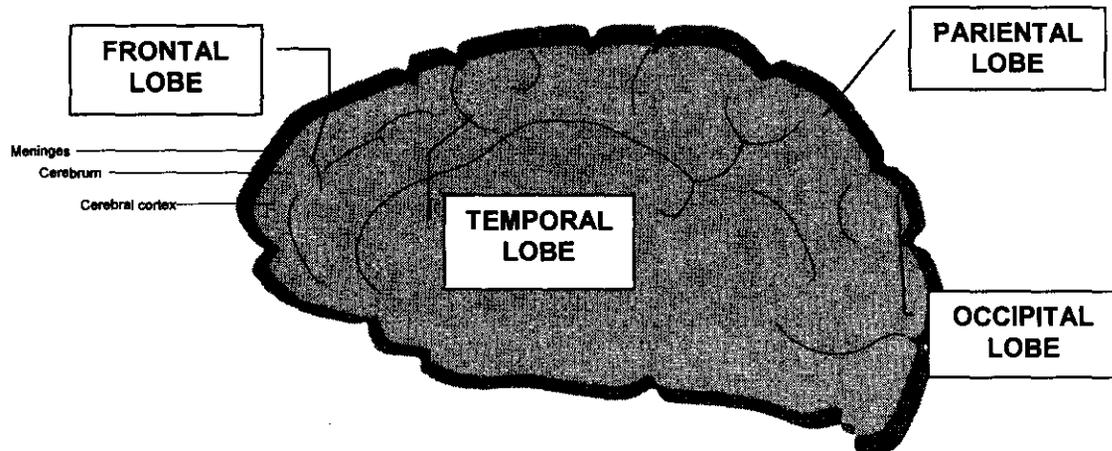


Figure 2.1 The brain

Gouws and Kruger (1994) point out that although the cerebrum is symmetrical in structure, with two lobes emerging from the brain stem and matching motor and sensory areas in each, certain intellectual functions are restricted to one hemisphere. The Encarta (2003) explains that a person's dominant hemisphere is usually concerned with language and logical operations, while the other hemisphere controls emotion and artistic and spatial skills. In nearly all right-handed and many left-handed people, the left hemisphere is dominant.

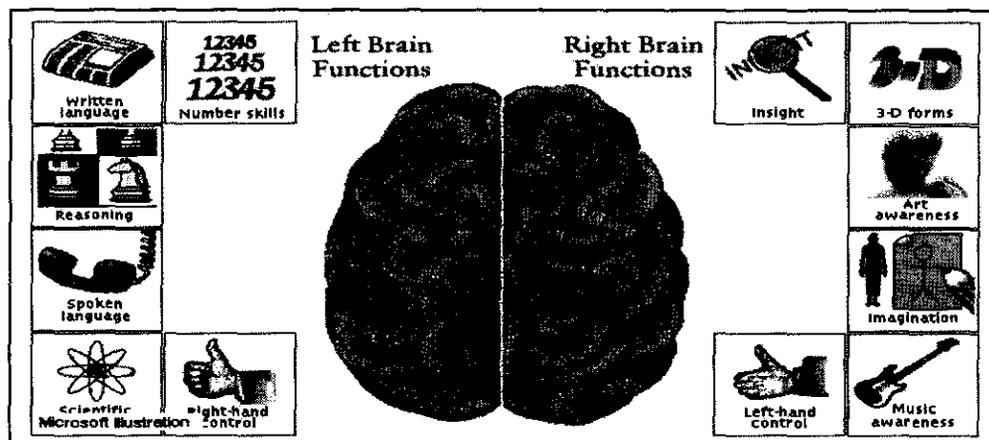


Figure 2.2 : Functions of the brain

Source: Encarata 2003 (Microsoft Illustrations)

The Encarta (2003) explains that many motor and sensory functions have been “mapped” to specific areas of the cerebral cortex, some of which are indicated here. In general, these areas exist in both hemispheres of the cerebrum, each serving the opposite side of the body. Less well defined are the areas of association, located mainly in the frontal cortex, operative in functions of thought and emotion and responsible for linking input from different senses. The areas of language are an exception: both Wernicke’s area, concerned with the comprehension of spoken language, and Broca’s area, governing the production of speech, have been pinpointed on the cortex.

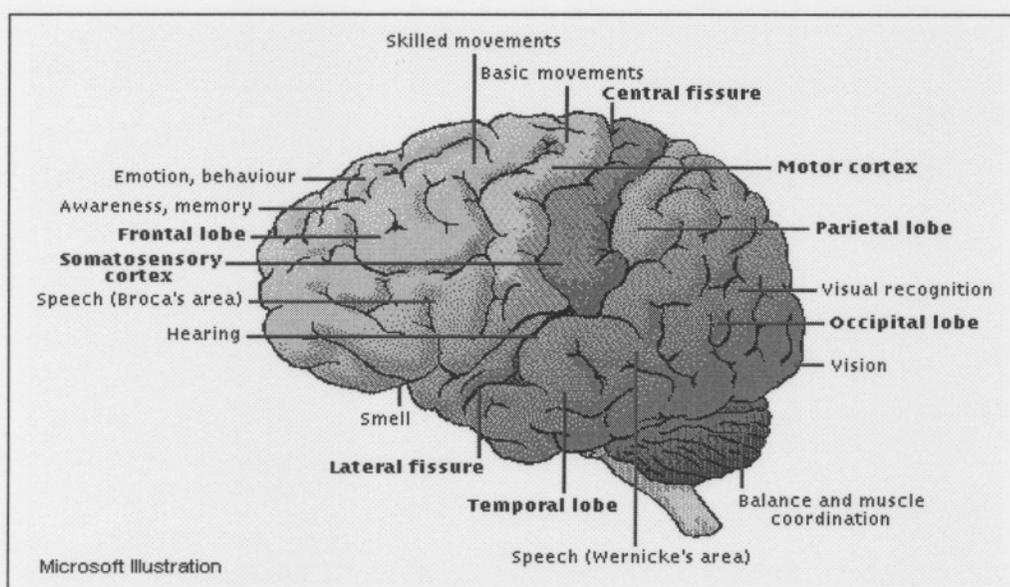


Figure 2.3 Anatomy of the brain

Source: Microsoft Illustrations

Gilling and Brightwell (1982) explained that the brain stem connects the brain to the rest of the body. The brain, the brain stem and the spinal cord together are the central nervous system. This system runs throughout the body and tells us about headaches or mosquito bites. The nervous system is made up of cells, which are called the nerve cells, which is in contact with other nerve cells and is transmitting messages to and fro. It is easy enough to imagine how the firing of nerve cells in the brain and limbs can move an arm or leg, but to accept that nerve cells are responsible for language, memory, imagination, and feeling of identity, self and in fact the mind, is a whole different story.

The question that arises again is: "How do children learn?" According to Gamon and Bragdon (1998) the brain can code some kinds of experiences indelibly, instantly and without any conscious effort. Data earns permanent storage for its code by passing that experience through a rehearsal loop again and again. There is evidence that it is usually dreams that is responsible for this action. During sleep, when the cortex is not busy sorting out data coming in through the senses, it can rehearse bits of recent experience to help them become permanent memories. Hence, the more learners are exposed to tourism at school level, the more permanent the data can become.

As learners study multiplication tables over and over, the information passes through the rehearsal hoop over and over again. The more experiences the brain is exposed to, the more its cells send messages to other cells to help them solve the problem. If the tourism curriculum can create a new awareness in the brain, the brain can sort it and make links to different areas. The more links that are available, the easier the brain can spot similarities between parts of old and new experiences. According to Gilling and Brightwell (1982) nerve cells in the brain starts dying from about the age of eighteen, and new ones do not grow. Most learners leave the school environment by the age of eighteen. It is thus important to create new awareness before eighteen. It will help them to remember it better as the brain will remember the old tourism experiences and send them through the cells. The brain uses its existing cells to put out new fibbers and to send messages over longer distances. The brain has thus fewer brain cells than at birth, but copes with the death of cells, either through age or injury, by making new connections. Unfortunately this process has to end somewhere.

According to Gamon and Bragdon (1998) the brain does not have to create all-new codes to store the new experiences, but only the unfamiliar parts of it. It therefore becomes clear that the more one knows, the easier it is to learn even more. The secret for children in learning and gaining knowledge is to pay attention. If the attention is not focused on new experiences they can never make it into memory. The brain pays very close attention to life-threatening experiences, so close and automatically that if it thinks there is a crisis at hand, it ignores anything else which may be going on. Different studies have found that the brain is well asleep at night,

except for one area in the brain that is lit up like a Christmas tree, namely the amygdale (the emotional control centre of the brain). Evidence has shown that the major function of dreaming is to reinforce lessons learned during the day. If sleep in REM is disrupted or suppressed for one or several nights after our learning complex logic tasks, it is much more likely that what has been learned will be forgotten. The question that can arise is therefore how children learn, how the amygdale may be tricked to learn faster and how the curriculum may be developed to help learners to learn faster.

2.3 AWARENESS. A LEARNING PROCESS

Lachman (1997) writes in his article "Learning is a process - Towards an improved definition of learning" that learning is a process by which a relatively stable modification in stimulus-response relations is developed as a consequence of functional environmental interaction via the senses. Baron (1996) extends this notion by indicating that learning refers to a relatively permanent change in behaviour as a result of practice or experience.

Cullingford (1990) states that mastery depends on opportunities to learn and circumstances in which learning takes place. At the heart of all development is the fact of learning itself, a process that has no ending and does not result in a visible outcome, but which affects everything else. Learning is both constant and changeable. It depends on moods and on general attitudes; it changes according to emotions and yet is a constant base on which other matters depend.

The Reader's Digest Association (1975) states that some people do not distinguish between learning and teaching. This distinction is a fairly recent one. Up until the mid-18th century there was nothing wrong with a sentence such as "The teacher learned the children how to count". "Then, for no discoverable reason, "learn" in the sense of "teach" retreated to the deep country, where it has remained ever since. "Learning" comes from the Old English "leornion", which means, "to learn", "to teach". It is closely related to the word "lore".

Collins (1989) sees learning as knowledge that has been acquired through serious study, while Seifert (1983) sees learning as a relatively permanent or lasting change in a behavioural tendency, which is a result of specific experiences or repetitions of an experience. Learning has therefore taken place when a person can do something afterwards which he or she could not do before.

From the above definitions it may thus be concluded that learning is what occurs when a person makes sense of what he or she encounters or experiences in interacting with him/herself, others and the environment (Steyn *et al.*, 1982:5). In some cases there is an apparent change in the person's behaviour due to participation in the learning process, whereas in other instances a seed is simply planted that may lead to change at a later stage.

Luthans (1995) writes that a perfect theory of learning would be to be able to explain all aspects of learning (how, when and why), have universal application and predict and control learning situations. To date, no such theory of learning exists. Although there is general agreement on some principles of learning, there is still disagreement on the theory behind it. This does not mean that no attempts have been made to develop a theory of learning. In fact, the opposite is true: the most widely recognised theoretical approaches incorporate the behaviouristic and cognitive approaches and the newly emerging social learning theory. An understanding of these three learning theories is important to the study of organisational behaviour.

Seifert (1983:146) maintains that behaviourist theories are mainly concerned with the stimuli that immediately precede the learned behaviour. In addition they are concerned with the consequences of behaviour, which are called "reinforcements". Cognitive theories, on the other hand, are more directly concerned with the less visible processes of human learning, namely memory, attention, insight, organisation of ideas and information processing. They are primarily concerned with the internal, organising processes of thought that lead to performance.

Van Dyk et al. (1993) postulate that behavioural theories of learning can be divided into the following two categories:

*** Classical conditioning**

This refers to learning in which a behaviour that originally followed one event is made to follow a different event. An important aspect of classical conditioning is the unconditioned reflex, an inborn response to stimuli, which is unconditioned in the sense that it is unlearned.

*** Operant conditioning**

This is a process by which the consequences of certain behaviours influence the chances of those behaviours being repeated in the future. If awareness can be created by the tourism curriculum it will influence the learner's abilities and responses in future so that the learners would want to preserve the environment for future generations to come and not destroy it.

Van Dyk et al. (1993), on the other hand, have found that there are cognitive learning theories. This view of learning assumes that human beings contain more than what can just be observed about them. They also contain thinking, memory, perception and motivation. This is also a very important approach and is based on the premises that although no changes can be observed from the outside there might be some changes on the inside. The cognitive learning theories can be divided into the following categories:

- 1. Information-processing theory:** This theory divides human thinking into elements that resemble the features of a modern high-speed computer.
- 2. Bruner's theory of instruction:** The instruction theory is an effort to assist learning. It is a combination of three processes: acquisition, transformation and testing of adequacy. Acquisition is the receiving of perceptions and knowledge from experience.
- 3. Gagne's categories of learning tasks:** Gagne sees learning as ideas of both the behaviourist and cognitive-oriented theories. Many forms of learning are based on conditioning processes: The reinforcement of specific behaviours, the binding together of responses, and simple verbal associations and these are combined into or contribute more complex processes such as the learning of discriminations, concepts, motor skills and attitudes.

4. Gestalt approaches to learning: This theory states that learning takes place through insight. "Gestalt" is a German word meaning "form, shape or figure".

5. Cognitive field theory: In this theory learning is seen as the action carried out by a person in order to ultimately know/can. Everything that happens between the two extremes of "not know/cannot" and "know/can" is described as learning.

The third type of learning theory is seen by Luthans (1995) as the social learning theory. It combines and integrates both behaviourist and cognitive concepts and emphasises the interactive, reciprocal nature of cognitive, behavioural and environmental determinants. It is important to recognise that social learning theory is a behavioural theory and draws heavily from the principles of classical and operant conditioning. Luthans finds that the above theories are too limiting and adds modelling and self-control processes and cognitive personality dimensions, such as self-efficiency.

When considering learning as a process, there is a variety of methods/strategies/techniques. Tanner and Tanner (1980) argue that the prospect of basing the curriculum reforms on the inquiry-discovery mode of instruction, appealed to many educators who had opposed the traditional dominance of rote, didactic or receptive teaching. However, avid proponents of the inquiry-discovery mode tended to overlook the fact that effective learning may require a variety of instructive modes.

Furthermore, the proponents of the inquiry-discovery mode ignored the fact that whereas the investigatory work of the scholar on the forefront of his or her discipline is confined to only a specialised portion of a discipline or subdiscipline. The younger is expected to employ this mode in each and every discipline that is represented in the school curriculum.

Wilkinson (1997) again argues: "There are different theories in education, namely behaviouristic theory, which focus is on cumulative learning in small steps as well as continuing reinforcement." The development theory, as discussed by Piagets, involves different age stages and includes the constructive theory where the learner plays an important part in his/hers own learning process. Other relevant instruments

include the neo-behaviouristic goals setting movement and the work of Tyler and Mager, with the set of useful evaluation instruments, as well as Bloom's (1981) work on mastering/learning theories.

Ausubel in De Wet et al. (1981) stresses the importance of learning material as well as verbal learning. It is thus important that learners will have textbooks on tourism, as this will enhance learning. According to Bruner, people's thinking process rely on information, working, learning, observing and decision-making as well as the classification process. Bloom's (1981) theory states that there are three variables working together in aid of school achievements. According to Wilkinson (1997) the variables are as follows:

- previously gained information,
- motivating factors,
- quality and education.

It is important for the curriculum planner to pay a great deal of attention to the learning methods and the social context or setting in which learning occurs, for curriculum planning leadership is exerted with the purpose of influencing this context.

For the purpose of this study the definitions of "awareness", as identified in 1.6.3 is: "knowledge gained through one's own perceptions or by means of information" or "having knowledge of". As children are learning different fields of study, awareness is being created in that field. Learning thus equals creating awareness.

According to research by the Department of National Education(1997) students and pupils learn best when they do things, discover, have fun, communicate, are not afraid of failing and feel good about themselves. Every learner is unique, and every learner can succeed. It is also important to know that what the person teaches or intends that others should learn is not necessarily learned, and what is learned is not always what the teacher intended to be learned. This leads to the issue of the importance of teaching.

2.4 AWARENESS, A TEACHING PROCESS

If there is a well-structured curriculum in place, it is still important to have someone to guide the learners through it. These people are called teachers or educators. But what is teaching all about?

The Encarta (2003) points out that in the history of teaching in ancient India, China, Egypt and Judea; teaching was often carried out by a priest or prophet. Jewish children were admonished to honour their teachers even more than their parents because the teacher was considered to guide them to salvation. The Greeks, whose love for learning is evident in their art, politics, and philosophy, were quick to see the special value in educating their children. It was the Greeks who quickly added teachers to their household. During the Middle Ages, the Church had taken over the responsibility for teaching, which was undertaken in monasteries or in learning centres that evolved into such great universities as those of Paris and Bologna. On the other continents teaching was equally important. In North America, schools were an important part of the development of the new continent. In 1647 the colony of Massachusetts passed a law requiring towns of 50 or more families to establish an elementary school.

As far as teaching today is concerned, the Encarta (2003) indicates that it varies from country to country. In some nations, religious authorities play an important part in schooling. In countries like Spain, the Roman Catholic Church is actively involved in all aspects of education, including teacher training.

Under programmed instruction, according to Skinner (1968), teaching is simply the arrangement of contingencies of reinforcement. The teaching-learning system is regarded as a closed-circuit system in which the learner is conditioned to make specific, predestined responses to specific stimuli. Once arranging the particular type of consequence called reinforcement, the techniques permit a person to shape the behaviour of an organism almost at will. But teaching is far more than that. Inquiry-discovery is an emergent process in which learners can pursue alternative and open lines of investigation, and in which they must make their own analysis of a problem and of the relevant data in testing hypotheses and in evaluating tentative conclusion. Under the inquiry-discovery model, teaching is designed to enable

learners to direct the course of their subsequent experience through the exercise of free intelligence. The governing factor is the intellectually open spirit of science. Without variation and divergence there would be no growth of knowledge and no growth of society.

The Encarta (2003) sees teaching as the systematic presentation of facts, ideas, skills and techniques to students. Brubaker (1982:3), on the other hand, writes that Elliot Eisner, an advocate of what he calls "educational connoisseurship" (by which he means: "knowing how to look, see and appreciate what is educationally significant"), provides a helpful definition of teaching that will be used in this study. It is that array of activities the teacher employs to transform intentions and curriculum materials into conditions that promote learning.

According to Boom (1968) the teacher wants to meet specific aims while teaching. He or she can achieve these aims by presenting the subject boldly, imaginatively, in a manner that is both varied and attractive. The aims are as follows:

Physical development: The advantages to the pupil are various. Some are common to any group of students participating in physical education, others are specific to the requirements and defects of the mentally disabled pupil.

Mental development: Mind and body are one and indivisible. They complement each other, interact mutually and are interdependent. The teacher strives to educate the whole child rather than merely train the body and its purely mechanical aptitudes. At the same time in language development a new vocabulary will be added.

Social development: Group activity is the genesis of corporate feeling and action. The child must be given a sense of security by making him feel one of a group, by drawing him gradually into the work of the group, and by giving him work to perform well within his scope. Having achieved this feeling of belonging, the teacher aims to build the child's confidence and self-reliance.

It is also important to remember that teachers are facilitators, assessing learners to help them improve, nurturing and supporting, working in a team, guiding learning, and not transmitting knowledge (Department of National Education, 1997).

Teachers or facilitators are thus guiding learners on their awareness process.

2.5 CREATING AWARENESS

According to Dickinson and Shaver (1982) in a study on consumer awareness, the complexity of the marketplace and tourism industry underscores the need for consumer awareness. The study saw consumer awareness as cognisance of information of three kinds; relevant product and service characteristics; existing consumer protection statutes, regulations and standards; and possible channels of resources. According to them all three facets of awareness are critical in making sound choices that lowers the risk of dissatisfaction with the product or service.

Baruss (1987) furthermore define awareness as: "the characteristics of an organism in a running state, which entails registration, processing and acting on information." They also describe awareness as the explicit knowledge of one's situation, mental states, or actions, as demonstrated by one's behaviour. Taylor (1981), in turn, discusses the theory of William James' definition of consciousness and identifies the following five characteristics of awareness:

1. Every thought tends to be a part of a personal consciousness.
2. Within each personal consciousness thought is always changing.
3. Within each personal consciousness thought is sensibly continuous.
4. Thought always appears to deal with objects independent of it.
5. It is continually choosing some objects above others.

According to Nunn (1996) it is a good idea to approach the understanding of awareness (consciousness) by first delimiting the sort of space that it occupies. As far as awareness is concerned there are a few very obvious limitations. You cannot, for instance, have awareness without a brain; the brain has to be in a reasonable

good physical shape and needs to use a lot of energy if it is to remain aware. It is true that damage to some areas will not greatly affect awareness whereas damage to other sometimes quite small bits, particularly in the brain stem, will abolish sentience. Awareness can also be affected by flooding the brain with small fat-soluble molecules such as ether or halothane (which are used for anaesthetic). How anaesthetic works is a mystery, which will be solved only when we know what awareness is. Franks and Lieb (1994) suggest that anaesthetic suppresses consciousness (awareness) by causing small changes in the shape of various protein constituents of nerve cells. Freeman (2000) writes that awareness is an experience, which in neuro-dynamic terms is seen as a transient state. Consciousness is the process by which sequences of hemisphere-wide states of awareness form a trajectory of meaning. Experiences of trajectories encompass sequences ranging from the strict and orderly flow of logical deduction, through habit or strong concentration, to the turbulence of streams of consciousness in idle play and dreams.

Nunn (1996) adds to the above by mentioning that 30% of the body's resting energy expenditure is due to the brain, which accounts for about 2% of one's weight. The energy costs of awareness are not proof that consciousness does useful things, but are a strong indication that it may. The brain receives huge amounts of information at every instant, but of all this information only about seven items can be dealt with consciously. Nicolis and Tsuda (1985) confirms that people can hold only about seven random digits in awareness simultaneously, and in these circumstances the content of awareness is limited to very few bits. Nicolis and Tsuda (1985) also added that despite the memory potential of the brain; most of what reaches the brain never gets into awareness. It is surprising that so little of all that goes on gets into awareness, at least in rememberable form.

According to Nunn (1996) awareness exists in time as well as in some sort of space within the brain. It could be helpful to think of two different types of a moment, the first being the minimum perceptual duration of around 0.1 second which is always in the background, but can be experienced consciously in circumstances of extreme arousal. The next is the specious present, which corresponds to our usual experience of a moment and normally has a duration of 1-15 seconds.

Dunn and Osselton (1974) argue that the brain functions at about 10 HZ (1 megahertz = 1 million cycles per second). The idea is that, in some important respects, the brain deals with time bounded packages of information each lasting around 0.1 seconds. According to Nunn (1996) this is the minimum chunk of information that can be consciously perceived and would normally contain the seven items which are the maximum that can be held in awareness at any given moment.

Libet (1989) found that in order to elicit an awareness from cortex or the tract leading to it above the spinal cord the stimulus must both be greater than a certain intensity and last for a sufficient time of anything up to 500 msec (1msec is one-thousandth of a second). When stimulating nerves in the spinal cord, however, the stimulus had only to be above a certain intensity to elicit awareness. The necessary intensity is probably that sufficient to produce the longer-lasting ripples of the evoked response.

Learners are daily exposed to a lot of information which is entering through all the senses and spans over a variety of areas and subjects. Each stimulus varies in its intensity and some reach the awareness stage and others do not. It is important that tourism will reach the awareness stage through the correct way of learning.

Gamon and Bragdon (1998) undertook a study to enhance memory formation among undergraduate psychology students. They first played a tape of a clicking sound (not too disruptive, but loud enough to be heard) while the students applied themselves to learning a difficult logic task. They then played the tape that same night as the students slept. When those students were re-tested on the task a week later, their performance was 23% better than that of a control group. This shows that background noise may be used as a night-time cue to aid in the processing and memorisation of learning tasks. Facilitators can make use of this method to help learners to study more efficiently. Certain stimuli can be used during the learning period, which the learners will then remember when they need to recall the information at a later stage. Stimuli that can be used to create awareness of something are music, pictures, sounds, colours and much more. The familiar sounds, colours and music can then be used in marketing and awareness programmes which will help learners to recall the information.

More methods that can be used to stimulate the learning process and create awareness are discussed by Prof. Barbara Clark. As an international recognised educator and specialist in brain functions she states that stress needs to be reduced if the facilitator wishes the learning activity to be successful (Clark 1990, Clark 1986). She also adds that one way to reduce stress is a change in the evaluation method. Stress and boredom closes the brain. Van Niekerk (1997) highlighted the importance of the role of well-designed and appropriate materials in the learning process. Van Niekerk (1997) said that the availability of basic materials for design and construction purposes is very necessary. Another basic is getting enough sleep and not to drink too much in the evening, because this suppresses one's REM cycle.

2.6 CONCLUSION

In this chapter the function of the brain was investigated, as well as the process of learning, teaching and awareness. It was found that although the brain only weighs a mere 2 kg it maintains and operates the whole body. The brain is divided into two hemispheres, which are responsible for different functions in the body. It was found that in nearly all right-handed and many left-handed people, the left hemisphere is dominant. The brain, brain stem and spinal cord function together as the central nervous system in the body. The nervous system runs through the body and nerve cells transmit messages to and throw. It is these cells which are also responsible for creating awareness and memory. The brain learns by coding information and permanent storage for these codes are established by passing the experiences through a rehearsal loop, again and again. The more experiences to which the brain is exposed, the more its cells are sending messages to other cells to help them solve the problem.

It was made clear that the brain does not have to create new codes to store new experiences, but only for the purpose of storing the unfamiliar part of the experience. The more one knows, the easier it is to learn even more. The secret of children's learning is to pay attention to these new experiences. If children's attention is not focused on new experiences it will never reach the memory. The amygdala (emotional control centre of the brain) helps lessons learned reinforced during the REM phase of sleep. If the REM phase is disturbed, what was learned will be forgotten.

It was found that by manipulating the external environment the amygdala could be tricked to learn faster. Other methods identified to help the brain learn faster and to create more awareness and knowledge were identified as:

- Create experiences.
- Getting enough sleep specifically in the REM phase.
- No drinking.
- Reduce stress levels.
- Well-designed and appropriate education and study materials. The importance of study material was also emphasised by Ausebel in De Wet et al. (1981) If tourism awareness is to be created in schools, and learning process enhanced it is necessary that learners will have textbooks available to them. Learning without these books becomes almost impossible as very little stimuli is sent to the senses.
- The more information there is in the brain, the easier it is to store new unfamiliar parts and to learn quicker.
- If the external environment can be controlled, the amygdala can be triggered to learn faster.
- It is important to have someone to guide learners through a well-structured curriculum. In chapter 3 the focus will be on what a well-structured tourism curriculum should consist of. Teachers guide learners through curricula and through the exercise of free intelligence. It was found that teachers would want to meet specific aims while teaching. These aims include physical, mental and social development of the learner. The teacher is thus a facilitator assessing learners to help them improve, nurturing and supporting, working in a team and guiding them through learning.
- It is also important that these teachers must be trained in tourism, if tourism is offered as a subject at the school. Without proper training teachers cannot guide learners through the curriculum.

Once clarity has been reached concerning awareness, learning and teaching, it is important to determine what a successful curriculum entails. The next chapter will focus on the importance of curriculum planning and specifically on the evaluation of

the curriculum. The various processes of evaluation will be discussed and will be used to evaluate the tourism curriculum in schools.

CHAPTER 3

AN ANALYSIS OF CURRICULUM PLANNING

3.1 INTRODUCTION

Doll (1982) maintains that every school has a planned, formal, acknowledged curriculum and also an unplanned, informal or hidden one. The planned curriculum embraces content usually categorised within subjects and subject fields like tourism. The unplanned curriculum includes such varied experiences or engagements as teasing boys, pinching girls, advancing oneself inconsiderately in the cafeteria line, learning to like history and finding new ways to beat the system. For learners and the youth of today, these and similar informal experiences or engagements are sometimes the most memorable ones in their school careers.

Within the twentieth century, the curriculum in colleges and schools has been defined in several ways. Some people have called the curriculum the accumulated tradition of organised knowledge contained in school and college subjects. Other people have considered it to be the modes of thinking and inquiring about the phenomena of our world. Still others have called the curriculum the "experiences of the race."

Du Plessis (1994:58) is of the opinion that education is concerned with the study and management of the communicated transmission of information, mainly between successive generations. Information is, of course, also transmitted genetically from one generation to the next. There are three major components involved in this process: those who teach, those who are taught and thirdly the transmitted information which ranges from the merely factual to behaviour patterns and cultural practices. The curriculum is here taken to be the organised and regulated interaction between teachers and students involved in the transfer of knowledge and culture.

Kruger (1980) states that the problem of the intimate interaction among the three components of the education process can be met by considering the curriculum as a whole.

The purpose of this chapter is to do an overview of what a curriculum entails and to identify its components. Firstly, the general aims and goals of the national curriculum statement will be identified. Then these aims and goals will be used as guidelines to determine the contents of the curriculum through the curriculum planning process. After the content of the curriculum has been identified, possible learning experiences and methods of evaluation will be investigated. The best method of evaluation identified by the literature study will then be used to identify guidelines to evaluate the tourism curriculum.

3.2 THE NATIONAL CURRICULUM STATEMENT

The Department of Education (2003) explains that the adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) has provided a basis for curriculum transformation and development in the new South Africa. The aim of the Constitution can be described as follows:

- Healing the divisions of the past and establishing a society based on democratic values, social justice and fundamental rights.
- Improve the quality of life of all citizens and free the potential of each person.
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law.
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The goal of the National Curriculum Statement is to lay the foundation for the achievements of the above goals by stipulating Learning Outcomes and Evaluation Standards. The National Curriculum Statement is also there to spell out the most important principles and values that should underpin the tourism curriculum.

3.2.1 PRINCIPLES

The National Tourism Curriculum Statement Grade 10-12, according to Department of Education (2003), is based on the following nine principles:

1. Social transformation.
2. Outcomes-based education.
3. High knowledge and high skills.
4. Integration and applied competence.
5. Progression.
6. Articulation and portability.
7. Human rights, inclusivity, environmental and social justice.
8. Valuing indigenous knowledge systems.
9. Credibility, quality and efficiency.

Anon (1999) holds the opinion that curricula should be designed utilising learning theory. Activities should be sequenced in a manner which helps learners achieve stated learning objectives and performance criteria.

According to the above, the objectives for quality curricula should:

1. Allow for shared ownership of the syllabus.
2. Effectively sequence activities and their pacing.
3. Set criteria for student performance.
4. Provide a knowledge map of the content.
5. Establish a sufficient information base.
6. Provide a means for application through projects/problems.
7. Provide a system for evaluation.
8. Give structure for the processes used.
9. Identify important tools.
10. Provide for critical resources.
11. Set out to achieve growth in specific performance skills.

Anon (1999) further stipulates the criteria for well-designed curricula as follows:

1. All work should build toward the overall course objectives and desired performance criteria (long-term behavioural change).
2. The design of curriculum should take into account a methodology for learning, such as the "Learning Process Methodology."
3. Most of the activities should be self-directed by students.
4. Each activity should establish a clear "why" for the activity, "learning objectives" and "performance criteria".
5. A formative evaluation system should be used to measure performance with respect to meeting short-term and long-term learning objectives as well as for documenting personal growth.

By evaluating the national principles against the above criteria, these principles were found to be in line with that of a successful curriculum. The tourism curriculum should meet these principles in order to be a successful curriculum.

In 1.6.2 the statement was made that there could be no single answer as to what a curriculum should be. However, when considering curriculum development, there are a few basic concepts central to its understanding.. The following three questions follow from the above discussion, and need to be answered below in order to understand curriculum development.

- What is a curriculum?
- What does the curriculum planning process entail?
- How important is evaluation?

3.3 WHAT IS A CURRICULUM?

An overview of the various definitions indicates that the concept has undergone marked changes during the twentieth century, without any consensus having been reached on an appropriate definition (Tanner & Tanner, 1980). Today, most textbooks on curricula and many works on educational theory offer some definition of curricula. Many contemporary curricula regard the matter of definition as highly significant, even crucial, for conceptual and operational progress. Various

definitions of the curriculum will follow with the aim of establishing a suitable definition for this study.

Brubaker (1982:2) finds that there are many and diverse definitions of a curriculum. It ranges from its original Latin meaning "currere", meaning "a race course to be run around", to complex definitions such as Wheeler's (1979:11) definition of a curriculum as "the planned experiences offered to the learner under the guidance of the school". By "curriculum", Bellis (1985:31) does not merely refer to the content of the courses, but also to the whole process of curriculum design and development. For instance, an outcomes-based approach implies that the issue of "what is to be evaluated and how" becomes the starting point rather than a set of decisions taken after the contents of a course have been decided. Kelly (1989) suggested that there are three fundamentally different approaches when considering a curriculum, which may be summarised as follows:

- Curricula as content and education as transmission;
- Curricula as product and education as instrumental; and
- Curricula as process and education as development.

Songhe (1977:38), on the other hand, argues as follows: "*Wanneer daar na die opvoedingsbaan waarop die leerling onder leiding van sy onderwyser op weg na volwassenheid beweeg, verwys word, kan dit met "currere" in verband gebring word. Hierdie begeleidingsfunksie in die kurrikulum dien tesame met die kurrikulum as voorbereiding vir die lewe*". Tanner and Tanner (1975:48-49) formulate the description of a curriculum as the planned and guided learning experiences, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and wilful growth in personal social competence.

