

# **THE EDUCATIONAL VALUE OF FIELDTRIPS IN TOURISM EDUCATION: A CASE OF HIGH SCHOOLS IN PHOLELA CIRCUIT OF KWAZULU-NATAL**

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# DECLARATION

I hereby would like to declare that this work has not been submitted in any other institution before. It is my own work. Important academic contributions in this dissertation from the works of other people have been duly acknowledged and referenced.

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Kholeka Zaca (20508148)

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DATE

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- To all Dingeka Technical High School staff for their contribution towards my study.
- To my statistician Mr D Singh at DUT, who assisted with the data capturing and analysis.

## DEDICATION

This research is dedicated to my family; my loving husband Sphe Julia; my handsome son Luyanda Zaca and my late daughter Luthando Zaca who was too precious for this earth; as well as to the tourism teachers and learners of Pholela Circuit in Bulwer (KwaZulu-Natal) who understand the importance of fieldtrips in the teaching and learning of tourism.

## ABSTRACT

The study was designed to investigate the perceptions of teachers and learner of the value of fieldtrips in the teaching and learning of tourism as a subject at a high school level. This study is underpinned by the experiential learning theory as well as the theory of multiple intelligences. The theories focus on the concept of instrumentalism in education on learning by doing, while also catering for the different learning styles. It explains how learning is translated into practice by describing how fieldtrips are able to cater for different learning styles and afford learners the opportunity to learn in authentic environments.

Fieldtrips are mentally and culturally enriching, rewarding and motivational to the learners. They also enhance the memory and critical thinking skills of the learners. Fieldtrips can be engaging leaving the learners with lasting impression if they are properly planned and linked to the learning outcomes. Fieldtrips also have the capacity to increase interest in the topic whether the learners have prior knowledge or not. In addition fieldtrips provide opportunities to study in real world settings. The above statements capture the advantages of using fieldtrips in teaching, learning and assessments activities especially in tourism education. The study used experiential learning and multiple intelligences as foundational theories because they were deemed relevant to the phenomenon of fieldtrips in tourism education.

The research used both qualitative and quantitative methods to data collection and analysis in order to satisfy the aims of the study to determine the educational value of fieldtrips in tourism education, in high schools under Pholela Circuit in KwaZulu-Natal. Data from teachers and Heads of Departments (HODs) were collected using semi-structured interviews and questionnaires were used to collect data from the learners. A total number of 142 learners participated in the research study from the high schools that were targeted. A total of 5 Teachers and 5 HODs were also included in the study.

The data collected from the responses were analyzed using SPSS version 24.0. The results are presented in descriptive statistics in the form of graphs, cross tables and inferential statistics. The most appropriate statistical procedures were used to make sense of the data acquired which resulted in the use of multiple methods to analyze the same data. Inferential techniques include the use of correlations and chi square test values; which were interpreted using the p-values. The researcher applied Pearson correlation in order to determine if a significant correlation existed between data.

Qualitative responses from semi structured interviews were analyzed according to the thematic framework approach, with data organized into categories on the basis of themes and concepts after which interpretations and discussions were done.

The result of the study revealed that there were numerous positive benefits that could be realised from using fieldtrips in tourism teaching especially in remote rural areas and learning which included, providing learners with experiential learning opportunities, active involvement in their own learning, and others. The study also showed that tourism ought to be taught in an authentic environments to ensure quality education, relevance and to accommodate the entire learner and capture the attention of all the learners at least some of the time. The study also disclosed that fieldtrips lead to better attainment of learning outcomes, as learners show positive attitude and motivation towards tourism as a subject. It can also be concluded that fieldtrips improve learners' social skills and improve relationships between the teacher and learners and among the learners, as they interact and learn together. In as much as there were some challenges peculiar to rural areas and the South African context, they are not insurmountable. Schools, circuits and the department could get together to formulate strategies to deal with challenges facing fieldtrips as an invaluable method of tourism teaching and learning.

## KEY CONCEPTS

- Educational fieldtrips
- Experiential learning
- Multiple intelligences
- Authentic learning environments



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# **CHAPTER 1**

## **ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION**

The purpose of this chapter is to orientate the reader to the study by presenting the background, rationale, research problem, aim, objectives and research questions. This study aimed to investigate the educational value of fieldtrips in tourism education. In addition a brief introduction of the research methodology used to conduct the study is given and the chapter closes with a discursive summary.

Learning depends on what the learners do both in and out of the classroom. Hasliza and Ariffin (2008:73) contends that if learners are passive in the classroom they don't internalize nor understand the learning content as much as they do if they are actively involved in the learning process itself.

In the recent years educational fieldtrips have been decreasing. According to Meiers, College and Vernon (2010:1) the decrease in the number of school fieldtrips in secondary schools has been caused by the reduction of school budget and increase in transport costs. Dewitt and Storksdieck (2008) further cautions that fieldtrips have been associated with high costs, lack of time, planned curriculum and financial constraints on the side of the parents. It is imperative that the study identifies the constraints and barriers to fieldtrips particularly using a rural setting in the South African context. To this end Dillion, Rickson, Teamey, Chio and Sander (2006) observe that learners are missing out on an opportunity to learn in different places that are well-resourced when such opportunities are not readily available in traditional classrooms. This is particularly the case in rural schools in KwaZulu-Natal, Pholela Circuit where learners come from previously disadvantaged and resource-limited communities.



## 1.2 BACKGROUND OF STUDY

Educational visits have long been considered as an imperative part of school life (Ritchie and Coughlan, 2004:114). However, little attention has been placed about the value of fieldtrips in tourism education especially for rural schools. The value of fieldtrips is largely acknowledged in other academic fields such as geography, science, biology and environmental studies. But there is little or no research that has been done on the educational value of fieldtrips in South African rural schools especially in the field of tourism education. Available literature focuses on other academic fields in the Western Countries.

The primary role of fieldtrips in the learning experience is to give learners a direct, authentic experience and material (Meiers, *et al*, 2010:2). Fieldtrips allow learners to consolidate classroom learning into real life experiences and assist them to improve the understanding of subject material (Sigmon, 2014:17). Dewitt and Storksdieck (2008) are also of the view that fieldtrips serve as best opportunity for learners to explore and discover original experiences in real-life settings. Gomez (2014:29) explains that fieldtrips establish direct interaction with real subject matter which can be obliging in education for both cognitive and affective understanding. A recent study by Tasdemir, Kartal, and Ozdemir (2014) the major benefit of fieldtrips is argued to be the acquisition higher thinking enhanced via group work, dialogue, and control on learning, thinking and talking about learning. Kiesiel (2005:941) proposes different motivations for fieldtrips to be: linking fieldtrips with curriculum, exposing learners to new and different environments, developing interest in travel and promoting long-life authentic learning. Fieldtrips are designed to satisfy either one or more of these needs. Understanding these motivations helps teachers to better prepare for fieldtrips.

In the National Curriculum Statement for Tourism the Department of Basic Education (2011:9) lists the requirements for the school to offer tourism such as textbooks, maps, White Paper on the Promotion and Development of Tourism, tourism growth strategy, magazines, brochures, access to internet and email but there is no mention of fieldtrips. While all these are important to provide theory, they cannot give the learners authentic experience that fieldtrips can give. The situation is even worse in rural schools where Dube (2014) points out that there are lack of basic amenities,

and resources with learners coming from families and communities with minimal education and affected poverty.

Learning is an experiential process which focuses on how learners make meaning out of their experience (Lia, 2010:241). Fieldtrips offer different views of learning rather than how the teacher thinks learning should happen for learners. Experiential learning theories (Kolb, 1983; Dewey, 1963) see learning as doing. Furthermore, Dewey (1963) advocates for learning and education that encapsulate the learners' experiences. According to AEE (2012) experiential learning creates a platform for interaction with the world, thus changing inert knowledge into knowledge in use. Fieldtrips link the learner's prior learning in the classroom to experiential learning (Behrendt and Frakling, 2014:238). Thus the theories that inform the study are informal experiential learning which is afforded to the learners through active involvement in the process of learning and the theory of multiple intelligences which are catered for in experiential learning.

### **1.3 SIGNIFICANCE OF THE STUDY**

Educational fieldtrips can be an excellent tool to enhance learners learning and may lead to better learning outcomes than school based instruction. Allowing learners to be involved in tourism fieldtrip gives them an opportunity to gain deeper understanding of the subject content as well as to develop mutual understanding with peers and teachers. Therefore fieldtrips should be viewed as a valuable supplement to classroom learning and an excellent way to prepare learners for future learning. The hope is that this study provides additional information on the value of fieldtrips in South African schools that offer tourism as a learning area.

The study makes significant contribution to the field of research with an aim of adding knowledge and understanding of the educational value of fieldtrips in tourism education. School district, schools, government officials, parents, and learners should not see fieldtrips as just as outing which dissipate valuable time for teaching and learning but seen as an important element in the learning process. According to Power and Morgan (2010:5) fieldtrips allow learners to apply their knowledge in tourist situation in which they find themselves in. Hence fieldtrips afford learners with

a chance to be tourists themselves and an opportunity to appreciate the subject of tourism. This study is particularly significant in South Africa where in 2001, 41% (19 million) of the 44.8 million people forming the total population of South Africa lived in rural areas characterised by high levels of poverty and unemployment (SAQA, 2007:1) and minimally resourced quintile 1–3 schools (National Norms and Standards for School Funding, 2004:8).

#### **1.4 RESEARCH PROBLEM**

The primary purpose of education is to develop skills and knowledge to prepare learners for life after school. Thus education as a learning process should not be restricted to the classroom and textbooks. It is important to integrate theory presented in the classroom with practical life experiences as they occur in natural settings. Over the years teachers have acknowledged that educational fieldtrips are vital as sources of authentic learning opportunities (Shakil, Faizi and Hafeez, 2011:1). According to Power and Morgan (2012:2) the educational value of fieldtrips has been recognized in other academic subjects such as geography, biology or science, however there is limited research done on the educational value fieldtrips in the teaching of tourism in schools particularly in rural areas. Dale, Ritchie and Keiting (2012) contends that school excursions and fieldtrips in tourism are under-researched and poorly understood in the tourism industry.

The study was conducted at Pholela Circuit located within Bulwer, which is a small rural Bulwer in KwaZulu Natal Midlands that is about an hour's drive from the nearest city of Pietermaritzburg and 2 hour's drive from the Durban Metro with abundant tourism infrastructure. This circuit and town provide the setting and context within which learners are being taught tourism as a subject. Most of the learners from this area do not travel and they have not been exposed to components of travel and tourism such as airports, airplanes, hotels, tourist attractions and others. The socio-economic conditions which the learners come from also mean that there is limited access to the internet and magazines. Tourism teaching and learning is therefore restricted to prescribed books. Onuebunwa (2012:102) states that fieldtrips are one of the teaching techniques that have been largely deserted, despite their ability to

expose learners to real-life experiences. In support, Athman and Monroe (2008) argue that curriculum-based trips offer experiential learning opportunities that encourage learners to explore how theory and concepts taught in the classroom work in reality.

## **1.5 AIM OF THE STUDY**

Fieldtrips are valuable to learners for different reasons and they can be raise the profile of tourism as a subject within schools and in the minds of the learners. School fieldtrips include either domestic and international trips or day visits. According Ritchie and Coughlan (2004:114) school fieldtrips can be divided into two categories; firstly curriculum-based, which is directly linked to what is being taught in the classroom and secondly the extra-curricular excursions, which are designed to cater for outside of, school curriculum demands. The study focuses on the curriculum-based fieldtrips with the aim to investigate their educational value in tourism education in rural South Africa, paying particular attention to high schools in the Pholela Circuit of Bulwer in KwaZulu-Natal.

### **1.5.1 Research Objectives**

Objectives of any research present goals that the researcher aims to attain in a research investigation. Research objectives of this study are closely linked to the research problem. These objectives are important as they guide the study.

- To assess the value that learners attach to fieldtrips tourism learning at high school level in the rural areas.
- To determine if rural high schools organise fieldtrips for tourism learners and the level of participation by high school learners in rural areas.
- To determine the relationship between participating in fieldtrips and development of critical and logical thinking.
- To uncover the relationship between going on fieldtrips and understanding of theory taught in class.

- To establish whether fieldtrips assist in learners building a closer relationship among themselves and with their teachers.
- To determine the perceptions of the tourism teachers of the value of fieldtrips in rural areas.
- To determine strategies that could be used to promote educational fieldtrips in tourism education at the high school level in the rural areas.

### **1.5.2 Research Questions**

Coldwell and Herbst (2004:28) posit that research questions just like research objectives are important because they provide research themes that give a project to the study. This study was driven by the following research questions:

- What is the value that learners attach to fieldtrips in tourism learning at high school level in the rural area?
- Do rural high schools learners participate in fieldtrips organised to enhance tourism teaching and learning?
- Is there a significant relationship between participating in fieldtrips and development of critical and logical thinking?
- Is there any relationship between going on fieldtrips and understanding of theory taught in class?
- Do fieldtrips assist in learners building a closer relationship among themselves and with their teachers?
- What are the perceptions of the rural tourism teachers of the value of fieldtrips?
- What are the strategies that could be used to promote educational fieldtrips in tourism education at the high school level in the rural areas?

## **1.6 SUMMARY OF THE RESEARCH METHODOLOGY**

This subsection examines methodological choices made by the research regarding how data was collected and analysed. It provides a snapshot view of the research design, data collection tools, target population and ethical considerations applied in the study.