Scheffler (1960) distinguished educational definitions according to types. Among these are descriptive and programmatic definitions. According to Scheffler (1960), a descriptive definition is "intended as accurate accounts of accepted meaning and usage". A programmatic definition, according to Scheffler (1960), is intended to

embody programmes of action or is an expression of a practical programme. It is not neutral, but moral. He illustrates this by citing the frequently used definition of curriculum as "the totality of experiences of each learner under the influence of the school". A descriptive definition is "the formal course of study".

As mentioned above, there could be no right or wrong definition of "curriculum". However, for the purpose of this study, the definition of Marks et al. (1978:457) will be used. This definition states that the curriculum is the sum total of the means by which a student is guided in attaining the intellectual and moral discipline requisite to the role of an intelligent citizen in a free society. It is not merely a course of study, nor is it a listing of goals or objectives. Rather, it encompasses all the learning experiences that students have under the direction of the school.

3.4 WHAT DOES THE CURRICULUM PLANNING PROCESS ENTAIL?

According to Shipley *et al.* (1965) the whole idea of traditional education has been that the learning must not be meaningless drudgery, but a series of planned experiences which lead to cultural and intellectual maturity. These organised learning experiences are conveyed through the school curriculum. Before this process may be studied, however, it is important to establish what curriculum planning is and how it works.

Most people think of curriculum planning as a process that takes place in a relatively isolated place, far away from where the curriculum is expected to be implemented and that occurs long before the curriculum is implemented (Brubaker, 1982:3). According to Brubaker there is a need for a definition that conveys the idea that most of the curriculum planning takes place on one's feet during the implementation phase as well as prior to this stage. Curriculum planning is therefore the process through which the person and the group organise ideas as to what persons, including they themselves, should experience in a setting.

Brubaker (1982:3) describes a setting as referring to "any instance where two or more people come together in new and sustained relationships to achieve certain

goals". When people engage in curriculum planning in a setting, they depend on a mutually supportive network of relationships, which keeps them from having sustained feelings of loneliness and anxiety. In short, they should feel a psychological sense of community with at least some persons in the setting.

Mostert (1986:55) sees curriculum planning as a way in which the curriculum is developed, while it is being built up, evaluated and monitored at the same time. When planning the curriculum, there are various steps that have to be taken into account. Some authors developed models to explain the different steps in the curriculum planning process. It is important to take cognisance of the different models and to identify their strengths as well as their weaknesses.

3.4.1 Derbyshire and Schreuder Model (1989-1992)

The model of Derbyshire and Schreuder divides the planning process into four basic steps.

1. **Situation analyses:** First it is necessary to look at the importance of the subject in the broader curriculum - what are the aims, goals and objectives of the curriculum. According to Davies (1976:12) some aims can broadly be defined as general statements, which attempt to give both shape and direction to a set of more detailed intentions for the future and the needs and interest of the pupils for whom the curriculum is developed.
2. **Secondly,** referring to the above information, it is important to have an idea of the goals that the subject should meet.
3. **Thirdly** the study activity will determine the learning. What will be studied and in which order?
4. **In the final instance** evaluation should take place on a regular basis. Walters (1989:23) identifies the major problem with curriculum planning as that the curriculum on paper is not always practical or teachable.

Although their model is very basic, it does include very important components such as: "What is the importance of the subject in the broader curriculum?" The importance of tourism as subject in the broader curriculum needs to be investigated and the relevance of the subject in the new South Africa should be emphasised.

The other important component in Derbyshire and Schreuder model is the aspect of evaluating the curriculum. No curriculum can be labelled as successful or unsuccessful without proper evaluation. A weakness of this model would be that the authors did not bring into account any factors that can be influencing the curriculum while it is being delivered.

3.4.2 Lee and Zeldin Model (1982)

The model of Lee and Zeldin is divided into five stages and goes further than the above models by adding a very important component to the first stage, namely the situation analysis (Lee and Zeldin, 1982). Their argument is that there are various factors, both internal and external, which influence the situation in which the curriculum is delivered and should be considered when doing curriculum planning. This model is schematically presented below:

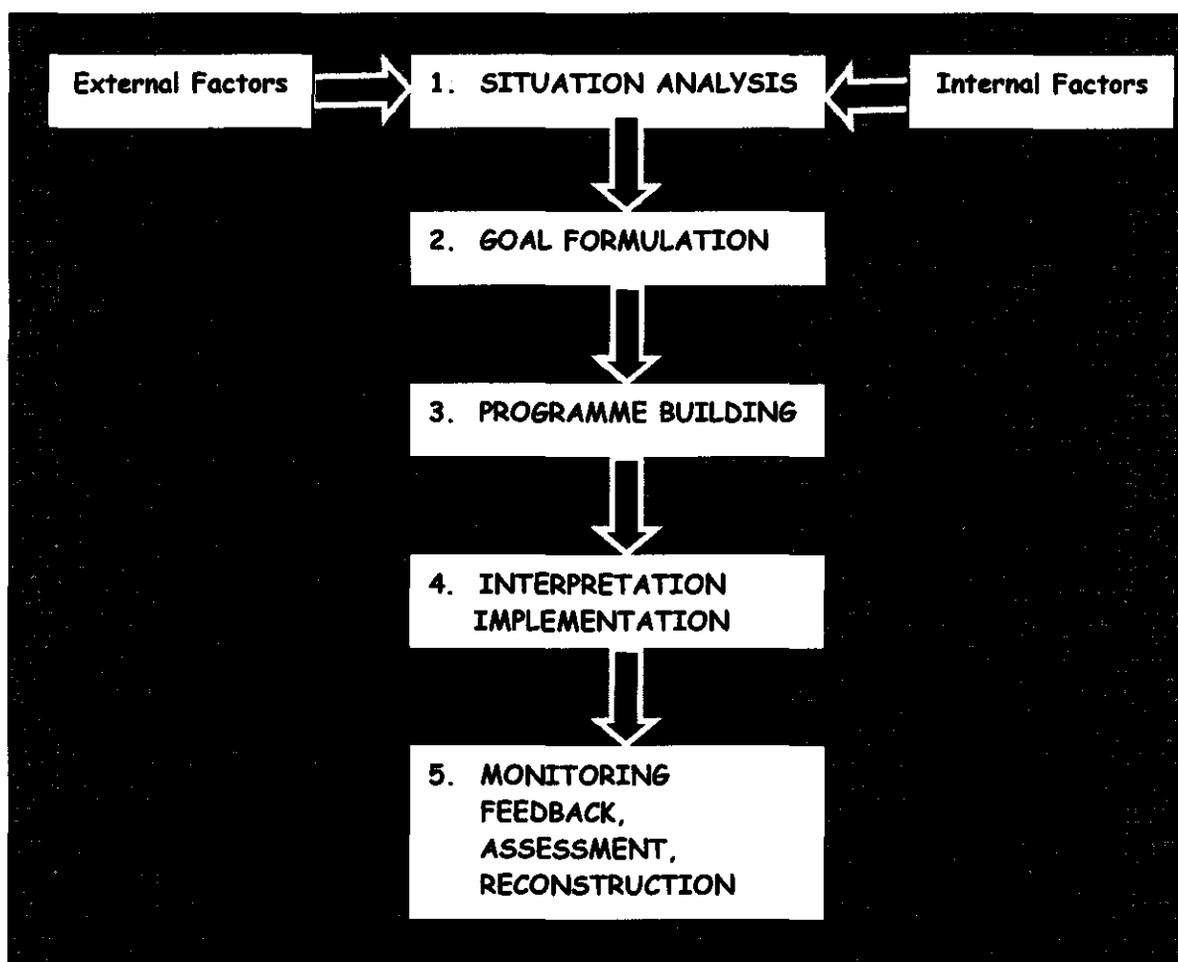


Figure 3.1: Curriculum planning process

Source: Lee & Zeldin (1982)

1. SITUATION ANALYSIS

In the first stage of the process it is important to do an analysis of the different external and internal factors which constitute the situation.

1.1 External Factors

Lee and Zeldin (1982) identified some of the external factors that can play an important role in the planning process:

- cultural and social changes and expectations, including parental expectations, employer requirements, community assumptions and values, changing relationships and ideology;
- educational system requirements and challenges;
- the changing nature of the subject-matter to be taught;
- the potential contribution of teacher-support systems; and the
- flow of resources into the school.

1.2 Internal Factors

It is also important to identify some of the internal factors that can have an influence on the curriculum planning process.

- pupils: attitudes, abilities and defined educational needs;
- teachers: values, attitudes, skills, knowledge, experience, special strengths and weaknesses, roles;
- school ethos and political structure: common assumptions and expectations, including power distribution, authority relationships, methods of achieving conformity to norms and dealing with deviance;
- material resources, including plant, equipment and potential for enhancing these; and;
- perceived and felt problems and shortcomings in existing curricula.

Both external and internal factors can put a lot of strain on the curriculum and sometimes it is very difficult to bring the curriculum to its full potential due to these factors. It is, however, important to create a win-win situation.

2. GOAL FORMULATION

The identification of goals embraces teacher and pupil actions, including a statement regarding the kinds of learning outcomes which are anticipated. Goals derive from the situation analysed only in the sense that they represent decisions to modify that situation in certain respects and judgements about the principal ways in which these modifications will occur. That is, goals imply and state preferences, values and judgements about the directions in which educational activities might go.

3. PROGRAMME BUILDING

After the goals have been set, the importance of a programme arises. This process entails the following:

- Design of teaching-learning activities: content, structure and method, scope, sequence;
- means-materials: specification of kits, resource units, text materials, etc., design of appropriate institutional settings: laboratories, field work, workshops;
- personnel deployment and role definitions: curriculum change and social change; and timetables and provisioning.

4. INTERPRETATION AND IMPLEMENTATION

After the situation has been analysed and goals formulated, the programmes are built into the curriculum. The curriculum is now ready for interpretation and implementation. Problems to implement the curriculum change may be, for example, in an ongoing institutional setting where there may be a clash between old and new, resistance as well as confusion. In a design model, these should be anticipated, pass through a review of experience, analysis of relevant research and theory on innovation and imaginative forecasting.

5. MONITORING, FEEDBACK, EVALUATION AND RECONSTRUCTION

After the curriculum has been implemented it is important that there will be feedback on it, so that changes can be made.

- A design must be developed for a monitoring and communication system;

- preparation for an evaluation schedule is necessary;
- problems of continuous evaluation should be considered; and
- reconstruction to ensure continuity of the process should take place.

Loubser's (1991) as well as Steyn's (1985) versions of curriculum planning correlate to a large extent with those of Derbyshire and Shreuder and can be seen in Figure 3.2 and Figure 3.3. As stated above, neither of the models of Derbyshire and Shreuder considered the factors that can influence the situation analysis and which can make or break the curriculum.

3.4.3 Loubser's (1991) model

Schematically Loubser's model may be represented as follows:

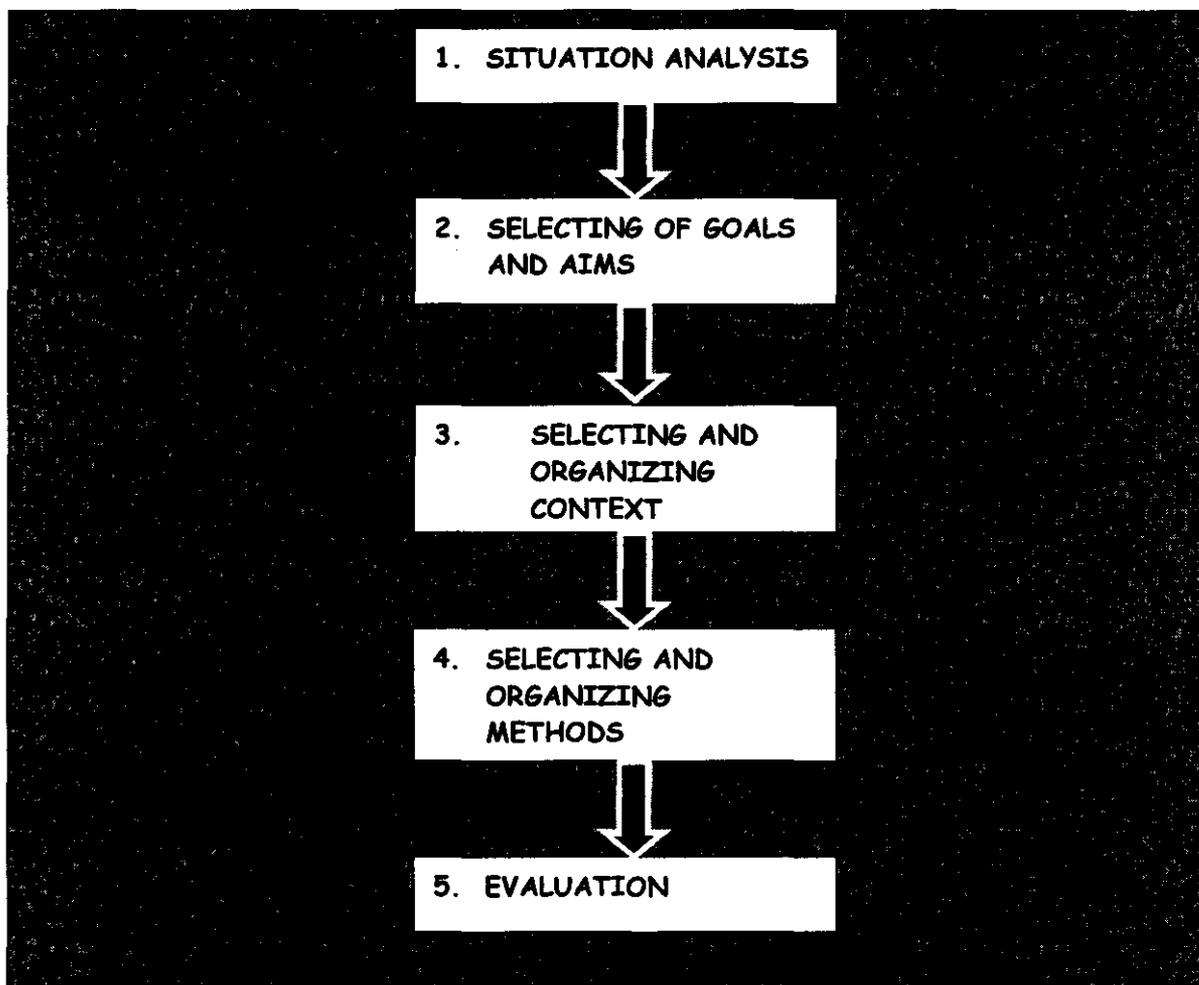


Figure 3.2: Curriculum planning process

Source: Loubser (1991:88)

3.4.4 Steyn's (1985) Model

Below is a schematic representation of Steyn's model:

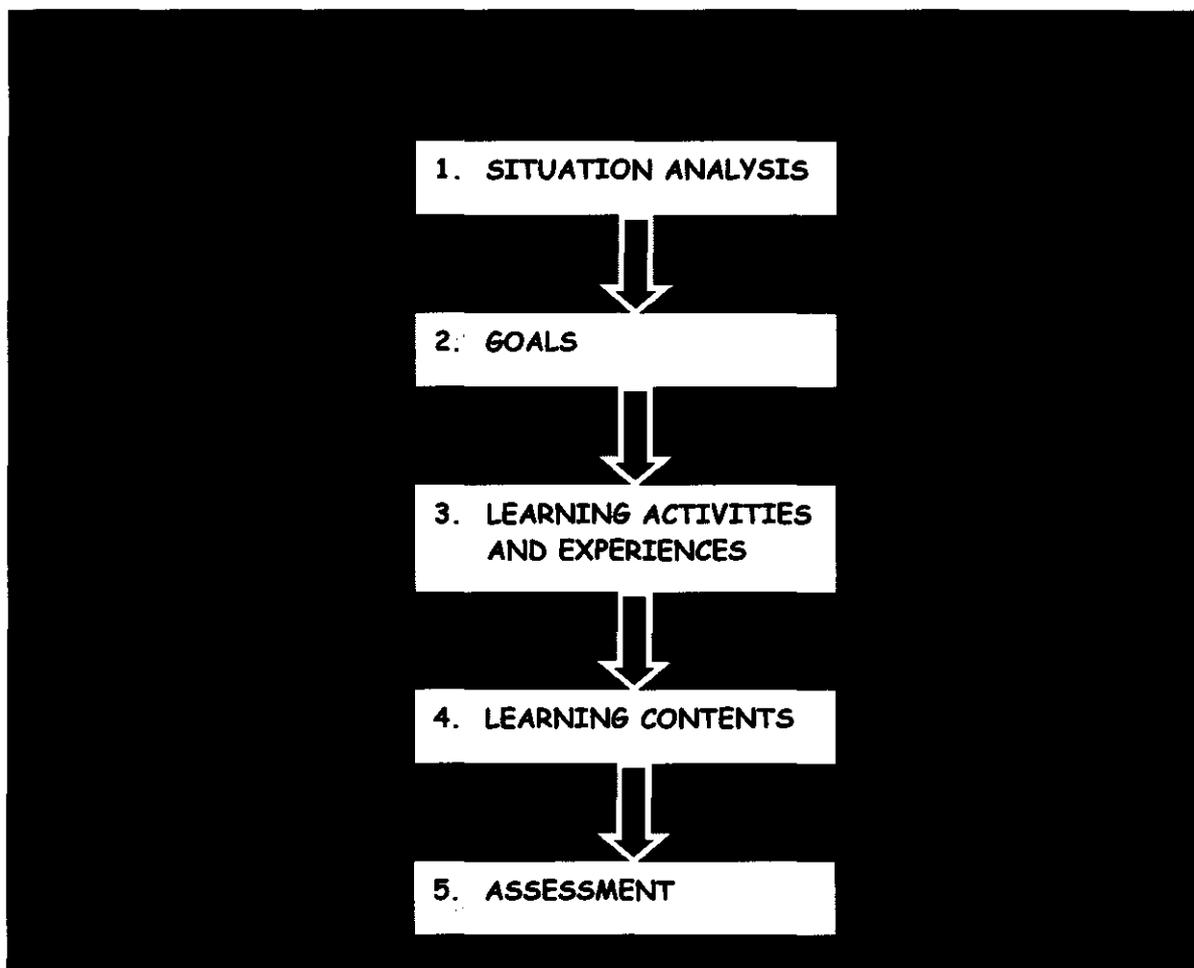


Figure 3.3 : Curriculum planning process

Source: Steyn (1985:116)

3.4.5 Warwick's (1975:112) Model

Warwick comes up with a few new ideas and is of the opinion that curriculum planning and development should be divided into the following ten stages:

1. If the idea of a curriculum were to have any meaning at all, it must be conceived of as a unity.
2. Stage two consists of looking at the school itself and at all the resources and restraints that it can call upon from each of three levels (national, local, school).

3. The importance of discussing the ideal before formulating what is practical ought not to be overlooked.
4. The fourth stage consists first of deciding in the light of this ideal, which of the factors amassed can be said to be working in the interest of what the school wishes to achieve and which factors will curb it.
5. The fifth stage of curricular planning is reached when what originally appeared as an ideal, is modified in this way.
6. At this stage and only now can the ideas and concepts it contains begin to be shaped and fully clarified.
7. The structure of a curriculum is the next aspect to be planned.
8. Having decided upon a design and a structure, attention can now be paid to an organisation which, in its turn, must emerge from all previous planning and not be involved either through independent thought or past achievements.
9. At this point time-tabling and consideration of precise contents can start to take place. In other words, from the given structure and organisation, the tangible curriculum emerges.
10. Changing the curriculum is important after evaluation has taken place.

Warwick's model does address some of the factors that can influence the curriculum planning process, but lacks a definite phase where the curriculum is implemented in the school. A strength that can be identified is the fact that outside organisations are drawn into the process to tap from their expertise.

3.4.6 Zenger and Zenger's (1982) Model

Zenger and Zenger divide the curriculum planning process model into ten steps. The aim of their ten-step curriculum is to develop small segments of the school curriculum, adding to existing programmes, or to create an entire school curriculum. Their process brings together all parts of the system approach used more by the business world, but also includes the basic curriculum planning and development process used by educators. Their system is a systematic, step-by-step procedure for planning and developing school curricula. The process that Zenger and Zenger designed starts with the curricula need, goes through designing and implementing the programme to meet that need, and ends with evaluating the new programme to

determine to what extent that stated need has been met. This process may be presented by the diagram below:

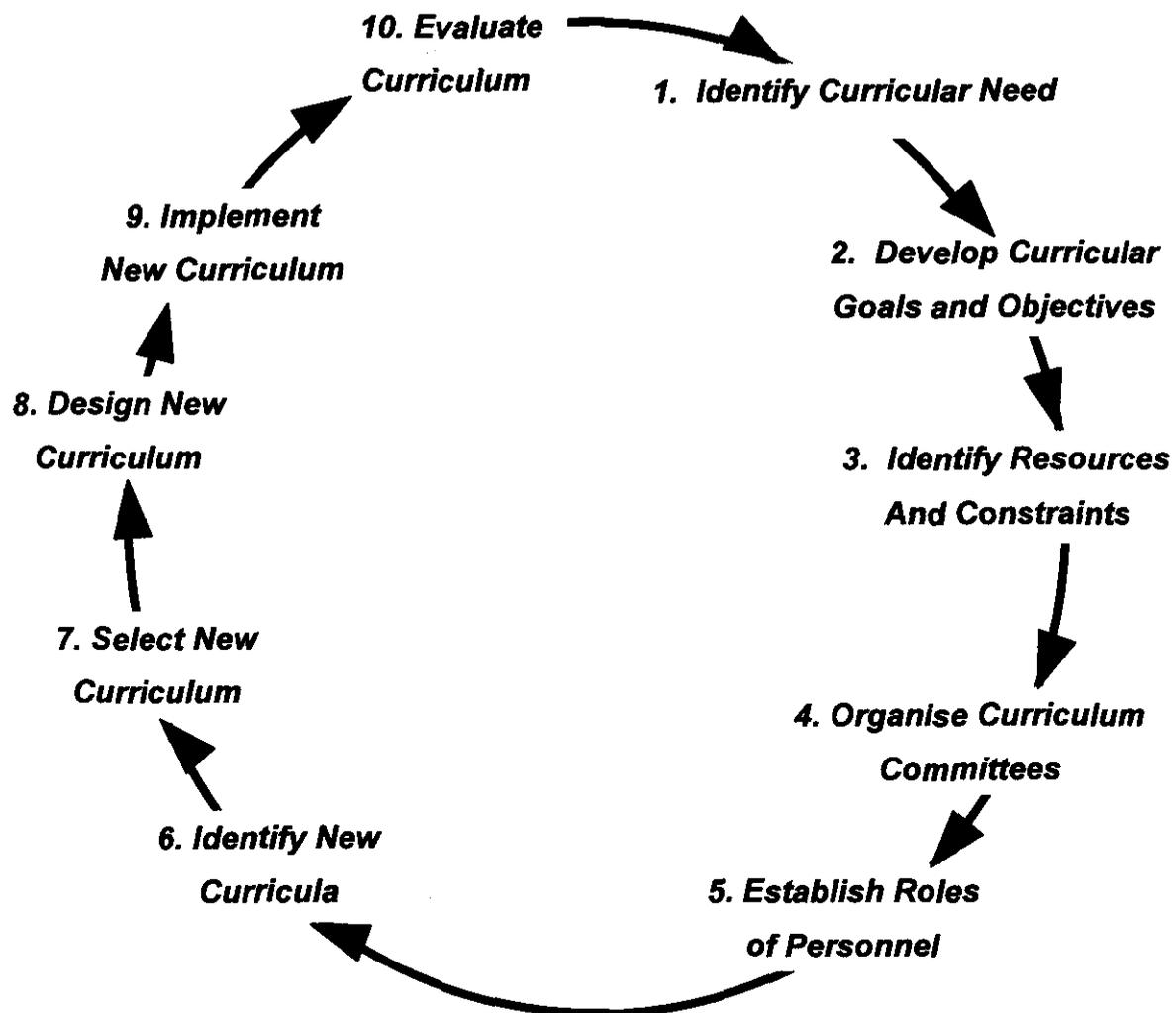


Figure 3.4 : Curriculum planning process

Source: Zenger & Zenger (1982:7)

A weakness in this model is the fact that outside influences on the curriculum are not considered, and this makes the process vulnerable to these factors.

Spencer (1995) explains that Calitz, Du Plessis and Steyn (1982:7) follow the traditional definition of the curriculum as the planned learning activities which contain the following concepts: situation analysis, aims and objectives, choice of learning content and ordering, learning opportunities, activities and experiences and evaluation. However, they point out that this process must be followed at macro-

mesa- and microlevels. Tanner and Tanner (1980) also emphasise this by arguing that when addressing problems of general education, educators are concerned with macrocurricular problems – problems that transcend the knowledge compartments of the specialised disciplines. In contrast, the subject matter specialists tend to be concerned with micro curriculum problems, or those kinds of questions that fall within the field of their own discipline.

An analysis of the definitions given by the various authors reveals that there is a consistency in the views regarding curriculum planning and development. All the authors recognise the importance of situation analysis, selecting goals, selecting context as well as methods to be used. Learning activities need to be identified and the curriculum should be implemented and evaluated. The model that stood out was the one of Lee and Zeldin, which incorporated the influence of internal and external factors on the curriculum.

Looking back at the different models all these steps, except the evaluation process, were dealt with in detail in a study done by Van Niekerk (1997). For the purpose of that study the process as designed by Lee and Zeldin was used. Kelly (1989) stresses that it is important that the model of evaluation adopted must match the model of curriculum planning; otherwise there will be mismatch and distortion.

Before evaluation can take place, the model of Lee and Zeldin will again be presented in detail, as it is found in Van Niekerk (1997). The same model will also be used in the evaluation of the curriculum.

1. SITUATION ANALYSIS

The curriculum was developed with consideration of the external and internal factors that could influence the curriculum.

1.1 External factors

1.1.1 Cultural and social changes

- Ornstein (1993) stresses that it is important to be well aware of the philosophical underpinnings of our curricular actions; perhaps even more so today, because society is experiencing great waves of social and technological changes.

1.1.2 Parental expectations

- The parents will expect their child to be always ahead of the pack and have the broadest knowledge. The developing of a new field of study like tourism will help them to expand their knowledge.

1.1.3 Employment requirement

- With a new field of study it is inevitable that there would be a need for professional teachers. They should not only be professional, but have to be knowledgeable about their field and how to communicate their knowledge to their students.

1.1.4 Community assumptions and values

- Since values and attitudes underlie all societies, schools have a duty to help students grow in their ability to acquire constructive ones (Lang et al., 1995).

1.1.5 Changing relationships and ideologies

- Because of the fact that ideologies and relationships are always changing, it is necessary to have a firmly-based system.

1.1.6 The requirements and challenges of the educational system

- The system should be challenging and there should always be something new to explore.

1.1.7 Is there any potential contribution by the teachers-support system?

- The teachers need to have something or someone to fall back on.

1.1.8 The potential of the flow of resources into the school

- The state does not supply the same funding to schools as in the past and it is important to know whether the curriculum is affordable for the school wishing to implement it.

1.2 Internal factors

- Internal factors that must be kept in mind when developing a curriculum are the

following:

- 1.2.1 Pupils: What will the pupils' aptitudes, abilities and educational needs be?
- 1.2.2 Teachers: What are the teachers' values, attitudes, skills, knowledge, experience, strengths and weaknesses?
- 1.2.3 Will the curriculum fit into the school ethos and political structures?
- 1.2.4 Are there material resources to develop and implement the curriculum in the school?
- 1.2.5 What are the shortcomings in the existing curriculum?

2. GOAL FORMULATION

When setting goals, it is necessary to determine what the students need to achieve, develop, understand or appreciate (Kourilsky & Quaranta, 1987). The general aims are to ensure that the curriculum is bringing people together in a supportive and challenging educational environment that will provide them with the skills to excel in a career in tourism. While the curriculum, on the other hand, is committed to ensure that each student is treated as an individual, the belief is that education is the academic, personal and social development of the individual, and the highest standard of instruction.

2.1 Specific aims of the curriculum

The specific aims of the curriculum are as follows:

- The students must learn to focus on the acquisition and comprehension of knowledge and have various skills like problem solving and various levels and methods of thinking.
- Students must also learn how to interact in the following areas:
 - Person-to-society;
 - Person-to-person; and
 - Person-to-self.
- It is important that the curriculum will help the students to function in the home, on the job, and as a citizen and member of the larger society.

2.2 Objectives which must be reached

The following objectives must be reached:

2.2.1 Cognitive domain

- **Knowledge:** The student will know what tourism entails.
- **Comprehension:** When given various types of tourism, the student will be able to put them into their right categories.
- **Application:** The student will be able to develop a tourism package for the tourist.
- **Analysis:** The student will be able to distinguish between what tourism is and what it is not.
- **Synthesis:** When confronted with a report on tourism, the student will be able to propose ways of testing various hypotheses.
- **Evaluation:** The student will be able to appraise fallacies in an argument.

2.2.2 Affective domain

- **Receiving:** By studying various cultures, the student will be able to tell others more about the cultures of various people.
- **Responding:** The student displays an interest in tourism by actively participating in a research project.
- **Valuing:** The student will take a viewpoint on the advantages and disadvantages of tourism.
- **Organisation:** The student forms judgements about his or her responsibilities for conserving natural resources.
- **Characterisation:** The student will develop a character based on his or her personal ethical principles.

3. PROGRAMME BUILDING

In programme building there is one very important area, namely the teaching-learning activity. This has certain implications for what the contents of the curriculum will be. The contents were selected through post hoc explanations. This means that the sample is representative of some larger group.

The categories of tourism are arranged in a hierarchy in which the levels increase in complexity from simple to more advanced. Each level depends on the acquisition of the previous level. For example, it is important for the student to understand what tourism is before he or she can plan a tour.

4. INTERPRETATION AND IMPLEMENTATION

After the situation had been analysed and the aims and objectives had been formulated, the programme was built into the curriculum. This core curriculum was now ready for interpretation and implementation. Problems of implementing the curriculum can be changed, for example in an ongoing institutional setting where there may be a clash between old and new, resistance and confusion. In a design model, these must be anticipated and passed through a review of experience, analysis of relevant research and theory on innovation and projected forecasting.

5. MONITORING, FEEDBACK, EVALUATION AND RECONSTRUCTION

It is important that there will be feedback on the curriculum after it has been implemented, so that changes can be made to it.

- A design must be developed for a monitoring and communication system.
- Preparation for an evaluation schedule is necessary.
- Problems for continuous evaluation should be considered.
- Reconstruction is ensuring continuity of the process.

The process of evaluation is not discussed in the study done by van Niekerk (1997), but it is nevertheless an important issue to consider. Questions like what evaluation is, how it works and who is involved in the evaluation process should be answered.

3.5 CURRICULUM ASSESSMENT

The curriculum is given operational reality in schools and classrooms. If it "works" it does so through the transaction which constitutes teaching and learning. It is in the context of this teaching-learning relation that the process of curriculum development

reaches its conclusion, though not necessarily its intended end (Taylor & Johnson, 1974). It is certainly the case that many major curriculum innovations have not been accompanied by any attempt of evaluation. Kelly (1989) indicates that this was the case with many projects that were introduced both in Britain and in the USA. Zenger and Zenger (1982) argue along the same lines, by pointing out that evaluation is often either only partially completed or totally neglected. Unfortunately the situation does not look any better for curriculum evaluation in South Africa. Very little if anything is done concerning curriculum evaluation. Subsection 3 (4) of the National Education Policy 1996 (Act No.27 of 1996), for instance, stipulates that the Minister of Education is responsible for "national policy for the planning, provision, financing, staffing, co-ordination, management, governance, programmes, monitoring evaluation and well-being of the education system" (Anon, 1999). The question which arises from the above is how the education system can be healthy : if there is no evaluation system.

Zenger and Zenger (1982) describes curriculum evaluation as a continuous process and should be present at the beginning, at the course and at the completion of curriculum development. It is therefore essential to get clarity on what exactly curriculum evaluation is.

3.5.1 A definition of curriculum evaluation

McCormick and James (1983) write that it is common, particularly in the USA, to use the terms "evaluation" and "assessment" synonymously. The terms are distinguished, however, by referring to the *evaluation* of the curriculum and the *assessment* of pupils. Kelly (1989) points out that curriculum evaluation is the process by which attempts are made to gauge the value and effectiveness of any particular piece of educational activity. Cronbach (1963) defines evaluation as broadly as "the collection and use of information to make decisions about an educational programme". Davis (1981:49) in turn describes it as "the process of delineating, obtaining and providing information useful for making decisions and judgements about curricula".

With the definition of "curriculum evaluation" thus having been established above, it is now necessary to determine why evaluation is important.

3.5.2 The importance of evaluation

Although evaluation is very much part of living, Doll (1982) points out that relatively little has been written about the evaluation of programmes and projects with the intention of improving a curriculum. Doll identifies two reasons why programmes and projects should be assessed.

- The first is the significance to the participants in the programme of knowing what they have accomplished. This information tends to improve their morale and supply very good guideposts by which they may plot further studies.
- The second reason is the need to justify the expenditures of time, money and talent of teachers.

McCormick and James (1983) regard evaluation as important because of the following reasons:

- It provides a mode of accountability;
- it promotes professional development and institutional improvement, and
- it facilitates curriculum review.

McCormick and James divided the evaluation strategies into three categories, namely evaluation done by outsiders; evaluation done by insiders; and the combined strategies. Doll (1982) also suggests that teachers may think of evaluation in three terms. The first is the process of the learner being assessed by the teacher in the classroom. Secondly there is process of evaluation of schools and school systems by outside agencies and thirdly evaluation may be done by the Department of Education. The following should be brought into consideration when considering the above three elements of evaluation:

1. Assessment in the classroom

Classroom assessment may become the site of important data gathering which in turn can lead to curriculum improvement. It can also be useful to evaluate programmes and projects which are already under way. Teachers can be taught how to administer evaluation instruments and then how to interpret the results. Doll (1982) identifies the following instruments that are often used and which fall into the categories as indicated below:

Tests of mental ability
Achievement tests
Anecdotal records
Appreciation tests
Aptitude tests
Attitude inventories
Checklists
Diagnostic tests

Interview schedules
Observation schedules
Personality inventories
Projective techniques
Rating scales
Semi-projective techniques
Socio-metric devices
Vocational interest inventories

It is important that curriculum personnel will help teachers that are unfamiliar with standardised instruments. Teachers are capable to assess informally on the basis of their own tests and it is important for them to improve their own assessment skills. One of the most promising ways of improving schools is the assessment of the teacher's own work.

2. Evaluation of entire schools and school systems

Surveys, opinion polls, follow-up studies of graduates, early school leavers and standard evaluation instruments can be used to evaluate entire schools and school systems. Teachers usually have very little part in these evaluations, except to answer a few questions and to demonstrate their teaching skills for a few minutes. Evaluators that are strangers to the school usually do these studies.

2.1 Surveys

Surveys can be seen as comprehensive studies of schools and school systems that result in recommendations for their improvement. Surveys are usually conducted by university staff members or personnel of survey firms, thus outsiders. Over the years the external survey has been replaced with the internal survey or self-survey, because external surveyors sometimes know so little about the institution being surveyed that their reports are inaccurate. Self-surveys, on the other hand, lacked the necessary experience and vision for the survey task.

This study will also make use of this method of study. To overcome the above-mentioned problem, teachers, parents and learners will complete questionnaires and recommendations for improvement to be made. McCormick and James (1983) are of the opinion that unlike interviews, questionnaires can be examined by others, and can be tested on potential respondents, to test the questions and the overall design.

2.2 Opinion polls

Another method used to study curricula of schools and school systems is opinion polls. This method is used to determine people's opinion on various aspects of schooling, whether they are within or outside the school. Opinion polls are successful in the sense that they help to determine the strengths and weaknesses of schools. This method is used to gain public support and to make recommendations along the line.

2.3 Follow-up studies

In these studies it is the graduates and early school leavers that are used to help determine the following questions:

1. What kind of experiences does a graduate and early school leaver need to survive in the business world?
2. Did the school offer this experience to you?
3. Did your subject matter content teach you any of these experiences?
4. Were you able to apply what the school has taught you in real life situations?
5. What recommendations and changes would you make in the school programme to assist students in the future?

2.4 Use of standard evaluation instruments

Education departments often develop their own assessment instruments and according to Doll (1982) the one used most widely in the US is a document called "Evaluative Criteria". As it is a standard test, which often cannot accommodate the individual needs of a school, it is important that such questions should be built into the instrument. Unfortunately no assessment instrument is available in South Africa. The Department of Education is currently field-testing the "Development of the National curriculum statements in FET schools" and also recommends that national instruments should be developed. This once again stresses the importance of this study, as it is not possible to develop new programmes and curricula without testing their relevancy and reliability.

3. Large co-operative evaluation projects

Sometimes schools have the opportunity to participate in large evaluation projects.

Schools have been used to pilot-test spelling lists, experimenting with educational television and trying out materials to be published by major instructional projects.

3.5.3 Some principles and practices of evaluation

The preceding discussion clearly indicated that many teachers and administrators had no part in the process of evaluation. The only evaluation in which teachers had a part was the assessment of the pupils in their classes. To make evaluation successful, the following principles and practices are identified by Doll (1982) and should be taken into consideration:

1. Presence of values and valuing

One of the most important characteristics evaluation should be the presence of values and valuing. This is a conscious recognition and expression of the values the evaluator holds. At the end of an episode the evaluator will make value judgements regarding the effects of the episode.

2. Orientation to Goals

If there are no goals it will be impossible to determine if there are any progress or achievements. It is important that a curriculum will have many goals, like information gathering, understanding, skills development, practical experience and critical thinking, among others.

Comprehensiveness

It is important that a curriculum will be as broad as the goals to which it relates. To be comprehensive it is important that the assessment process will make use of numerous and varied media, some of which may have to be invented.

3. Continuity

It is important that evaluation takes place on a continual base. Evaluation must not only be done at the end of the semester or year, but throughout the year and as frequently as possible.

4. Diagnostic Worth, Validity and Reliability

It is important that the evaluation instrument that is developed will have a diagnostic worth, which diagnoses the specific aspects of the educational situation. The instrument that is used must describe what it is supposed to describe and must be reliable.

5. Integration of Findings

Findings can never stand individually. It is important that findings be integrated into the educational phenomena. Data is therefore organised and interpreted to give the desired characteristics.

6. Progress toward Goals

Doll (1982) stresses the importance of measuring progress towards the goals. It is important to know whether, when, how and in what direction progress is occurring.

3.5.4 The evaluation process

Zenger and Zenger (1982) regard evaluation as probably the most important phase of the curriculum planning and development process. Although its importance is stressed, the process is often either only partially completed or totally neglected. Although difficult, it is important to evaluate any new curriculum or programme that is implemented. Curriculum evaluation is a continuous process and should occur at the beginning, during the course and at the completion of curriculum development. The improvement of the quality of evaluation is a major need. In the hope of assuring quality in the process of evaluation, evaluators have used a sequence of steps. Doll (1982) describes the steps of the evaluation process as follows:

1. Goals of the programme are specified, with the desired outcomes.
2. A sample of pupils is selected for the study, which is representative of all pupils who are exposed to the programme.
3. Pupils in the sample are measured according to the different characteristics.
4. The programme is tried with the sample of pupils.
5. The effects of the alternative treatments are now gauged.
6. The results, or outputs, are reviewed and conclusions are drawn.
7. The conclusions dictate what shall be done with all parts of the programme.

Mc Cormick and James (1983) see the evaluation process as follows:

1. Produce a statement of objectives, preferably in behavioural terms.
2. Create such a statement to describe a whole topic or content area.
3. Choose the method of assessment.
4. From the objectives, derive items to test these objectives.
5. If the assessment procedure is not an "objective" test, then construct criteria and instruction for marking.

6. Put an assessment procedure or test together which represents the whole topic. This will depend upon the number of items, their type and upon pupil choice.
7. Try the questions out before using for assessment – something rarely possible in a school.

According to Utterbach and Kalin (1989) in their study "A community-based model of curriculum evaluation" the evaluation process can be organised around:

- A) Programme philosophy, goals and objectives.
- B) Facilities, equipment and materials.
- C) Print and non-print instructional materials.
- D) Quality of the teaching process.
- E) Instructional support services.
- F) Student achievement.

Zenger and Zenger (1982), on the other hand, divide the process of evaluation into the following steps:

1. Specify what is to be evaluated.
2. Determine criteria to be used to make the evaluation.
3. Identify information (data) needed for the evaluation.
4. Decide how to collect needed information (data) for the evaluation.
5. Collect and analyse information (data) for the evaluation.
6. Evaluate information (data) and make decisions.

The models of these four authors on the evaluation process indicate certain components which can be highlighted and which are present in all the models. All these models emphasis, the importance of the process of evaluation, and the importance of using the results to make changes where needed once the evaluation has been done.

The model of Utterbach and Kalin concentrates on a few very important aspects that are not found in the other models and which should be included in the evaluation process. These aspects include the quality of the teaching process and support services. The curriculum can be of a very high standard but without a qualified teacher it is of no value. This is a problem that tourism at school level is facing, as

there are a very few qualified teachers in the tourism industry. Most tourism teachers have no tourism background, have studied a different field of study and are forced into teaching the subject. Another very important aspect is the support services. Tourism is a young industry and there are only a few textbooks available on the market. Support from higher levels is also difficult as most subject advisors are also not qualified in the field.

For the evaluation process to succeed it is impossible to use one given model. It has been suggested that programme evaluators may take a series of steps to achieve better evaluation. These include the following:

1. Using tests that are valid and reliable and designing one's own tests when necessary.
2. Reviewing materials of the programme so as to be thoroughly familiar with it.
3. Making visits to the sites of programmes. Some visits may be unstructured and others may be for the purpose of feedback of precise data.
4. Asking teachers what they think of programmes in which they are involved.
5. Using questionnaires widely to gather data.
6. Utilising small-scale tryouts of evaluation ideas.

If money is a problem an approach similar to that of Utterback and Kalin (1989) can be followed. In their study they invited local scientists, administrators, science teachers, parents, students and graduates to assess a science programme. A consultant external to the system would also assess the programme to balance the community component. They saved \$60 000 by inviting the community to be involved.

Now that an understanding of the process of evaluation has been reached, it is necessary to consider the importance of assessment. Assessment needs to be performed by means of a model.

3.5.5 Different models of evaluation

Madaus et al. (1983) identify two closely related rationales in the evaluation process. A rationale is simply an orderly way of planning. The first rationale was developed specifically for evaluation activities and was first published in 1934 under the title:

Constructing Achievement Test. The other was developed by RW Tyler and was for curriculum development, and was first published in 1945.

Doll (1989) argues that an evaluation model is a widely applicable format in which the major elements in a programme or project evaluation are expressed in such a way as to make their functions and interrelationships clear. One of the significant evaluation models of recent models, according to Doll (1989), is the Pittsburgh Evaluation Model. Malcom Provus devised this model and used it to assess projects and programmes that were funded under the Elementary-Secondary Education Act.

1. Pittsburgh Evaluation Model: Malcom Provus

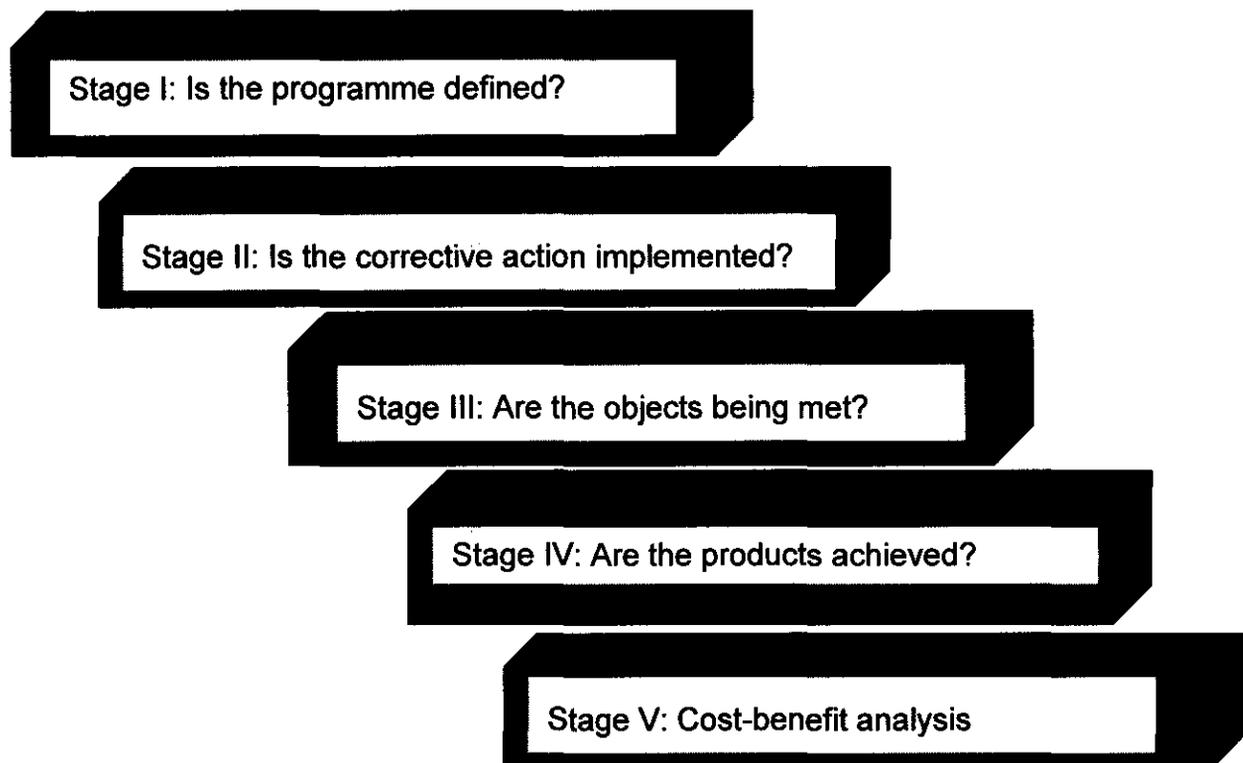


Figure 3.5 - Pittsburgh Evaluation Model

Source: Doll (1982)

Stage I: A definition of the programme must be formulated, based on the programme content and its taxonomy. Important questions that can be asked are:

- ❖ Is the programme defined?
- ❖ If not, is a corrective action adequately defined?
- ❖ Has the corrective action so defined now been installed?

Stage II: In this stage the programme is implemented. The same questions of stage I apply here as well.

Stage III: The theme of this phase is process. The key question here is to determine if the objectives have been met.

Stage IV: Is the product or outcome being achieved?

Stage V: Is the cost benefit analysed?

The model has the advantage of appealing to practicing schools who want to gather hard evidence.

2. The Analysis Package

The second model Doll (1989) describes as cost-effectiveness driven. The steadily increasing popularity of the computer has made cost-effectiveness analysis more feasible. The Analysis package is better known as ANAPAC and is a FORTRAN IV computer programme designed to perform a basic statistical and cost-effectiveness analysis of data from educational programmes. The evaluation process can be divided into three steps:

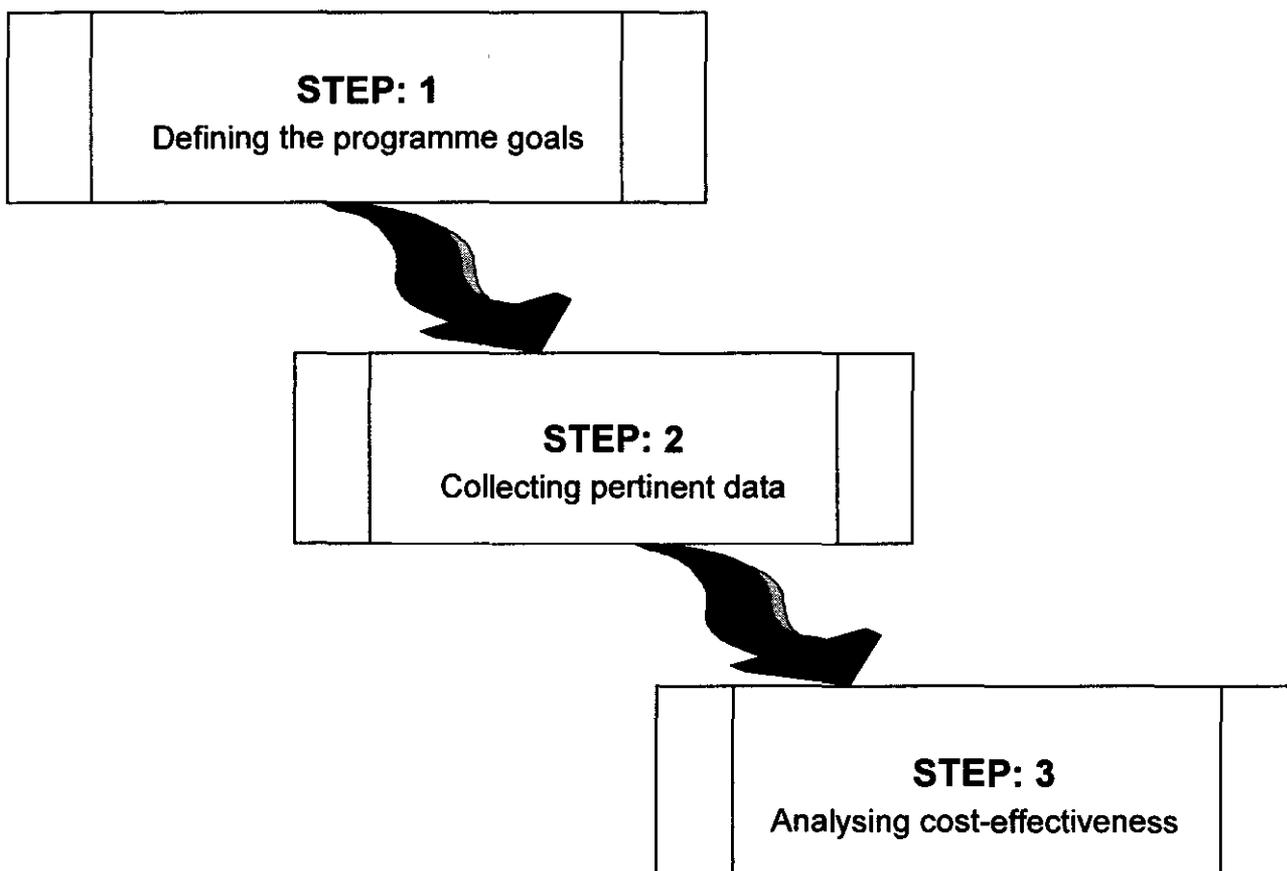


Figure 3.6 – The Analysis Package (ANAPAC)

In Step one the goals are stated with care. A distinction has to be made between programme elements that are policy issues and those that are matters to be evaluated. According to this model the pertinent data to be collected in step two can be divided into four categories:

1. Pupil characteristics, including ethnic and socio-economic background, age, sex, behavioural patterns, maturity, aptitude levels, and achievement levels.
2. Programme factors, among them the extent and nature of treatment, length and variation of treatment and data about the programme staff.
3. Cost factors, including the cost of all resources committed to the programme – salaries and fringe benefits for staff, training expense equipment, materials, and use of space, rentals, leases, consultant fees, custodial cost, and administrative costs.
4. Performance measures, such as test scores, grade averages, rates of attendance, promotion data, dropout rates, and also genuinely subjective data.

In the third and last step ANAPAC tries to determine the relationship between gains in performances achieved by pupils in a programme and the resources that have been put into that programme.

Step one is the most important aspect of ANAPAC . It is important to realise that some elements that are included in a curriculum is policy and cannot be changed.

3. The CIPP Model

This model was developed by Daniel L. Stufflebeam's and stands for Context, Input, Process and Product. Madaus et al. (1983) explains that this model was developed to evaluate projects. These projects had been funded through the Elementary and Secondary School Education Act of 1965. In this context the primary orientation of a context evaluation is to identify the strengths and weaknesses of some objects, such as an institution, programme or target population. The main orientation of an input evaluation is to help prescribe a programme by means of which to bring about needed changes. Process evaluation is an ongoing check on the implementation of a plan and the objective is to provide feedback to staff about the extent to which the programme activities are on schedule. The purpose of a product evaluation is to

measure, interpret, and judge the attainments of a programme. Feedback about what is being achieved is important both during a programme cycle and at its conclusion.

From the original CIPP model Williams (1953) developed the CDP – Context, Design, Process and Product. In the present context it involves the investigation of pupils' needs and related problems as well as context problems. Design suggests programme development in which money, personnel qualifications, facilities, scheduling and the like are instrumental. Process is actually quality control monitoring of the programme. Product means the measurement of the effectiveness of the programme at its conclusion. This model calls for assessment of outcomes, but the need to search for side effects as well as intended effects is an important component that should be looked at. The CIPP model provided for entry either before or during a project and allowed for the possibility of conducting a single type of evaluation (context, input, process or product) or some combination, depending on the needs of the audiences.

4. The EPIC Model

RS Randall's model of The EPIC Model or Evaluative Programmes for Innovative Curriculum's is usually pictured as a cube. The cube consists out of the following:

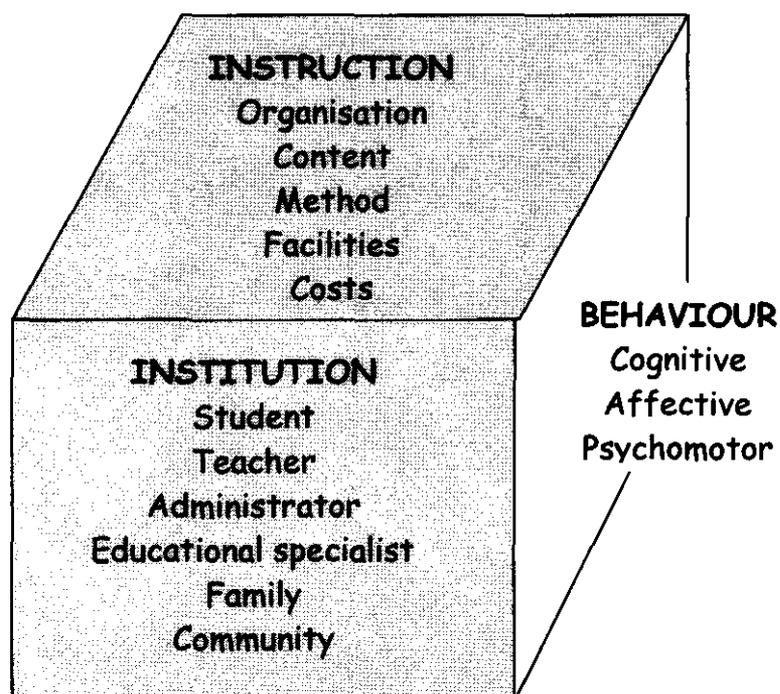


Figure 3.7 - EPIC Model

The model is based on three pillars and the following questions will help with the evaluation process:

▪ **Institution (School)**

Student: Who are the students that are being assessed? Are there any specific characteristics? Do they need specific skills? What are their attitudes, knowledge, experience and values?

Teacher: Are the teachers qualified? Do they need any specific skill or training to offer the curriculum? What are their attitudes, knowledge, experience and values?

Administrator: Who is going to be in charge of this programme? What are the qualifications of this person? Will he/she be capable to do the work?

Educational Specialist: Is there an educational specialist available to assist the school with any questions and problems?

Family: How will the family life be influenced by the new curriculum? Will there be any financial burden put on to the family?

Community: Will learners have a positive impact on the community? Will they become members of the community that can contribute towards a better community?

▪ **Instruction (Curriculum)**

Organisation: What are the characteristics of the school? Are there any requirements for a school to become part of the programme? Can any organisation offer the subject? What will be the expectation of the organisation?

Content: What does the content of the curriculum entail? Is it satisfactory to the needs of the learners, the school and the community?

Method: How will the curriculum be implemented in the organisation? Who will teach the subject? How will it be evaluated?

Facilities: Are there any specific facilities the organisation would need to have?

Costs: What will be the cost for the implementation of the curriculum? Does the cost justify the curriculum? What will be the cost of the textbooks and facilitators support material?

- **Behaviour (change in behaviour)**

Cognitive: Will the learner gain knowledge? Will they know what tourism entails? Will it form a comprehension of the different types of tourism? Will learners be able to apply their knowledge? Will learners be able to analyse information concerning the tourism industry? Will learners be able to evaluate information?

Affective: Will learners be able to receive and respond to different information and value the information?

Psychomotor: Will learners be able to form judgements about life, the community and their role in the community at large?

RS Randall's model of The EPIC Model or Evaluative Programmes for Innovative Curriculum's is ideal for the purpose of this study and also compliment the curriculum planning process of Lee and Zeldin. As mentioned above, it is important that the model of evaluation which is adopted matches the model of curriculum planning; otherwise there will be mismatch and distortion. Both models focus on external and internal factors that can influence the curriculum and the objectives of the two models are very similar. After the selection of a curriculum planning process model and curriculum evaluation model have been discussed, it is also important to look at the correct evaluation design. Below are some of the evaluation designs that are available.

3.5.6 Making or selecting an evaluation design

Doll (1982) argues that in contrast with an evaluation *model*, which is an overall strategy, the evaluation *design* is seen as a specific plan for attaining a set of objectives by following a series of implementation steps. This process is not easy and is further complicated by the complexity of the physical conditions and human interactions in schools which do not make them ideal laboratories. The validity of the data collected under terms of any design for experimentation in schools is less ideal. A number of designs have been utilised, but three of these have had the widest and most enthusiastic use.

- **The true experimental design**

The learners that are involved in this design are randomised, or randomly divided. The teachers (facilitators) are selected for their similarities according to established

criteria. Randomisation is meant to decrease error, but is difficult to achieve. After the randomisation has taken place, the experimental group will receive special curriculum treatment prescribed in the curriculum while the control group will receive no special treatment. The evaluation of specific learning outcomes and other outcomes are conducted for both groups. The evaluation process uses the same evaluation strategies and instruments for both groups. This method should be selected as far as possible due to its relative freedom from error and because of the confidence evaluators usually place in it.

▪ **The non-equivalent before and after design**

The second design uses a control group that is not equivalent to the experimental group or groups and is thus not randomly selected. An attempt is made to compensate for this lack by collecting both pre-test and post-test data and by using multiple curriculum treatments with the experimental groups in contrast with the treatment the control group has received. Comparisons are also made of outcomes as a group and not as individual learners. As a result of this design result more than one experimental group are formed. The pre-test is given to the experimental and control group, after which the control group will receive special attention and the experimental group none. Both the experimental and control group will do the post-testing. The design is often used when parents object to dramatic and obvious experimentation of their children.

▪ **The time-series design**

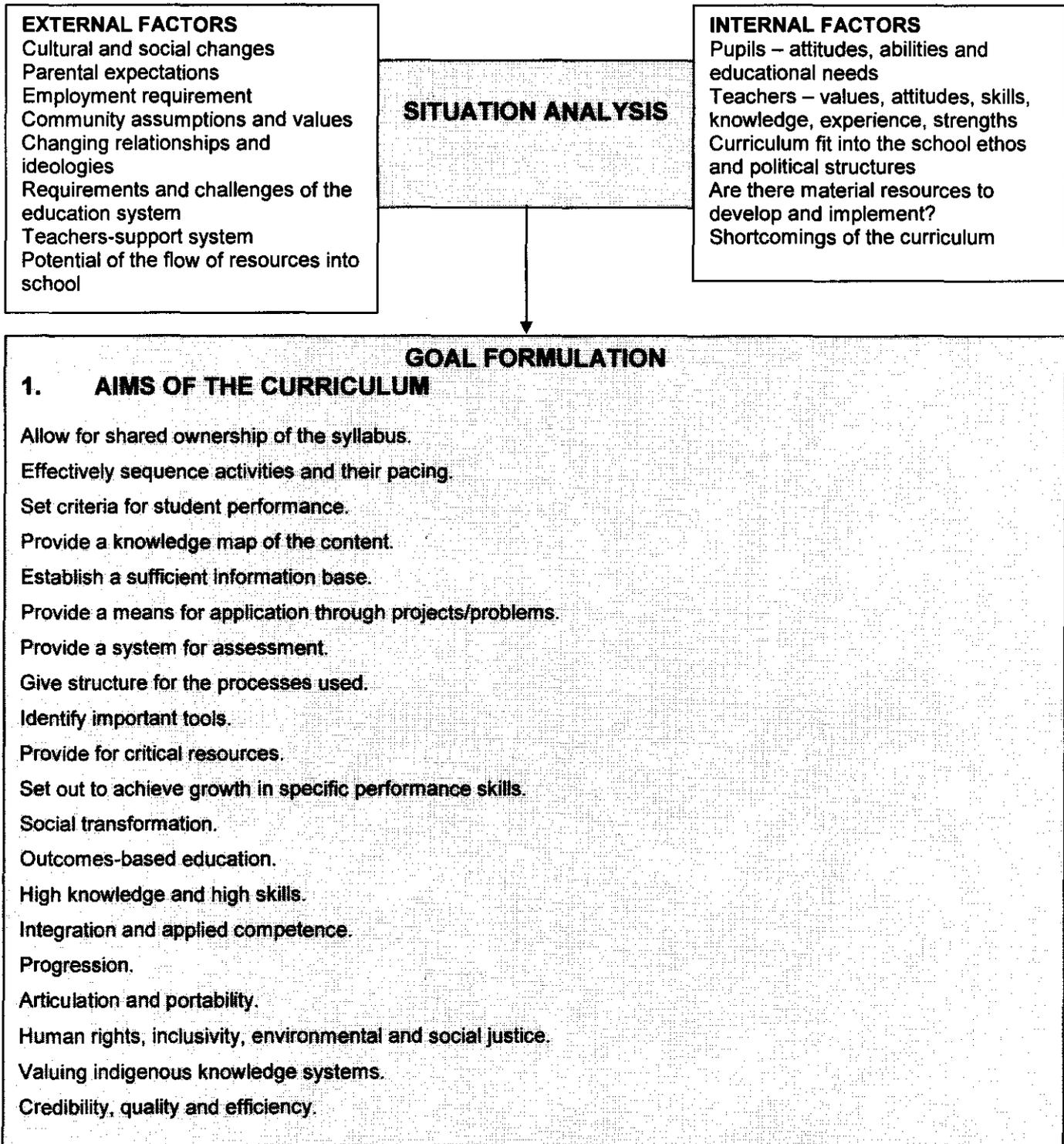
The third design makes use of a time series. No randomisation is used and there is no control group. A time-series project will cover two years of schooling. The learners involved in the project will be chosen and will receive special treatment for two years. They are then tested after the two-year period has passed. The advantages of this design are that comparisons can be made within the population; it also allows the evaluators to plot a process over a reasonable period of time.

As mentioned in 1.5.3, the true experimental design was used in this study.

The goal of this chapter is to study the concept “curriculum” as a whole. By identifying the goals and aims of a curriculum, establishing a suitable curriculum planning and curriculum evaluation model, it is now possible to do curriculum evaluation of the tourism curriculum in schools.

3.6 CRITERIA AND PROCESS OF A SUCCESSFUL CURRICULUM – A MODEL

The main criteria for a successful curriculum that were identified in the literature study and against which the curriculum will be measured in chapter 4, may be presented by the following model:



2. OBJECTIVES OF THE CURRICULUM

2.1 Cognitive domain

- **Knowledge:** The student will know what tourism entails.
- **Comprehension:** When given various types of tourism, the student will be able to put them into their right categories.
- **Application:** The student will be able to develop a tourism package for the tourist.
- **Analysis:** The student will be able to distinguish between what tourism is and what it is not.
- **Synthesis:** When confronted with a report on tourism, the student will be able to propose ways of testing various hypotheses.
- **Evaluation:** The student will be able to appraise fallacies in an argument.

2.2 Affective domain

- **Receiving:** From studying various cultures, the student will be able to tell others more about the cultures of various people.
- **Responding:** The student displays an interest in tourism by actively participating in a research project.
- **Valuing:** The student will take a viewpoint on the advantages and disadvantages of tourism.
- **Organisation:** The student forms judgments about his or her responsibilities for conserving natural resources.
- **Characterisation:** The student will develop a character based on his or her personal ethical principles.

PROGRAMME BUILDING

The categories of tourism are arranged in a hierarchy in which the levels increase in complexity from simple to more advanced. Each level depends on the acquisition of the previous level. For example, it is important for the student to understand what tourism is before he or she can plan a tour.

INTERPRETATION AND IMPLEMENTATION

Problems of implementing the curriculum can be changed, for example in an ongoing institutional setting where there may be a clash between old and new, resistance and confusion. In a design model, these must be anticipated, passed through a review of experience, analysis of relevant research and theory on innovation and imagined forecasting.

MONITORING, FEEDBACK, ASSESSMENT AND RECONSTRUCTION

It is important that there will be feedback on it after the curriculum has been implemented so that changes can be made.

The evaluation model for a successful curriculum is discussed.

1. Institution (School)

Student: Who are the students that are being evaluated? Are there any specific characteristics? Do they need specific skills? What are their attitudes, knowledge, experience and values of learners?

Teacher: Are the teachers qualified? Do they need any specific skill or training to offer the curriculum? What are their attitudes, knowledge, experience and values of teachers?

Administrator: Who is going to be in charge of this programme? What are the qualifications of this person? Will he/she be capable to do the work?

Educational Specialist: Is there an educational specialist available to assist the school with any questions and problems?

Family: How will the family life be influenced by the new curriculum? Will there be any financial burden put on to the family?

Community: Will learners have a positive impact on the community? Will they become members of the community that can contribute towards a better community?

2. Instruction (Curriculum)

Organisation: What are the characteristics of the school? Are there any requirements for a school to become part of the program? Can any organisation offer the subject? What will be the expectations of the organisation?

Content: What does the content of the curriculum entail? Is it satisfactory to the needs of the learners, the school and the community?

Method: How will the curriculum be implemented in the organisation? Who will teach the subject? How will it be evaluated?

Facilities: Are there any specific facilities the organisation would need to have?

Costs: What will be the cost for the implementation of the curriculum? Does the cost justify the curriculum? What will be the cost of the textbooks and facilitators support material?

3. Behaviour (change in behaviour)

Cognitive: Will the learner gain knowledge? Will they know what tourism entails? Will they have a comprehension of the different types of tourism? Will learners be able to apply their knowledge? Will learners be able to analyse information concerning the tourism industry? Will learners be able to evaluate information?

Affective: Will learners be able to receive and respond to different information and value the information?

Psychomotor: Will learners be able to form judgments about life, the community and their role in the community at large?

In the above model the criteria and process for a successful curriculum appear to be as follows. Firstly it is important to do a situation analysis and determine the internal and external factors having an influence on the curriculum. The second step is to do goal formulation. This is where the curriculum is measured against the aims and goals set out in the curriculum. Thirdly it is important during programme building that the levels of the content increase in complexity from simple to more advanced. The last and most important step is to do monitoring, feedback, assessment and reconstruction. This process is guided by evaluating the institution, the instruction (curriculum) and the behaviour of learners.