### **1.6.1 Research Methods and Design**

This study employed both qualitative and quantitative methods to data collection and analysis. The quantitative aspect of the study provides a full picture of the situation in words, pictures, maps, graphs, tables and other data representation tools and was applied mainly to the responses of the learners regarding the topic under investigation. The second part of the study is located within an interpretive paradigm which Blanch, Durrheim and Painter (2007:55) regard as taking peoples' subjective experiences seriously and making sense of them. The qualitative aspect of the study aimed at understanding the processes, and the social contexts which shape various behavioral patterns (Wagner, Kawulich, and Garner, 2012) in an attempt to understand the participants' expectations, perceptions, and learning experiences with regard to fieldtrips as applied the teaching of tourism in the rural areas. The problem was investigated using five high schools that offered tourism as subject in Pholela Circuit, thus making the design case study. Kothari (2004:113) states that the case study method is used when a researcher want to make careful observations of a social unit or institution.

### **1.6.2 Target population**

According to Bertram and Christiansen (2014:59) a study population means the total number of people included in the study. The research population is a larger collection of individuals that is the main focus of the enquiry. Due to the large size of the learner population, the researcher selected smaller proportion of the population to collect data from. For this study the target populations were all learners taking tourism at grade 12, teachers and HODs of the 5 schools in Bulwer under Pholela circuit. The total population was about 210 learners, 5 teachers and 5 HODs, making a total of 220 possible respondents.

### **1.6.3 Sampling method**

Sampling is the selection of research participants from the entire population which involves decisions about which people, location, and size (Blanche *et al*, 2007:49). The researcher collected data from all the teachers and HODs because the population size was small. In the case of the learner population 142 of 210 were included in the study making a sample of 67.6%. According to the Research Advisors (2005); Frost (2015) in a case of a population size of 200, a sample of 132 would yield 95% level of confidence in the results with  $\pm 5\%$  margin of error. A sample of 142 learners was therefore regarded good enough to collect data from

### **1.6.4 Data collection method**

In order to find answers the research questions, the researcher used semi-structured interviews to collect data from all the tourism teachers, and Heads of Departments (HODs) from the 5 schools in the circuit that offered tourism as a subject. According to Phellas, Bloch, and Seale (2011:183) semi-structured interview guide provide a clear set of instruction for interviews and can provide consistent, comparable qualitative data.

Structured questionnaires were used to gather data from grade 12 learners who were selected using the random sampling technique. Therefore questionnaires were seen as a valuable method of collecting information from this subset of the population.

### **1.6.5 Data analysis**

Since the study used both qualitative and quantitative approaches to data collection, themes in the case of qualitative data and statistical representation tools in the case of quantitative data were used in order to extract meaning out of the responses of the participants. According to Wagner *et al* (2012) thematic analysis is used to identify themes or patterns in the data. Therefore the study utilised different experiences of the participants and perspectives in the literature in order to classify the data according to emerging themes and SPSS version 24.0 was used to generate tables, graphs, inferences, *etc.* from quantitative data.

### **1.6.6 Validity and Reliability**

The study used two methods of data collection, questionnaire and interviews. According to Bertram and Christiansen (2014:99) it is important that the researcher checks the raw data adequately with the participants. Therefore transcripts from interviews were sent back to the participants to confirm if what they said was recorded correctly. The research process was transparent, in terms of how the data was collected and analysed. The research tools were pre-tested prior to full scale research in order to ensure that they would yield the required responses and also to deal with sensitive questions.

Reliability of the research was also based on the instrument that was used. The questionnaire was designed in simple English to suit the respondents who were second language speakers. In the interviews with the teachers, reliability was achieved by preparing different questions that allowed for closed and open-ended answers. The questions were semi-structured, meaning that the respondents were not limited in their responses to the questions.

### **1.6.7 Pilot study**

Bertram and Christiansen (2014:55) define a pilot study as a small scale study conducted before the actual study in order to reveal defects in the research plan and tools. In trying to ensure validity, the questions were first pretested on a smaller group of people. The draft questionnaires were given to thirty learners and ten teachers where the researcher works in order to see if the questions could be easily and clearly understood by the participants and to identify and deal with poor wording and ambiguity in the questions. The pilot study would also inform the researcher about the time that it will take the respondents to fill in the questionnaire. The pilot study can therefore be valuable to test feasibility for both research instruments or data collection like questionnaires, interview schedule and also of the research process itself (Calitz, 2009:258).

After the pilot study the responses were analysed to identify the problems in the questionnaires. The following problems were identified in the questionnaire and interview schedule:



- The questions in questionnaire were difficult to understand for the learners
- The second problem was that the wording in the sentences was not clear

Therefore after the pilot study some minor changes were made in the questionnaire to improve validity.

### **1.6.8 Ethical consideration**

The letter requesting to undertake research data and collect primary data was written and personally submitted to the Department of Education by the researcher (see appendices 2-3). The letter clearly stipulated the purpose of the study, the schools where the study was to be carried out, including the researcher and supervisors personal details. A permission to undertake the research study was granted; the district director of the Sisonke district approved the study (see appendix 7).

An informed consent was given to the participants. Parents of learners were given a consent form to recruit learners to participate in the study. The information regarding of confidentiality and anonymity of the participants was shared and the data collected remains confidential. The participants were informed that they were free to withdraw at any time during the research and may choose not to participate in the research for whatever reason (see appendix 6). Permission to participate and to conduct research obtained from district office and was presented to the principals of the schools.

### **1.7 DELIMITATION OF STUDY**

Delimitation refers to scope of the study (Simone and Goes, 2013:22). The researcher would only conduct the investigations on selected secondary schools which offered tourism as a subject in Pholela Circuit. According to (Calitz, 2009:250) in the delimitation the researcher specifies boundaries to ensure that the research topic is effectively researched. The study is limited geographically to high schools under KwaZulu-Natal Province in Sisonke District Municipality (SDM) under Pholela Circuit of the Department of Education. The study focused on all the high schools that offered tourism as a subject to the matriculation level with specific reference to

Grade 12 learners. It included their teachers and Heads of Departments in which tourism as a subject was housed.

Figure 1.1: Location of Sisonke District Municipality within the Province of Kwazulu-Natal



Source: IDP Sisonke District Municipality – IDP (2012-2017: 17)

Sisonke is one of the eleven district municipalities that make the Province of KwaZulu-Natal (Figure 1.1). SDM is further divided into five local municipalities (Figure 1.2).

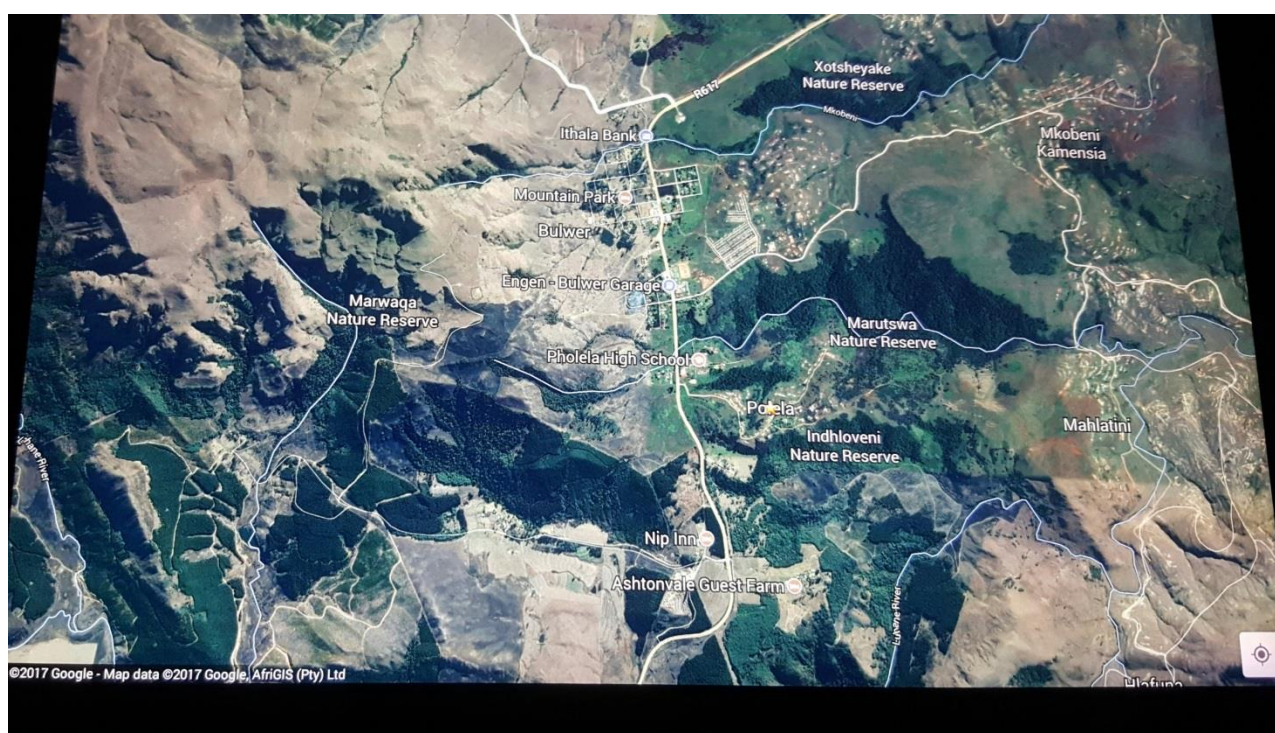
Figure 1.2: Location of Ingwe Local Municipality within Sisonke District Municipality



Source: IDP Sisonke District Municipality – IDP (2012-2017: 18)

The maps included illustrate the location of Sisonke District Municipality within the Province of KwaZulu-Natal, Ingwe Local Municipality within Sisonke District Municipality and finally Pholela within Ingwe Local Municipality where the study was conducted. Inclusion of the setting is important as it creates the scenario within which tourism is taught in this circuit of the Department of Education, thus explaining the importance of fieldtrips to the learners as well as their teachers.

Figure 1.3: Location of Pholela within Ingwe Local Municipality



Source: AfriGIS – Map data (2017)

The study was conducted in the Province of KwaZulu-Natal under the Sisonke District Municipality (Ingwe Local Municipality) in the Pholela Circuit of the Department of Education. As the satellite image (Figure 1.3) shows, Pholela is a small rural village located at the foot of Magwaqa Mountain surrounded by six nature reserves called: Impendle, Xotsheyakhe, Indhloveni, Marutswa and Marwaqa. The closest rural towns are Bulwer, Himeville, Underberg, Donnybrooke and Creighton (Draft IPD, 2012-2017). Pietermaritzburg is the nearest city lying about 93 kilometres away, and Durban is the closest metropolitan area with abundant tourism facilities and it is about 173 kilometres away. The IDP (23) clearly states that the greater percentage of this district municipality is covered mainly by 'commercial

agricultural land (grazing, crop farming and sugar cane plantations), natural vegetation and traditional human settlement areas'. According to IDP Ingwe Local Municipality (2015-2016: 25) commercial farming practiced by minority white farmers covers a large proportion of this municipality, with the majority of the population (60.0%) being unemployed and living on average of R600 per household per month. The local municipality in which the study area falls is facing the following among its many challenges (Ingwe Local Municipality IDP Review (2015-2016: 24):

- Backlog of infrastructure to service rural communities;
- Lack of attractive infrastructure;
- High rate of unemployment and low economic growth;
- No marketing strategy (economy);
- Lack of incentives to attract investment;
- High level of poverty;
- Low level of skills development and literacy;
- Lack of traffic/tourism signage;
- High grant dependency;
- Lack of broadband facilities;

This is the background within which the learners are taught tourism as a subject as high school level. Bearing this background in mind, it is unlikely that they would have been exposed to the lifestyle and facilities that they are expected to grasp and apply in the tourism classroom. It is important to highlight the fact that the IDP (38) cites eco-tourism as the foremost opportunity that Ingwe Local Municipality has for economic development.

## **1.8 DEFINITION OF KEY CONCEPTS**

The following concepts are defined because of their importance to the understanding of the study.

### **1.8.1 Educational fieldtrips**

Shakil, *et al* (2011:2) describe a fieldtrip as a journey by group of people to places away from their normal environment. The primary purpose of the trip is usually observation for education and to provide learners with experience outside their

everyday activities. Behrendt and Franklin (2014:236) on the other hand view fieldtrips as learner experiences outside of the classroom at interactive sites designed for educational purposes. Therefore for the benefit of the study a fieldtrip is best defined as any teaching and learning excursion outside of traditional classroom.

### **1.8.2 Experiential learning**

Experiential learning is defined as a methodology in which Teachers direct learners to a specific experience, with an aim to increase learners' knowledge, clarify values and develop skills (Association for Experiential Education, 2012). Experiential learning is an interactive learning method of learning by doing in which learners learn in authentic environments (Kent, David, Gilbertson, and Hunt, 2007:314). The current study uses the concept of experiential learning as giving learners authentic and firsthand learning experience.

### **1.8.3 Multiple intelligences**

Howards Gardner's theory of multiple intelligences is described in cooperation with fieldtrips. This view point argues in favor of engaging the full range of learners' intelligences and to foster learning how to learn. The multiple intelligences theory is used in the study in order to underline the fact that learners are different in nature and learn differently as well as describe how fieldtrips are able to cater for the different intelligences and learning styles. Using different instructional method influences the learners learning and attitude (Briggs, 2009:7).

### **1.8.4 Authentic learning environments**

Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from learner's perspective (Cedefop, 2014). The definition that best applies to the study is by Chalder and Swartzentruber (2011:4) where informal learning refers to activities that happen outside of school setting that are not developed primarily for school use but sometimes credited as part of a school experience. Any learning that takes place outside of the classroom thus allowing for interaction with real-life settings and experiences that are not staged or recreated.

## **1.9 ORGANIZATION OF THE STUDY**

### **Chapter one: Introduction and orientation to the study**

This introduces the research problem, provides the background, rationale for the study, research problem, research objectives, and the setting of the study.

### **Chapter two: Theoretical framework and literature review**

This chapter is very important as it allows the authorities of the subject to participate and enrich the study. Literature review shows the reader that the researcher is familiar with the facts and theories of the field in which research is conducted and that she is aware of the latest developments in the field of study.

### **Chapter three: Research methodology and design**

In chapter 3 the methodology for data collection and analysis is explored. This chapter plays the role of explaining the research genre and character of the study and it is also used to support the methodological choices made by the researcher.

### **Chapter four: Data presentation, analysis and interpretation**

Chapter 4 is used to present, analyse and interpret quantitative and qualitative data gathered from the research process. This chapter lays the foundation for the conclusion and all the recommendations made in chapter 5 basing them on the results of literature review and data analysis.

### **Chapter five: Conclusion and recommendations**

This is the final chapter of the dissertation in which conclusions are drawn from the discussions in the preceding chapters, recommendations are forwarded and areas for further research are identified.

## **1.10 CONCLUSION**

This introductory chapter gave an overview of the study and its importance in the field. It provided a brief background into the educational value of fieldtrips in tourism education. The chapter further presented the research problem; identified the gaps in the literature; introduced the aim, objectives and research questions that would be tied up to the findings in order to conclude the study. The purpose and value of the study was underlined and the key concepts were defined. In addition a brief discussion of the research methodology used to conduct the study was given and the chapter closes with a discursive summary of the chapters to follow. The next chapter explores relevant theories that underpin the study as well as literature from different sources.

## **CHAPTER TWO**

### **THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The previous chapter introduced the study, its aims and objectives. This chapter presents the theoretical frameworks that underpin the study. It also provides justification for the choice and also locates the study within the fields of tourism and education by allowing the experts in these fields to enrich the study through the literature review. According to Boote and Beile, (2005) the review should describe, review, assess and clarify the literature. Therefore the literature review will assist the researcher to determine the nature of the current study as it aims to identify the themes from existing literature and develop relationship with the current study.

The study focuses on the educational value of fieldtrips in tourism learning. Teachers have used fieldtrips as a tool to enhance learner learning and assessment over the years. However due to the large barriers that fieldtrips face they are now declining and coming under attack (Dewitt and Storksdieck, 2008:182; Power and Morgan, 2010:2). According to Ritchie and Coughlan (2004:113) despite the increasing growth of tourism education, there has been little focus placed on school tourism and school excursions. Not much effort has been put into fieldtrips in order to understand the learner's willingness to participate and their emotions and feelings towards fieldtrips (Lia, 2010:240).

Therefore the current study aims to close these gaps by trying to understand learners' and teachers' perception towards fieldtrips and their importance in learning and assessment with specific reference to tourism as a subject. The study firstly underlines the theoretical framework of experiential learning proposed by John Dewey and David Kolb in order to address the educational value of fieldtrips in tourism education. It expounds the second theory which is multiple intelligences and how it applies to fieldtrips in the learning of tourism by allowing learners to get first-hand experience as they use their thinking, touch, taste and feel what they are



learning about. Secondly, an examination of scholarly literature by different authors concerning the review topic is presented in different parts and headings. This review will establish the recent research study which focuses on the educational value of fieldtrips in tourism education.

## **2.2 THEORETICAL FRAMEWORK**

According to Swanson (2013) “theories are formulated to clarify, predict, and comprehend phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions”. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Swanson, 2013). The chapter will first expound the theories of experiential learning and multiple intelligences that underpin the study.

These theories were selected because of their relevance to the phenomena of fieldtrips in the teaching and learning of tourism. As explored in the subsections that follow, fieldtrips promote learning by doing and seeing and learning through experience. By their nature, fieldtrips also cater for multiple intelligences better than the traditional classroom, which means that the teacher can address the learning styles of all the learners at least once. These theories were together with the objectives of the study were used to thread the whole research project together as they informed the research methodology, questions asked in the data collection tools as well as data analysis.

### **2.2.1 Experiential Learning Theory**

It is imperative to understand experiential learning when discussing fieldtrips. Given the nature of learning on fieldtrips, this research is framed from a theory of experiential learning. The study uses the theory of Dewey (1963); Kolb (1983). Experiential learning is authentic and first hand. According to Behrendt and Franklin (2006:237) experiential learning aids the learners to discover, touch, sight, listen to,

watch, move things, disassemble and reassemble things. Learning in experiential learning means learning from experience and learning by doing.

Knowledge is made from real life experiences. Wong and Wong (2009) refer to experiential learning as learning in which learners are directly in touch with the realities being studied. Experiential learning encourages hands on learning and that learners should be active participants in learning (Mathias, 2014:8). This study relies on the assumptions that learners learn meaningfully when engaged actively and provide such opportunities in fieldtrips. The use of experiential learning theory for the current study argues that teaching and learning should be grounded in experience, critical thinking, reflection and action.

Dewey (1963) theory states that education should strike a balance between the learner's interests and action and the educator's delivery to knowledge. The process of learning rather than the outcomes of learning are what differentiate experiential learning from traditional classroom education (Kolb, 1984:21). According to Kolb (1984) knowledge is developed through transformation of experience and experience shapes the foundation of all learning. Therefore action, transformation and experience are important in the process of learning, as learners are able to use their thinking and knowing in the process of learning. Experiential learning is based on understanding and reformed through experience (Dewey, 1963). Increased learning happens when a learner- centered approach is used. Therefore teachers should develop methods that utilize the learners' experience and knowledge in the process of learning, where methods interact and reflect on the subject matter.

David Kolb (1984) identified four experiential learning cycle which explain the various learning styles.

- The first stage is concrete experience- where experiential learning activities are developed for individual or group challenges. According to Goh (2011:61) this is the stage where the learner is actively experiencing the activity. This step is most important as teachers are required to develop meaningful learning activities that engage all learners in the process of learning. These activities should immerse learners in situations that are part of

the subject matter, which assist them to develop skills, knowledge and understanding (Hirsch and Lloyd, 2005:322)

- The second stage is reflection observation – in which the learners are encouraged to reflect on the activity or fieldtrip, describes, communicate and learn from their own experiences. According to Weeden, Woolley, and Lester (2011:350) dialogue is important in the experiential learning process as through conversation learners both challenge and confirm their experiences. This stage is important as learners are able to reflect on their own experiences
- The third stage is linking concept to theories – which allows the learners to use their experience and theories to draw conclusions from past and present experiences. According to Kolb and Kolb (2005:194) all learning is relearning and learners need to continually re-examine their learning in the light of new learning. This is a stage where learners are able to see the link between classroom learning with what they are experiencing on the fieldtrip.
- The final stage is experimentation and application- where learners apply and relate new learning to preceding experience. According to Kolb and Kolb (2005) learning requires learners to constantly reflect on their action, feelings and thinking.

The Kolbs cycle of experiential learning requires the learner to have experience, reflect on the experience, analyse it and test the ideas to generate and create new experiences (Behrendt and Franklin, 2014:236). According to Kolb and Kolb (2005:196) in order for experiential learning process to happen all these stages should be completed. Weeden *et al* (2011:350) concluded that in tourism fieldtrips learners can begin at any stage of the cycle but in order for the learning to be educative and meaningful, it is imperative that all these stages in the cycle are completed.

Experiential learning is complimentary to formal learning. Experiential learning takes learners into a community which assist them to bridge a gap between classroom learning and real life experiences. According to Adeniji-Niell (2012:202) this kind of learning transforms inert knowledge into knowledge in use. It allows learners to

interact with the world outside of classroom and assimilate new learning with what the learners already know. By taking learners beyond text, learners are able develop love and appreciation for the subject by actually experiencing it (Jakuboskwi, 2003:555). Meiers *et al* (2010:4) argue that the experience gained through experience is more valuable and affective than content based learning.

In experiential learning it is the role of the teacher to create a learning environment where the learners chose to construct their own learning and become actively involved in the learning. According to Mathias (2011:20) if the educator does not recognize the learners experience, it is not just their experience that is being rejected, but they feel rejected as a person. Therefore it is important that the teacher creates the learners learning experience and incorporate it with classroom learning. According to AEE (2006) unlike traditional classroom learning is where learners are uninvolved and instructions are structured. Experiential learning allows learners to cooperate and learn from one another in a more semi-structured environment or approach.

According to Kolb and Kolb (2005:4) experiential learning is built on six propositions that learning is a process and not based on outcomes; all learning is re learning; learning requires receiving conflicting point of views; it entails an interaction between the learners and the environment and it is a holistic process of creating knowledge.

With the theory of experiential learning what the authors are making a case for learning that is created through transformation of experiences, where learners are given the freedom to be involved in the learning process and learn from the learning process. According to Dewey (1938:25) experience should continually promote learning and vice versa. Therefore it is important that a teacher encourages learners to be open to change and develop teaching methods that allow learners to interact and reflect on the subject matter. Kolb (1984:24) states that ideas should not be fixed but should be formed and reformed through experience.

#### *2.2.1.1 Learning by doing*

At the core of experiential learning is action. Dewey's (1963) famous principle of learning by doing is based on action. According to Goh (2011:61) one of the ways in which learners are able to learn by doing is through fieldtrips. The act of play or

when learners interact with the object during fieldtrips, it creates opportunities for learning through quality experiences.

Kolb (1984:4) believes that theory and practice should be incorporated together; learners should be given an opportunity to test knowledge and ideas discussed or gained in the classroom to real life situations. Mathias (2011:3) believes that the key feature of experiential learning is what the learners learn from the experience through their own action. Learners do not learn much from sitting in the classroom, listening to the teacher, memorizing information and competing with one another but they must be part of what they learn.

#### 2.2.1.2 *Active Learning*

Experiential learning involves exploration and promotes learning by being active participants. Fieldtrips are used as a tool to enhance learning and increase the learners understanding and improve their attitude towards the subject. Fieldtrips promote learning that is not possible in the tourism classroom alone where learners are engaged in learning in different ways.

During fieldtrips learning is made from real life and authentic experiences. However, Tuffy (2011) argues many teachers are often faced with the challenges of utilizing the learner's experiences and presenting those experiences in an engaging way. Dewey (1963) is of the view that the core responsibility of the teacher should not only be to shape the learners experiences through authentic environment but on how these learning environments are conducive to learning and growth.

According to Eilson (2010:1) active learning can be used to engage learners in critical and creative thinking, active communication with peers during the trip, in small groups or in a class discussion, exploring their own attitudes and reflecting upon the learning process. This kind of learning is crucial in that over and above its ability to excite, it serves the learners in the future as it enables them to link reality with classroom learning.

Hasliza and Ariffin (2008:73) argue that knowledge gained through active activities is more meaningful and knowledgeable compared to knowledge gained through

memorization. While passive learning allows teachers to cover the subject content, it is not an active way to promote understanding and retention of new information.

During the trip learners can become active by being practically involved and participating in the activities set for the trip. They may ask questions to formulate their own ideas, understanding, elaborate concepts and draw on their own conclusions rather than what the teacher tells them (Hasliza and Ariffin 2008:73). According to Bell and Kahrhoff, (2006:4) active learning can promote understanding and retention through learners sharing their experiences, knowledge, opinions, and facts and asking questions. In order for learning to be successful and benefit most from the trip learners must actively participate.

Active learning gives learners the opportunity to seek solutions to classroom problems in the real world setting. Therefore fieldtrips enhances the theoretical knowledge and facilitate understanding. Bell and Kahrhoff (2006:3) further states that the teachers play an important role in guiding learners to be self-motivated to acquire knowledge, analyze it and interpret it to knowledge in use. Active learning is important as it allows learners to develop a connection between the fieldtrip and classroom knowledge. Moreover Bell and Kahrhoff (2006:3) seems to think that active learners are motivated to explore further knowledge that they already have and enhance deeper understanding of the concepts taught in the classroom.

#### *2.2.1.3 Reflection*

Experiential learning first immerses learners in an experience and then encourages reflection about the experience to develop skills, new attitudes and new ways of thinking. Since reflection is an important part for a successful experiential learning, it is imperative that learners understand what reflection is and how the use of the process deepens their understanding. In order for learning to occur reflection on action must take place (Mathias, 2011:3). According to Mathias (2011:4) reflection involves taking unrefined experience and engaging with it as way of making sense of what has happened. Reflection is a link that binds learner's experiences to academic learning (Jakubowski, 2003:558) for them to understand what they are learning.

Reflection in experiential learning enhances new understanding on the subject matter. Learners can reflect on experiential learning during fieldtrips through critical thinking, writing in journals, talking about their experience with peers and reflecting upon the learning process. All these active learning strategies will assist learners to recognize their own learning, learn from each other and understand how much they already know about the subject (Jakubowski, 2003:559). Reflection allows learners to re-evaluate their experiences, work with it and turn it into learning.

#### *2.2.1.4 Assessment for learning*

The outcomes for learning are often varied and unpredictable and learners play an important role in assessing their own learning. According to Qualters (2010:57) assessment is an important component in experiential learning process as it allows learners to confirm and reflect on their learning and the growth that has occurred.

Without appropriate assessment, the teacher might not even realize that significant learning has happened. Therefore it is important that teachers develop effective strategies that measure more than the ability to remember information. It is imperative that the current study evaluate the importance of assessment, as fieldtrips allow learners to be assessed in an authentic environment and can apply the assessment process to their own experiences.

Reugg (2014:55) suggested an assessment strategy in authentic learning environments. Input refers to assessment of knowledge, skills, and attitudes before the learning experience or fieldtrip. The input first assesses the learner's current knowledge. Environment on the other hand refers to assessment during the actual trip, for examples asking the learners to make entries in journal, complete a worksheet or other activities. Output is assessment of the experience after the trip, through reflection.

Moons (2004) on the other hand suggested the following strategies that teachers can use to assess learning: keeping a journal or portfolio, ask learners to reflect on their fieldtrip experience, present and analyze what has been learnt, set problem solving tasks, use checklists, questioning, self-evaluation of the task performed and oral discussions with the teacher, peers or whole class discussion.