3.7 CONCLUSION

This chapter focused on the curriculum. The curriculum is taken to be the organised and regulated interaction between teachers and students involved in the transfer of knowledge and culture. The curriculum is also the sum total of the means by which a student is guided in attaining the intellectual and moral requisite to be an intelligent citizen in a free society.

It was further emphasised that the curriculum would go through a process called the curriculum planning process. Varieties of curriculum planning models were discussed and in the end the model of Lee and Zeldin (1982) were used. This is also the model that will be used in later chapters when evaluation is to take place. To determine if a curriculum is successful it must be measured against goals and objectives. Therefore the goals and objectives set by the Department of Education were also discussed in this chapter. Certain objectives and aims were put into place during the writing of the curriculum and the curriculum will be evaluated against it.

Certain evaluation processes and models were also discussed and a few requirements were identified which will be taken into account when evaluation takes place. The EPIC curriculum evaluation model of RS Randallss were identified as the model that will compliment the curriculum planning model of Lee and Zeldin and will therefore be used. Evaluation is a comprehensive concept and a process by means of which all actions to be executed in determining the degree of success of education and instruction, are indicated. Efficient evaluation cannot take place

unless the goals of education are clearly formulated. The essence of evaluation is an assessment of the extent to which the goals of a curriculum and the methods of instruction were successful.

Not only is it important to have a successful process and criteria for evaluation, but it is also important that the content as discussed in programme building will be sufficient for the learning experience. Chapter four will identify the most important components that should be part of the tourism curriculum in schools. The value and importance of marketing for the tourism industry will also be identified. The influence children have on their parents' travel patterns will be investigated as well as the influences thereof on the industry.

CHAPTER 4

AN ANALYSIS OF THE TOURISM CURRICULUM

4.1 INTRODUCTION

The tourism industry is a growing industry and based on WTTC Tourism Satellite Accounts research, world tourism could generate US \$4.2 trillion revenue and create 202 million jobs (N.A. 2002). Given the rise of tourism ventures all over the world and even in South Africa, tourism education in South Africa should develop rapidly to ensure the industry growth and that the labour demand is met. Tertiary tourism education is evident and growing fast in South Africa. With reference to the same situation in China, Lam and Xiao (2000) indicate that it is important to prepare professionals or experts by the tens of millions to meet the labour demand and the growth of the industry.

Van Niekerk (1997), in "The development of a core curriculum on tourism as an ACE secondary school subject", points out that it became evident that there was a great need towards implementing the tourism curriculum in secondary schools. Hoping to drum up students' interest in the state's second largest industry, New Hampshire has also developed the framework for a tourism education curriculum that teachers can integrate into their secondary classroom activities (Anon, 2003).

The curriculum of van Niekerk (1997) was implemented in about 70 schools across South Africa, with about 5 000 learners joining the programme. During the time of implementation the Department of Education in South Africa also introduced tourism as a sixth subject in schools as part of the overall school curriculum. Although Van Niekerk's (1997) curriculum focuses more on tourism development and attractions, tourism marketing, tourism management and entrepreneurial skills within the industry, the Department's curriculum revolves around tourism as an interrelated system, responsible and sustainable tourism, tourism geography, attractions and travel trends as well as customer care and communication. There are thus clear differences between the two curricula. This study will, however, not focus on the

difference between these two curricula but will rather focus on the importance of evaluating the curriculum and determining the effectiveness of the tourism curriculum as a tourism awareness tool, as emphasised in Van Niekerk's (1997) study. The curriculum of the Department of Education will be evaluated against the model. This is also emphasised by Arbogast (2002), who maintains that curriculum review and revision is the rule rather than the exception. It is not a question of whether the curriculum is revised, but of when the curriculum will be revised.

The National Policy on Whole-School evaluation SA (2003) states that for many years there has been no national system of evaluating the performance of schools, and that there is no comprehensive data on the quality of teaching and learning, or on the educational standards achieved in the system. As a result, the National Policy for Whole-School Evaluation was introduced. The policy was put into place to ensure that school evaluation is carried out according to an agreed national model. The areas for evaluation are as follows:

- Basic functionality of the school
- Leadership, management and communication
- Governance and relationships
- Quality of teaching and learning, and educator development
- Curriculum provision and resources
- Learner achievement
- School safety, security and discipline
- School infrastructure
- Parents and community

This chapter will focus on tourism as a learning outcome. It will also identify the components that should be part of a tourism curriculum in schools to make it successful. The value and influence of marketing and awareness will be discussed, as well as the influence of awareness on the tourism industry and travel patterns of parents.

knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, be design, lead to the achievement of the Critical and Developmental Outcomes. Which are:

Critical Outcomes

- Identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

Developmental Outcomes

- Reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.”

Tourism as a learning outcome is thus a statement of an intended result of learning and teaching. Learning outcomes describe knowledge, skills and values that learners should acquire by the end of the General Education and Training (GET) band the Further Education and Training (FET) band as well as the Higher Education and Training (HET) band. According to the Department of Education (2003) the subject tourism is a study of why people would travel and how to meet their different needs and expectations while travelling. It also focuses on tourism as an industry that are interrelated with other sectors and that is a broad and dynamic economic sector. The subject of tourism in secondary school focuses on tourism geography, creates an awareness of the role played by South Africa in the international tourism industry and investigates and evaluates the value of tourism in a country. Tourism also emphasises the responsibility of all citizens to contribute towards responsible and sustainable tourism practices and socio-economic growth. Other important aspects in the curriculum include communication, respect for diversity and the provision of quality services.

The purpose of tourism as a subject according to the Department of Education (2003) is to empower learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and subsectors, and the benefit tourism brings to the South African economy. Another aim will be the redress of historical imbalances in the industry and to encourage learners to explore

entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services.

Amoah and Baum (1997) describe the tourism industry as a labour-intensive service industry. For survival it depends on the availability of good quality personnel to deliver, operate and manage the tourist product. The interaction that takes place between the tourist and tourism industry personnel is an integral part of the total tourist experience. For the tourism industry to be successful, it needs qualified personnel that are fully equipped in all areas of the tourism industry. The components that are included in the tourism curriculum are of vital importance, and will be discussed below.

4.3 COMPONENTS THAT SHOULD BE PART OF A TOURISM CURRICULUM

According to the Department of Education (2003) there are four basic learning outcomes that are currently part of the tourism curriculum at secondary school level, namely:

1. Tourism as an Interrelated System
2. Responsible and Sustainable Tourism
3. Tourism Geography, Attractions and Travel Trends
4. Customer Care and communication

According to Spencer (1995:79) education and training for the tourism industry is fragmented and uncoordinated, as has already been indicated in this study. This was, and still is, a major point of criticism of the industry, and particularly of the Association of South African Travel Agents.

Certain organisations in South Africa offer both education and training for the tourism industry and fall within the formal, informal and non-formal sectors. It is necessary to define these sectors. La Grange et al. (1992:4) quote Van der Stoep in defining the education sectors in South Africa:

Informal education is "the lifelong process by which every person acquires accumulated knowledge, skills, attitudes and insights from daily experiences and exposure to the environment".

Non-formal education is described as "any organised, systematic education activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children".

Formal education is seen as "the institutionalised, chronologically graded hierarchically structured education system, spanning lower primary school to university level". According to Spencer (1995:81) formal education in secondary schools is limited to geography, history and modern languages as far as education for the tourism industry is concerned. The Department of National Education (1991:4) of the former government issued a report in which the principle of "a positive relationship is promoted between formal, informal and non-formal education in the school, family and society". This means that the government is responsible for formal education, and that the private sector and the government are responsible for non-formal education.

It is therefore necessary to write a tourism curriculum for the formal sector and with all the information obtained earlier, the curriculum can be planned and developed. There are a few components that should be part of the tourism curriculum. Figure 4.1 illustrates these components.

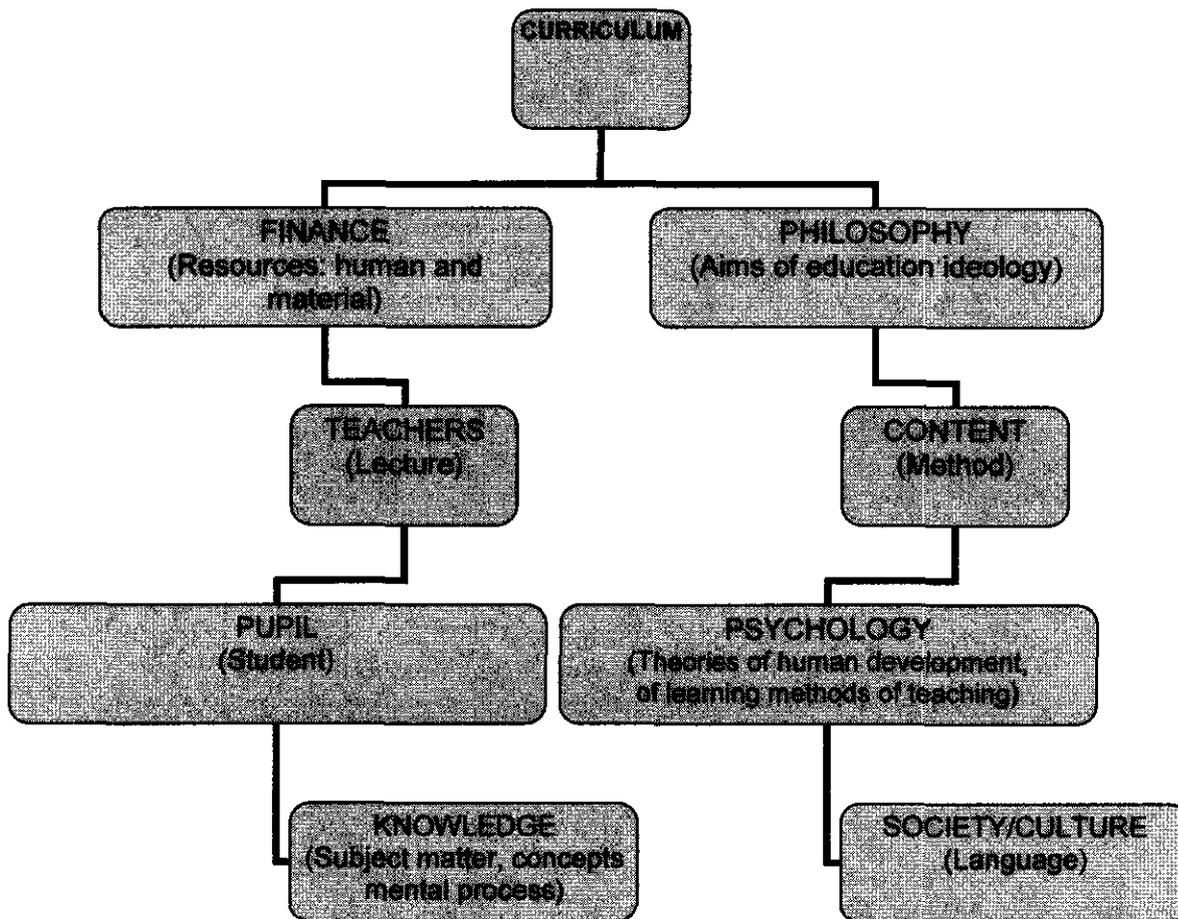


Figure 4.1: Components of a tourism curriculum

Source: Spencer (1995)

A major point that is stressed in the figure above is that there are external influences that have to be considered when planning a curriculum. When considering the criteria for tourism courses, additional aspects need to be considered, such as economical, cultural, political, environmental and social impacts. The figure above can be further adapted to reflect the influence tourism or tourists have on the host country. This is illustrated in Figure 4.2.

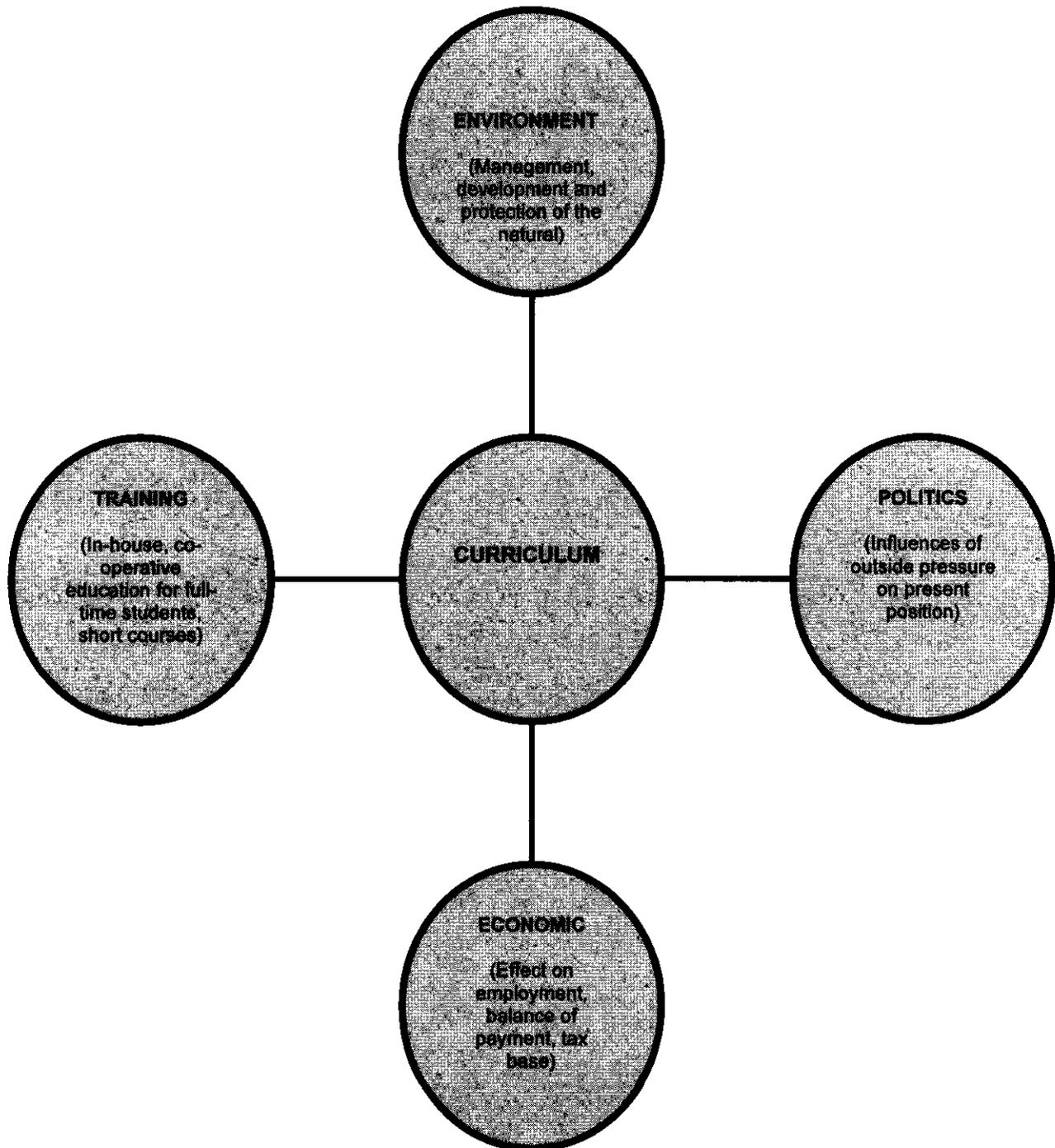


Figure 4.2: Curriculum design for tourism

Source: Spencer (1995:101)

Spencer (1995:02) concludes by saying there are a number of problem areas in other courses that should also be considered when developing the curriculum. According to Spencer these are:

- lack of practical training in courses;
- courses do not emphasise work pressure;

- unsuitable candidates (for tourism industry) entering colleges;
- candidates are not taught to deal with clients;
- poor general knowledge of candidates;
- too much emphasis on international requirements in courses;
- courses not available in small centres;
- courses ignore marketing, geography, economics and computer skills; and
- the travel industry's basic procedures are ignored.

The main concern about the curriculum offered in schools would be the lack of tourism marketing, tourism planning, tourism development, awareness and computer skills. According to the literature review it becomes evident that there are a few components that should be part of a tourism curriculum. According to Amoah and Baum (1997) tourism education at national and frequently international level has evolved in a heterogeneous and ad hoc manner, with limited linkages to the real or perceived needs of the tourism industry. Goodenough (1993) confirms this by stating that tourism needs to be more industry-centred. Anon (2003) writes that New Hampshire, working in conjunction with North County Regional Partnership, which is based in an area heavily linked with tourism, reported that a group of industry representatives, after a day of brainstorming, developed a list of necessary skills that entry-level workers should possess. Better communication skills, grooming, and manners were among the skills the industry identified as lacking in entry-level employees.

Amoah and Baum (1997) also report that education programmes have emerged in response to the following needs for human resource development in a challenging environment:

- Keeping the industry abreast with the latest technology and trends.
- The availability of qualified replacement staff at all times.
- Raising the image of careers in tourism.
- Staffing new and growing tourist industries.
- Employment regulations.
- Reduction of foreign labour.

- Responding to increasingly demanding service and communications requirements of customers.

It is important that the tourism curriculum developers would identify these linkages with industry and fulfil it in the curriculum. According to Amoah and Baum (1997) key elements of considerations would be:

- The tourism environment.
- Tourism and the labour markets.
- Tourism in the community.
- Tourism and education.
- Human resource development in the tourism industry.

According to McKercher (2001) tourism was perceived as a potential attractive area of study which would attract students and therefore increase their student numbers in order to have a firmer economic base. McKercher (2001) further argues that the dramatic growth experienced by the sector created a number of challenges for providers that are still relevant today. In Malaysia, for instance, a special allocation for tourism education is sought so that more students can participate in the programme, which is part of the ministry's effort to make study more interesting (Anon, 2003). If the same attitude can be followed in South Africa it will stimulate the tourism industry to grow even more. Education, backed by clear and sound policies, can improve the prospects for tourism's human resources, thus making education highly significant to the overall climate in tourism.

Saayman (1996) indicates that while the tourism industry has tremendous potential to create jobs, the government recognises that appropriate skills and experience are necessary to facilitate employment growth as well as international competitiveness. With the projected staffing needs of the tourism industry and the current lack of physical and financial capacity to deliver education and training, the industry will increasingly be faced by a critical shortage of skills.

The White Paper on Tourism (South Africa, 1996) identifies tourism education and training as one of the fundamental pillars of the development of a new responsible tourism in South Africa. The main principles governing the approach to education and training are as follows:

- To promote the involvement of the private sector and private sector institutions in the provision of education and training;
- to encourage the tourism private sector to increase its commitment to training;
- to encourage capacity building between the previously neglected groups and to address the specific needs of small-, micro- and medium-sized businesses and emerging entrepreneurs.
- to make training more accessible to the previously neglected groups of society;
- to promote tourism awareness at all levels of society;
- to develop and invest in an education system that will lead to self-sufficiency and which will reduce reliance on imported skills;
- to encourage the local media and non-governmental organisation to become partners in the tourism education and awareness process in South Africa;
- to ensure that training is accessible to the previously neglected groups in society in terms of the appropriateness, affordability, location, duration, costs, packaging and language of instruction; and
- to execute training as a joint responsibility of the national and provincial governments.

The government is committed to the promotion of human resource development through the following policy guidelines:

- By supporting the provision of introductory courses to facilitate entry into the industry by previously neglected groups and others;
- by improving access to training opportunities through a system of scholarships, student revolving loans, incentive schemes.
- to support the improvement of design, marketing, production and packaging skills of craft producers;

- to develop appropriate programmes of skills at the introductory level as well as more specialist shorter courses for accreditation;
- to create a dedicated funding mechanism for training, with a view to strengthening institutional capability and efficiency in delivering the quality and quantity of appropriate education and training required;
- to review and evaluate the existing tourism education and training system with a view to strengthening institutional capability and efficiency in delivering the quality and quantity of appropriate education and training required;
- to ensure the establishment of a tourism education and training database to facilitate planning, development and coordination;
- to assess the current training curricula to ensure that standards comply with industry requirements;
- to establish an effective coordination formula for tourism training and education, where all institutions involved in the field are represented;
- to effectively coordinate the efforts of government departments involved in tourism training and education, for example the departments of Labour, Education and Environmental Affairs and Tourism;
- to develop a series of linked and accredited courses in accordance with the national qualifications framework;
- to support ongoing efforts to ensure that school programmes and curricula are specifically targeted to include sections on tourism;
- to improve skills training at levels including communication skills and the range of languages for tour guides and information officers;
- to institute a system of practical training through summer jobs, interschool and practical attachments within the tourism industry and to develop placement schemes for trainees; and
- through consistent and continuous investments in tourism education and training, create a major new avenue of export earnings through export education and training services.

Tourism as an industry can be developed through education. However, it is important to identify the components within the tourism industry that must be

developed and to realise what can be included in the curriculum. A broader outlook divides tourism into the following components:

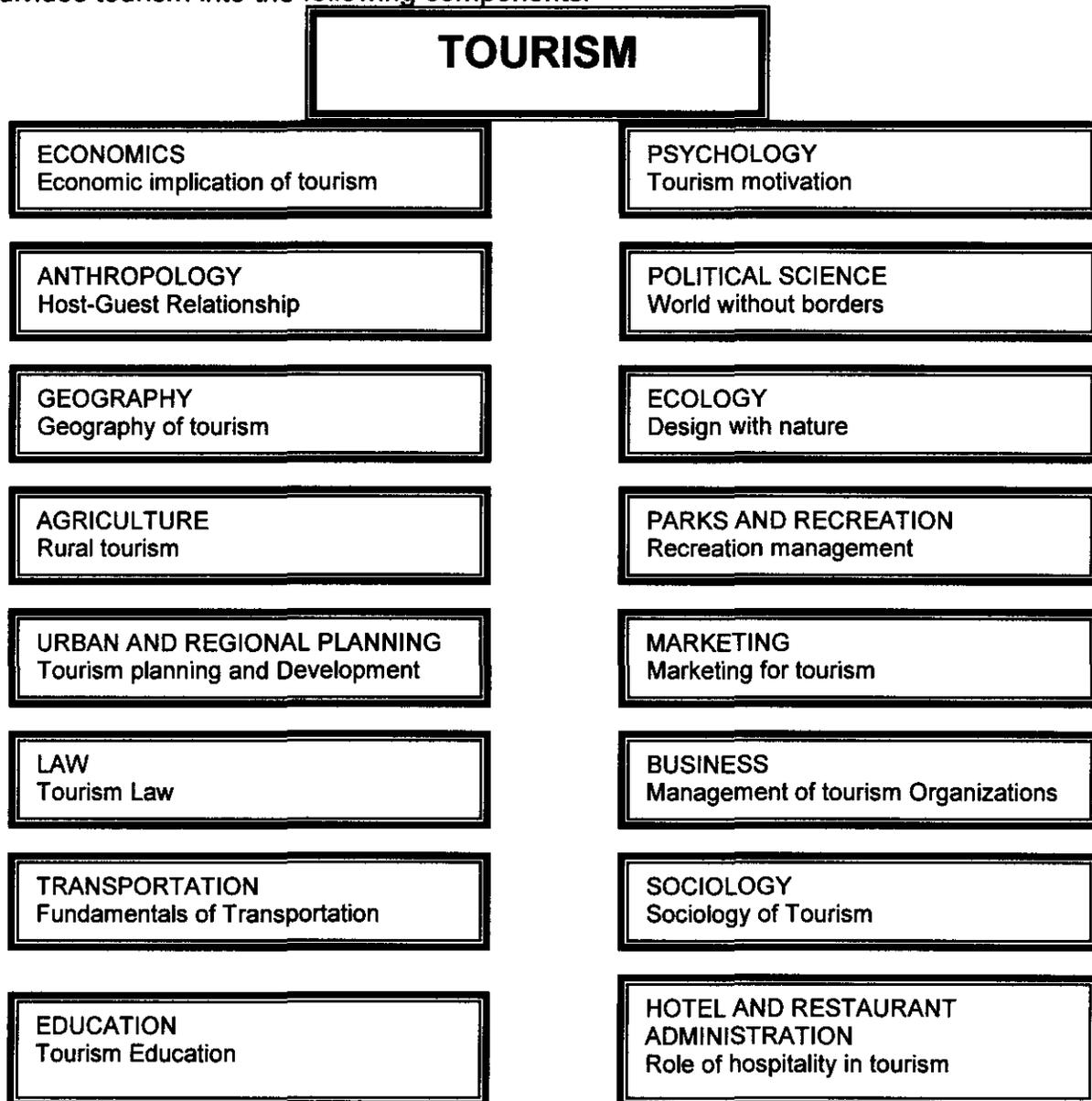


Figure 4.3: Tourism Curriculum

Source: Anon (1999)

The above model will be used when evaluating the curriculum and its components identified on page 75. There are various components of tourism, but the following components in particular were identified as very important by Mill and Morrison (1985), Saayman (1996), Boniface and Cooper (1988), Smith (1989), Ritchie and Goeldner (1987), Bull (1991), Van Zyl (1994), Middleton (1988), Horner and Swarbrooke (1996), Law (1993), Ziffer (1989), Holloway and Robinson (1995). The reason for the importance of these components is that the system created a

framework from which one can analyse and understand tourism. Therefore these components should be part of the curriculum:

- tourism system;
- ecotourism;
- tourism planning;
- tourism development;
- entrepreneurship;
- tourism marketing; and
- tourism management.

4.3.1 TOURISM SYSTEM

Mill and Morrison (1985) have found that the reasons people give for taking vacations are insufficient to explain their travel motivations. In order to market to the potential tourists and to serve them at their destinations, it is essential to understand the underlying needs that tourists wish to satisfy when considering a vacation. Mill and Morrison also claim that tourism operates within a certain system. Figure 4.4 indicates how the system works.

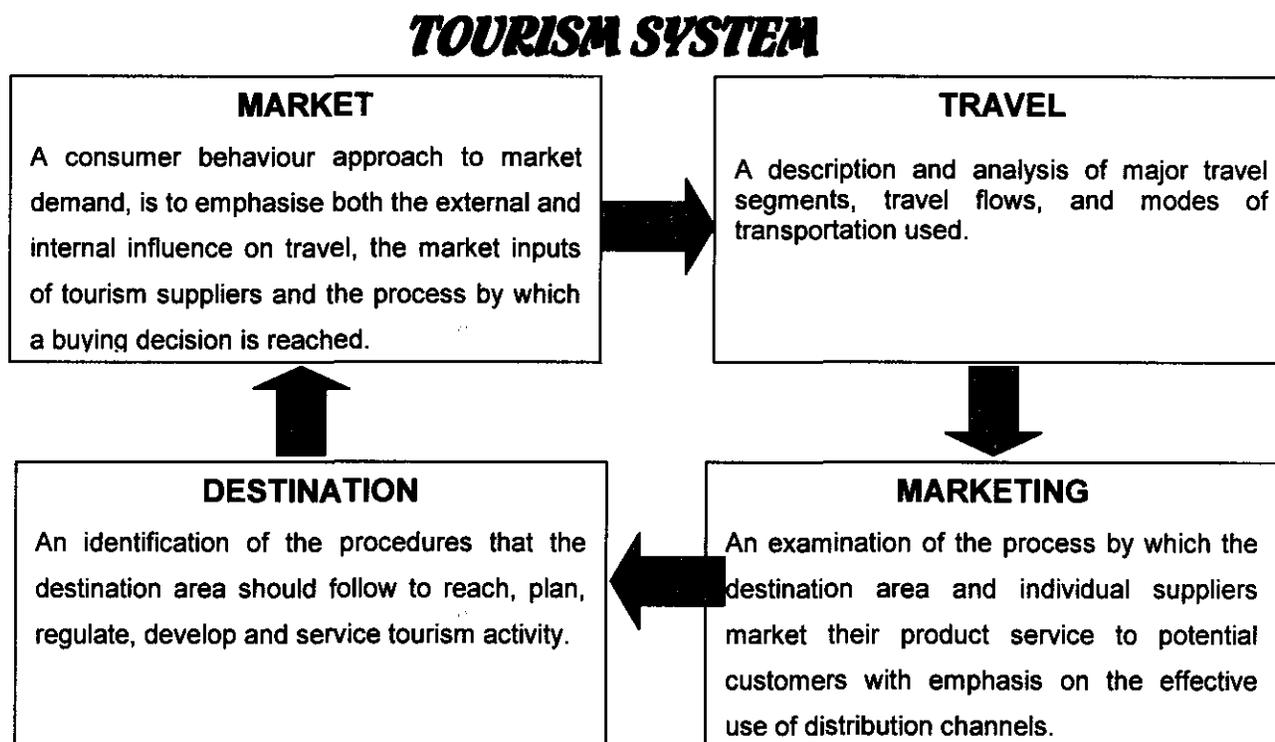


Figure 4.4: Tourism system

Source: Mill and Morrison (1985)

Saayman (1996) points out that this system indicates the main components of the tourism industry, which are the tourism market, travelling, marketing and tourism destinations.

4.3.1.1 TOURIST MARKET

Boniface and Cooper (1988:8) define the tourist market as all those people who travel or who want to travel, and also those who make use of the service away from their homes as tourists. Boniface and Cooper also find that it is important to make sure of the following aspects before planning a tourist facility:

- How many people are really making use of the facility at the moment;
- how many people would like to travel but find it impossible under their current circumstances; and
- how many people want to travel but cannot because they are not sure of all the information.

These variables are used in studies of tourist decision-making. Other data that is often desired include the mode of transportation, length of stay and type of accommodation. According to Smith (1989) there are a few socio-economic factors that can complicate the market. Table 4.1 summarises these.

Table 4.1: Social-economic factors of tourism

Source: Smith (1989)

1. AGE	Collect by single years. It may be convenient to summarise by age cohorts.
2. SEX	Male/Female. Age and sex may also be useful.
3. EDUCATION	Given the diversity of educational systems in North America, a basic four-part classification may be most useful: elementary, secondary, post-secondary, non-university and university. It may be useful in other circumstances to distinguish between completion of secondary or post-secondary programmes and part-time work.
4. OCCUPATION STATUS	Categories can include full-time, employment, part-time employment, retired, homemaker, student, and unemployed. If employed refer the

<p>5. OCCUPATION</p>	<p>respondent to the next question; his or her occupation is important. This is best determined through an open-ended question. Responses can be summarised according to the Occupation Classification Manual or other comparable national statistical coding systems. These codes refer to the type of industry in which the traveller is employed.</p>
<p>6. ANNUAL INCOME</p>	<p>This is an especially sensitive subject: some of the concern over reporting income can be reduced by using income categories. The specific categories should be based on those used in the most recent national census. Household income is often the most relevant measure of income, although the respondent's income may be useful in special circumstances.</p>
<p>7. FAMILY COMPOSITION</p>	<p>This can be an especially important variable if the purpose of study includes some analysis of the effect of travel party composition on travel behaviour.</p>
<p>8. PARTY COMPOSITION</p>	<p>This is closely related to the previous variable for many travelling parties.</p>

4.3.1.2 TRAVEL

Boniface and Cooper (1988) have found that when travellers are made aware of a vacation opportunity, they go through a series of stages before committing themselves to a purchase decision. There is general agreement in the travel literature that the buying process consists of a series of steps through which individuals must move before making a purchase. The characteristics of each of these steps are examined. The communications strategy of the marketer will vary, depending upon where the target market is in the buying process. Appropriate strategies for each stage in the buying process are outlined. The decision to take a vacation is, in fact, a series of subdivisions (Inkpen, 1994):

1. Where to go?
2. How long to stay?
3. How to travel?

The order in which these decisions are made, as well as the influence of children on the various subdivisions, are examined. Studies by Ritchie and Goeldner (1987) and Bull (1991) indicate that children influence some vacation subdivisions. The children's effect is felt on the decision of whether to go on vacation, what dates and destinations to choose, what type of lodging is preferred, and which activities to undertake while on vacation.

4.3.1.3 DESTINATION

Mill and Morrison (1985) argue that "*at a destination there is a mix of interdependent elements*". The elements are interdependent because in order to produce a satisfying vacation experience, all elements must be present. The destination is composed of:

- attractions;
- facilities;
- infrastructure;
- transportation; and
- hospitality.

Attractions draw visitors to an area. Facilities serve the needs of the visitors while away from home. Infrastructure and transportation are necessary to help ensure accessibility of the destination to the visitor. Hospitality is concerned with the way in which tourist services are delivered to the visitor.

4.3.1.4 TOURISM MARKETING

Tourism is a service to the community and because the production and use are taking place at the same time, it cannot be divided (Middleton, 1988). Therefore, it has to be marketed very carefully. According to Saayman (1996) tourism must market the following package: product, price, promotion and place. Horner and Swarbrooke (1996) elaborates on this by arguing that marketing is more than just price, product, promotion and place. It also involves new categories for special attention, like participants, physical evidence and process. Marketing, awareness and the influence thereof on the tourism industry will be fully discussed later in the chapter.

4.3.2 ECO TOURISM

The basic goal of ecotourism to capture a part of the global tourism market by attracting visitors to natural areas and then using the revenue earned to fund local conservation and to contribute towards economic development, is perfectly laudable (Van Zyl, 1994). The problem lies with the coordination of the various role players.