It is important that these assessments are learner- centred, as it is the learner's experience that is being evaluated and not the teachers. According to Qualters (2010:54) as much as learners are offered the opportunities to conduct their own learning, they should also evaluate their own learning. Wurdinger (2005:70) sees self- assessment in experiential learning as crucial to allow learners to define how their work will be evaluated or judged; allow learners to keep track of their own work and allows learners to be able to communicate or present their own learning.

Assessment is an important tool in the learning process whether done on the field or in the classroom. Assessment is done with an aim to review or rebuild upon previous knowledge or learning. In tourism education assessment is aimed at making learning more meaningful, which will result in greater motivation for further discovery in future and understanding their own experiences.

#### *2.2.1.5 Experiential learning and Fieldtrips*

Fieldtrips are a type of experiential learning that gets learners away from traditional classroom with structured learning environment into a new model of learning (Nabors, Edwards, and Murray, 2004:661). Jakubowski (2003:562) affirms that learners are enthused to learn when they experience the subject matter through everyday settings of fieldtrips. According to the AEE (2006:6) fieldtrips experience allows learners to travel around and relate content learned in the classroom in a specified field experience away from the classroom. Fieldtrips not only expand learners learning and experience but also increase their knowledge and understanding of the community and the world they live in. According to Behrent and Frankin (2014:238) fieldtrips offer unique opportunities for learners to gain understanding and develop enjoyment for learning.

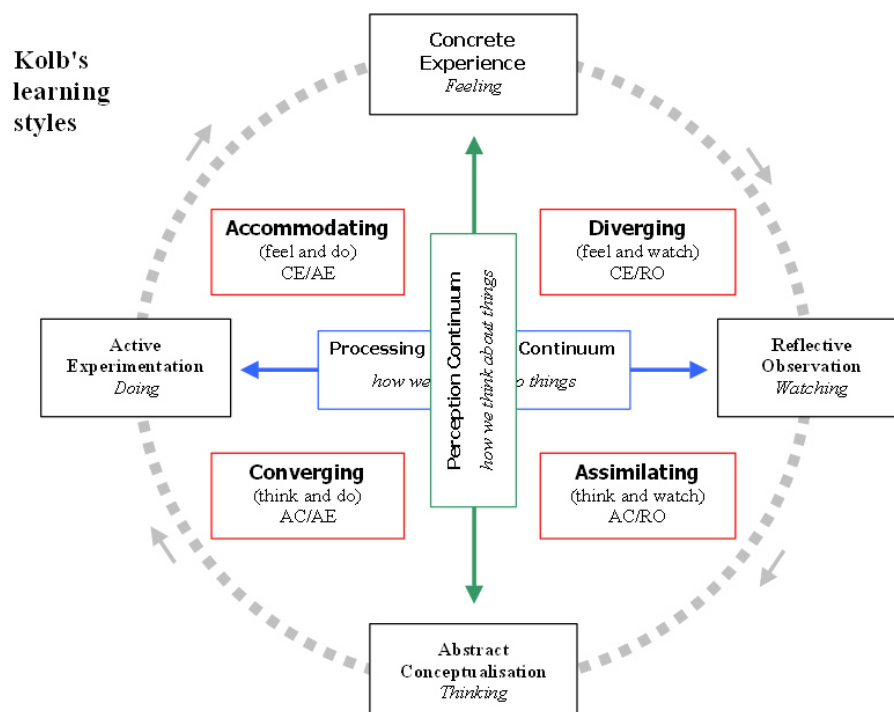
The study argues that learning and teaching of tourism through fieldtrips, adds value to the learners experience and provide learners with spontaneous opportunities for learning of the subject and broadens the learners educational experience. This is particularly the case considering the locality in which tourism is taught and learnt in the case of this study.



## 2.2.2 The Theory of Multiple Intelligences and Fieldtrips

Chan (2000:192) contends that the multiple intelligences conceptualises improved learning in terms of engaging as many learners as possible in the process of learning. The author further argues that instead of reading, writing, listening learners may also learn through visuals, touching, music, action, painting and role playing (Chan, 2000:192). Therefore teachers ought to consider using varying educational approaches to cater for multiple intelligences, which gives all learners more opportunity to learn at least some of the time. The Community Training and Assistance Centre and Washoe County School District (2015:2) link fieldtrips, hands-on learning, learning centres, music and songs, role plays and simulations adapting to different learning styles and multiple intelligences. Chan (2000:194) concurs that fieldtrips are one of the educational approaches that teachers can use to accommodate multiple intelligences to afford learners the chance to access information and arouse different intelligences and enhance understanding of the subject matter.

**Figure 2.1: Learning Styles**



Source: Chapman (2006)

Gardner proposed the following eight different multiple intelligences, which the current study aims to incorporate different teaching strategies that teachers can use during fieldtrips. Figure 2.1 by Chapman (2006) is a reflection of these intelligences and how learners actually assimilate learning using these different styles.

Verbal- linguistic intelligences- this is a language capacity which gives learners the ability to learn writing, speaking, and reading efficiently and effectively (Gardner, 2011). The learners have the ability to use language to express their thoughts. According to Carrol (2007:73) before the trip educator should discuss with learners the purpose of the trip and how it will relate with the subject study. And after the fieldtrips learners should be encouraged to talk about their experiences and share their views. The use of writing journals during and after can be a great way to engage learners in the trip.

Visual- Spatial intelligences- this intelligences allows learners to recognize visual information, change this information and rebuild visual images from the memory (Edutopia, 2013). Therefore before the fieldtrip teachers can utilize this intelligence by allowing learners to explore the website destination, view photographs or videos. When returning to class the teachers should encourage learners to make a trip collage or develop their own brochure.

Bodily- Kinaesthetic intelligences – this intelligence give learners an opportunity to express themselves through gesture, movement and facial expression (Yalamanci and Guzum, 2013). This intelligence allows learners need to be actively involved and participate during fieldtrips. For example learners can do bungee jumping; rock climbing; abseiling during the trip.

Musical intelligence- the learner in this intelligence is given a chance to create, communicate, and understand meaning made out of sounds. In tourism where there is great emphasis on promoting culture and heritage, a fieldtrip to a cultural village where learners can learn how to do traditional dance, play rhythm and understand the importance of music in the culture. According to Fose (2006:5) learners can use drums and listen to music and use their senses and feelings to learn.

Logical-mathematic intelligence- this intelligence adopts using numbers, logic, to discover various patterns. According to Carrol (2007) learners can be encouraged to

do problem solving activities and use their critical thinking. This can be achieved through the calculation of distances between attractions, some arithmetic and accounting based on the costs incurred and time it takes travelling at a particular speed.

Interpersonal intelligences- it is the capability to understand, welcome emotions, aspirations and needs of other people (Ferriors, 2004:4). Carrol (2007) suggests that teachers can use small groups before the trip and brainstorm ideas together, collect information during the trip and have class discussion about what was learned during the trip and how it relates to classroom curriculum.

Intrapersonal intelligences- according to Yalamanci and Guzum (2013) this intelligence enables learners to take control of their own learning; acquire knowledge and take responsibility of their own learning. Learners can keep a journal for their own reflection and learn from one another (Fose, 2006:13).

Naturalistic intelligences – this intelligence provides the ability to learn about nature. Taking learners out of the classroom allows them to develop love and appreciation for the nature and their environment. According to Fose (2006:7) a naturalistic learner acquires knowledge through interaction with the environment. A teacher can take learners to the zoo, game reserve or even nature hikes.

It is imperative that teachers develop or prepare lessons that value the development of a full range of intellectual abilities. This will allow learners to gain knowledge, obtain information and deepen the learners' understanding. According to Yalamanci and Guzum (2013) there are two advantages of multiple intelligences in education firstly it offers teachers an opportunity to plan educational programs and secondly enables teachers to reach more learners in trying to learn different disciplines and theories. This study argues that fieldtrips that are properly planned have the capacity to accommodate all these intelligences and help all learners to thrive and enjoy learning.

Gardner's multiple intelligences play a great role in creating an active learning environment for learners. Gardner believed by understanding the learner's strengths and weaknesses in each of the intelligences, could assist learners to succeed and improve their learning. Fose (2006:1) further states that by catering for multiple

intelligences into the classroom involves changing our ideas about teaching and learners so that every learner's educational needs is addressed. However, Ferriors (2004:14) argues that the multiple intelligences cannot address all the learners' needs in rural or urban areas but it does however changes the way teachers think about the learners and intellectual abilities. Therefore it is of vital that teachers provide a wide range of activities in and out of the classroom in order to facilitate learning.

Chan (2000:194) provides the similarities between the multiple intelligences and learning styles in that they both argue for transformation in traditional classroom education where the learning is learner- centred and the learner is active in the learning process; the association of the learners daily life and immediate environment is important in the learning process; they promote individual differences of the learners and lastly propose for an inclusive approach in learning

Teaching for understanding in a subject like tourism necessitates teachers to spend significant time on a topic, especially if learners are not exposed in the industry itself and trying to portray the topic with pictures and illustrations and determining which intelligences are likely to reach the interest of the learners. According to Chan (2000:195) the multiple intelligences suggests what should be taught and why, with an emphasis of teaching for understanding. The benefit for multiple intelligences is that learners get an opportunity to view a topic through numerous ways and perspectives which in turn help them to learn challenging concepts.

## **2.3 THE CONCEPT OF FIELDTRIPS**

A fieldtrip is an outdoor or learning exercise taken by teachers worldwide for different reasons and different purposes. Sanders and Armstrong (2008:29) define a fieldtrip as any place where supervised learning takes place through firsthand experience outside the traditional classroom setting. Fieldtrips involves a travel away from home into a tourism environments that engages participants as both learners and tourists at the same time (Power and Morgan, 2010:6) and give learners an opportunity to acquire knowledge (Patrick, 2010:171).

Antwi and Oppong (2014:3) asserted that fieldtrips have four important elements which are direct experiences for the learners, authentic life situation, experience which is beyond the classroom and cross disciplinary learning.

Fieldtrips give learners a chance to break away from the everyday normal school environment and learn things differently in a more memorable manner (Ruegg, 2014) and develop love and appreciation for their environment. Fieldtrips offer learners opportunities that may not be known ever existed and expose them to learning that cannot be duplicated in the classroom (EAC, 2015). Ruegg (2014) further argues that while fieldtrips may be seen as old fashioned but they is no other teaching format that allows learners to use their five senses and learning content to be demonstrated and applied in the hands on environment.

According to Lia (1999:240) fieldtrips enhance the following three interrelated and mutual reinforcing purposes:

- Subject – specific purposes; the principle for undertaking the fieldtrip is to assists learners to gain greater understanding of the subject. If learners are passionate about the subject learning will take care of its self as learners are motivated to study (Walter, 2010).
- Learner – specific purposes; the purpose for the fieldtrip is to develop interpersonal relationship between learner to learner and learner to teacher. Ruegg (2014) states that fieldtrips are about getting to know each other and make new contacts.
- Learner environment purposes- the purpose of the fieldtrip is value and appreciation of the learner's environment. Learners can find pleasure in working and studying in a natural environment as well as the enthusiasm of discovery within their environment.

According to Dewitt and Storksdieck (2008:190) fieldtrips should facilitate learning of abstract concepts. When allowing learners to be involved in tourism fieldtrips it allow them to gain deeper understanding of the subject content, for examples grasping vocabulary, understanding the importance of the tourism industry or understanding of the components of the tourism industry. Walter (2010:691) states that fieldtrips

can provide an opportunity to introduce a chapter, teaching a concept or summarize material in a given unit.

If fieldtrips are planned and taught appropriately they give learners an opportunity to develop their own skills and knowledge which in turn adds value to their everyday experiences in the classroom (Dillion *et al* (2006). Kerawalla, Littleton, Scancon, Collins, Gaved, Mulhalland, Jones, Clough, and Blake (2012:78) assert that fieldtrips help learners to bridge the gap between theory and practice which in turn stimulate interest in the subject matter as well appreciation towards the site visited.

Fieldtrips are excellent methods that help learners to improve in their subject learning area (Dewitt, 2008:190), and offer multiple learning opportunities as they allow time to explore while encouraging learners to engage in discussions. According to Wong and Wong (2009:25) fieldtrips can provide learners with authentic learning experience in different tourism settings and give them a chance to gain firsthand experience in the tourism industry. It is important that learning should be fun and enjoyable and provided in a relaxed ambience especially in educational travel.

### **2.3.1 Purpose and Motivation for Fieldtrips**

Fieldtrips are taken primarily for the purpose of experiencing something that cannot be encountered within the classroom. According to Keisel (2005:938) the reasons schools should conduct fieldtrips and for learners to participate in fieldtrips ranges from enjoyment and rewards, to be exposed to new and different experiences, for enrichment and strengthening classroom curriculum. For teachers who are working in poor and ad hoc communities and teachers who themselves lacked such opportunities, experience and exposure are a strong reason for undertaking fieldtrips.

Ruegg (2014) states that the purpose of fieldtrips is improving the curriculum instead of simply reading and hearing about something, learners can actually experience it through first hand. In Dewitt and Storksdieck's (2008:187) study many teachers identified the motivation why they should undertake fieldtrips which includes connecting the subject with the fieldtrip, providing positive learning experiences for

learners; enhance and developing interest towards the subject and providing a change setting of environment for learners.

Table 2.1 Teachers motivation for taking fieldtrips

<b>Researcher(s) and Year</b>	<b>Cognitive Motivations</b>	<b>Affective Motivations</b>	<b>Social Motivations</b>
Anderson & Zhang (2003)	Curriculum fit		Amount of enjoyment
Kisiel (2005)	Connect with the classroom curriculum; provide a general learning experience; encourage lifelong learning	Enhance interest and motivation; provide exposure to new experiences	Provide a change in setting and routine; for enjoyment
Rebar (2009)	Provide a memorable learning experience; promote lifelong learning; go to a place where the subject(s) relate to the curriculum	Expose learners to new experiences; foster learner interest and motivation for the subject	
Storsdieck (2006)	Increase teaching effectiveness; relate to classroom curriculum; provide better visualization of concepts	Unusual perspective or new experience for Learners; Motivate learners for the topic	For entertainment only; for “edutainment” (entertainment with an educational component)

Source: Leatherbury (2011:21)

Teachers recognized different motivations for taking learners out of the classroom. The table adopted from Leatherbury (2011:21) shows the different reason from various authors on the teachers’ motivation for taking fieldtrips. The different motivations are divided into cognitive; affective and social motivation.