Law (1993) explains that at the end of the scale there is the primary tourism trade whose objectives do not always relate to conservation or for that matter to sharing rewards with local inhabitants. At the other end there are conservationists who see ecotourism as just another way of exploiting natural resources. Caught between these two extremes, are local inhabitants whose economic well-being and cultural values are at stake. Ziffer (1989:5) further elaborates upon an already complex situation by stating that ecotourism has eluded a firm definition because it is a complex concept which ambitiously attempts to describe an activity, set forth a philosophy, and espouse a model of development.

Saayman (1997) asserts that ecotourism in South Africa in the developing state entails the following: *"People that are in charge, like the conservationists of nature reserves are motivating local people to get involved in nature conservation."* Van Zyl (1994) has found that in spite of the many perceptions about ecotourism and its ability to stand alone as a distinct industry, it is quite clear that it conforms to all the principles of a niche market within the broader tourism industry. Ecotourism clients are to be regarded as a particular market segment to which a specific appeal will be made by a country, region or operator. Middleton (1988:58) indicates from a marketing perspective the four P's – product, price, place and promotion – are as applicable to ecotourism products as they are to the standard tourism product.

The impact of tourism on the natural resources of a destination as well as on the host community is steadily increasing, particularly in developing countries. Once this phenomenon has been analysed and placed in perspective, structured training and education activities appear to be one way to ensure that both the conservation and retention of the natural beauty and resources at such destinations are addressed. To be effective, such educational and training activities should be specific and should take place within the context of ecotourism.

4.3.3 TOURISM PLANNING

According to Mill and Morrison (1985) tourism planning is an essential activity for every destination area, especially in today's fast changing business environment. Although it is true that some destinations have flourished without any conscious planning, many have eventually suffered serious consequences because of not

carefully considering future events and their impacts. Planning refers to the selection between alternative courses of action. All planning involves an analysis of the future. It also involves setting the basic goals and objectives for the destination area, which is the point from where other supportive actions follow.

It is important to consider reasons for tourism planning. Holloway and Robinson (1995) consider planning as needed to meet short-term and long-term objectives. At most, basic short-term planning is required simply in order to identify where the company is now, and where it will be next week, or next month. Managers need to be able to judge their cash flow position, because without knowing how much money will be flowing into a company, it will not be possible to predict whether funds will be adequate to pay the organisation's running costs, such as salaries. Beyond this, the company must plan to achieve its longer-term objective. This could mean finding additional sources of capital for future investment. The marketing plan is of course only one aspect of a company's overall planning, and as such must be coordinated with the financial plans, organisational plans, purchasing plans and other aspects of the organisation's total business activity.

The product has a life-cycle concept that also must be recognised (Tribe, 1995), as presented in Figure 3.12.

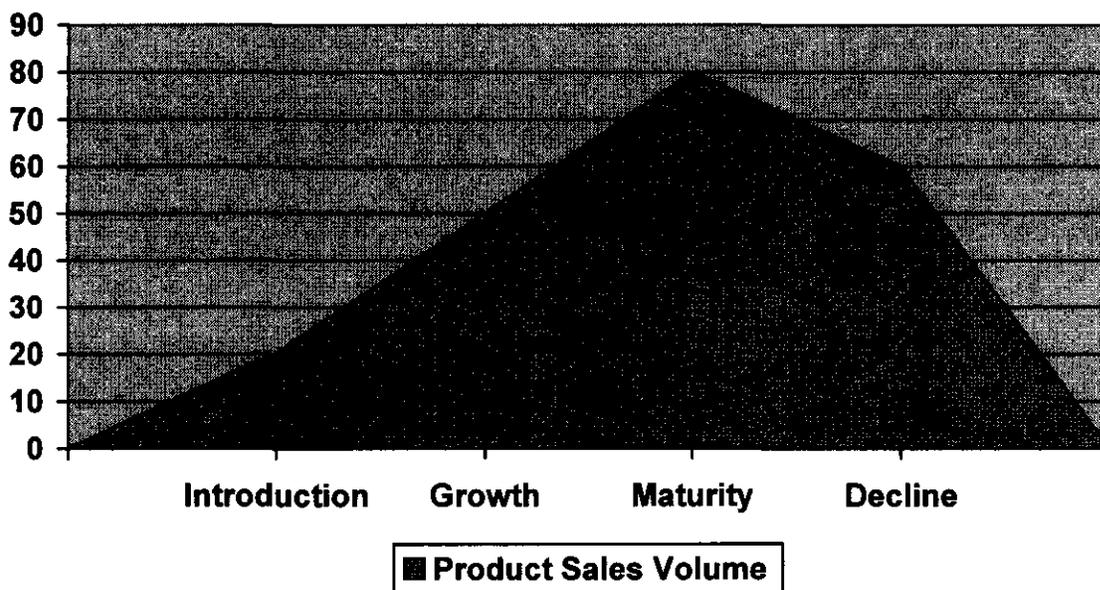


Figure 4.5: Product life-cycle

Source: Holloway and Robinson (1995)

Mill and Morrison (1985) add to the discussion that the tourism activity in a destination area is generated through the existence of unique attractions. Planning in this context has five basic purposes.

1. Identifying alternative approaches to

- * marketing;
- * development;
- * industry organisation;
- * tourism awareness; and
- * support services and activities.

2. Adapting to the unexpected in

- * general economic conditions;
- an energy supply situation;
- * values and lifestyle;
- * fortunes of individual industries; and
- * other factors in the external environment.

3. Maintaining uniqueness in

- natural features and resources;
- * local cultural and social fabric;
- * parks and outdoor sports areas; and
- * other features of the destination area.

4. Creating the desirable, such as

- a high level of awareness of benefits of tourism;
- a clear and positive image of an area as a tourism destination;
- * an effective industry organisation;
- * a high level of cooperation among individual operators;
- * an effective marketing, sign and travel information programme; and
- * other objectives.

5. Avoiding the undesirable purchase, in

- * friction and unnecessary competition among individual tourism

- operators;
- hostile and unfriendly attitudes of local residents towards tourists;
- damage or undesirable, permanent alteration of natural features and historical resources.
- loss of cultural identities;
- * loss of market shares;
- * hampering unique local events and activities;
- overcrowding, congestion and traffic problems;
- pollution;
- * high seasonal factors; and
- * other factors.

There are five essential phases in the planning process (Saayman, 1994):

- * background analysis phase;
- * a detailed research and analysis phase;
- a synthesis phase;
- goal-setting, strategy selection, and objective-setting phase; and
- planning a development phase.

Each of the five phases involves a variety of activities, participants, and outcomes.

Table 4.2: Planning process

Source: Mill and Morrison (1985)

STEPS IN PLANNING PROCESS	TYPE OF ACTIVITY
A) Review of public sector policies, goals, objectives, and programmes related to tourism	Polling of opinions and group workshop Government policy and programme review
B) Inventory of existing tourism resource components	Research of secondary sources of information
C) Description of existing tourism demand	
D) Review of strengths, weaknesses, problems and issues within existing industry	

BACKGROUND ANALYSIS PHASE	TYPE OF ACTIVITY
A) Resource analysis B) Activity analysis C) Market analysis D) Competitive analysis	Resource mapping Resource capacity measurement Resource classification Original market research Activity identification and evaluation
DETAILED RESEARCH AND ANALYSIS PHASE	TYPE OF ACTIVITY
A) Preliminary position statement preparation B) Review and preparation of final position statement C) Preparation of desired position statements	Information assembly Writing of position statement Group workshop
SYNTHESIS PHASE	TYPE OF ACTIVITY
Definition of tourism planning goals Identification of alternative strategies and selection of desired strategy Definition of tourism plan objectives	Goal-setting Strategy mapping Group workshop Starting of goals, strategy statements and objectives
GOAL-SETTING STRATEGY, SELECTION AND OBJECTIVE SETTING PHASE	TYPE OF ACTIVITY
Description of programmes actions, roles and funding required to achieve tourism plan objectives Writing of draft tourism plan reports Review and revision of tourism plan reports	Plan details Report writing Report presentations Report review
PLAN DEVELOPMENT PHASE	TYPE OF ACTIVITY
PLAN IMPLEMENTATION PHASE	TYPE OF ACTIVITY

It is important that every destination area interested in tourism should be involved in the tourism planning process (Smith, 1989). Although tourism planning can be arduous, time-consuming, costly and hard to sell, it is an essential activity in today's rapidly changing business environment. The absence of tourism planning at a destination can eventually lead to irreversible economic, social and environmental damage and to loss of market shares. There are many barriers to tourism planning at every destination area, but the rewards resulting from an effective tourism planning process by far outweigh the efforts needed to surmount these. Empirical evidence throughout the world clearly shows that the model destinations for successful tourism are those that have embraced the tourism planning concept. Another component of importance is tourism development.

4.3.4 TOURISM DEVELOPMENT

Tourism development might be defined specifically as the provision or enhancement of facilities and services to meet the needs of the tourist (Douglas, 1949). More generally, it might also include associated impacts such as the creation of employment or generation of income.

Pearce and Butler (1993) point out that tourist development takes on many forms. Classic examples include coastal, thermal or alpine resorts such as Benidorm, Bath and Chamonix. On a different scale, Tokyo, London and Paris each year attract millions of tourists who must be catered for. Then there is the "second home" phenomenon, in the form of converted farm cottages in the Auvergne or massive condominium constructions in Colorado. The building of Disneyland and the opening of British stately homes or Canadian national parks to the public, together with their conservation measures, constitute other forms of tourist development. Often less apparent hotels, restaurants, marinas and ski-fields are accompanying infrastructures which may be developed wholly or partly to serve the travelling public. Moreover, all these developments can occur in different ways, at different scales and at different rates. Tourist development also takes place in many different contexts. Modern mass tourism has its origin in the affluence of the industrialised nations of Western Europe, North America and Japan. Thus tourism has developed in liberal Western societies, under highly planned socialist regimes, as a relatively small part of large industrial economies or again as the leading sector of small

developing countries. Likewise, tourism has developed in a wide variety of physical environments - on low islands of the Pacific, in the heart of Alpine Europe, in the countryside and along the coastline.

Pearce (1981) mentions that, as a result, the form tourist development may take can vary enormously from situation to situation and from one context to another. There is no more any single type of tourist development than there is a single model of agricultural, industrial or urban growth. The aim is not so much to provide the technical details for the planner, but rather to present a general overview of tourist development, outlining the different factors involved and emphasising the nature of the relationships between them. Tourist development embraces the provision of a wide range of facilities and services (Foster, 1985). The numerous types of facilities and services sought by the tourist can be grouped into the following broad sectors:

- attractions;
- transport;
- accommodation;
- supporting facilities; and
- infrastructures.

The attractions induce the tourists to visit the area. Transport services enable them to do so, the accommodation and supporting facilities cater for their well-being while there and the infrastructure assures the essential functioning of all of these.

Saayman (1996) writes that for tourism to develop, the various components outlined above must be exploited or supplied by someone or some organisation. A wide range of development agents exists. The exact composition of these will vary from situation to situation, depending on the historical, political, economic, cultural and geographical context of the development.

Williams and Shaw (1991) found that in general, there can be distinguished between the public and private sectors and their participation at different levels – international, national, regional and local – can be examined. Obviously the public

sector has a key role to play in ensuring that developers abide by the overall guidelines and that broad development concepts are realised. The public sector is also playing an ever-increasing role in stimulating the development of individual project opportunities by means of many types of financial incentive schemes. Probably only a small proportion of tourism project ideas actually reaches the construction stage, as most are unable to meet certain criteria or to secure the necessary financing. Tourism project evaluation and analysis systems reject many proposals.

Another important component in the tourism industry is that of entrepreneurship. It is therefore necessary to determine who and what the entrepreneur is.

4.3.5 ENTREPRENEURSHIP

South African Tourism (SATOUR) would like entrepreneurs to be seen as an important part of tourism in the local community (Saayman, 1994). Entrepreneurs are seen as people who are developing something new in an atmosphere of high risks and uncertainty. Kroon (1991) demonstrates that the entrepreneur is almost the same as the personal manager:

- He wants to rule over people;
- he will keep good interrelations; and
- he wants to perform.

Saayman (1994) gives a few examples of entrepreneurial theories:

- the classical theory which sees the entrepreneur as a capitalist;
- the modern theory which sees the entrepreneur as a highly motivated person who is performance driven and is a good leader;
- the neoclassical theory which distinguishes between the capitalist and the entrepreneur;
- the entrepreneur jungle theory which emphasises what and who the entrepreneur is; and;

- the competitive theory which sees the entrepreneur as someone who always has new ideas and products.

According to the White Paper on Tourism (South Africa, 1996) international tourism is one of the fastest growing industries in the world. In South Africa the tourism industry can become one of the main resources of economical growth.

Consequently government is concentrating on developing and motivating people to get involved. This is only one opportunity for the entrepreneur to get involved. It is of importance that the entrepreneur gets involved in tourism development because of the important role he/she has to play in companies when it comes to decision-making regarding products, promotion, price and place (Holloway & Robinson, 1995).

4.3.6 TOURISM MARKETING

The tourism industry is complex and it is important to familiarise oneself with what marketing is and how it will influence a business. Du Brey (1991) writes that the customers are the people who respond favourably to the marketing appeals. They make their purchasing decision your way. It is your product that they choose to buy. The customer makes the wheels go round, they turn your profit, and they decide whether you sink or swim. The customers make the future happen.

It is, however, impossible to satisfy all clients and it is thus important to carefully select your clients. For effective competition for the chosen target market, the business' marketing mix must be of such a nature that it meets all the clients' needs. Kotler et. al. (1996) argues that today's marketing is not a simple business function. The purpose of the business is to develop and retain clients who keep on returning to the same facility. This leads to the question of what marketing is.

In general, marketing is seen as the "selling' or "advertising" of a certain product or service. In reality this statement is only partially true. Marketing consists of much more than just selling and advertisements. Marketing of the tourism product is still more complex, because it is not just a product, but also a service that is rendered.

Marketing thus consists of research, information systems and planning (Du Brey, 1991).

Ashworth and Goodall (1990) are of the opinion that the tourism industry in some places has reached the stage of maturity. A tourist today is more experienced and therefore increasingly discerning in his choice of holidays in terms of both destination and activities. Indeed, tourists' expectations of their holiday environment have often been heightened by the tourism industry itself.

Saayman (1997), however, mentions that the industry is a fiercely competitive one, with many destinations competing to attract the potential tourists. The days are gone when a destination could simply make known its attractions and sit back and await the arrival of visitors. Today tourists have to be enticed. The destination place product must be marketed effectively (Horner & Swarbrooke, 1996).

Mill and Morrison (1985) indicate that marketing is a management philosophy which, in the light of tourist demand, facilitates it through research, forecasting and selection to place tourism products on the market in line with the purpose of the organisation for the greatest benefit. This definition suggests several things, according to Holloway and Robinson (1995). Firstly, it indicates that marketing is a way of thinking about a situation that balances the needs of the tourist with the needs of the organisation of a destination. This can be explained by an examination of the development of an appropriate orientation. Secondly, the definition stresses tourist research that culminates in the selection of tourist demand. The concept of market segmentation is useful in this regard. Thirdly, the concepts of the product life cycle and positioning are useful to underscore the proper placement of tourism products on the market and to suggest the appropriate marketing policy and strategies resulting from that decision.

As part of strategic planning, marketing is regarded as one of the most important processes for the success of the tourism business. In marketing, the process begins with the client's needs and not with the production process. It does not mean that marketing takes over the production process. It means that the client's needs are determined and this then indicates direction and coordinates the process. When

marketing meets the client's expectations with regard to the pre- and after-sales service, the business does not only make one sale, but builds a relationship between the business and the client. If the client in the future has the same need the client will have the confidence to return to the business. Kotler et al. (1996) maintain that marketing thus consists of the following components; namely:

1. The needs of the consumer.
2. The product that is going to be created.
3. Satisfaction level, which means to what extent the product met the needs of the consumer.
4. Good marketers build relationships with clients so that they will return to buy the product.

A market is the buyers or potential buyers that will buy the product. According to Du Brey (1991) marketing can be seen as the management process responsible for identifying, anticipating and satisfying customer requirements, profitably.

4.3.6.1 Different forms of marketing

Kotler et al. (1996) describe the word market as the place where buyers and sellers meet in order to buy and sell products. For the economist, "market" means buyers and sellers that exchange products. For the marketer it means buyers and potential buyers of a product. Sellers know that they are not able to sell all products to everybody. However, in earlier years the situation was different. Morgan and Pritchard (2000) explain that the whole marketing process has moved through three phases, as described below:

- **Mass marketing:** During mass marketing the producer produces in mass, distributes in mass and only markets one product in mass to all clients. There was a time when McDonald's, for instance, sold one kind of hamburger to everybody. The argument was that the product had to be sold at the cheapest price to the largest market.
- **Product variations marketing:** The producer produces two or more kinds of products with different styles, quality, and size etceteras. McDonald's later

produced a variety of hamburgers. Product variation means that the consumer looks for a variety of products because they are not all the same and not everybody wants to eat the same product.

- **Target market marketing:** In this kind of marketing the seller divides the market into segments, selects one or two segments, and develops products and marketing to meet their specific needs. McDonald's could, for example, develop a vegetarian burger for vegetarians.

According to Morgan and Pritchard (2000) the majority of sellers are moving away from mass marketing and product variation marketing and are more focused on target marketing. This gives the business the opportunity to develop and market a specific product for a specific target market. Instead of using the "shotgun" approach and hoping they will reach somebody, they now use the "revolver" approach that is aimed at a specific target market.

4.3.6.2 Market Segmentation

According to Bennett (1995) a market consists of different consumers who all differ from each other. They can differ regarding their needs, resources, location, purchasing methods and business. Any of the aspects named above may be used to divide the market.

- **Segmentation of a market**

The figure below is an example of six buyers (A). Each buyer is in his own right a market with its own needs and desires (B). The ideal is that there will be a specific marketing plan for each buyer, but the buyers can also differ on the basis of other classes. Market segmentation can take place on the basis of every client's income (C) because clients with different incomes have different needs. The market can also be divided according to age. It is true that people of different ages have different needs (D). The producer can furthermore prefer to divide the market into age and income, of which (E) is an example.

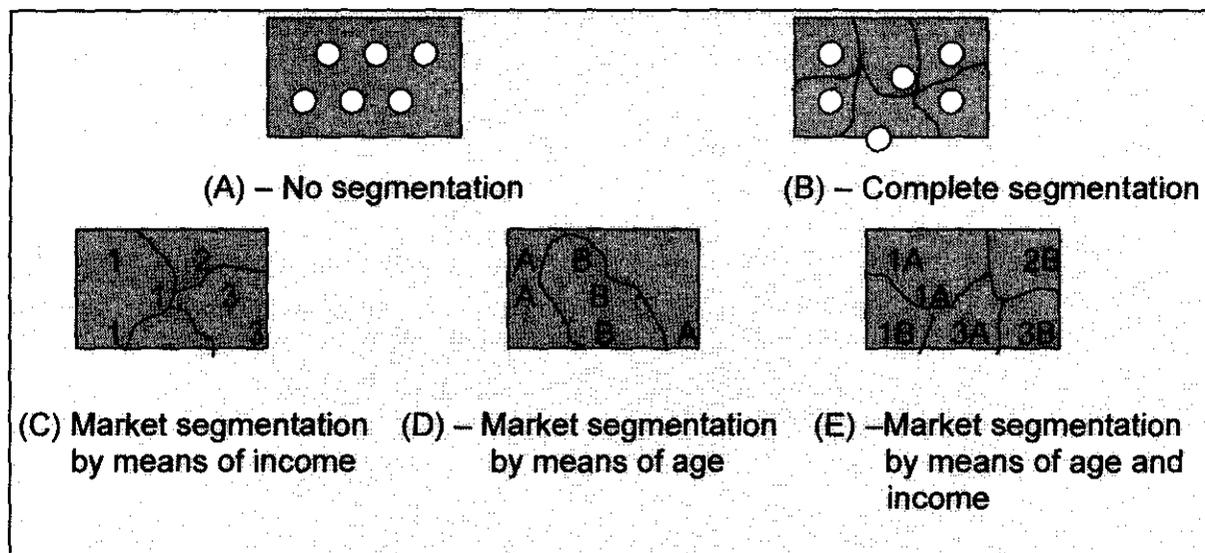


Figure 4.6: Market segmentation

There is not only one method according to which segmentation can be done. Different forms must be considered to arrive at different optimal segmentation. The diagram below explains the different segmentations in which the market can be divided according to Saayman (2001).

Socio-economic and demographic segmentation covers the largest population of tourism marketing. A market investigation usually identifies the preferences, values, attitudes, media habits and behaviour patterns of different socio-economic groups and can be used to create marketing programmes in tourism. Sometimes two variables are combined, which identifies a more specific segment, such as newly wed childless couples. Psychographic segmentation is more difficult than socio-economic segmentation. It is usually applied in well-developed markets.

According to Kotler *et. al.* (1996) lifestyle segments are developed in recreation and tourism for campers as well as tourists who make use of packages. The objective of geographic segmentation within tourism is to single out exceptional or alternative areas and to develop strategies to develop it. The importance of distance, place and accessibility between tourism destinations is important. The decision of which segment to be used, must be based on tourism's objective, resources and position in the market. A successful business will choose substantive, identifiable and analysable segments.

4.3.6.3 Marketing Mix

Saayman (2001) and Cundiff et al. (1980) both find it necessary to develop a marketing mix for the target market. To facilitate the process, the “four P’s” model may be used.

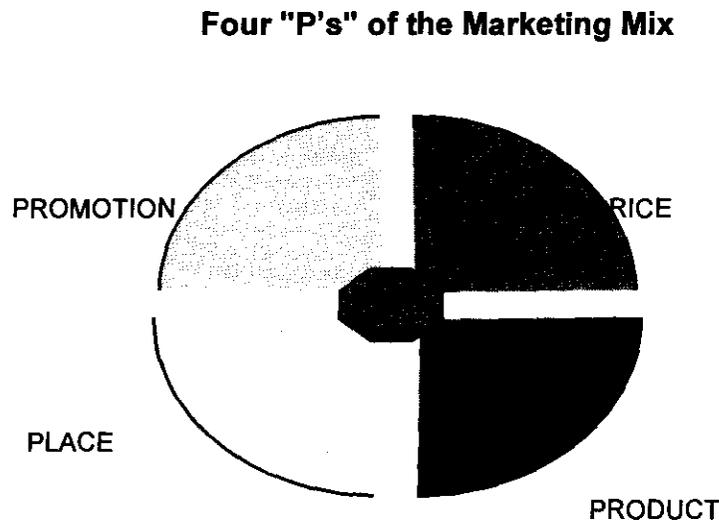


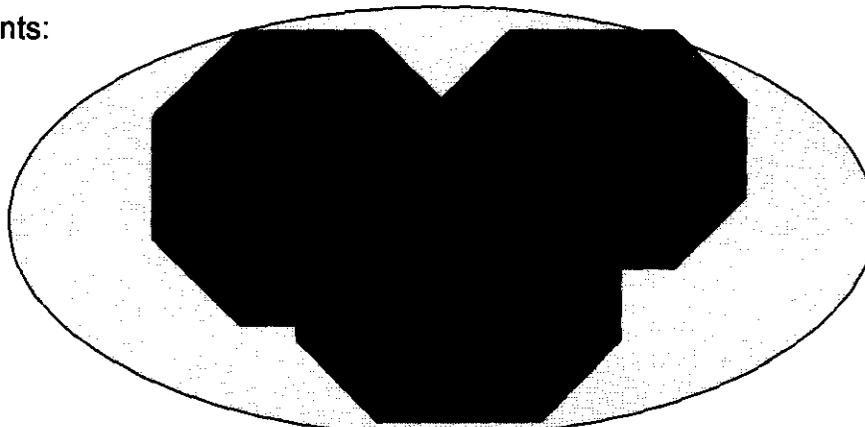
Figure 4.7: Marketing Mix

In the diagram above it is clear that the common focus of all is on the client (C). All four are equally important:

The product is necessary to satisfy the target client, the place must be easily accessible for the target client, the type of promotion must be designed for the target client, the price must evoke favourable reaction from the client.

- **PRODUCT**

Product can be defined as a need satisfaction, which meets the requirements of the market/consumer. The market must pay attention to it and buy or use it. According to Bennett (1995) the tourism product is complex and must be studied in detail because it influences the marketing process. The tourism product consists of three components:



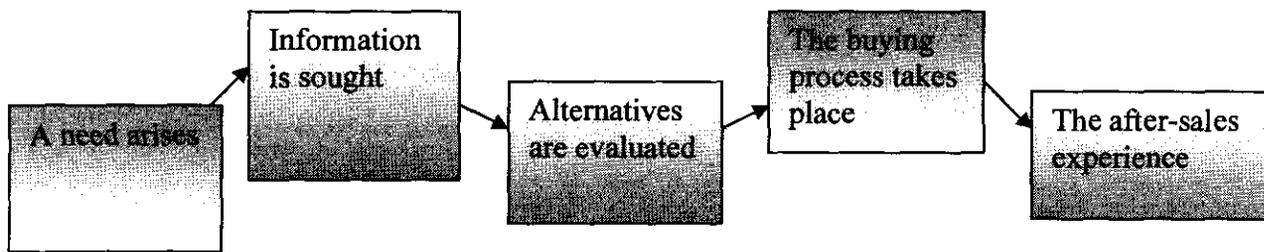
- **SERVICE:** What is offered to the tourist to make the experience as pleasing as possible.
- **PRODUCT:** The physical facilities and activities offered to the tourist destination.
- **EXPERIENCE:** That which the tourist experiences when he/she uses the product. The experience will ensure that the tourist returns to the facility.

According to Morgan and Pritchard (2000) the tourism product also has different characteristics. These include:

- **Perishable:** This means that if the product is not used, the product is lost. An example would be prepared food in a guesthouse. If there is no one to eat the food, the owner loses the money. The food can thus not be put away for the following day.
- **Indivisible:** The tourism product cannot be divided like other products. The service and product occur simultaneously. If someone goes on holiday he/she uses the product while the product is being produced.
- **Untouchable:** If we want to buy something, we go to town, look, smell and touch the product. Seeing that the tourism product is produced and used at the same time, it is very difficult to touch the product before the time.
- **Uncertain:** In the case of the tourism product it is difficult to determine the quality of the product before the time. The quality will depend on the people delivering the service. With any other product, the product comes to the consumer, but in the case of the tourism product, the consumer comes to the product.

Buying process

Kotler et al. (1996), Saayman (2001) and Cundiff et al. (1980) stresses that it must be taken into consideration that the buying of products must follow a certain process. In other words, the client decides if he/she is going to buy the product or not. The different stages of this process are considered below.



○ **NEEDS**

The buying process starts as soon as the client admits that there is a problem or a need. The person realises that there is a difference between the present circumstances and the circumstances in which he/she would like to be. The need can originate as a result of internal stimulus, for example previous experience. The need can also originate from outside (external stimuli). By looking at an advertisement of Mauritius, for instance, a need can arise. It is important that marketers will know what stimulus creates a need in the potential buyer and then to do marketing accordingly. The curriculum fulfils this function, in that the learner sees the different tourist products and would like to visit them.

○ **COLLECTION OF INFORMATION**

When the tourist is stimulated, it is possible that he/she will look for further information. If the tourist's need is great and there is a product that meets the need, the tourist will immediately buy it. The amount of information that the tourists wants to collect will depend on the tourist's need, the amount of information he/she has, and the value of more information. The potential tourist is able to collect information in three ways:

- **Personal sources:** This includes the tourism textbooks, family, friends, neighbours and acquaintances.
- **Commercial sources:** Advertising, sales staff and promotions.
- **Public sources:** Restaurant investigations, letters in the travel and tour columns and research of consumers' evaluations.

Most information is obtained from commercial sources, but it seems as if personal sources have more value. People will learn on television about a new restaurant's opening, but will first ask their friends what they think of it before

visiting it themselves. It is important that the marketers will always find out where the tourist first heard of the product.

○ **ALTERNATIVES ARE EVALUATED**

The process described above indicates how the client sifts through all the information in order to decide on a certain product. However, it is still unclear how the client chooses between all the alternatives. Instead of there only being one evaluation process that works, there are a number of guidelines that can be followed. The first is to say that the client regards the alternatives as a number of components. In the case of the restaurant, it is the food, quality, menu, service, atmosphere, location and price. Each client decides which of the components are the most important to him or her. The client also decides how much value must be attached to each component, and which trademark fits which part. The belief that certain trademarks are better than others are regarded as product perception.

○ **BUYING PROCESS**

In the evaluation process the client decides what product he/she wants to buy. The product that is going to be bought is usually the trademark that is highly reputed. The decision to buy this trademark can be influenced by two factors. These factors are indicated in the figure below.

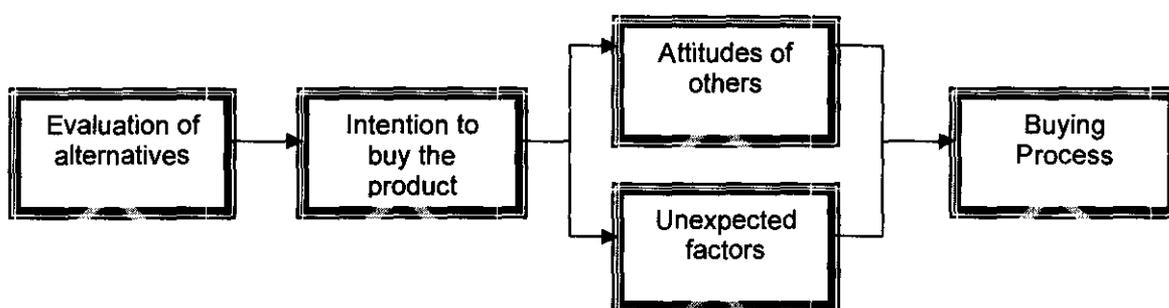


Figure 4.8: Buying Process

Source: Saayman (2001)

The closer the person is to the decision-taker, the easier they are influenced. Children studying tourism can thus influence their parents very easily. The

decision can also be influenced by unexpected factors like the family's income, price increases and a motor vehicle that suddenly breaks down.

○ **AFTER-SALES EXPERIENCE**

The marketer's task, however, is not complete when the product is sold. The client will either be satisfied or dissatisfied with the purchase. The after-sales experience that the client experiences, is very important for the marketer. It is very easy to establish what determines whether the client is satisfied or not. The degree to which the product meets the client's needs, will determine how satisfied or dissatisfied he/she is.

Kotler et al. (1996) describe certain stages which buyers go through in trying to satisfy a need. Buyers may pass quickly or slowly through these stages, and some of the stages may even be reversed. According to Kotler et al. (1996), for every new product there is a process that the client undergoes to become a regular consumer of the new product. There are five stages that the client experiences and which is extremely important to this study, namely:

- Awareness: The client becomes aware that there is a new product on the market, but has not yet acquired the necessary information regarding the product.
- Interest: The client begins to look for information regarding the product.
- Evaluation: The client decides whether it is meaningful to try the product.
- Testing: The client buys the product on a small scale and determines the value of the product.
- Acceptance: The client decides to use the product fully and regularly.

This whole process will be the basis of evaluation for the study. The study will try to determine on which of the above stages the learners and their parents are. As tourism is a new product for most of them it is important to determine if the adoption stages has been reached.

4.4 THE VALUE OF MARKETING AND AWARENESS IN THE TOURISM INDUSTRY

In a study done by Colin Aubury (1993) the comparison was made between two tools. The effectiveness of television and newspapers in creating awareness were studied. Although the television is regarded by many as the premier advertising medium, the study found that television ads are useful to prompt people's memories of the images when confronted with the brand at the point of consumption. To work effectively, those images must have been associated with the brand in the first place and they must create an emotional relationship.

Consumer's relationship with print is different, in the sense that it requires the mind to be actively engaged and the reader to dictate the length of time he/she spends on looking at the ad. The active processing of the content leads to better brand linkage and more rational processing of ad messages than for television. When it is assimilated, the visual imagery is soon forgotten and there is less reason for the consumer to take note of the ad the next time. This explains why a more recent UK research study by Carat suggested that, in most cases, television created more than double the awareness of newspapers. Another good example of an effective television awareness campaign is the cricket awareness programme that was shown in 2003 on SABC3 in South Africa to promote the World Cup Cricket.

Driessen (1997) mentions that Lake Worth High School near Fort Worth, Texas, became the first secondary school in the world to offer the American Airlines Travel Agency curriculum (and the first high school ever to go on line with SABRE, one of the world's largest real-time computer reservations systems.) The programme is already proving itself as a genuine breakthrough in school-to-work training and creating awareness as well as offering practical learning for jobs, in the world's biggest and fastest growing industry.

Finucan (2002) reminds the reader that awareness and marketing is not entirely a new idea. British Prime Minister Benjamin Disraeli, for instance, pointed out more than a century ago that: "a great city, whose image dwells in the memory of man, is the type of some great idea." You would not have been in a city if you knew nothing

about it. Today, a multitude of communication options has given cities the ability to get their name out almost instantly. You can have a great city or product but if it is one of the best-kept secrets around, all its excellent features are of no use to the marketer.

One of the most important functions brought about by marketing is the economic growth in the country. Du Brey (1991) writes in his book "Profit from effective marketing" that marketing is all about satisfying the needs of the customer, effectively, and with profit in hand at the end of the day. If marketing is effective, its economic benefits are tremendous. Kotler et al. (1996) extends this idea by adding that the hospitality industry is one of the world's major industries. In the United States the total sales of the hospitality industry exceed \$400 billion per year. The entrance of corporate giants into the hospitality market transformed it from a mom-and-pop industry, where individually owned restaurants and hotels were the norm, into an industry dominated by chains. Hotels have followed a similar trend.

Marketing affects almost every aspect of our daily lives, including things like the television set that you bought, the shoes you are wearing and even the place where you are. There are frequent awareness campaigns on almost anything and more and more information is passed on to people. In South Africa, for example, there is a tourism awareness month, aids awareness week, heart awareness week and breast cancer awareness week, among many others. The objectives are to make the public more aware of important issues, like tourism, and its advantages .

In a new consumer marketing campaign launched in New York in January 2003 South African Tourism's chief operating officer, Moeketsi Mosola, states in SAT (2003) that: "Tourism is a vital component of the South African economy and as such, it needs to be supported with aggressive advertising and marketing initiatives that drive the demand for travel to our country." He goes further by saying that while the campaign was indeed designed to drive awareness of South Africa as a preferred tourist destination; the goal of South Africa was to meet the government's objectives of sustainable growth, job creation and the tourism industry contribution to the GDP.

SAT (2003) reports that Moeketsi Mosola stated that South African Tourism's key marketing objectives are to:

- Increase the volume of tourists travelling to South Africa.
- Increase the total spend by visitors to South Africa.
- Optimise the length of stay.
- Improve geographic spread.
- Improve seasonality and
- industry transformation and the redistribution of wealth.

He also pointed out that the campaign launched in the USA in January 2003 will heighten awareness of the country as a strong, viable tourist band.

Prior to August 1998, the Tourism Authority was active in pursuing stakeholders and partnerships around issues which would assist in raising tourism awareness and in so doing, stressing the important role of tourism to the creation of jobs. Tourism awareness workshops were arranged in KwaZulu Natal to provide information on the tourism industry to Regional Council Tourism Standing Committees to enable members to participate more effectively. Anon (2002) reports that Indonesian Tourism Council (MPI) went through the same process, and that their first tasks were to raise awareness among the governing elite about the importance of tourism as a major driving force in the country's economy: " ... they have to know that it concerns their interest too. Tourism is a resilience industry. It is not only a job creator; it can also bridge the gap between the rich and the poor."

Tourism damage can be reduced through the use of an adequate education campaign. The tourism curriculum also fulfils this role. In awareness campaigns the public is exposed to different products. As discussed in this study, early awareness takes only 0.5 seconds to develop, but information lacks to bring the customer to the buying stage. On the other hand, if the tourism curriculum supplies sufficient information, the programme will be successful and will create awareness among learners. Moreover, awareness will not only be created among the children, but the children can also influence their parents' decision to buy.

The role of children in the purchasing decision of their parents is becoming increasingly important to vacation marketers for two reasons. The first reason, according to McNeal (1992), is the fact that there is an increase in the number of children and this causes an intensification of the power of children to influence the purchase decision. The second reason, according to Nickerson and Jurowski (2000), is the fact that family vacations are on the increase due to parents who are working and thus unable to spend time with their children. They use the vacation as a time to reconnect as a family. Parents are actively encouraging their children to participate in the purchasing decisions for a number of products. This, according to Foxman et al. (1989), is a reality for vacation and travel decisions. In their study they have found that 60% of the families indicated that adolescents have an influence on their decision.

Not many studies have been done on the influence of children on travel patterns. This may be because of the fact that children are not believed to be the target audience for the tourism industry; because it is assumed that children generally submit to their parents' decisions. Cullingford (1995) conducted in-depth interviews with children to uncover attitudes and perceptions (awareness) about overseas travel. He divided children's attitudes into two levels. The first level measured awareness of the specific type of activities and attractions offered by the tourist destination and the second level measured the value of the holiday experience from the viewpoint of the child. He found that children have a higher response rate than adults and are slightly more satisfied with conditions at the destination than adults. Children provide a perspective about planning and development to increase children's satisfaction at the destination. Nickerson and Jurowski (2000) also describe children as an important communication channel in the stimulus-response behaviour model of travel and tourism buyer behaviour.

Marketing furthermore stimulates research and new ideas, which result in new products and services. If marketers do good research by identifying the client's needs, develop a good product, price it correctly, and do effective marketing and distribution, the result will be good products and satisfied customers. An effective marketing system is important for the future of all nations.

4.5 CONCLUSION

The tourism industry can create trillions of dollars and millions of jobs across the world. In China in particular the industry is preparing professionals and experts by the tens of millions to enter the industry. Given the rise of tourism ventures all over the world and in South Africa as well, tourism education in South Africa should develop rapidly to ensure the industry's growth and to ensure that the labour demand is met.

One way of meeting the demand was to introduce tourism into secondary schools. The chapter focused on the tourism as a learning outcome. It was found that the purpose of tourism as a subject, according to the Department of Education, is to empower learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and subsectors, and the benefit which tourism holds for the South African economy. Other researchers placed more emphasis on the value of creating awareness of the tourism industry in their curriculum.

The requirements that a tourism curriculum should meet was also discussed and again some gaps were found in the national curriculum. The chapter concluded with discussing the importance of marketing, from which it became evident that without marketing it is impossible to have a successful tourism business. This is the case because a buying decision-making process is involved, which takes the target market from creating awareness of the product to buying it. The chapter looked at the different internal and external factors which influence the buying process. It was found that children have a major influence on the buying process of the parents. The children will choose a tourist facility because they have seen it some place or learned about it.

For many years, there has been no national system of evaluating the performance of schools, and there is still no comprehensive data on the quality of teaching and learning, or on the educational standards achieved in the system. As a result, the National Policy for Whole-School Evaluation was introduced in 2003. As no evaluation model for tourism as a school subject exists, the next chapter will evaluate the curriculum against the model proposed in chapter 3. The model will

also be used to measure the tourism awareness of children who study tourism as a school subject, as well as to determine just how big the influence of children are on the travel patterns of their parents.

CHAPTER 5

RESULTS AND DISCUSSIONS

5.1 INTRODUCTION

This study developed a tourism curriculum evaluation model and was intended to determine the effectiveness of a tourism curriculum for secondary school students as an awareness tool and how their awareness will impact the tourism industry. As previously mentioned the White Paper on Tourism (South Africa, 1996) states that tourism education and training is one of the fundamental pillars of the development of a new responsible tourism in South Africa. One of the main principles governing the approach to education and training is to promote tourism awareness at all levels of society. As argued in previous chapters, awareness can be created by means of an awareness tool. An example of such an awareness tool is the introduction of tourism as a secondary school subject in schools. The curriculum was pilot-tested in 64 schools in 1998 and has since been implemented in about 450 schools all over South Africa.

The tourism curriculum in secondary schools is a three year course (grade 10-12) and the main goal, according to the Department of National Education (2003), is to empower learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and subsectors, and the benefit tourism brings to the South African economy. The curriculum also encourages learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services. The knowledge, skills, values and attitudes gained in this subject will develop an appreciation of the heritage, cultural and other diversities of South Africa, thereby instilling national pride.

The curriculum was to familiarise learners with the concept of tourism and to trigger interest in the subject, especially since South Africa has such a vast potential in this particular field. An important task is to measure the success and effectiveness of such a curriculum, as well as the effect of the curriculum on

tourism awareness of these learners. The influence which these children have on their parents' travel patterns will ultimately influence the tourism industry. If a successful tourism curriculum can be developed, it will help to set a standard for education and training in the tourism industry and to create tourism awareness amongst learners.

In this chapter the objectives of this study, as mentioned above, will be evaluated by means of the EPIC Model or Evaluative Programmes for Innovative Curriculums, which was identified earlier in the study. This model also complements the curriculum planning process of Lee and Zeldin (1982). A range of questions was developed to complement the EPIC and to measure the success of the curriculum, the level of awareness among learners, the effect which learners have on their parents' travel patterns as well as the difference in tourism awareness between learners who take tourism as a school subject and those who do not take tourism as a subject.

The questionnaires were statistically assessed and results were recorded in a descriptive or actorial format. Statistical significance tests have a tendency to yield small p-values as the size of the data sets increase (Ellis & Steyn, 2002). The effect size, on the other hand, is independent from the sample size and it represents a measurement of the practical significance of the test. In this study the t-test was used to indicate that the results are significant and important in practice. Practical significance can be understood as a large enough difference to have an effect in practice. According to Ellis and Steyn (2002) a natural way to comment on practical significance is to use the standardised difference between the means of two populations divided by the estimate for standard deviation. This will determine the effect size.

Cohen (1998) gives the following guidelines for the interpretation of the effect size in this study: a small effect: $d=0.2$, a medium effect: $d=0.5$ and a large effect: $d=0.8$. These guidelines will be useful to interpret the results.

5.2 RESULTS AND DISCUSSIONS

The respondents' rate of questionnaires can be seen in Figure 5.1 and was as

follow:

One hundred and eighty questionnaires were sent out to facilitators, while only 28% of facilitators' questionnaires were returned. Of the two hundred and fifty questionnaires sent to learners with tourism as a school subject, two hundred and seven were returned, or a total of 83%. The response rate among learners who do not take tourism as a subject was 77%, or a total of one hundred and ninety two of the two hundred and fifty questionnaires which were sent out. One hundred and ninety eight, or 79% of the two hundred and fifty questionnaires that went to parents whose children take tourism as a subject were returned. 77% or one hundred and ninety two of the parents whose children do not take tourism as a subject were returned.

One can only speculate about the reasons for the poor response rate among facilitators. As many of facilitators are not qualified in tourism a lack of commitment may be a reason for not responding to the questionnaires. The fact that the questionnaires were not personally delivered could also have influenced the response rate. The response rate among tourism students and their parents were also higher than among those who do not take tourism as a subject. Again this may be because learners taking tourism as a subject are more involved and committed than their counterparts.

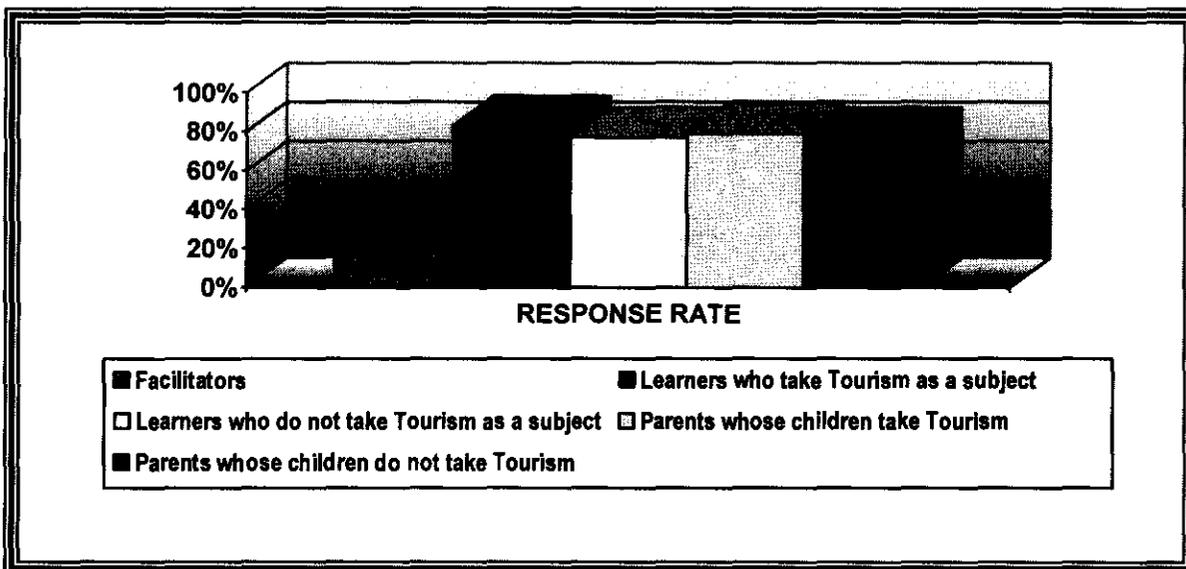


Figure 5.1: Response Rate

RS Randallss' model of The EPIC Model or Evaluative Programmes for Innovative Curriculums is ideal for the purpose of this study and also complements the curriculum planning process of Lee and Zeldin (1982). As mentioned in chapter 3 it is important that the model of evaluation adopted matches the model of curriculum planning; otherwise there will be mismatch and distortion. Both models focus on external and internal factors that can influence the curriculum and the objectives of the two models are very similar. The model according to which the curriculum was evaluated is based on three pillars and the following results were found.

5.2.1 INSTITUTION – SCHOOLS

5.2.1.1 Students/Learners

Five hundred questionnaires were sent out, and four hundred and six learners, or 81%, completed the questionnaires. A possible reason why not all the questionnaires were received back, was that the questionnaires were delivered to the schools and not personally facilitated. It was chosen not to facilitate the process personally, so that students could not be influenced in the answering of the questions.

61% of all learner respondents were females and 39% were males. All the learners were in grade 11 and living in Gauteng. The age categories of respondents are displayed in Figure 5.2.

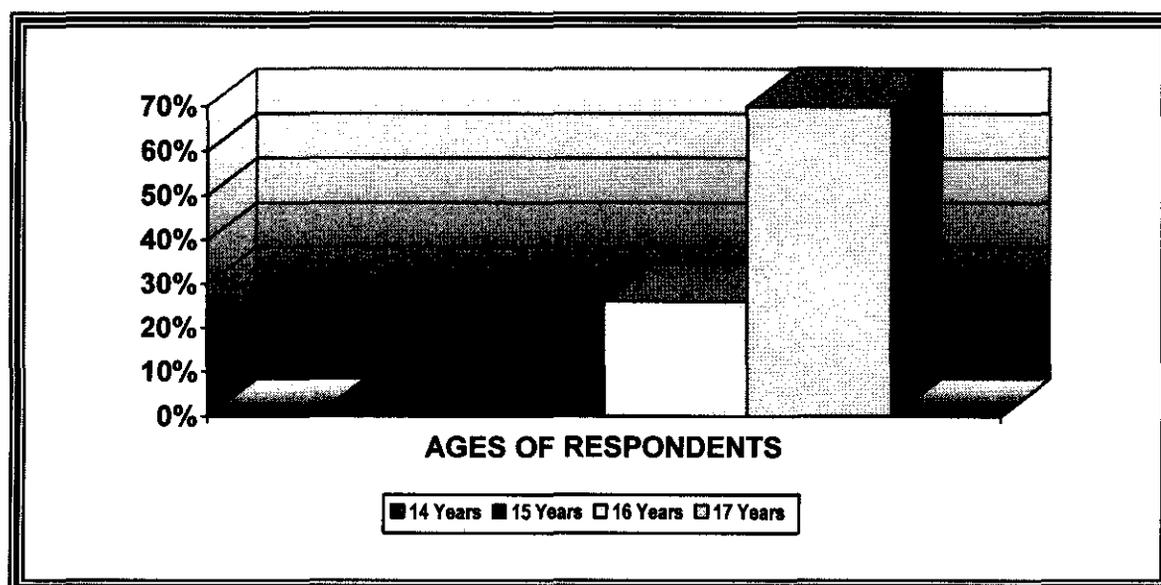


Figure 5.2: Ages of Respondents

There were no respondents of 14 years of age, 4% of respondents were 15 years old, 26% were 16 years and 70% of learners were 17 years. No other geographical or demographical information was asked, as it was not important for the purposes of this study.

5.2.1.2 Teachers/Facilitators

As mentioned above, only fifty of the one hundred and eighty questionnaires were returned, a total of 28%. 78% of the respondents were female and 22% were males. Figure 5.3 shows the geographic distributions of respondents.

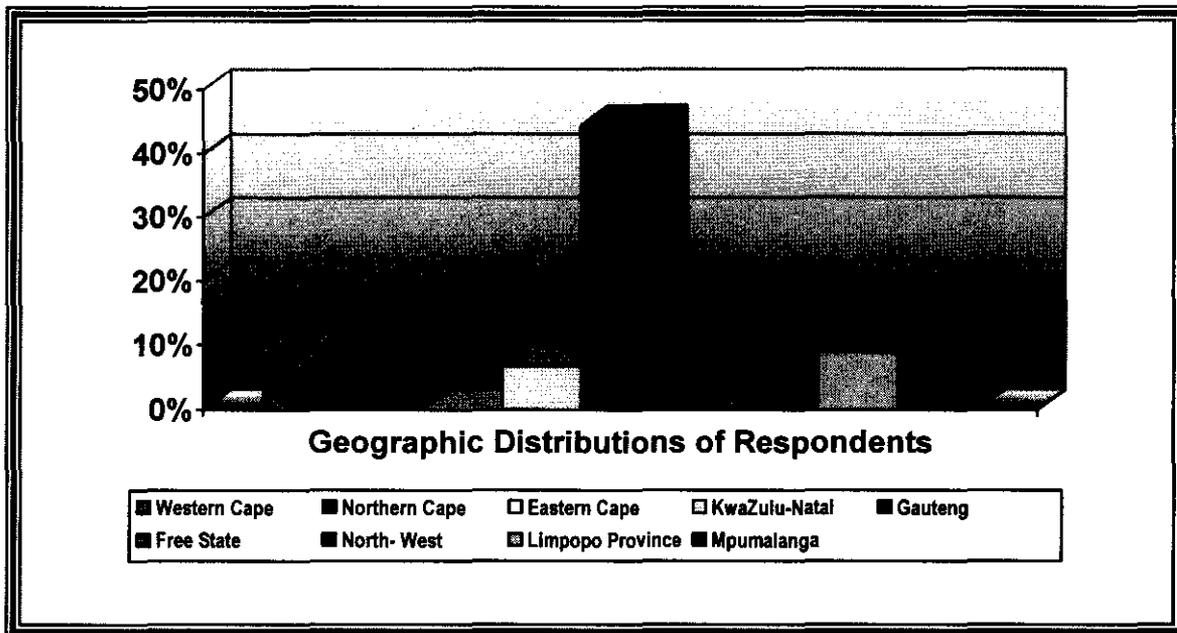


Figure 5.3: Geographic Distributions of Respondents

13.33% of all respondents were from the Western Cape, 11.11% from the Northern Cape, 0% from the Eastern Cape, 6.67% from KwaZulu-Natal, 44.44% from Gauteng, 6.67% from the Free State, 2.22% from North-West and 8.89% from Limpopo Province. The remaining 6.67% came from Mpumalanga. At the moment Gauteng and KwaZulu-Natal has the largest number of schools participating in the tourism programme in the provinces, which explains the high rate of respondents from Gauteng. Some questionnaires might also have been lost through the mail.

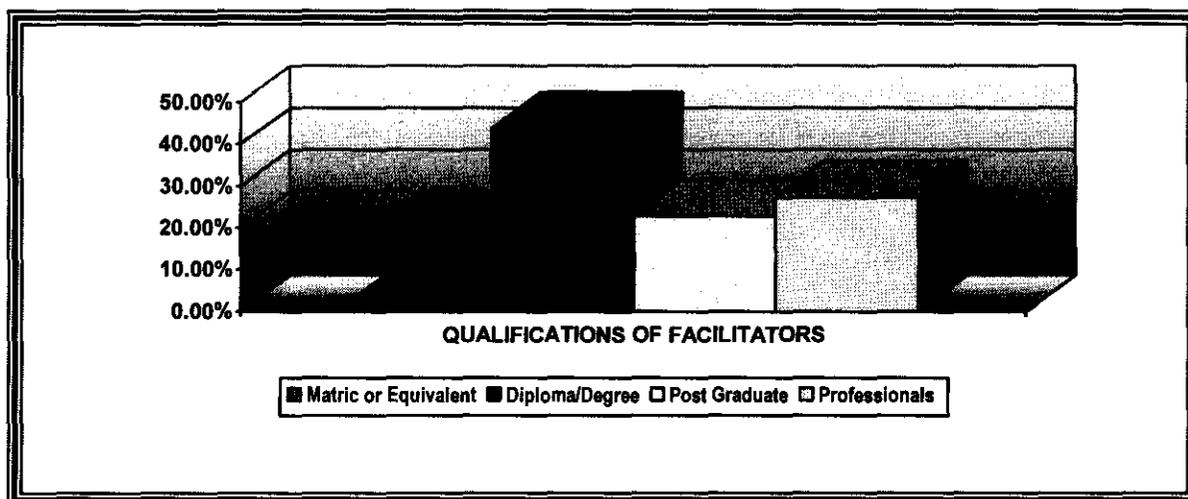


Figure 5.4: Qualifications of Facilitators

Figure 5.4 shows that 2.27% of facilitators have a matric qualification or equivalent, 47.73% of facilitators have a diploma or a degree, 22.73% have post-graduate qualifications and 27.27% are professionals.

According to Craig-Smith and French (1991) speakers at the first tourism educators' conference held in Canberra in December 1990 identified certain difficulties, such as finding experienced recruiting suitable staff, the fact that few tourism academics came from an academic background, and the lack of a research culture. In order to keep pace with these rapid changes, schools have either had to encourage existing staff to enhance their own academic qualifications or have to find new staff with appropriate qualifications who wish to develop careers in tourism academia. The lack of industry experience, especially among new recruits, raises questions about the sector's ability to remain relevant in the eyes of students and industry, and importantly, to continue to provide the type of learner desired by industry.

South Africa is facing the same scenario. Of all the facilitators for the subject, 57.78% have no tourism qualifications, while only 42.22% have had some form of tourism training. Most facilitators have only received a one or two week training course in tourism before having to facilitate the subject in school. Among all the facilitators 76.74% underwent training at an institution to help them facilitate tourism as a subject, while 23.26% did not undergo this training.

If unqualified teachers are teaching the learners, the quality of education is reduced. This means that learners are not thought to their full potential and are not fully prepared to enter the tourism industry. This leads to the question of whether the same situation is tolerated in other subjects at secondary level, and if so, whether South Africa is really preparing its youth for their future.

On the question of whether respondents felt equipped to offer tourism as a subject, 87% indicated that they felt that they were equipped while 2% answered that they were not equipped, while 11% were uncertain. On the question of whether they thought that additional training would assist them to improve, 95.24% of the teachers answered that additional training would help them to feel more equipped to offer the subject. The problem, however, is that training is very expensive and that schools cannot afford to send facilitators on training courses. Although some provinces are paying for the training of facilitators, the schools still need to pay for transport and accommodation.

5.2.1.3 Administrator

The curriculum implementers are responsible to help facilitators implement tourism in their different schools. As tourism falls within the study area of services, together with home economics and hospitality, most of the curriculum implementers are also not trained in tourism and are usually qualified as home economic teachers or facilitators. Some provinces have sent their curriculum implementers for tourism training as well, but again these courses are limited to only one or two weeks. The curriculum implementers thus need to support the teachers. In the current situation nobody knows what is expected of them and learners cannot be properly equipped for the examinations and assessments.

When the facilitators were asked whether they had any support system to fall back on in case of difficulties, 56% answered that they had a good support system to fall back on, while 31% of facilitators felt that they had no support system to fall back on. 13% of facilitators were not sure if they had any support system. Again, these answers are indicative of a situation where the tourism industry is receiving candidates who are not well-trained and equipped. This leads to the question of whether the tertiary education system in South Africa is indeed producing enough

qualified students to enter the tourism industry, and if so, what happens to these students once they have qualified. It needs to be established whether enough qualified tourism teachers are trained, whether they prefer not to enter education once they have qualified, and whether government simply appoints unqualified tourism teachers, while overlooking those who are properly trained.

5.2.1.4 Educational specialist

As tourism is a new field of study, there are not many educational specialists available to assist the schools, facilitators and curriculum implementers. When learners were asked what they would like to change in the curriculum, some of them identified the need for visits from specialists in the field. For the purposes of this study, this may be interpreted as a sign that learners are looking for quality education coming from qualified people.

5.2.1.5 Survey on relatives

Three hundred and ninety out of the five hundred parents participated in the study, a total of 78%. 78% of the respondents were in the age group between 35-49 years. 80% were married, 3% were not married, 14% were divorced and 3% were widows. The level of education among parents was distributed as follows:

- 1% had no school qualification;
- 31% had a matric or equivalent;
- 43% had a diploma or degree;
- 8% were post-graduates;
- 12% were professionals and
- 5% were self-employed.

On the question of how many children were dependent upon the respondents, the results were as follows:

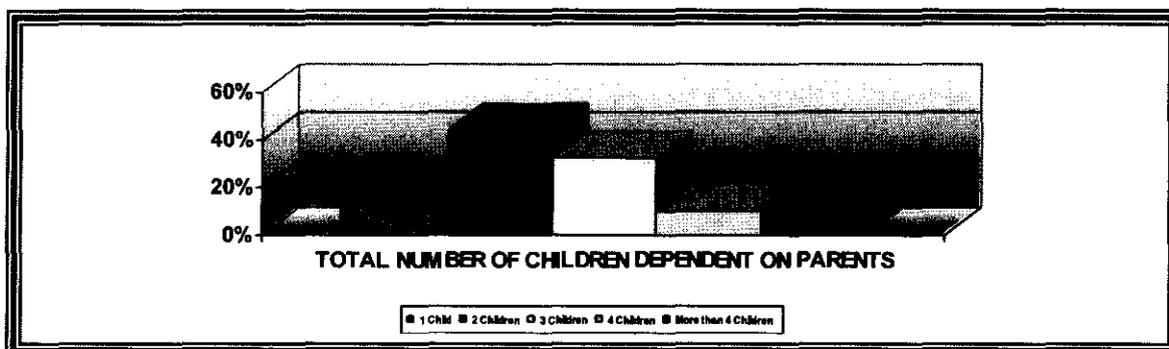


Figure 5.5: Total: Children dependent on parents

Figure 5.5 shows that 12% of parents had one child dependant, 44% had two children dependant, 32% had 3 children dependant, 10% had four children dependant and 2% had more than four children dependant.

Regarding occupation, 32% of parents were professionals, 18% were in managerial positions, 22% were administrative workers, 9% were technical personnel, 1% were farmers or foresters, 2% were in mining, 2% were in the civil service, 3% were non-profit workers, 9% were unemployed and 2% had their own company.

Table 5.1 indicates the total annual income of respondents.

Table 5.1: Total annual income of respondents

TOTAL ANNUAL INCOME PER YEAR	PERCENTAGE
Less than R50 000 p.a.	13%
R50 001 - R100 000 p.a.	23%
R100 001 - R150 000 p.a.	14%
R150 001 - R200 000 p.a.	14%
R200 001 - R250 000 p.a.	12%
R250 001 - R300 000 p.a.	4%
R300 001 - R350 000 p.a.	5%
R350 001 - R400 000 p.a.	5%
R400 001 - R450 000 p.a.	2%
R450 001 +	8%

It can be seen from Table 5.1 that the respondents were distributed over all income classes.

On the question of how many people there are in the respondent's travelling group when he/she goes on holiday, 4% answered between 1 and 2 people, 47% said

between 3 and 4 people, 40% stated between 5 and 6 people and 9% indicated that there were more than 9 people in their travel party. The most popular form of transportation is the motor car, with 84% of all respondents using it when going on holiday. Next was the airplane, used by 16% of respondents.

52% of all respondents go on holiday once a year; 27% of respondents go on holiday twice a year; 10% go on holiday three times a year; 5% go on holiday four times a year, and 6% of respondents go on holiday more than four times a year. These statistics are in line with the 2001 domestic survey (SAT, 2002).

Table 5.2 shows the most popular regions (provinces) for a vacation.

Table 5.2: Most popular domestic travel regions

PROVINCE	POPULARITY
KwaZulu-Natal	28%
Western Cape	20%
Mpumalanga	16%
Eastern Cape	7%
Limpopo Province	7%
Gauteng	6%
Free State	6%
North-West	5%
Northern Cape	5%

The most popular international destination is Europe, followed by visits to Africa, North America, Asia and then South America. Most respondents go on holiday for two weeks and are still hooked on sea holidays, followed by adventure holidays and then scenic beauty trips.

On the following questions the responses were as follows:

Table 5.3: Travel Questions

QUESTIONS	PARENTS WHOSE CHILDREN TAKE TOURISM AS A SUBJECT	PARENTS WHOSE CHILDREN DO NOT TAKE TOURISM AS A SUBJECT
Do you go to the same place every year for holiday?	14.87% - Yes 43.59% - No 41.54% - Sometimes	20.42% - Yes 29.32% - No 50.26% - Sometimes
Do you like to explore new destinations?	86.60% - Yes 3.61% - No 9.79% - Sometimes	79.58% - Yes 7.33% - No 13.09% - Sometimes
Do your children have any impact on your choice of holiday destination?	67.69% - Yes 13.33% - No 18.98% - Sometimes	79.06% - Yes 8.38% - No 12.56% - Sometimes
Do your children ask you to stop en-route to visit any tourist attractions they have learned about?	53.34% - Yes 21.54% - No 25.12% - Sometimes	41.36% - Yes 38.22% - No 20.42% - Sometimes
Do you stop for them?	65.00% - Yes 10.56% - No 24.44% - Sometimes	55.08% - Yes 25.67% - No 19.25% - Sometimes

Table 5.3 indicates that parents whose children take tourism are definitely influenced by their children to go to new places every year. Parents of learners with tourism as a subject are much more aware of new tourist attractions and only 14.87% go to the same place for holiday every year. On the other hand, 20.42% of parents of learners who do not take tourism as a subject return to the same place every year.

Concerning the exploration of new destinations, 86.60% of parents whose children take tourism indicated that they like to explore new destinations while 79.58% of parents whose children do not take tourism like to explore new destinations. Again it would appear that parents whose children study tourism are telling their parents of new destinations.

Table 5.3 also indicates that when respondents were asked if their children had any impact on their choice of holiday destination, only 67.69% of parents whose children study tourism said their children influence their choice of holiday destination. This percentage is much lower than the 79.06% of parents whose children do not study tourism. It can only be speculated why this result is lower. It may be because of the fact that parents whose children are studying tourism are involved in their children's assignments and that as a result they become aware of new places and would like to visit it.

In Table 5.3, 53.34% of parents whose children study tourism indicate that their children are asking them to stop at tourist attractions, in comparison with the 41.36% of parents whose children do not take tourism as a subject. This shows that learners are more aware of tourist attractions and are willing to ask their parents to stop. Parents whose children are studying tourism are also much more willing to stop for their children at tourist attractions, with 65% indicating that they stop for their children. On the other hand, only 55% of parents whose children do not study tourism are willing to stop for them. Parents whose children study tourism seem much more at ease with the whole tourism industry.

Table 5.4 gives the reasons why parents do not stop at tourist attractions.

Table 5.4: Reasons for not stopping at tourist attractions

REASONS FOR NOT STOPPING	PARENTS WHOSE CHILDREN TAKE TOURISM AS A SUBJECT	PARENTS WHOSE CHILDREN DO NOT TAKE TOURISM AS A SUBJECT
Not safe	15%	12%
Don't have time	20%	28%
Want to reach the destination	43%	52%
Too expensive	22%	8%

It seems like parents whose children study tourism are starting to accept that the holiday starts the minute they leave home, and not only when they reach the destination. They are much more relaxed, as only 43% of parents whose children take tourism as a subject do not want to stop, because they want to get to their destination, in comparison with the 52% of parents whose children do not take tourism as a subject.

Question 23 of the parents' questionnaire was statistically evaluated. The results can be seen in Table 5.5. A factor analysis was used to determine the principal components (factors) of the question. The factor analysis identified five factors, namely facilities, exploring, quality of tourist facilities, family and motivation to travel. The Alpha Cronbach test of reliability was used and it was found that all factors were reliable. Using the t-test, the following effect sizes (d) were found between parents whose children take tourism and those whose children do not take tourism as a school subject.

The rotated factor analyses pattern looked as follow:

Table 5.5: Rotated factor analyses pattern - parents

QUESTION	FACTOR: 1 Facilities	FACTOR: 2 Explore	FACTOR:3 Quality of tourist facilities	FACTOR:4 Family	FACTOR:5 Motivation to travel
23 adults	0.80				
23 events	0.78				
23 child	0.58				
23 friends	0.57				
23 attract	0.56				
23 new		0.78			
23 learned		0.73			
23 explore		0.72			
23 newatt		0.67			
23 facilities			0.92		
23 accomm			0.90		
23 family				0.79	
23 safe				0.73	
23 children				0.64	
23 getaway					0.89
23relax					0.86

The Alpha Cronbach test of reliability was used and it was found that all factors were reliable:

Table 5.6: Reliability of factors

FACTORS	RELIABILITY
Facilities	0.78
Exploring	0.80
Quality of tourist facilities	0.89
Family	0.67
Motivation to travel	0.75

From Table 5.6 it can be seen that the reliability of all factors were very high.

Table 5.7: Effect sizes of parents

Factors	Parents whose children take tourism as a school subject		Parents whose children do not take tourism as a school subject		Effect size = d	Effect Size
	Average	Standard Deviation	Average	Standard Deviation		
Facilities	3.3147	0.7631	3.1076	0.694	$d = \frac{0.2071}{0.7297}$	d = 0.2838
Exploring	3.4231	0.8212	2.8768	0.7848	$d = \frac{0.5463}{0.8034}$	d = 0.679
Quality of tourist facilities	4.0851	0.8218	3.8263	0.8397	$d = \frac{0.2588}{0.8307}$	d = 0.312
Family	4.3212	0.6267	3.9851	0.8489	$d = \frac{0.3361}{0.7453}$	d = 0.4509
Motivation to travel	4.3814	0.7455	4.1658	0.8166	$d = \frac{0.2156}{0.7815}$	d = 0.276

With the guidelines of Cohen in mind, as mentioned earlier, it became clear from Table 5.7 that there is a small difference ($d=0.2838$) when it comes to facilities at the tourist attraction between parents whose children take tourism as a subject and those parents whose children do not take tourism as a subject. Both of these groups see facilities as important, although the effect size is not seen as very important in practise.