Table 2.1 shows that the researchers in each study have found that teachers expressed cognitive motivations for taking learners into fieldtrips and view fieldtrips as learning opportunity which should be connected to classroom learning. The affective motivation shows that teachers view fieldtrips as a way to excite learners about learning the subject. The social motivations in the table show that teachers take learners to fieldtrips for the purpose of having fun and enjoyment. The current study also aims at understanding the different motivations that encourage teachers to undertake fieldtrips in their schools.

Another important purpose of fieldtrips is to give learners experiential learning experiences – the involvement of the learners in the real world makes learning more meaningful. According to Ruhenen (2008:37) real world learning experiences can also be valuable to the learner's future studies and employment opportunities. The third purpose is development of tangible skills- learners develop skills such as note taking during fieldtrips, writing skills, talking skills, evaluate their experiences and development of love and appreciation of the subject – learners are able to widen their interest and appreciation of what they learn in the classroom.

According to Goh (2011:62) limited research has been conducted in order to understand the motivation behind undertaking fieldtrips. For the benefit of the study it is also important to understand the motivations for learners to participate in fieldtrips and their expectations during fieldtrips. According to Arcodia (2014:857) the main motivation for learners to participate in fieldtrips are meeting new people; desire for learning; the uniqueness of the trip; socializing; to have a travel and tourism experience; having fun; suggestions of other learners and reputation and promote lifelong learning. Fieldtrips introduce learners to a world which can be enjoyed throughout their lives.

### **2.3.2 Educational Value of Fieldtrips**

Given the appeal of travel as part of the educational programme in schools, it is important that the impact of fieldtrips on the learners learning within the tourism industry is addressed. Creating educational fieldtrips can help accomplish a wide range of influential learning outcomes. In tourism education, there is an enormous need to utilize teaching and learning methods that persuade and facilitate deeper learning (Ruhenen, 2008:36). The primary role of fieldtrips should be learning and should be approached with fact based learning objectives (Weeden, 2011:345). According to Patrick (2010:172) if fieldtrips are not related to classroom teaching, they would be less transfer of learning, knowledge and less meaningful. Thus fieldtrips should be used when they are effective and efficient in fulfilling learning and curriculum objectives.

Fieldtrips make the learning content easy to absorb and makes the reading material easy (Ruegg, 2014). According to Whitesell (2015) in the findings of the study of



learners who participated in a nature hikes, it was found that learners who intended to struggle with focusing in a traditional classroom demonstrated constant engagement and attention while on the hike. They could both recall names of plants and animals they have seen during the hike. Therefore fieldtrip provides learners with enjoyment opportunities for learning and can be seen as enrichment in the learner's educational experience (Meiers *et al*, 2010:16).

Dillion *et al* (2006), argues that just because the learners can recall the trip does not mean that learning has happen. Therefore it is important that learners are encouraged to be actively involved and apply their knowledge in tourist situations that they find themselves in. According to Power and Morgan (2010:15) active learning implies that learners are engaged in the activity and are thinking about what they are doing. If learners are actively involved during fieldtrips, it allows them to comprehend and appreciate their own learning. Eaton (2000) supports the statement by stating that fieldtrips provide an environment where cognitive skills are developed rather than school based learning. If fieldtrips are correctly designed and conducted they prove to be the most interesting and informative methods of teaching and learning, which can direct learning (Walter, 2010:691). Fieldtrips can create a memorable episode, which not only enhance learning but improves long-term knowledge retention (Power and Morgan, 2010:6).

## **2.4 FIELDTRIPS AND CLASSROOM LEARNING: A COLLABORATION**

Fieldtrips enhance learning by providing insight that is different from those obtained in classroom discussions (Arcodia, 2014:856). There is a difference between fieldtrips and classroom learning. Classroom learning tends to be teacher- centred and learners are only limited to passive learning. In classroom learning the teacher defines the content to be learned, how it should be learned and how learners should be assessed. According to Goh (2011:61) traditional classroom learning is necessary as it serves as a platform where teachers are able to provide information, highlight concepts and theories that are required for the learners to learn.

According to Weeden *et al*, (2011:350) the main advantage of the teacher center is that the teacher makes sure that learners are exposed to all kinds of knowledge and

ideas that are appropriate and prescribed in the curriculum. However the disadvantage of this method is that learners do not learn how to learn. The learners are passive participants rather than active learners (Pawson and Teather, 2002:58). Goh (2011:61) further states that although traditional teaching and learning is an effective method to transfer knowledge, there is partial opportunity for learners to be actively involved in learning.

The difference with the learner-centred approach in teaching and learning is that learners learn how to learn. The Curriculum 2005 states that learning should be active rather than passive and learners should engage in critical thinking, reflection and action because learners should be responsible of their own learning.

Fieldtrips are an effective way for developing cognitive skills rather than classroom based learning. According to Prokop, Tuner, and Kvasnicak (2007) traditional learning involves memorizing facts which often results in a negative attitude towards the subject. In support, Briggs (2009) states that fieldtrips increase learners the learners positive attitude towards a subject and promote learning in a different way rather than school classroom alone. School based instruction can provide more learning per unit (Dewitt, 2008:182). While learning on and from fieldtrip is a valuable supplement to classroom instructions.

Briggs (2009:9) goes on to argue that fieldtrips improve learning and assimilation of concepts, by giving access to rare and different material which extends practical work and stimulate further learning. Attending classes and reading from textbooks limit learners to one teaching style of learning, therefore it is imperative that learners are taken on the field and given a chance to learn from the industry itself. There is a great need to use teaching and learning methods that encourage deeper learning in tourism education (Ruhenen, 2005:36). It is one thing to learn tourism in a classroom but it is something else to go out into the world and actually live it and become part of it and that is learning that takes place without much effort. Therefore fieldtrips are designed to provide that chance where learners are able to apply theoretical concepts learnt in the classroom setting to practical and authentic environments (Goh, 2011:63).

## **2.5 TOURISM EDUCATION IN SOUTH AFRICA**

In South Africa tourism education was developed as a socio-economic strategy aimed at poverty alleviation through job opportunity creation especially for previously disadvantaged communities (DoE, 1996). The importance of tourism in the South African economy promoted the development of tourism as a subject in the school curricular (Dube, 2014: 154). Tourism as a subject in South African schools was aimed at preparing learners right from the school level and beyond (Chili, 2010:34). According to Dube (2014:154) tourism as subject in secondary schools was intended to aid learners to understand the rapid growth of the tourism industry and its importance to the South African economy through its contribution to the gross domestic product.

Tourism education as a new subject in schools is not well established like other academic fields which has caused great disputes for teachers who plan and deliver the curriculum to learners (Cooper, 2003:30). Saayman (2005) is of the view that tourism teachers have to do several activities inside and outside the classroom, use appropriate teaching methods as well as create classrooms that are conducive for learning.

Sigmon (2014:17) posits that in order for teachers to make meaning contribution to learning, fieldtrips should be used as an important part of teaching and learning. Fieldtrips provide opportunities for especially rural learners to see accommodation establishments, understand what grading means, see some of the attractions they learn about, observe tourists as they prepare to board planes and others. This will facilitate achievement of some of the learning outcome through observation in authentic life environments that are endowed with abundant resources.

### **2.5.1 Situation in the Province of KwaZulu-Natal**

As According to eNCA (2013); Midrand Forum (2013); Ispas (2014) the Province of KwaZulu-Natal (KZN) hired about 85% of all the unqualified teachers in South Africa due to the fact that the province is mainly rural resulting in qualified teachers not being keen to work there. This challenge is not peculiar to South Africa and KZN, Monk (2007:159) discovered that rural and small schools found it difficult to recruit and retain experienced teachers who graduated from top-ranking colleges and

universities than their counterpart urban schools in the US. Jansen (2011) provides some of the reasons for qualified and experience teachers refusing to work in the rural schools of the KZN Province in the Mercury article of 8 August 2011 as leaking roofs, pit toilets, mud structures, dirty spring water absence of electricity, tired learners who walked long distances to reach schools and several others. This claim was backed by SACE (2011) when stating that that position remained unfilled and tended to be taken up by unqualified, inexperienced and desperate individuals. These were the circumstances in which the glamorous subject of travel and tourism was taught in some of the schools.

It is ironic that the Guidelines for Tourism Practical Assessment Tasks (Department of Basic Education: RSA, 2015:12-23) includes such activities as amazing race, boarding, itinerary, attractions, rides, lodging, etc. which all have to be theorised by the teacher and the learners. This would even be more difficult in the case of rural learners the majority of whom would not have travelled beyond their rural town of Bulwer. Most of these activities would not make sense and the learners would have to memorise and regurgitate words that carry no meaning at all as they would not be based on authentic learning in real-life environments. A minimum of one well planned fieldtrip (1 night and 2 days) would be instrumental in exposing them to the strange phenomenon of travel and tourism and all it entails and make learning practical and meaningful.

## **2.6 THE BENEFITS OF FIELDTRIPS FOR THE LEARNERS**

Fieldtrips are educationally beneficial to the learners. There is evidence to suggest that fieldtrips can have a positive impact of the learners, in terms of improving their academic skills and knowledge in the subject matter as well as enriching their learning experiences. According to Rickinson, Dillon, Teamey, Morris, Choi, Sanders, and Benefield, (2004:4) if learners participate in fieldtrips they are likely develop great confidence towards the subject, and stronger motivation towards learning. The memory of the fieldtrips does not only enhance learning but also improves long term knowledge retention (Power and Morgan, 2010:5). If learners

are able to discover and explore facts themselves, they are able to retain them longer and apply them more relevantly (Antwi and Oppong (2014:3)

Educational learning experiences are developed to help learners to identify and solve real life problems (Antwi and Oppong, 2014:3). This indicates that learning in fieldtrips are valuable exercises which offer real life, authentic and firsthand information that is required to enjoy learning. In the view of Behrendt and Franklin (2014:238) fieldtrip sharpen the learner's observation skills, as they are able to use all senses. Fieldtrips enable learners to increase their interest in outdoor learning; stimulate curiosity and consider their experiences.

Fieldtrips also help learners to gain better understanding of the subject in terms of vocabulary, methods, and techniques (Kerawalla *et al*, 2012:78). It is impossible to teach and learn a subject like tourism only using prescribed textbook. According to Weeden *et al* (2011:350) this type of teaching only creates passive and surface learning. Therefore for the benefits of the learners it is important that fieldtrips are undertaken in a subject like tourism, as they can assist learners with experiencing the tourism industry by being involved in tourist situations themselves and in real life tourism destinations. For example it is hard to teach learners about the hotel and its importance to the tourism industry if the learner has never seen the hotel before.

Therefore during fieldtrip activities, the learner's action is made meaningful through interaction with the environment in which they find themselves in (Kerawalla *et al*, 2012:78). Fieldtrips can enhance the learner's knowledge in the subject of tourism and make the reading material in tourism more real. Xie (2004:108) posits that fieldtrips provide a different perspective to learners to understand the complexity of tourism as they experience it rather than learn the theories and concepts only.

According to Rickson *et al* (2004:20) fieldtrips can promote personal growth and improvement in social skills. Antwi and Oppong (2014:4) observed that fieldtrip are not only for the individual but for the society, and for learners to understand others. The EAC (2015) emphasizes that fieldtrips benefit the learners as they extend the resources available to learners in the class room; provide learners with the opportunity to research about the topic of study; provide entrance into an unknown world which learners can introduce to their parents. A well-organized fieldtrips make

learners aware of the learning activities in everyday life, which is an excellent method of teaching learners to observe, ask questions and learn from one another (Ruegg, 2014).

Fieldtrips improve the learner's participation in class and create team work. According to Antwi and Oppong (2014:4) many fieldtrips combine educational content with team building exercises such as working together as a groups, which in turn creates common bonds amongst the learners to learn together as a team.

## **2.7 THE INFORMAL LEARNING INSTITUTIONS AND SETTINGS**

Informal learning institutions referred to in the study are what we refer to as museums, zoos, aquariums, art galleries, outdoor setting, or any other facility or location that can be used for out of school learning opportunities. Informal institutions have objects and exhibits that afford learners with prospect to learn through direct experience (EAC, 2015). According to Antwi and Oppong (2014:7) many things cannot be brought into the classroom because of size and inconvenience, for that reason it is important that teachers make use of fieldtrips and utilize informal institutions. The informal institutions are significant resources which support the teaching and learning of tourism. These places offer unique and different educational experience for learners which often result in cognitive gains (Dewitt and Osborne, 2007:686).

According to Meiers *et al* (2010:11) the informal learning institutions helps learners to facilitate lifelong interest in the field of tourism and are established as an imperative part of the school curriculum. Therefore it is vital that teachers and informal institutions work together to ensure that the benefits of these institutions are worth the time or and expense that they receive. Schools ought to take advantage of what the informal institutions have to offer, while their value is rooted into achieving good educational objectives.

According to Dewitt and Storksdieck (2008:187) fieldtrips may lead to better learning outcomes than school based instructions and provide more learning per time. However, teachers also value the opportunities for fieldtrips to informal learning

institutions which allow learners to have direct contact with the objects and present information in a more interesting different way (Kiesel, 2005).

## **2.8 BARRIERS TO FIELDTRIPS**

Even though researchers value the educational value of fieldtrips, there are a number of barriers and challenges that are facing fieldtrips in schools which results in learners missing out an opportunity to learn on different environments which are well resourced and provide them an opportunity to learn from each other. It is important that these barriers are highlighted in the study in order to evaluate what hinders schools, learners, teacher from organizing and participating in fieldtrips.