The effect size of exploring ($d=0.679$) between the two groups, however, is seen as a medium effect and as having an influence on the tourism industry. Parents whose children are studying tourism are looking for new tourist attractions and are exploring South Africa. Creating awareness among the learners is thus spilling

over to the parents and the effect size is evidence of the influence these parents will have on the tourism industry.

The effect on the quality of the tourist attractions and facilities are small, at $d=0.312$, although it is moving in the right direction. As the awareness and knowledge of parents increase, they will start looking for better quality and better value for money.

The effect size of family time and time spent with family is also medium. Tourism is bringing families back together. Learners and parents have something in common and are spending time together while exploring the country.

The effect size of the motivation for travel is small ($d=0.276$). This may be the case because of the fact that it is extremely important for all respondents to get away from the regular routine of work and to relax.

5.2.1.6 Community involvement

Parents and children form part of the community. If children are influencing their travel patterns they are at the end of the day influencing their parents travel pattern. When the respondents were asked if they asked their parents to stop at tourist attractions, 53.34% of learners with tourism as a subject stated that they do ask their parents to stop, while only 41.36% of learners who do not have tourism as a school subject asked their parents to stop. Likewise, 65.00% of parents whose children have tourism as a subject are willing to stop for their children, while only 55.08% of parents whose children do not have tourism as a subject are willing to stop. The most common reasons for not stopping in the case of both parties is that the parents feel they do not have the time to stop, and that it is important to reach their destination as quickly as possible.

The results show that learners with tourism as a subject are willing to ask their parents to stop and that these parents are also willing to do so. They are thus starting to influence their families and communities around them, creating awareness as far as they go.

5.2.2 INSTRUCTION/CURRICULUM

5.2.2.1 Organisation

The Department of Education gives permission for schools to offer tourism as a secondary school subject. The requirements differ from province to province. The main requirement would be that schools need to apply to offer tourism as a secondary school subject.

Figure 5.6 shows how long it took the schools to get permission to offer tourism as a secondary school subject.

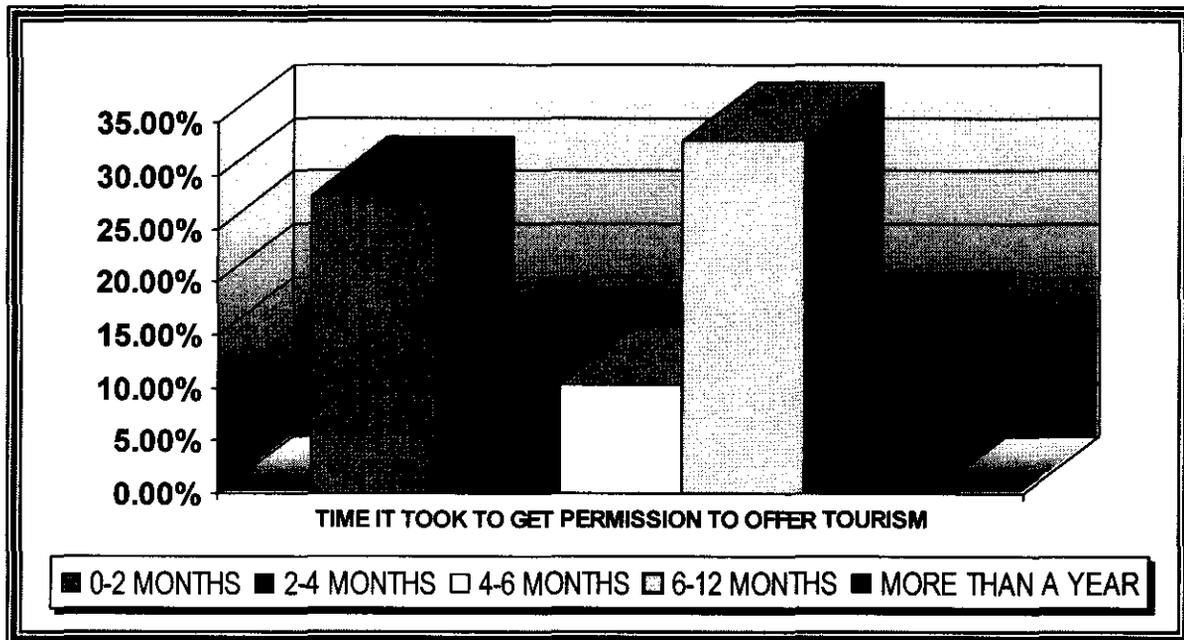


Figure 5.6: Time it took to get permission to offer tourism

28.21% of the schools took 0-2 months to get permission to offer tourism, 12.82% took 2-4 months, 10.26% took 4-6 months, 33.33% took 6-12 months and 15.38% took more than a year. It is debatable whether it is acceptable that almost 50% of the schools have to wait more than 6 months to get permission to offer tourism.

5.2.2.2 Content

The content of the curriculum were evaluated and the respondents answered as follows:

Table 5.8: Questions on the curriculum

QUESTIONS	YES	NO	NOT SURE
Is the tourism curriculum complementing the overall curriculum in schools?	86.36%	6.82%	6.82%
Are learners taught in the curriculum how to deal with clients?	84.44%	6.67%	8.89%
Do you think there is too much emphasis on international requirements in the curriculum?	6.67%	84.44%	8.89%
Do you think the curriculum is challenging and that learners will always be able to explore new things?	81.82%	11.36%	6.82 %
Does the curriculum cover the geography aspect satisfactorily?	80.00%	17.78%	2.22%
Do you think the curriculum is sensitive to cultural and social issues?	77.27%	15.91%	6.82 %
Is the curriculum flexible enough to be taught at small schools with limited infrastructure?	71.11%	11.11%	17.78%
Do you think there is enough practical training built into the curriculum?	64.44%	28.89%	6.67%
Does the curriculum cover the economic aspect satisfactorily?	50.00%	40.91%	9.09%
Does the curriculum cover the marketing aspect satisfactorily?	45.45%	43.18%	11.37%
Does the curriculum emphasise work pressure?	42.22%	37.78%	20.00%
Does the curriculum cover computer skills satisfactorily?	13.33%	77.78%	8.89%

In Table 5.8 it became clear that the tourism curriculum complements the overall curriculum in schools in 86% of the cases. 84% of the facilitators feel that the curriculum is teaching learners to deal with clients. 81% felt that the curriculum is challenging and that learners will be able to explore new things. 80% of all respondents stated that the geographic aspect is covered satisfactorily.

Respondents also stated that the curriculum is sensitive to cultural and social issues at 77%. 71% of all respondents felt that the curriculum is flexible enough to be taught in small schools with limited infrastructure. 64% of respondents felt that there is enough practical training built into the curriculum, 84% felt that there is not too much emphasis on international tourism. Areas that seem to be lacking in the curriculum, scoring less 50% and less are:

- Economics
- Marketing
- Work pressure
- Computer skills.

When respondents were asked which of the following aspects and components were visible in the curriculum, the responses were as follows:

Table 5.9: Aspects in the tourism curriculum

ASPECTS OF THE CURRICULUM	YES	NO	NOT SURE
Geography - Geography of tourism	93.33%	6.67%	0%
Transportation - Fundamentals of Transportation	93.33%	6.67%	0%
Ecology - Design with nature	91.11%	8.89%	0%
Economics - Economic implication of tourism	72.73%	20.45%	6.82%
Anthropology - Host-guest Relationship	59.09%	22.73%	18.18%
Parks and recreation - Recreation management	57.77%	26.67%	15.56%
Urban and regional planning - Tourism planning & development	53.33%	28.89%	17.78%
Education - Tourism education	48.89%	31.11%	20.00%
Hotel and restaurant administration - Role of hospitality in tourism	46.67%	46.67%	6.66%
Marketing – Marketing for tourism	37.78%	44.44%	17.78%

Agriculture - Rural tourism	35.56%	51.11%	13.33%
Business - Management of tourism organisations	35.56%	51.11%	13.33%
Psychology - Tourism motivation	31.11%	53.33%	15.56%
Political science - World without borders	26.67%	64.44%	8.89%
Sociology - Sociology of tourism	25.00%	50.00%	25.00%
Law - Tourism Law	4.45%	73.33%	22.22%

The following aspects hardly featured in the curriculum as identified by Table 5.9.

- Education - Tourism Education
- Hotel and restaurant administration - Role of hospitality in tourism
- Marketing - Marketing for tourism
- Agriculture - Rural tourism
- Business - Management of tourism organisations
- Psychology - Tourism motivation
- Political science - World without borders
- Sociology - Sociology of tourism
- Law - Tourism Law

After the descriptive evaluation was done the curriculum was also statistically evaluated with the Alpha Cronbach test of reliability and all factors were found reliable. During the Factor Procedure eight factors were identified. The table below gives the results.

Table 5.10: Rotated factor analyses pattern - curriculum

QUESTION	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
25.7	0.90							
25.11	0.87							
10	0.60							
9	0.53							
15	0.53							
25.14		0.83						
25.13		0.68						
25.4		0.60						
25.12		0.57						
25.5		0.44						
25.15			0.76					
25.10			0.67					
4				0.82				
5				-0.86				
25.1					0.83			
25.2					0.60			
25.3						0.92		
22						0.57		
16							0.76	
25.16							-0.74	
12								0.72
18								0.69

The Alpha Cronbach test of reliability was used and it was found that all factors except factor 5 and 8 were reliable: Table 5.11.

Table 5.11: Reliability of factors

FACTORS	RELIABILITY
Ecology in tourism	0.76
Management in tourism	0.76
Customer Satisfaction	0.63
Training in tourism	0.50
Economics in tourism	Not reliable
Geography in tourism	0.54
Support System	0.70
Funding from the state	-0.26 Not reliable

Table 5.12: Factors identified in the curriculum

FACTOR	MEAN	STANDARD DEVIATION	% CORRECT ANSWERS
1. Geography in tourism	0.8666667	0.2899843	86.66%
2. Ecology in tourism	0.8488889	0.2563930	84.88%
3. Training in tourism	0.6444444	0.347292	64.44%
4. Support System	0.5555555	0.5025189	55.55%
5. Funding from the state	0.5407407	0.2868224	54.07%
6. Economics in tourism	0.4444444	0.3481553	44.44%
7. Management in tourism	0.4370370	0.3338800	43.70%
8. Customer Satisfaction	0.3333333	0.3553345	33.33%

It was important to evaluate the curriculum and its components to determine which of the components are currently contained in the curriculum and which components are lacking, as identified in chapter 4 (“Components of a successful curriculum”).

An analysis of Table 5.12 reveals the following components:

- Geography in tourism: 86.66%
- Ecology in tourism: 84.88%
- Training in tourism: 64.44%
- Support system: 55.55%
- Funding from the state: 54.07%

However, there are also definite factors that are lacking in the curriculum and which need urgent attention:

- Economics in tourism: 44.44%
- Management in tourism: 43.70%
- Customer satisfaction: 33.33%

When the curriculum was evaluated against the required aspects that were identified earlier in the study it was found that there are a lot of gaps. The following aspects, for instance, do not feature in the curriculum:

- rural tourism,
- tourism planning and development,
- law for tourism,
- tourism education,
- tourism motivation,
- world without borders,
- globalisation,
- parks and recreation,

- marketing for tourism,
- management of tourism organisations,
- sociology of tourism, and
- the role of hospitality in tourism.

The curriculum focuses on four aspects only, namely tourism as interrelated system, responsible and sustainable tourism, tourism geography and customer care and communication. Much more emphasis needs to be placed on the other factors, as mentioned above, as well.

Facilitators were asked what they would like to improve or change in the curriculum and the following were reported. For the sake of reporting, the answers were divided into the following categories:

a. General changes to the curriculum

- There must be business plans for tourism.
- Make the curriculum more practical for the learners.
- Advice is needed on question papers and assessment.
- Overlapping areas must be reduced, as learners get bored.
- Examinations must be clarified in the beginning of the year.
- Learners struggle with the amount of work – it should not be made more difficult.
- More practical experiences and excursions are required.
- Define assessment concepts.

b. Changes in the content of the curriculum

- The curriculum must not be too technical.
- Remove unit standards 2.8, 3.8 and 4.6 – Experiential training.
- Focus more on the practical part of tourism.
- The grade 10 curriculum is very long.
- Work out tours for international destinations as well as for South Africa.
- The grade 12 curriculum is too short; include more international tourism and new statistics.

- Make the curriculum relevant to today's world.
 - Grade 10 syllabuses involve too much work, and grade 11 too little.
 - Too much time is allocated to cultural tourism.
- c. Experiential training**
- Add courses for learners in the tourism industry.
 - The Department should negotiate with companies for the practical training.
 - Job experience is compulsory, but not allowed by parents and difficult to source.
 - Workplace experience must count less.
 - Training must be done during school time, not during holidays.
 - Limit work experience expectations.
 - Workplace experience is difficult in small towns.
- d. Books/resource materials**
- Add more questions-and-answers activities in the text book.
 - There must be more worksheets and activities.
 - In OBE there are no textbooks, although this is important.
 - Afrikaans teacher guides and worksheets are needed.
 - More books with practical assessment are needed.
 - There is a need for more supporting material (videos).
 - There is a need for a teacher's manual.
 - The price of textbooks should be reduced.
 - There is a need for additional teaching aids, such as videos.
- e. Portfolio work**
- Assessment of the portfolios is too objective and there is too much emphasis on neat and pretty rather than context and ability.
 - The standards for portfolios must be written down in a book.
 - There must be one policy for all provinces concerning assessment.

When the same question was asked to the learners, they gave the following answers:

- Trips and tours which complement the work are required.
- The safety aspect may be highlighted.
- Include more facts and less about the regions of SA.
- Include information about overseas countries.
- The sentences in the textbooks are too long.
- Give less pages and more stories.
- It is a lot of learning.
- The subject must be on the higher grade.
- There should be visits from people in the industry.
- The maps are difficult.
- Repetition of work.

Learners were asked if they found tourism as a subject easier, more difficult or the same as their other subjects and their responses were as follows:

- 48.26% felt it was easier than the other subjects;
- 7.46% felt it was more difficult than other subjects; and
- 44.28% felt it was the same level of difficulty.

The above statistics indicate that learners experience tourism as a subject as being at the same level of difficulty as other subjects. Tourism as a subject thus compares good with other subjects in schools.

5.2.2.3 Method

The following questions as identified in 3.5.5 must be answered under method. How will the curriculum be implemented in the organisation? Who will teach the subject? How will it be evaluated? Doll (1982) argues that in contrast with an evaluation *model*, which is an overall strategy, the evaluation *design* is seen as a specific plan for attaining a set of objectives by following a series of implementation steps. This process is not easy and is further complicated by the

complexity of the physical conditions and human interactions in schools which do not make them ideal laboratories.

1. The true experimental design

The learners that are involved in this design are randomised, or randomly divided. The teachers (facilitators) are selected for their similarities according to established criteria. Randomisation is meant to decrease error, but is difficult to achieve. After the randomisation has taken place, the experimental group will receive special curriculum treatment prescribed in the curriculum while the control group will receive no special treatment. The evaluation of specific learning outcomes and other outcomes are conducted for both groups. The evaluation process uses the same evaluation strategies and instruments for both groups. This method should be selected as far as possible due to its relative freedom from error and because of the confidence evaluators usually place in it.

2. The non-equivalent before and after design

The second design uses a control group that is not equivalent to the experimental group or groups and is thus not randomly selected. An attempt is made to compensate for this lack by collecting both pre-test and post-test data and by using multiple curriculum treatments with the experimental groups in contrast with the treatment the control group has received. Comparisons are also made of outcomes as a group and not as individual learners. As a result of this design result more than one experimental group are formed. The pre-test is given to the experimental and control group, after which the control group will receive special attention and the experimental group none. Both the experimental and control group will do the post- testing.

3. The time-series design

The third design makes use of a time series. No randomisation is used and there is no control group. A time-series project will cover two years of schooling. The learners involved in the project will be chosen and will receive special treatment for two years. They are then tested after the two-year period has passed. The advantages of this design are that comparisons can be made within the population; it also allows the evaluators to plot a process over a reasonable period of time. As mentioned in 1.5.3, the true experimental design was used in this study.

5.2.2.4 Facilities

To the question of what would be their greatest need in the education process, the following responses were received:

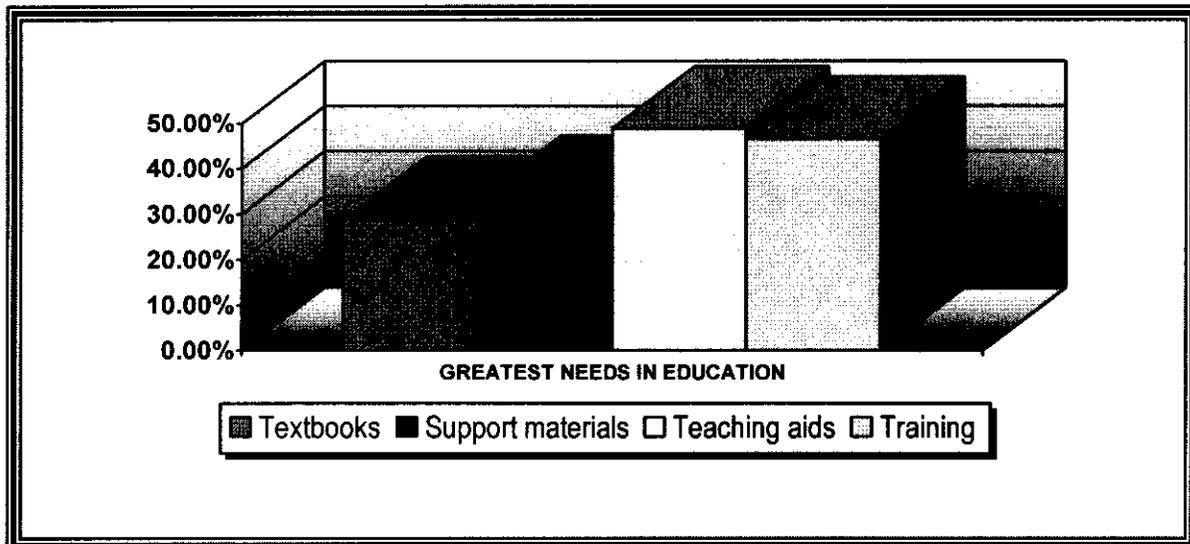


Figure 5.7: Greatest needs in the educational process

Figure 5.7 shows that 28.88% of the respondents considered textbooks as their greatest need; 33.33% of respondents identified support materials as the greatest area of need; 48.88% felt it was teaching aids and 46.66% felt that the greatest need was training.

5.2.2.5 Costs

Figure 5.8 shows that, concerning the cost of the curriculum, 64.44% of respondents felt that the curriculum was affordable to the school, 24.44% felt it was not and 11.12% was not sure.

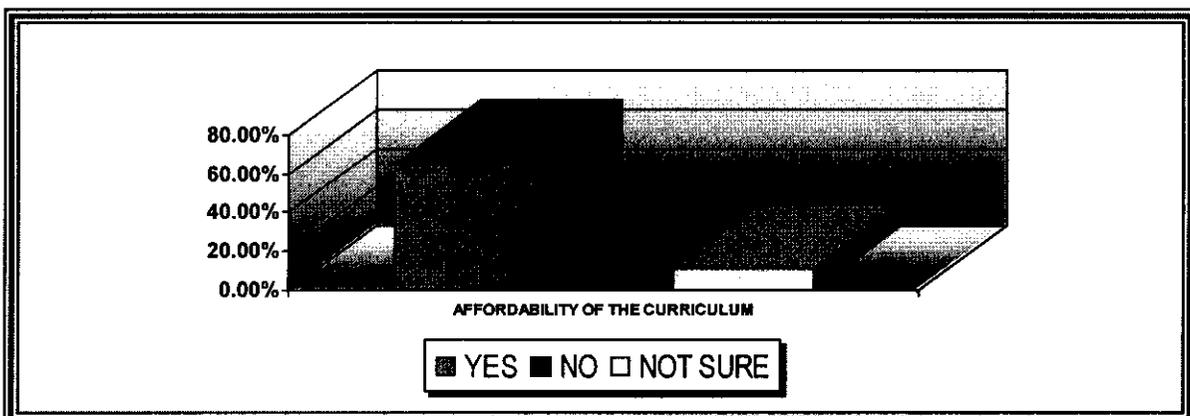


Figure 5.8: Affordability of the curriculum

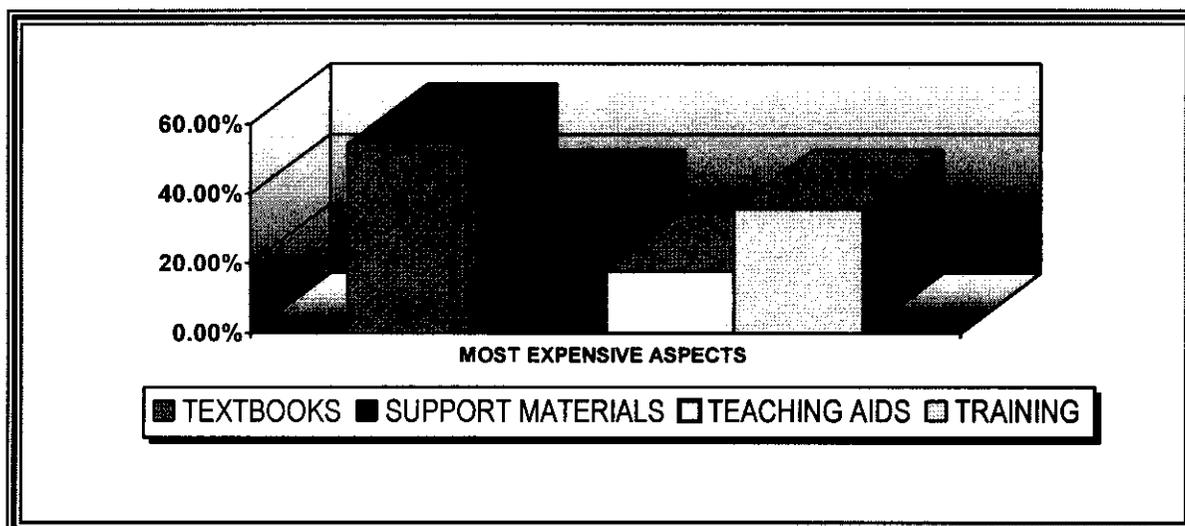


Figure 5.9: The most expensive aspects

On the question which aspect was the most expensive to the school, the respondents answered as follows: Figure 5.9 shows that 11.76% felt that the textbooks were the most expensive, 23.52% thought the support materials were the most expensive, 17.64% felt the teaching aids were the most expensive and 47.07% felt the training was the most expensive.

5.2.3 BEHAVIOUR/CHANGE IN BEHAVIOUR

5.2.3.1 Cognitive

Learner's behaviour was statistically evaluated and using the Factor Procedure three factors were identified.

The rotated factor analyses pattern looked as follow:

Table 5.13: Rotated factor analyses pattern - learners

QUESTION	FACTOR: 1 Exploring Attractions	FACTOR: 2 Tourism Trends	FACTOR: 3 Tourism Knowledge
16	0.86		
14	0.86		
4	0.85		
9	0.82		
3	0.70		
12	0.66		

11	0.66		
17	0.65		
8		0.78	
6		0.69	
7		0.54	
10			0.77
5			0.50

The Alpha Cronbach test of reliability was used and it was found that all factors were reliable:

Table 5.14: Reliability of factors

FACTORS	RELIABILITY
Exploring Attractions	0.91
Tourism Trends	0.51
Tourism Knowledge	0.20

From Table 5.14 it can be seen that all factors were reliable.

Table 5.15: Effect sizes of learners

Factors	Learners who take tourism as a subject		Learners who do not take tourism as a subject		Effect size = d	Effect Size
	Average	Standard Deviation	Average	Standard Deviation		
Exploring Attractions	0.6825	0.3511	0.5080	0.3106	$d = \frac{0.1745}{0.3314}$	d = 0.5265
Tourism Trends	0.2360	0.3000	0.1613	0.2179	$d = \frac{0.0747}{0.2622}$	d = 0.2848
Tourism Knowledge	0.4680	0.5000	0.3440	0.4760	$d = \frac{0.124}{0.4881}$	d = 0.2540

An evaluation of Table 5.15 and of the effect sizes of learners by means of Cohen's guidelines reveals that exploring new attractions has a medium effect and has an influence on the tourism industry. Learner's awareness of attractions is stimulated and as a result they to travel more. Currently there is a small effect regarding tourism trends and although learners are gaining knowledge, they are not yet up to standards on new trends. This can also be because so few facilitators are trained, with the result that they do not know what the new trends in the industry are and thus cannot teach the learners new trends. The learners' knowledge also has a small effect and has not yet reached a point where it can be of value in the industry. The fact that grade 11 learners were used for the survey could also have had an influence on the results. When leaving grade 12, learners might be more ready for the industry.

Respondents were also asked to answer a number of tourism-related questions. The percentage of respondents who answered the questions correctly were as follows:

Table 5.16: Tourism-related questions

QUESTIONS	LEARNERS WHO TAKE TOURISM	LEARNERS WHO DO NOT TAKE TOURISM
3. Ecotourism is tourism in harmony with the environment.	77.61%	59.49%
4. Tourism is visiting friends and relatives in another town.	95.15%	83.42%
5. Tourist signs are painted brown.	57.64%	43.43%
6. St. Lucia Wetlands Park is one of South Africa's World Heritage Sites.	37.25%	24.62%

The answers to the tourism-related questions in Table 5.16 indicate that the awareness of learners who take tourism is much higher than those learners who do not take tourism as a subject.

When respondents were asked questions concerning new trends in tourism, the percentage of respondents who answered the question correctly were as follows:

Table 5.17: Questions on new trends in tourism

QUESTIONS	LEARNERS WHO TAKE TOURISM		LEARNERS WHO DO NOT TAKE TOURISM	
7. Which airports are not international airports?	28.71%		25.89%	
Kruger Mpumalanga International Airport	1			
Bloemfontein International Airport	2			
Cape Town International Airport	3			
Not Sure	4			

The results in Table 5.17 shows that learners are familiar with work that is appearing in their textbooks but there can be improvement on new tourism trends as the above question is not part of the curriculum.

When respondents were asked questions on work not yet done, the percentage of respondents who answered the question correctly was as follows:

Table 5.18: Tourism questions on work not yet done

QUESTIONS	LEARNERS WHO TAKE TOURISM		LEARNERS WHO DO NOT TAKE TOURISM	
PAX – Passenger/s	23.12%		11.76%	

Table 5.18 shows that learners with tourism as a subject are more aware of things in the tourism industry than their counterparts.

5.2.3.2 Affective

When learners were asked if they look out for tourism attractions while travelling, 95.12% of learners taking tourism as a subject answered in the affirmative, while

only 74.75% of learners who do not have tourism as a subject answered affirmatively. 57.67% of learners without tourism as a subject said that they did not look out for tourist attractions, because they are not interested in them, while only 10% of learners with tourism as a subject said that they were not interested in these.

The curriculum is thus a successful way of creating tourism awareness among learners and is teaching them to look out for tourist attractions and facilities and to visit them. They are also influencing their parents in their decision making, and they are indirectly involved in creating job opportunities.

5.2.3.3 Psychomotor

As mentioned earlier, the purpose of education and teaching is to prepare learners for their future and to help them to become successful members of the community.

When learners were asked whether they would stop at tourist attractions if they had their own transport, 93.72% of learners with tourism as a subject said yes, while 80.30% of learners without tourism as a subject said that they would like to stop. Their parents do stop for them now, and when they are older and have their own transport they will also definitely stop at tourist attractions.

When learners were asked what would be the reasons for not stopping at tourist attractions, 13% of learners without tourism as a subject said that they would like to reach their destination as soon as possible. On the other hand, only 6% of learners with tourism would not stop because they would like to reach their destination. These results indicate a definite change in behaviour for learners.

There was not much difference between respondents when they were asked if they thought the tourism industry was an economic booster for the country. 92.65% of learners with tourism thought it was an economic booster, while 91.24% of learners without tourism thought it was an economic booster.

The Department of Education is reluctant to allow too many learners to study tourism. The concern raised is that it will overstock the tourism industry. The same criterion may, however, be applied to other subjects and it may be asked whether every learner studying biology as a subject will become a biologist, or whether every learner studying economics as a subject will become an economist. The answer to these questions is definitely no, and therefore the situation should also not be expected to occur in the tourism industry. On the contrary, with the lack of qualified people in the tourism industry it is important to educate people by the millions.

Figure 5.10 shows that when the learners were asked whether they would like to work in the tourism industry someday, 70% of learners with tourism as a subject answered yes, while only 19% of learners without tourism as a subject answered yes.

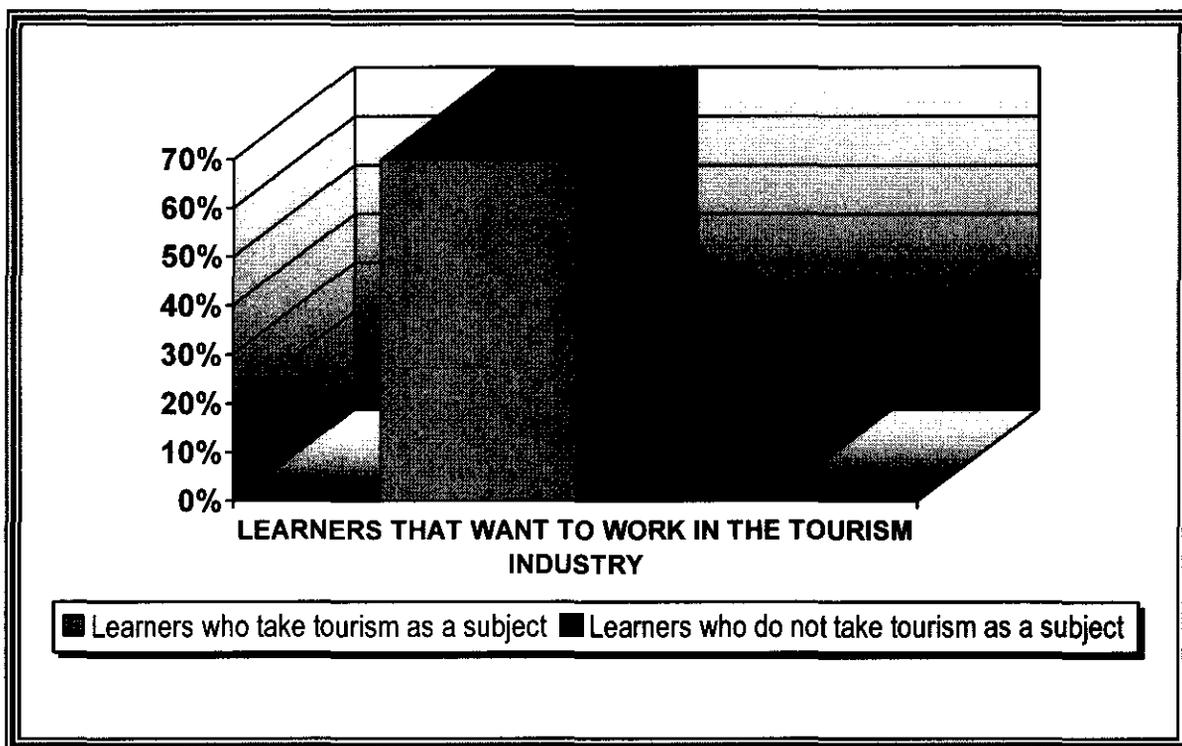


Figure 5.10: Learners that would like to work in the tourism industry

This means that 30% of all tourism students are lost to the tourism industry. 96% of learners with tourism as a subject said that the tourism curriculum in schools helped them to understand the tourism industry better. The learners also said that

52% of their parents were involved in their assignments, while 48% said that their parents were not involved in their tourism assignments. 89% of all learners told their parents about the tourist attractions they have learned about, and thus played a vital role in promoting the tourism industry and even in creating awareness among their parents.