Various authors have different perspectives on the barriers to fieldtrips. According to Wu (2009:145) fieldtrip activities are not included in school or subject syllabi by teachers and curriculum developers because they are not viewed as an important element to the curriculum. Weeden *et al* (2011:350) concur when stating that the fieldtrips in tourism education are perceived as holidays that have no meaningful educational purpose. However, according to Meiers *et al* (2010:23) fieldtrips should not be seen as an add-on to the school curriculum or viewed as jolly or only for entertainment purposes but ought to be viewed as an integral part of both the school and informal learning institutions. Fieldtrips stimulate the learner's interest and provide them with first hand experience.

According to Rebar (2009:16) fieldtrips require substantial skills and preparations in the areas of logistics, management and pedagogy (see table 2.2 that follows). The teacher can have considerable barriers with the logistics, transportation of having to plan and coordinate fieldtrips. Secondly the supervision of the learners during fieldtrips can be a great challenge and lastly the barrier of having to create meaningful learning and linking the fieldtrip to the curriculum is considered as the barrier. Therefore for the purpose of the research it is important that the fieldtrip barriers are understood to determine where common barriers appear with the three domains.

Table 2.2: The three areas of preparation and skills involved in leading fieldtrips

Logistics	Management	Pedagogy
Preparations and skills required to schedule fieldtrips, including transportation, permissions, substitute arrangements, and site coordination	Preparations and skills involved in supervising and guiding learners and other adults included in the fieldtrip.	Preparations and skills utilised to facilitate a learning experience before, during and after the trip

In the recent years fieldtrips have been decreasing in the lives of the learners this is largely due to the increase in school budgets and increasing transport costs (Meiers *et al*, 2010:32). Dewitt and Storksdieck (2008:152) emphasized that fieldtrips are threatened by limited school funding, lack of time and crammed curriculum, as well as teachers having pressure to prepare for standardized tests and learner assessment. According to the AEC (2015) the increase in prices has made travelling cost very high. However the cost of fieldtrip should not hinder the opportunities for learners to travel to destinations that provide them with unique learning opportunities.

Teachers are faced with great challenges of having to complete the curriculum at a definite time according to the subject policy and work schedule. According to the study done by Dewitt and Osborne (2007:686) teachers expressed time constraint and the time to cover the curriculum has made it impossible to implement fieldtrips. Teachers also fear losing control over learners during fieldtrips, as learners are also disoriented resulting in excitement upon arrival at the venue which often results in uncontrolled behaviors (Behredendt and Franklin, 2014:239).

Dillion *et al* (2006) identified additional barriers to fieldtrips, which affect how much learning takes place during fieldtrips and the amount of quality provision of experiences during fieldtrips as the teachers and learners fear for their health and safety and teachers lack the confidence of teaching during fieldtrips. Rickson *et al* (2004:8) adds that during fieldtrips teachers also lack the confidence in teaching outdoors, if they not experienced in outdoor education. The requirements of the school curriculum: time on tasks, where Rickinson *et al* (2004:8) append that school



curriculum limit the opportunity for learners to learn outdoors and lastly shortage of time, resources and support from school and parents.

There are many challenges that teachers face when planning for fieldtrips and often they do not have time or a clear understanding of how to arrange fieldtrips (Dillion *et al*, 2006). According to Briggs (2009) teachers face many obstacles when trying to prepare learners for fieldtrips. These obstacles include time, lack of support from schools, and administrative duties for organizing fieldtrips. Dewitt and Storksdiack (2008:182) also argues that teachers also face challenges of having to document why and how fieldtrips satisfy curricular demands. Therefore as a result learners are losing valuable learning experiences and have deprived learners from an experience that would enrich their education and gain an insight to different learning styles.

## **2.9 THE ROLE OF THE TEACHER DURING FIELDTRIPS**

The teacher plays an important role in affecting the learners experience during fieldtrip. The role of the teacher is an important factor in the learner's participation and learning during fieldtrips (Rabar, 2009:18). According to (Briggs, 2009; Rabar, 2009:18) many teachers do not have clear understanding or goals for the fieldtrip and often do not know how to shape the learners learning experience during fieldtrip. Therefore it is imperative that the role of the teacher during fieldtrips is discussed in the study. It is important that the role of the teacher is specified as if teachers have clearly defined goal, show enthusiasm, positive attitude towards a trip, the learners often reflect similar attitudes.

The primary goal of the teacher is to make fieldtrips meaningful and motivational for all learners. The teacher needs to be actively involved in the different stages of organizing fieldtrips and furthermore perform different roles and functions.

Dewitt and Storksdiack (2008:187) described the role of teacher during fieldtrip to include becoming familiar with the environment before the fieldtrip as well as orient the learners to the setting before the trip. Clarifying the learning objectives for the learners before the trip; allowing time for learners to discover and explore the fieldtrip

site; including activities in the fieldtrip that links with classroom learning and planning post fieldtrip activities which allows learners to share their fieldtrip experiences.

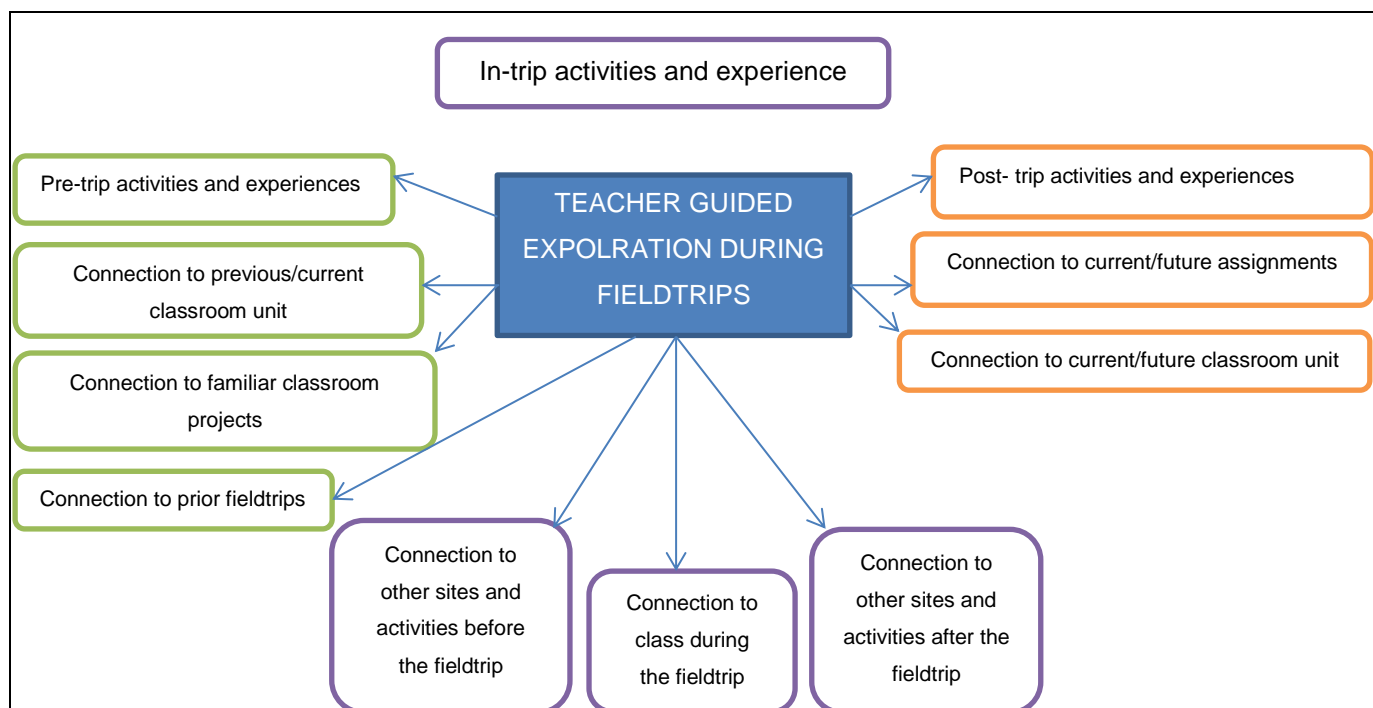
## **2.10 PLANNING FOR EDUCATIONAL FIELDTRIPS**

It is important that fieldtrips are properly planned. Mathias (2011:12) argues that most fieldtrips are ill planned and frequently learners are not prepared for the experience, which often result in poor learning and quickly forgetting irrelevant information (Rickinson *et al*, 2004). According to Onuebunwa (2012:102) when fieldtrips are properly planned and the objectives evidently stated out they can provide better learning opportunities that are devoid in the classroom where learning is structured.

However, Kiesel (2005) claims that many teachers fail to design and implement educational fieldtrips that take advantage of the resources that are available at informal institution and connect to classroom learning. Teachers are also incapable to explain how their educational fieldtrips are supposed to lead to learners learning (Meiers *et al*, 2010:6). This is why Anderson, Lawson, and Mayer-Smith (2006) asserts that fieldtrips without prior preparation and follow up may not assist in learners learning. Shakil *et al* (2011:4) maintain that if fieldtrips are not well planned in advance and properly coordinated, it will end up in confusion and will be a waste of time and money for both learners and teachers. Therefore for the benefit of the study it is important that the role of the teacher before, during and after the fieldtrips is emphasized.

The fieldtrips should be curriculum- goal oriented, linked and impacting. According to Rabar (2009: 27) curriculum connection strategies should be related to something encountered from the fieldtrips to either pre-trip, in-trip or post-trip class activities. Figure 2.1 illustrate teacher guided curriculum connections between the three fieldtrips phases.

Figure 2.2: Observation on fieldtrip and curriculum connection strategies facilitated by teachers between the three phrases of the trip.



Source: Rabar (2009:28)

Ruegg (2014) suggests the following steps that are involved when conducting and implementing fieldtrips: firstly the teacher selects the trip; then logistic and transport planning; pre- field discussion with learners; the fieldtrips itself; after the fieldtrip and lastly evaluating the fieldtrip.

The most important feature of a successful and enjoyable field activity is the clear articulation of activities to be done at the trip, the goals and the expected outcomes of the trip. It is one of the roles of the teacher to orientate the learners before the fieldtrip, plan pre-visit activities which are connected to the subject curriculum and conduct post visit activities which reinforces the experience that learners received from the field experience (Dewitt and Orsborne, 2007:86).

### 2.10.1 Before the fieldtrip

Pre visit activities are important as they provide learners with prior knowledge that can help in the understanding of experience at the site being visited. Giving pre-visit instruction can help learners with acquiring knowledge. Fieldtrips are especially

planned for their contribution to the goals and objectives of the subject (Antwi and Oppong (2014:).

Therefore it is important fieldtrips are to be planned with a purpose in mind to achieve a specific purpose or goal and these need to be communicated to the learners before the trip. When learners feel that their fieldtrip has a purpose, they see it in a more positive light and have positive feeling towards it (Briggs, 2009:103)

According to the tourism CAPS document (2011) before the fieldtrip the teacher should:

- Choose a tourist destination that is relevant to the curriculum
- Visit the destination before the trip to attain information
- Explain concepts to learners as background knowledge
- Highlight important aspects that learners should take notes on
- Discuss responsible tourist behaviors and set rules for learners behavior
- Develop worksheets to guide learners learning
- Explain post visit assessment

Fieldtrips activities are ought to be planned or organized in places of interest outside the classroom, which will allow learners to practice the theory taught in the classroom to the environment which they are visiting. Prior to the trip the teacher can prepare the learners by describing the venue, distribute guidance notes and worksheet to prepare learners for the trip. If learners are well prepared, they will understand their behavior expectations and how they can make connections with what is learnt in the trip with classroom learning. The teacher can also familiarize the learners with the site by showing them videos and giving them a detailed itinerary of the trip (Dewitt and Osborne, 2008:184).

### **2.10.2 During the fieldtrip**

According to Antwi and Oppong (2014:4) during the fieldtrip activities the learner's attention should be focused on what is expected to learn and should be able to

collect information in his immediate and wider environment. It is the role of the teacher to help learners to be comfortable with the environment that they find themselves in.

The teacher must keep the learners involved and engaged during the trip in order to help them make a connection with the trip and the concept learnt in the classroom (Behrendt and Franklin, 2014:240). Teachers can also use worksheet to help learners in exploring and learning during the trip, however to make learning meaningful the teacher should also be involved and in control of the learners. It is imperative that teachers circulate during the trip to see that their expectations are being carried out (Briggs, 2009:105).

During the trip learners are responsible for their own learning as it is the learners experience, curiosity, interest that is being developed and not that of the teacher. According to the tourism CAPS document (2011) during the trip learners should:

- Listen carefully to the tour guide
- Take important notes and obtain information
- Ask relevant questions
- Show responsible tourist behavior

### **2.10.3 After the fieldtrip**

The learners experience needs to be reinforced after the fieldtrip through discussions; reading and sharing their experiences. According to Behrendt and Franklin (2014:241) learners generally show greater understanding when the teacher makes connection of the fieldtrip through reflection, which helps to maximize the learners interest and learning. According to Briggs (2009: 105) if the trip was connected to subject curriculum it is important that the teacher make those ties are reassess and clarified. If learners feel that their trip had a purpose and that they learned something, they have able to enjoy the memories and experience gained from experience.

## **2.11 STRATEGIES TO PROMOTE FIELDTRIPS IN TOURISM EDUCATION IN RURAL AREAS**

Informal learning institutions motivate learner to learn. Therefore it is important these institutions have resources which provide learners an opportunity to learn and teachers should be aware of the unique opportunities that they offer. However according to Meiers *et al* (2010:116) in order for the institutions to meet the learners learning objective, teachers must prepare learners for fieldtrips and ensure that they are closely connected with the subject curriculum. It is imperative that informal institutions make sure that fieldtrips are enlightening and enjoyable, as future visitation to these places depend on the kind of experience that learners have during their trip (Anderson *et al*, 2006:22).