When learners were asked if they would like to change anything in the tourism curriculum their answers were as follows:

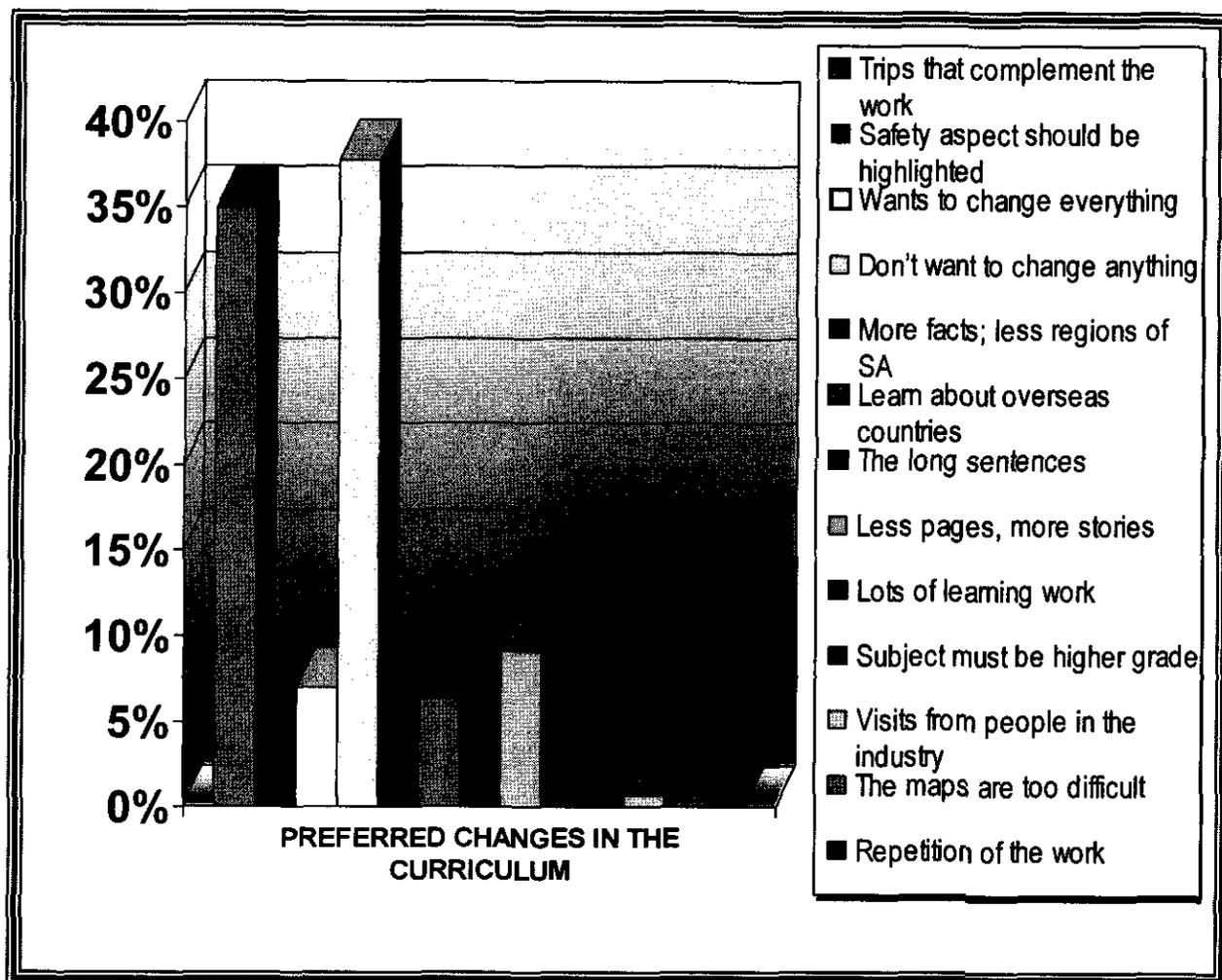


Figure 5.11: Changes in the curriculum

In Figure 5.11, 37.97% of all respondents thought that trips could be organised to complement the curriculum, 1.40% would like to see more emphasis on the safety aspect, 0.70% wants to change the whole curriculum, 37.76% of learners were

satisfied with the curriculum as it is and did not want to change anything, 2.79% said they would like to learn more facts and less about the regions of S.A., 5.29% would like to learn more about overseas countries, 0.70% would like to see the long sentences be changed, 8.09% would like to see less pages in the textbooks and more stories, 0.70% said that the curriculum involves a lot of studying, 2.50% would like to see the subject as a higher grade subject, 0.70% would like to have visits from the tourism industry that complements the work, 0.70% feels the maps are too difficult and 0.70% felt that there is too much repetition in the work.

5.3 CONCLUSIONS

In this chapter the new model was used to evaluate the curriculum in the following areas, namely:

1. Institution: Students/Learners, Teachers/Facilitators, Administrator, Educational Specialist, Survey on relatives, Community involvement.
2. Instruction/Curriculum: Organisation, Content, Method, Facilities and Costs.
3. Change in behaviour: Cognitive, Affective, and Psychomotor.

The good response rate on the questionnaires ensured the success of the evaluation of the curriculum.

It was found that very few teachers are trained to offer tourism as a subject. The time spent on holiday according to this studies result is similar to those of the domestic survey that was done in 2001. The most popular destination to visit is Kwa-Zulu Natal and the most popular international destination is Europe.

In the chapter it also became evident that learners with tourism as a subject are much more aware of what tourism is and how the tourism industry works. These learners are also influencing their parents to travel and explore the country and look for new tourist attractions and tourist destinations. The most popular reason for not stopping at tourist attractions is because people would like to reach their destination.

The current curriculum was evaluated against the components that are supposed to be in a successful curriculum, as identified in chapter 4, and it was indicated that a number of these essential components were lacking in the current curriculum. The greatest need in the education process remains the availability of textbooks, followed by training.

In chapter 6 the final conclusion and recommendations of this study will be made.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The rapid development of tourism in South Africa has urged reforms of tourism education. South Africa's tourism education into the twenty first century will develop graduates with a broader disciplinary base, a hierarchically knowledge and skill construct, and a greater innovative ability in South Africa's international as well as domestic tourism labour market (Herremans & Reid, 2002). If the reforms can be successfully implemented, it will benefit both the learners and the tourism industry. If tourism education is implemented with little policy guidance, then there will be a constant tug-of-war between education providers and the tourism industry and environment, as each seeks to satisfy their own aims.

On the other hand, if the graduates, once they have left school, are able to meet the industry demands and provide quality service for customers, learners will become more committed to their employers when they find their knowledge and skills provided at school can be applied immediately at work (Mc Grath & Alexson, 1993). The employers in the industry will then be more willing to accept the graduates and to put in more effort to develop them if the latter can help contribute to the success of the organisation. The question that arises is whether the tourism curriculum that is implemented in schools is producing this kind of learner.

In chapter 5 this thesis has proven its hypothesis to be true, namely that the tourism curriculum implemented in schools has a positive impact on the tourism awareness of learners and their travel patterns. Learners are aware of the opportunities and economic benefits that tourism brings to a country like South Africa. Learners also understand the importance of tourism and the tourism industry. However, it is also true that tourism education, particularly in secondary schools, is facing major problems. These include problems recruiting qualified and equipped staff, as well as equipping learners successfully for the tourism industry. The curriculum

implemented in secondary schools also lacks some of the very important components within the industry, such as the development, management and marketing of tourist attractions.

In the previous chapter the findings of the research was presented. This chapter attempts to identify the significance of the findings as well as proposals, which includes educator training. This chapter will also discuss the conclusions of the study as well as some final recommendations about what can be done to maximise tourism at school level. Themes for further studies will also be recommended.

6.2 CONCLUSIONS

The central goal of the thesis was to:

- **To develop a tourism curriculum evaluation model and to determine the effectiveness of the tourism curriculum as an awareness tool and how this awareness will impact on the tourism industry.**

The objectives of this thesis were as follows:

- **To investigate the various viewpoints with regard to the process of learning, teaching and creating awareness under children.**

In Chapter 2 this objective was pursued and according to Herremans and Reid (2002) all educators have a responsibility to provide individuals with opportunities to become good citizens, not only as consumers but also as providers of responsible goods and services. It was found that the brain learns by coding information and permanent storage for these codes is established by repeatedly passing the experiences through a rehearsal loop. The more experiences the brain is exposed to, the more its cells send messages to other cells to help them solve the problem. The amygdala (emotional control centre of the brain) helps to reinforce lessons which have been learned during the REM phase of sleep. If the REM phase is disturbed, what was learned will be forgotten. It was found that by manipulating the external environment the amygdala could be tricked to learn faster. It was also found that the brain function at about 10HZ (1megahertz= 1 million cycles per second) and it takes 0.1 second to create awareness.

Learning is a process by means of which stimulus response relations are developed as a consequence of functional environment interaction via the senses. It was found that the most widely recognised theoretical approaches on learning incorporated the behaviouristic and cognitive approaches as well as the newly emerging social learning theory. The importance of study material was also emphasised by Ausebel, in De Wet et al (1981). It was found that if tourism awareness was to be created in schools and the learning process to be enhanced, it is necessary for learners to have textbooks available to them. Without these books learning becomes almost impossible, as very little stimuli are sent to the senses.

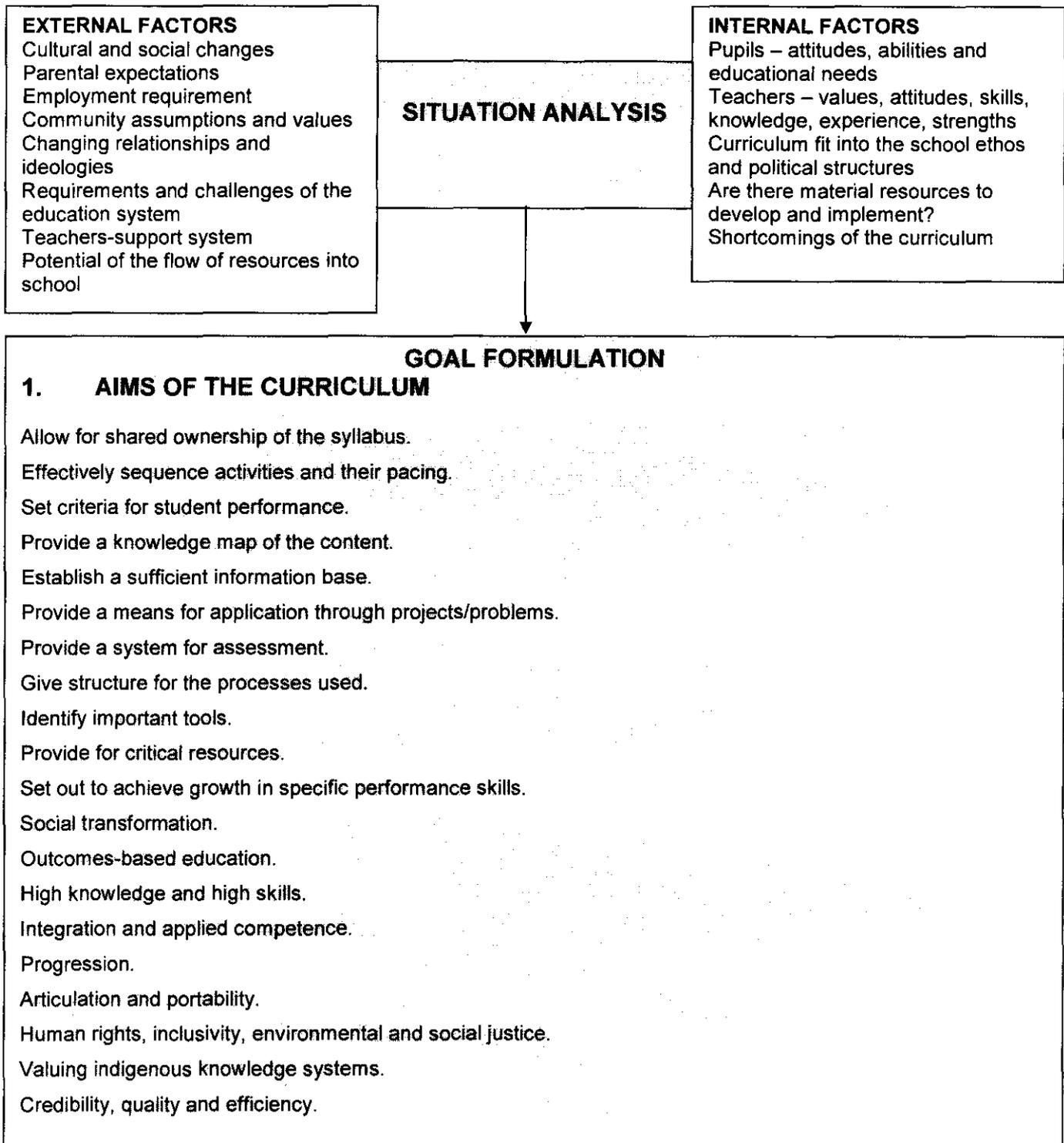
It is also important to have someone to guide learners through a well-structured curriculum. The thesis found that teachers are facilitators assessing learners to help them improve, while nurturing and supporting them and while working in a team and guiding them through learning. It was furthermore found to be important that these teachers are trained in tourism if tourism is offered as a subject at the school. Without proper training teachers cannot guide learners through the curriculum. Good teaching is teaching likely to result in high quality student learning. The ultimate test of good teaching is whether it has helped students to learn.

Other methods identified to help the brain learn faster and to create more awareness and knowledge were identified as the following:

- Create an experience.
- Getting enough sleep, specifically in the REM phase.
- No drinking.
- Reduce stress levels.
- Well-designed and appropriate education and study materials.
- The more information there is in the brain, the easier it is to store new unfamiliar parts and to learn more quickly.
- If the external environment can be controlled, the amygdala can be triggered to learn faster.

- It is also important that teachers will be trained in tourism, if tourism is offered as a subject at the school. Without proper training teachers cannot guide learners through the curriculum.
- **To create a tourism curriculum evaluation model, in order to measure the effectiveness of a tourism curriculum as a tourism awareness tool.**

Certain evaluation processes and models were also discussed in chapter 3 and a few requirements were identified that were taken into account when evaluation took place. In Chapter 3 the EPIC curriculum evaluation model of RS Randalls was identified as the model that would best complement the curriculum planning model of Lee and Zeldin, and it was therefore selected for the purposes of this study. Evaluation is a comprehensive concept through which all actions to be executed in determining the degree of success of education and instruction are indicated. In chapter 3, section 3.6, a proposed model for the criteria and process of a successful curriculum were developed.



2. OBJECTIVES OF THE CURRICULUM

2.1 Cognitive domain

- **Knowledge:** The student will know what tourism entails.
- **Comprehension:** When given various types of tourism, the student will be able to put them into their right categories.
- **Application:** The student will be able to develop a tourism package for the tourist.
- **Analysis:** The student will be able to distinguish between what tourism is and what it is not.
- **Synthesis:** When confronted with a report on tourism, the student will be able to propose ways of testing various hypotheses.
- **Evaluation:** The student will be able to appraise fallacies in an argument.

2.2 Affective domain

- **Receiving:** From studying various cultures, the student will be able to tell others more about the cultures of various people.
- **Responding:** The student displays an interest in tourism by actively participating in a research project.
- **Valuing:** The student will take a viewpoint on the advantages and disadvantages of tourism.
- **Organisation:** The student forms judgments about his or her responsibilities for conserving natural resources.
- **Characterisation:** The student will develop a character based on his or her personal ethical principles.



PROGRAMME BUILDING

The categories of tourism are arranged in a hierarchy in which the levels increase in complexity from simple to more advanced. Each level depends on the acquisition of the previous level. For example, it is important for the student to understand what tourism is before he or she can plan a tour.



INTERPRETATION AND IMPLEMENTATION

Problems of implementing the curriculum can be changed, for example in an ongoing institutional setting where there may be a clash between old and new, resistance and confusion. In a design model, these must be anticipated, passed through a review of experience, analysis of relevant research and theory on innovation and imagined forecasting.



MONITORING, FEEDBACK, ASSESSMENT AND RECONSTRUCTION

It is important that there will be feedback on it after the curriculum has been implemented so that changes can be made.

The evaluation model for a successful curriculum is discussed.

1. Institution (School)

Student: Who are the students that are being evaluated? Are there any specific characteristics? Do they need specific skills? What are their attitudes, knowledge, experience and values?

Teacher: Are the teachers qualified? Do they need any specific skill or training to offer the curriculum? What are their attitudes, knowledge, experience and values?

Administrator: Who is going to be in charge of this programme? What are the qualifications of this person? Will he/she be capable to do the work?

Educational Specialist: Is there an educational specialist available to assist the school with any questions and problems?

Family: How will the family life be influenced by the new curriculum? Will there be any financial burden put on to the family?

Community: Will learners have a positive impact on the community? Will they become members of the community that can contribute towards a better community?

2. Instruction (Curriculum)

Organisation: What are the characteristics of the school? Are there any requirements for a school to become part of the program? Can any organisation offer the subject? What will be the expectations of the organisation?

Content: What does the content of the curriculum entail? Is it satisfactory to the needs of the learners, the school and the community?

Method: How will the curriculum be implemented in the organisation? Who will teach the subject? How will it be evaluated?

Facilities: Are there any specific facilities the organisation would need to have?

Costs: What will be the cost for the implementation of the curriculum? Does the cost justify the curriculum? What will be the cost of the textbooks and facilitators support material?

3. Behaviour (change in behaviour)

Cognitive: Will the learner gain knowledge? Will they know what tourism entails? Will they have a comprehension of the different types of tourism? Will learners be able to apply their knowledge? Will learners be able to analyse information concerning the tourism industry? Will learners be able to evaluate information?

Affective: Will learners be able to receive and respond do different information and value the information?

Psychomotor: Will learners be able to form judgments about life, the community and their role in the community at large?

- **To identify important concepts of a successful curriculum and to determine if the tourism curriculum in schools is successful in itself.**

In chapter 3 the requirements that a tourism curriculum should meet were discussed and again some gaps in the national curriculum were identified. Components lacking in the curriculum, which were also identified in chapter 5, may be summarised as follows:

- emphasise on work pressures,
- marketing,
- economic aspect,
- computer skills,
- rural tourism,
- law for tourism,
- tourism education,
- tourism motivation,
- management of tourism organisations,
- sociology for tourism and,
- the role of hospitality in tourism.

Teaching aids, textbooks and training are regarded as very important, but are currently lacking. The most shocking of the results, however, were that very few of all curriculum implementers are trained in the tourism industry and only 57.78% of facilitators that facilitate tourism in schools are trained. Facilitators also felt that they did not have any support system to fall back on.

- **To stress the validity and importance of tourism marketing and tourism awareness and its effects on the tourism industry.**

In chapter 4 of this study it was emphasised that without marketing it is impossible to have a successful business. Marketing plays a very important role in our daily lives. Good marketing and publicity can make a business, whereas bad publicity and marketing can break a business. This study found that the most important reasons for marketing are to:

- increase the volume of tourists travelling to South Africa,
 - increase the total spent by visitors to South Africa,
 - optimise the length of stay,
 - improve geographic spread,
 - create awareness,
 - improve seasonality and industry transformation, and
 - the redistribution of wealth.
- **To determine the effect which tourism as a school subject has on the tourism awareness of learners and how it influences the travel patterns of their parents.**

In chapter 5 the model proposed in chapter 3.6 was used to evaluate the curriculum. It was found in chapter 5 that children who take tourism as a subject are definitely influencing their parents' travel patterns. Very few of parents whose learners have tourism as a subject go to the same place for holiday every year. This indicates that they are interested in the places their children have learned about. They also want to explore much more than those parents whose children do not have tourism as a subject. Learners with tourism as a subject also ask their parents to stop enroute and this study found that parents whose children study tourism are more willing to stop for them than those parents whose children do not study tourism. Parents agreed that children with tourism as a subject more often ask to stop than children without tourism as a subject. Parents whose children study tourism seem much more at ease with the whole tourism industry. Those parents are not in a hurry to get to the tourist destination and see the trip as part of the holiday experience.

- **To determine the difference in tourism awareness between learners who take tourism as a school subject and those who do not.**

In chapter 5 it was found that students with tourism as a subject did substantially better on tourism-related questions than their counterparts. This is an indication the tourism curriculum is definitely creating awareness among learners. These learners also displayed much more knowledge of new trends in tourism, as well as of the work not yet done. Statistics furthermore showed that learners with

tourism are looking out for tourist attractions while travelling, whereas their counterparts who do not take tourism are not interested in such attractions.

▪ **Other findings from the survey include the following:**

Below is a list of some other findings of this study:

- 57.78% had no tourism qualifications and 42.22% had some form of tourism training.
- 76.74% underwent training at an institution to help them facilitate tourism as subject, while 23.26% did not undergo such training.
- 95.24% of the teachers felt that additional training would help them to feel more equipped to offer the subject. 56% answered that they had a good support system to fall back on, while 31% of facilitators felt that they had no support system to fall back on.
- 52% of all respondents go on holiday once a year; 27% of respondents go on holiday twice a year; 10% go on holiday three times a year; 5% go on holiday four times a year; and 6% go on holiday more than four times a year.
- Only 67.69% of parents whose children study tourism answered that their children were influencing their choice of holiday destination. This percentage is much lower than the 79.06% of parents whose children do not study tourism.
- It seems like parents whose children study tourism are starting to accept that the holiday starts the minute they leave home, and not only when they reach the destination. They are much more relaxed, as only 12% of parents whose children take tourism as a subject do not want to stop because they want to get to the destination, in comparison with the 27% of parents whose children do not have tourism as a subject.
- 71.78% of parents whose children have tourism as a subject are willing to stop for their children, while only 50% of parents whose children do not have tourism as a subject are willing to stop.
- The tourism curriculum complements the overall curriculum in schools, according to 86% of the respondents.
- 64.44% of respondents felt that the curriculum is affordable to the school.

- On the question of whether the learners would like to work in the tourism industry someday, 70% of learners with tourism as a subject answered yes, while only 19% of learners without tourism as a subject answered yes (see Figure 5.10).
- The reliability of all factor analysis identified in this thesis was high.

6.3 FINAL RECOMMENDATIONS

Based on the above analysis and on a similar study done by Gayadeen (2001) on the electronic curriculum at secondary school phase, gaps and restrictions of the curriculum can be summarised as follows:

6.3.1 General

- It is important that more schools will be given permission to offer tourism.
- It is important to speed up the rate of giving schools permission to start tourism as subject.
- The misconception of not allowing all schools to offer tourism as subject should be removed. This will allow more students to enter the tourism industry and will create more tourism awareness and indirect jobs.

6.3.2 Curriculum revision

- Components of the tourism curriculum should be revised and a broader spectrum of components should be covered.
- The components of the secondary tourism curriculum should be brought in line with tertiary education.

6.3.3 Resource provision

- It is important that government and the industry will get involved in providing adequate resources to help improve the standard of facilitation in schools.
- Resources which are needed are textbooks, teachers' guides and videos.

6.3.4 Transition from school to the industry

- Schools should identify the difficulties experienced by learners when entering the industry. These difficulties should be addressed to help learners to prepare better for the industry.
- Information on new trends in the industry should be provided continuously to learners.
- Educators and learners should visit tourism product owners to raise the morale of the learners.

6.3.5 Training for teachers/facilitators

- Curriculum implementers should be sent for tourism training and as far possible curriculum implementers should be qualified in the tourism industry.
- It is recommended that no facilitator be allowed to facilitate tourism in schools without a proper tourism qualification.
- Education and training programmes should be developed in universities and technikons.
- Short courses should be developed for facilitators to train them in specific specialities.
- Qualified teachers gives quality education and produce qualified learners.

6.4 RECOMMENDATIONS FOR FUTURE STUDIES

The central goal of this thesis was to develop a tourism curriculum evaluation model and to determine whether the tourism curriculum in schools is an effective tourism awareness tool. It is important that further studies should be planned to investigate the following aspects:

- How can the problem of unqualified or under qualified people in the tourism industry be addressed?
- Can tourism as an area of study be accommodated in the primary school curriculum?
- Is the tourism curriculum in secondary schools preparing learners for the industry, and if so, to what extent?

- The development of a curriculum evaluation model for subjects.
- Will the Whole School Evaluation Policy be sufficient to set standards in schools?

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School of
Entrepreneurship,
Marketing and Tourism
Management

26 Julie 2003

To whom it may concern

The purpose of the questionnaire is to determine how effective the tourism curriculum in schools is, as a tourism awareness tool. It will measure the learner's awareness of the tourism industry, the relevancy and quality of the tourism curriculum and the influence children is having on the travel patterns of their parents. The information obtained from the questionnaire will be utilised to create awareness within the tourism industry on the importance of children's buying power and their influence on the tourism industry.

Your co-operation in this regard will enable the School of Entrepreneurship, Marketing and Tourism Management at the above mentioned University to actively assist the tourism industry in understanding the importance of creating awareness under young South Africans.

I would like to thank you for taking time to complete the questionnaire.

Tilly van Niekerk

ANNEXURE A (To be completed by learners)

1. Age

14 years	1
15 years	2
16 years	3
17 years	4

2. Gender

Male	1
Female	2

3. Mark the correct one.

Eco Tourism is tourism in harmony with the environment	1
Eco Tourism is the econometric aspect in tourism	2
Eco Tourism is not the same as sustainable development	3
Not Sure	4

4. Mark the correct one.

Tourism is going shopping in your own town	1
Tourism is a visit to the dentist	2
Tourism is visiting friends and relatives in another town	3
Not Sure	4

5. What colour is a tourist sign en-route?

Green	1
Brown	2
Blue	3
Not Sure	4

6. Which of the following is one of South Africa's World Heritage Sites?

St Lucia Wetlands Park	1
Blyde River Nature Park	2
Kruger National Park	3
Not Sure	4

7. Which airports are not international airports?

Kruger Mpumalanga International Airport	1
Bloemfontein International Airport	2
Cape Town International Airport	3
Not Sure	4

8. The abbreviation "PAX" means what in the tourism industry?

Place above items through X-rays	1
Package on an aircraft	2
Passenger/s	3
Not Sure	4

Mark "YES" or "NO"	YES	NO
9. Do you look out for tourist attractions while travelling?		

10. If not what will be the reason?

Not interested in them	1
Don't see any	2
Other (Specify)	3

Mark "YES" or "NO"	YES	NO
11. Do you ask your parents to stop at tourist attractions while travelling?		
12. Do they stop at the attractions?		

13. If not what are their reasons for not stopping?

Not safe	1
Don't have time	2
Want to reach the destination	3
Not interested	4
Too expensive	5
Others (Specify)	6

14. If you had your own transport, would you like to stop at tourist attractions and facilities en-route?

Yes	1
No	2

15. If not what will be the reasons for not stopping?

Not safe	1
Don't have time	2
Want to reach the destination	3
Not interested	4
To expensive	5
Other (Specify)	6

Mark "YES" or "NO"	YES	NO	NOT SURE
16. Do you think the tourism industry in South Africa is an economic booster for the country?			
17. Would you like to work in the tourism industry one day?			

Questions 18 - 22 to be completed by learners with tourism, learners without tourism as subject please don't complete.

Mark "YES" or "NO"	YES	NO	NOT SURE
18. Did the tourism curriculum help you to understand the tourism industry better?			
19. Are your parents involved in your tourism assignments?			
20. Do you tell your parents about tourist attractions you have learned about?			

21. What would you change in the curriculum if you could?

22. Is tourism as a subject as your other subjects?

Easier	1
More difficult	2
The Same	3

ANNEXURE B (To be completed by parents)

SECTION A: SOCIO-DEMOGRAPHIC DETAIL

1. Gender?

Male	1
Female	2

2. Home Language?

English	1
Afrikaans	2
Zulu	3
Xhosa	4
Swazi	5
Ndebele	6
Pedi	7
Tswana	8
Venda	9
Other (Specify)	10

3. Age?

16 - 19 yrs	1
20 - 24 yrs	2
25 - 34 yrs	3
35 - 49 yrs	4
50 - 64 yrs	5
65+	6

4. Marital Status?

Married	1
Unmarried	2
Divorced	3
Widower	4
Living together	5

5. Please indicate your level of education.

No school qualification	1
Matric equivalent	2
Diploma/Degree	3
Post Graduate	4
Professional	5
Other (Specify)	6

6. Please indicate the number of children dependent on you.

1 child	1
2 children	2
3 children	3
4 children	4
More than 4	5
No children	6

SECTION B: ECONOMIC IMPACT

7. Occupation?

Professional	1
Managerial Position	2
Administrative	3
Technical Personnel	4
Farmer/Forester	5
Mining	6
Civil Service worker	7
Non-profit worker	8
Other (Specify)	9

8. What is your present total annual income?

Less than R50 000 p.a	1
R50 001 - R100 000 p.a.	2
R100 001 - R150 000 p.a.	3
R150 001 - R200 000 p.a.	4
R200 001 - R250 000 p.a.	5
R250 001 - R300 000 p.a.	6
R300 001 - R350 000 p.a.	7
R350 001 - R400 000 p.a.	8
R400 001 - R450 000 p.a.	9
R450 001 +	10

You are earnestly requested to reply because the investigation will be incomplete without this information. The necessary precautions were taken to ensure total confidentiality.

9. How many people are in your travelling group when you go on holiday?

1 – 2	1
3 – 4	2
5 – 6	3
More than 6	4

10. What mode of transportation do you use to reach your destination? (more than one can be marked)

Airplane	1
Train	2
Car	3
Rented Car	4
Tour Bus	5
Taxi	6
Other	7

11. How many times do you go on holiday a year?

Once	1
Twice	2
Three times	3
Four times	4
More than four	5

12. To which province do you go to for holiday?

Western Cape	1
Northern Cape	2
Eastern Cape	3
KwaZulu-Natal	4
Gauteng	5
Free State	6
North West	7
Limpopo Province	8
Mpumalanga	9

13. To which continent and country do you travel, when travelling abroad?

North America (Specify)	1
South America (Specify)	2
Europe (Specify)	3
Asia (Specify)	4
Africa (Specify)	5
Other (Specify)	6

14. What is the average stay of your holiday?

Less than a week	1
1 week	2
2 weeks	3
3 weeks	4
4 weeks and more	5

15. What type of holiday do you like to go on?

Adventure holiday	1
Sea Holiday	2
Mountain Holiday	3
Scenic Beauty Holiday	4
Cultural Holiday	5
Visiting friends and relatives	6
Historical Route Holiday	7
Other (Specify)	8

Mark "YES" or "NO" or "Sometimes"	YES	NO	SOMETIMES
16. Do you go to the same place every year for holiday?			
17. Do you like to explore new destinations?			
18. Do your children have any impact on your choice of holiday destination?			
19. Do your children ask you to stop en-route to visit any tourist attractions they have learned about?			
20. Do you stop for them?			

21. If not, why don't you stop?

Not safe	1
Don't have time	2
Want to reach the destination	3
Too expensive	4
Other (Specify)	5

22. Estimate how much you spend when you go on holiday.

	Below R500	R500 - R1 000	R1 001- R2 000	R2 001 - R5 000	More than R5 000
Accommodation					
Food/Restaurants					
Transport					
Recreational/Cultural Activities					
Shopping/souvenirs/gifts					
Other expenditures (specify)					

23. Rate on the scale the importance of the following aspects while on holiday
(Please answer all)

- 5 = Extremely important**
- 4 = Very important**
- 3 = Important**
- 2 = Less important**
- 1 = Not at all important**

	1	2	3	4	5
To get away from my regular routine					
To relax					
To explore a new area					
To do something with my friends					
For the benefit of the children					
To spend time as a family					
So that as a family we can explore SA					
To visit the sites my children has learned of					
Being safe while travelling					
Quality of accommodation					
Quality of facilities					
Attractions at the facilities					
To visit new tourist attractions					
Children have things to do at facilities					
Attend events					
Entertainment for adults					

ANNEXURE C (To be completed by facilitators)

1. Gender?

Male	1
Female	2

2. From which province are you?

Western Cape	1
Northern Cape	2
Eastern Cape	3
KwaZulu-Natal	4
Gauteng	5
Free State	6
North West	7
Limpopo Province	8
Mpumalanga	9

3. Qualification?

No school qualification	1
Matric equivalent	2
Diploma/Degree	3
Post Graduate	4
Professional	5
Other (Specify)	6

Mark "YES" or "NO"	YES	NO	NOT SURE
4. Do you have any formal tourism training? (Training courses specifically for tourism at school level excluded)			
5. Do you feel equipped to facilitate the subject?			
6. If your answer was "NO" in question 4, do you think additional training will help you in this regard?			
7. Did you undergo training at any institution to facilitate tourism in your school?			

8. How long did it take your school to get permission to offer tourism?

0 - 2 months	1
2 - 4 months	2
4 - 6 months	3
6 - 12 months	4
More than a year	5

Mark "YES" or "NO"	YES	NO	NOT SURE
9. Do you think the curriculum is sensitive to cultural and social issues?			
10. Do you think the curriculum is challenging and that learners will always be able to explore new things?			
11. Do you have a good support system to fall back on if help is needed?			
12. As the state does not supply the same funding to schools as in the past, is tourism as subject affordable to your school?			

13. Which aspect of the curriculum is the most expensive?

Textbooks	1
Support Material-Getaways, GSA etc.	2
Teachers aid	3
Training	4

14. What is your greatest need in education process?

Textbooks	1
Support Material-Getaways, GSA etc.	2
Teachers aid	3
Training	4

Mark "YES" or "NO"	YES	NO	NOT SURE
15. Is the tourism curriculum complimenting the overall curriculum in schools?			
16. Do you think there is enough practical training build into the curriculum?			
17. Does the curriculum emphasize work pressure?			
18. Is learners taught to deal with clients in the curriculum?			
19. Do you think there is a too much emphasis on international requirements in the curriculum?			
20. Is the curriculum flexible enough to be taught at small schools with limited infrastructure?			
21. Does the curriculum cover the marketing aspect, satisfactory?			
22. Does the curriculum cover the geography aspect, satisfactory?			
23. Does the curriculum cover the economic aspect, satisfactory?			
24. Does the curriculum cover computer skills, satisfactory?			

25. Which of the following aspects of tourism is visible in the tourism curriculum?
 (Please answer all questions)

ASPECTS	YES	NO	NOT SURE
Economics - Economic implication of tourism			
Anthropology - Host - Guest Relationship			
Geography - Geography of tourism			
Agriculture - Rural tourism			
Urban and Regional Planning - Tourism planning & development			
Law - Tourism Law			
Transportation - Fundamentals of transportation			
Education - Tourism Education			
Psychology - Tourism motivation			
Political Science - World without borders			
Ecology - Design with nature			
Parks and Recreation - Recreation management			
Marketing - Marketing for tourism			
Business - Management of tourism organizations			
Sociology - Sociology of tourism			
Hotel and restaurant administration - Role of hospitality in tourism			
Others specify			

26. If you could, what would you change in the curriculum?

27. Any recommendations and suggestions?