Ateskan and Lane (2016:190) are of the opinion that fieldtrips provide indispensable learning opportunities in the real world, thus they should be included as a teaching method and enshrined in the syllabi to subjects that would benefit from them. They also highlight the importance of level of exposure and experience of the teacher to motivate in favour of fieldtrips to the school and parents of the learners. Lefever (2014) argues that fieldtrips need not be long distance and expensive. Teachers could start by walking with the learners local potential tourist attractions such as local rivers, factory (if any), local town and identify tourist amenities such as guesthouses, restaurants, develop trails and climb local mountains and so on.

Swampscott Public School (n.d.:2) suggests that schools sponsor academic and extra-curricular travel to stimulate learning. This means that when schools whether quintile 1, 2 or 3 (in the case of South Africa) requests for budgets from the department such an item should be included especially in the case of tourism where there is a Practical Assessment Task (PAT) as explained in subsection 2.5.1. The schools that were subject of study were according to National Norms and Standards for School Funding (2004:8) between Quintile 1 and 3: that is poorest, next poorest and poor forming 60% of the total schools in South Africa. Each learner in these three categories of schools was allocated an average of R709 per annum in 2008 by the Department of Education. Transportation was included as one of the things that the allocation could be used for by the schools, which means that a portion of this amount could be allocated to achieving certain outcomes in the tourism syllabus.

Son Tours (2016) supports real-world experiences for learners as an ‘incredible way to get students engaged with different kinds of subject matter’. They suggest activities such as sales, car wash days, asking for donations, holding events, and others as ways to raise money to fund fieldtrips.

## **2.12 NULL HYPOTHESES DRAWN FROM LITERATURE REVIEW**

- There is no significant relationship between embarking on tourism fieldtrip and development of critical and logical thinking.
- There is no significant relationship between going on fieldtrips and understanding of theory taught in class.
- There is no significant relationship between undertaking fieldtrips and building a closer relationship with classmates and teachers.

## **2.13 CONCLUSION**

Educational fieldtrips are an important element to learner learning. The primary purpose of fieldtrip is to engage learners to tourism as a subject. It is important that fieldtrips are tied up to the curriculum in order to make learning during fieldtrips more valuable. Fieldtrips are a source of highly educational experiences for the learners as they involve learners in authentic and firsthand experience. Fieldtrips encourage learners to be actively involved in the learning and the subject that is being studied.

The value of fieldtrips and their contribution to the learner’s engagement, interest and curiosity is viewed from an experiential learning framework. It is important that learners are able to formulate and develop their own ideas by being actively involved in the learning process and make learning part of them.

In order to make learning meaningful during fieldtrips, it is important that learners are taken to carefully well-planned educational trips that enrich their educational needs. It is important that teachers create an environment where learners are able to learn, acquire skills and knowledge and apply these to their daily life activities. Fieldtrips

can be difficult to plan, organize and supervise, but they do provide a better learning opportunity that cannot be experienced in the classroom

The value of fieldtrips is largely acknowledge in order academic studies, however tourism being a relatively new subject in school little is known and understood about the value of fieldtrips in tourism education especially in high school. According to Arcodia *et al* (2014:856) despite the recent interest in the study of fieldtrips within the context of tourism, it still remains a narrow focused or broader generalization of educational value of fieldtrips are difficult to find.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 INTRODUCTION**

Chapter three presents the methodology used in the study to collect, analyze and interpret the data. This chapter ties the study together by explaining the philosophy and processes that were followed and the research procedures and techniques that were used to gather and analyse data. According to Cohen, Manion, and Morrison, (2000:44) methodology in research refers to a methodical way of collecting data from a given population in order to comprehend the phenomenon under study. Therefore this chapter gives a description of the study population, how data was collected and analysed as well as provide justification for methodological choices.

The research methodology that follows shows how the whole research project is glued together, gives structure to the study and also illustrates how the population was chosen, how sampling was done, what techniques and tools were used to gather data, how data was analysed and how all these were used to satisfy the requirements of the research objectives (Coldwell and Herbst, 2004:35).

#### **3.2 THE RESEARCH PARADIGM**

The study is located within an interpretivist paradigm. According to Ruth, Jacob, Rotich, Joseph, and Bengat (2015:225) a research paradigm is a belief about the nature of knowledge and how it is created. The interpretivist paradigm is followed to describe the value that tourism teachers in the Pholela Circuit put in fieldtrips in the teaching of tourism, the challenges they face trying to include fieldtrips as a method of teaching and learning and what they think could be done to deal with these challenges. The interpretivist paradigm allows the researcher to view the world through the lens of individual respondents (Thanh and Thanh, 2015:24). Its premise

is that there are no fixed realities, but it accepts multiple view points from different individuals and different groups who actively construct their social worlds in a unique ways (Cohen *et al*, 2011:17). Rensburg, Henning, and Smit (2007:25) concur that when that this approach considers that there are number of ways of interpreting the same data and this understanding depends on the person doing the interpretation and on the context in which they find themselves.

The current study accepted viewpoints from different schools within Pholela Circuit, different people in different positions (HODs, teachers and learners) with different backgrounds and experiences. Using the participants understanding of the educational value of field trips in tourism education enabled the researcher to see how people make meaning and understanding of the situation in their natural setting. Consequently data collected is expressed in written description and where quantified data are obtained, the numbers are interpreted to extract meaning.

### **3.3 RESEARCH METHODS**

This section presents the research methods used for the study. According to Kumur (2011:69) a research method is a plan, structure and strategy of investigation used to satisfy the requirements of the research objectives. A method includes a detailed outline of what the researcher did from constructing a research problem, selecting the population, delimiting the area to the final analysing the data (Kothari, 2004:251).

The research questions that this study aimed to answer required it to mix both the qualitative and quantitative research methods in collecting and analysing data. The research problem would be addressed by collecting data from both learners and teachers. Data collected from the learners tended to be quantitative, while data collected from the teachers addressed perceptions and perspectives with a qualitative inclination. According to Creswell (2008) the purpose of using the mixture of both qualitative and quantitative methods provides more evidence about the research problem from multiple angles.

### **3.3.1 Quantitative Method**

Quantitative research is a formal, objective, systematic process in which numeric data are used to collected and analysed to make meaning about the phenomenon being investigated (Rensberg et al, 2007:85). One advantage of using the quantitative method its efficiency in collecting and analysing data especially bigger samples (ACET Inc., 2013). According to Creswell (2013) the strength of the quantitative method is that data collection is relatively quick and easy, data analysis is less time consuming and the research results are independent of the researcher. The quantitative research was used to collect data from learners through a questionnaire that was designed to be easy for them to understand and select responses without assistance and interference.

### **3.3.2 Qualitative Method**

The qualitative method is a means of exploring and understanding meaning to people's experience (Thanh and Thanh, 2015:24). The qualitative method was chosen because it is concerned with perspectives, wishes and attitudes, thus richer than numbers as would be provided by the learners. This study was designed to seek understanding of the research problem from the target population and to gain insight into people's subjective views, perceptions and experiences. Qualitative data were collected from subject teachers and their HOD from the schools that participated in the study.

## **3.4 RESEARCH DESIGN**

Case study research design is an approach to research that seeks to explore the phenomenon within a bounded context using a variety of data collection tools (Baster and Jack, 2008:545). The study adopted a case of 5 high schools offering tourism as a subject at Grade 12 level in Bulwer, Pholela Circuit with an aim to investigate the phenomenon using multiple lenses in real life contexts. Appendix 7 shows that data was supposed to be collected from 6 schools offering tourism in the Pholela Circuit. However, before the research process could commence, one of the schools decided to phase the subject out and was therefore removed from the list of target schools. According to Starman (2013:30) a case study design can employ a

qualitative or quantitative method or a combination of both. Using the case study made the research more interactive as the researcher studied the topic in details, thus making the study more descriptive. The case study design helped to bring the whole research project together, gave it structure that facilitated attainment of research objectives. Table 3.1 is an illustration of the research strategy summary.

**Table 3.1 Research strategy**

Research focus area	Research discussion point
Research paradigm	<i>Interpretivist and descriptive</i>
Research method	<i>Mixture of quantitative and qualitative methods</i>
Research design	<i>Case study approach, cross-sectional</i>
Data collection techniques	<ul style="list-style-type: none"> <li>• <i>Questionnaires</i></li> <li>• <i>Interviews</i></li> </ul>
Data analysis	<i>Mixture of quantitative and qualitative tools and techniques</i>

Adapted from Maree (2010:35); Hlengwa (2014:112)

### 3.5 RESEARCH POPULATION

Ross (2005:2) defines population as the total number of units from which data can be collected. The population for the study included all the schools that offer tourism as a subject at grade 12 level, grade 12 tourism teachers and their heads of departments in the Pholela Circuit of Bulwer of KwaZulu- Natal. There were 5 high schools offering tourism at grade 12 and this made a population of 210 learners, 5 teachers and 5 HODs resulting in a total population of 220 possible respondents. The researcher selected grade 12 learners because they would have been doing tourism as a subject for 3 years, and this would be their last year at high school meaning that if the schools organised fieldtrips at all, this group would have participated.

### **3.5.1 Sample for the study**

Sampling is the process whereby the researcher chooses a smaller proportion representative of the population to participate in the study (Betram and Christian 2014:59). The teacher and HOD sub-populations were smaller and the researcher included all of them in the study making a total of 5 teachers and 5 HODs. The learner sub-population was larger at 210 and the researcher selected a sizable sample to collect data from.

According to the Research Advisors (2005); Frost (2015) in a case of a population size of 200, a sample of 132 would yield 95% level of confidence in the results with  $\pm 5\%$  margin of error. A sample of 142 learners was therefore regarded good enough to collect data from and this number of learners was included in the study.

### **3.5.2 Sampling Method**

As already stated, all the 5 teachers and 5 HODs were included in the study because it was feasible and cost effective to do so since the number was small. In the case of the learner sub-population, the researcher collected grade 12 registers from all the schools and employed stratified random sampling technique to select 142 learners from the target schools. A table of random numbers was used to select the learner respondents according to their numbers on the registers. The researcher selected the respondents in the following way to ensure that the sample was equitably distributed across the 5 schools:

School A – 35 sample of 52 learners

School B – 30 sample of 44 learners

School C – 15 sample of 22 learners

School D – 42 sample of 62 learners

School E – 20 sample of 30 learners

Only grade 12 tourism teachers were chosen for the study as some schools had 2 tourism teachers. The HODs were also included the study because they manage the departments under which tourism as a subject falls. The total sample size used in the study consisted of 152 respondents. The respondents comprised of both

males and females in all the 5 schools. The 6<sup>th</sup> school was excluded as they had opted to remove tourism from the curriculum. Reiterate

### **3.6 METHODS OF DATA COLLECTION**

Data were collected from the teachers and HODs using semi-structured interviews and structured questionnaires were used to collect data from the learners. It was important to give the teachers and HODs some leeway to express their views regarding the importance that their schools gave to fieldtrips in the teaching of tourism. Semi-structured interviews would allow for this within the confines of the research questions and objectives. Data collected from teachers and HODs were mainly qualitative and data collected from the learners were quantitative.

The schools are located in deep rural areas and in different directions, as a result the researcher had to complete data collection in three day. The researcher visited two schools per day and the last school was done on the third day. The data collection process took place from 8:00 to 15:00, which allowed the researcher to travel between the schools. Before arrival to the schools, appointments were made with subject teachers and HODs for the convenient time to conduct the study.

Upon arrival in all the schools, the researcher firstly began by collecting data from the learners where by the researcher distributed questionnaire. Secondly the researcher focused on interviews with the subject teacher and later with the HOD using the semi-structured interview schedule.

#### **3.6.1 Questionnaires**

Data were collected from learners through structured questionnaires. According to Blanche, Durrheim, and Painter (2006: 488) a questionnaire is defined as a group of questions written to gather information from the participants. Kumur (2011) states that questionnaires are useful if one wants to reach a larger population, such as the case of 142 learners in this study.

The questions in the questionnaire were short and relevant to the purpose of the research. The questions were close-ended to ensure that the learners did not deviate from the questions. They had to select the answer from the list of options to

make it easy for them. According to Blanche *et al* (2006:486) close-ended questions draw out standardize set of response which are easier for data analysis (see appendix 2).

The respondents were given 5 choices ranging from strongly agree; agree; neutral; disagree and strongly disagree and this was explained to the learners. The questionnaires were self-administered by the researcher after explaining the purpose and learners filled their own questionnaires. The research took place in their respective classrooms to ensure that learners were at ease, comfortable and confident in participating in the process.

The researcher started by introducing herself and elaborating on the purpose of the research. A letter confirming the purpose of the research and role of the learners in the study was explained to the learners. The researcher clearly stipulated that the research process was voluntary and participants had the right to withdraw from the study at any time. All questions were the same for every learner in all the schools.

The learners in these schools were second language speakers as a result the researcher had to clarify words, statements and phrases in the questionnaire. The questionnaire session took 15 to 30 minutes. Upon completion of the questionnaires the researcher collected the questionnaire and thanked the learners for their participation. The researcher collected a total of 142 questionnaires from the participant learners.

### **3.6.2 Interviews**

The interviews were used as a technique to collect data from teachers and HODs at the schools. An interview is a data collection method which uses personal contact and allows the researcher to interact with the interviewee (Rensburg *et al*, 2007:184). According to Kumur (2011) an interview involves the researcher reading the questions to the respondents and recording the answers. Therefore the interviews for the current study involved personal and direct contact with the researcher and the participants of the study, the interviews were conducted with the aim of collecting qualitative data.

The interviews were semi-structured. Zorn (2010) states that semi-structured interviews are used to gather purposeful, qualitative written data and that they offer a balance between the flexibility of open-ended and structured questions. The aim of using the semi-structured interviews was to discover rich descriptive data from the respondents allowing them to share their personal experiences with regards to the topic under study. The researcher guided the interviews with the research instrument, an interview schedule which had different questions for the teachers and HODs. The questions in the interview schedule had both close-ended and open-ended questions (see appendices 3 and 4).

The questions in the interview schedule were designed to obtain information, opinions, views, perceptions and experiences, which the researcher used to link with the responses of the learners to validate the information. The teachers and HODs had different interview schedules and all the schools were asked the same questions

The interviews took place in the schools after the learners have submitted their questionnaires. The teacher and HODs decided on a suitable place where the interviews took place, which mostly were in HODs offices even though they were interviewed separately. The researcher began the interview by summarising the purpose of the research and the role of the interviewee in the research process. Each interview took 20 – 30 minutes.

The researcher recorded the Interviews using a smart phone as well as taking down notes as participants were answering questions. The permission to record the interview was obtained before the interview session. The participants were encouraged to elaborate further on a particular discussion, in some instances the researcher asked for clarity from the interviewees.

### **3.7 DATA ANALYSIS**

The study employed two data analysis methods aligned to data collection methods and techniques which were used to interpret the data collected, which gave perspective to the study. For quantitative data the researcher employed the services of a qualified statistician which yielded data presentation and analysis tools such as



graphs, tables, cross-tables and inferential statistics. For qualitative data the approach to presentation analysis and interpretation was used. According to Blanche *et al* (2006:322) data analysis involves reading through the data collected repeatedly and breaking the data down and rebuilding it to elaborate and interpret in order to make sense. Consequently, it was important that the study provides sufficient information on how the data was analyzed and which procedures were followed before the data could be interpreted to come to a conclusion.

### **3.7.1 Descriptive statistics**

The analyzing of quantitative data for the study used descriptive statistics to summarize the data collected. According to Rensburg *et al* (2007:215) descriptive statistics assists the researcher to identify patterns in the data and use these to provide evidence for his or her argument about the topic being investigated. The descriptive statistic helped to rearrange the data into a logical and readable manner.

Due to the large number of questionnaires the researcher compared groups on each class with an effort to obtain statistical data. As already stated, the researcher used the services of a qualified statistician. The descriptive analysis enabled the researchers to present the data in a more meaningful way and simpler interpretations of the data.

### **3.7.2 Thematic analysis**

Qualitative data analysis involves organizing and explaining the data and making sense of data in terms of the participants' description of the situation under study, identifying pattern, themes and categories (Cohen, 2006:461). The question items in interview schedules were linked to the research questions and research objectives presented in chapter 1. According to Wagner *et al* (2012) thematic analysis is used to identify themes and patterns in the data. The study thus used different perspective, experiences of the participants to classify the data according to emerging themes.

According to Bertram and Christian (2014:119) once data has been classified, the researcher needs to identify patterns in the data. The researcher first read the data collected in order to find similarities between the answers, all responses were

summarized. The themes of the study were chosen based on the aim of finding the participants perception towards the educational value of fieldtrips.

The themes from the data were later named each by a short word or phrase. Data was put into the themes and categorized after which interpretations were done. Ibrahim (2012:9) contends that thematic analysis is considered to be appropriate for any study as it seeks to discover information using interpretation. Therefore the interpretation of the analysis used the exact words, phrases from the participants as these conversations provided rich and detailed data.

After the researcher has read the transcript to get global understanding of the interviews the researcher analyzed the data to get similar topics and codes. The codes were later placed jointly into categories, which then emerged as themes. The categories and themes are discussed in the data analysis.

### **3.8 ETHICAL CONSIDERATIONS**

Before the study commenced, the researcher sought permission from the Department of Education District office to conduct the study. Permission was granted (see appendix 7). This letter was presented to the principals of the target schools to make them aware. Before commencing with the interviews and questionnaires session each participants was given an information sheet which had details and outlined the purpose of the study and the expectation of the respondents (see appendix 5). The researcher made sure that the information sheet and description of the research was easily understood by the respondents. The purpose of the study was explained to the participants, as well as the researcher's expectations from the respondents.

According to the USAID (2005) an informed consent is a mechanism that is used to ensure that respondents understood what was expected of them. A consent form was issued to them in order to ensure that they were willing to participate in the study. The researcher further explained that the research was voluntary and respondents could withdraw from the study at any time. A clear explanation was

given to the respondents about the value of the research and that the study would not harm them in any way.

In order to ensure confidentiality and privacy the researcher informed the respondents that the research was only conducted for the completion of the researcher's studies and would not be used anywhere else but kept in a safe place within the university. The study ensured anonymity by not including the names of respondents and their personal details as well as the names of the school. All interviews and questionnaires were kept in a safe place and handled in a professional manner. The researcher ensured the participants that the data collected was kept confidential and was only used for the purposes of this study.

### **3.8.1 Trustworthiness**

Trustworthiness for the current study was used to measure the study's overall reliability and validity. The principle that was used to ensure trustworthiness was collecting data from various population groups found within the schools as already described. The current study used two methods of collecting data which were questionnaires and interviews which assisted the researcher to obtain information from different angles. The researcher recorded the interviews using a smart phone, meaning that the transcript would be more accurate, which enhanced credibility. Therefore raw data was checked adequately. According to Bertram and Christian (2014:188) credibility depends more on the richness of the information gathered rather than the amount of data gathered.

#### **3.8.1.1 Pilot study**

Bertram and Christiansen (2014:55) define a pilot study as a small scale study conducted before the actual study in order to reveal defects in the research plan and tools. In trying to ensure validity, the questions were first pretested on a smaller group of people. The draft questionnaires were given to thirty learners and ten teachers where the researcher works in order to see if the questions could be easily and clearly understood by the participants and to identify and deal with poor wording and ambiguity in the questions. The interview schedules were given to other teachers in other circuits that would not be involved in the study to test validity and their relevance to the research questions and objectives. The pilot study would also

inform the researcher about the time that it will take the respondents to fill in the questionnaire. The pilot study can therefore be valuable to test trustworthiness and validity for both research instruments or data collection like questionnaires, interview schedule and also of the research process itself (Calitz, 2009:258).

After the pilot study the responses were analysed to identify the problems in the data collection tools. The following problems were identified in the questionnaire and interview schedule:

- The questions in questionnaire were difficult to understand for the learners,
- The second problem was that the wording in the sentences was not clear.

Therefore after the pilot study some minor changes were made in the questionnaire to improve validity.

### **3.9 CONCLUSION**

This chapter gave a description of the research design and methodology that was used in the study. The study is descriptive in nature which gave a rich description on the teachers and learners perception of fieldtrips in the learners learning and assessment in tourism education. The chapter further gave a description of how the study was conducted using both qualitative and quantitative research methods. An explanation of how the data was collected using questionnaire and interviews was given and how data was analyzed using thematic analysis and descriptive statistics. Lastly the chapter showed how ethical considerations were taken in account. The next chapter presents and discusses the results of the data collected with regards to the educational value of fieldtrips in tourism education.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

This chapter presents the results of data collected and discusses the findings obtained from the questionnaires completed by the learners as well from semi structured interviews with teachers and Heads of Departments (HOD's). The questionnaire was the primary tool that was used to collect data from the learners and was distributed to tourism grade 12 learners at Pholela circuit in Bulwer. The data collected from the responses was analyzed with SPSS version 24.0 with the help of a qualified statistician. This chapter is structured in the following way to make it easy to follow and understand:

Section 4.2 is the presentation, analysis and interpretation of the results of data collected from the learners using the questionnaire. Section 4.3 deals with the responses of the teachers of tourism education in the schools that were sampled for the study. Section 4.4 is the presentation, analysis and interpretations of the results from the HOD's of all the sampled schools that offer tourism as a subject.

#### **4.2 RESPONSES FROM THE LEARNERS**

The results are presented in descriptive statistics in the form of graphs, cross tables and other and inferential statistics. According to Bertram and Christiansen (2014:138) descriptive statistic summarizes a set of data into visual overviews. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values.

The hypotheses stated in chapter 2 were and they are applicable to the responses of the learners:

- There is no significant relationship between embarking on tourism fieldtrip and development of critical and logical thinking.
- There is no significant relationship between going on fieldtrips and understanding of theory taught in class.
- There is no significant relationship between undertaking fieldtrips and building a closer relationship with classmates and teachers.

#### 4.2.1 Reliability Statistics

Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.600 or higher is considered as “acceptable” for a newly developed construct.

**Table 4.1: Reliability statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.542	13

According to Hair, Babin and Anderson (2010: 137) the lower limit for Cronbach's alpha is 0.70 although it may decrease to 0.60 in exploratory research. For this study the Cronbach's alpha coefficient was used to assess the internal consistency of the factor. The table above reflects the Cronbach's alpha score for all the items that constituted in the questionnaire. The reliability scores for all sections approximate the recommended Cronbach's alpha value of 0.600 for a newly developed construct. For the study the score consisted of 13 items with a Cronbach's alpha of value of 0.542. This indicates a degree of acceptable, consistent scoring for this section of the research.

#### 4.2.2 KMO and Bartlett's test of sphericity

The Kaiser–Meyer–Olkin measure of sampling adequacy (KMO) and Bartlett's test of sphericity presented in Table 4.6 were used to assess the appropriateness of factor

analysis for this particular sample. According to Field (2009) Bartlett's test of sphericity should be statistically significant and KMO values between 0.80 and 0.90 are deemed to be outstanding. Kaiser (1974) recommends accepting values greater than 0.5 as acceptable.

**Table 4.2: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.554
Bartlett's Test of Sphericity	Approx. Chi-Square	135.452
	Df	66
	Sig.	0.000

The KMO value for the study was 0.554 which, although not excellent, it was of an acceptable standard. The Bartlett's Test of Sphericity reached statistical significance,  $p < 0.000$  supporting the factorability of the correlational matrix. In all instances, the conditions are satisfactory, which provided sufficient justification to proceed with the factor analysis to further test the level of important of the variables.

#### 4.2.3 Correlation between variables

The purpose of factor analysis is to summarize data so that relationships and patterns can be easily interpreted and understood (Yong & Pearce, 2013: 79). Factor analysis was used in the study to reduce data with an aim of presenting a number of questions in the questionnaire with a smaller number of hypothetical or theoretical factors. According to Cohen, Manion and Morrison (2007: 560) factor analysis is a method of grouping together variables which have something in common. The matrix tables is headed by a summarized table that reflects the results of KMO and Bartlett's Test. The data matrix required sufficient correlations to justify conducting factor analysis. According to Hair *et al* (2010) the requirement is that Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.500 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions were satisfied which allowed for the factor analysis procedure. Factor analysis, using the principal component extraction was thought to be suitable for the study.

Factor analysis was done only for the Likert scale items. Certain sections were further divided into finer components. This is illustrated in table 4.3 in the rotated component matrix.

**Table 4.3: Rotated component matrix**

	Component				
	1	2	3	4	5
I like tourism as a subject	0.501	0.275	0.094	0.293	-0.114
I believe that the tourism I learn in school is useful	-0.225	0.278	0.12	0.737	0.209
I think fieldtrips are necessary as they help me learn in different ways	-0.135	0.81	0.017	0.05	0.088
Fieldtrips will help me increase my knowledge in the subject	0.052	0.008	0.032	-0.01	0.894
Fieldtrips will allow me to see things in their natural settings	0.675	0.097	-0.017	-0.234	0.008
Fieldtrips can increase my interest in tourism as a subject	-0.034	0.185	0.685	0.117	-0.21
I think that fieldtrips will allow me to see the links in the content that is covered in the classroom	0.67	-0.135	0.056	0.19	0.255
Fieldtrips will help me think logically and critically	0.31	0.467	-0.075	-0.035	0.418
Fieldtrips should be a compulsory part of the tourism curriculum	0.163	-0.122	-0.064	0.6	-0.124
Fieldtrips will allow me to develop closer relationship with my classmates and teachers	-0.043	0.079	0.682	-0.322	0.099
Fieldtrips can help reinforce what my teacher is teaching in the classroom	0.207	0.578	0.216	-0.015	-0.113
The school should organize more fieldtrips	0.298	-0.111	0.66	0.301	0.258

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

This section thus focused on the individual statements and discussed the patterns of scoring. Common grouping were used to discuss the patterns according to different themes. Values that are the greatest value above 0.5 were chosen as the ones belonging to a particular component.

A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors (Hair *et al*, 2010). With reference to the table 4.3:



- The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.
- Factor analysis/loading show inter-correlations between variables.
- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components. Field (2009) asserts that factor loadings are an assessment of the intrinsic significance of a specific variable to a particular factor. Factor loadings greater than 0.5 are generally considered as important to that component (Field, 2009).

It should be noted that the variables that constituted Section B loaded along 5 components (sub-themes). This means that respondents identified different trends within the section. Within the section, the splits are colour coded. The colour codes are used identify different variables which address the same underlying concept and form subthemes as there are significant levels of agreement relation to the statements. The subthemes or names are given for these variables and grouped under one factor (component). The variables under each grouping actually strengthen the components and make it either significant or unimportant in relation to the research objectives and overall aim of the study.

#### Component 1: Reinforcement of classroom learning

Variables include:

- Q1: I like tourism as a subject (factor loading 0.501)
- Q5: Fieldtrips will allow me to see things in their natural settings (factor loading 0.675)
- Q7: I think that fieldtrips will allow me to see the links in the content that is covered in the classroom (factor loading 0.670)

All these have factor loading that are higher than 0.5, which means that they are important and significant to the findings of the study

#### Component 2: Different styles of learning in tourism

Variables include:

- Q3: I think fieldtrips are necessary as they help me learn in different ways (factor loading 0.810)
- Q8: Fieldtrips will help me think logically and critically (factor loading 0.467)
- Q11: Fieldtrips can help reinforce what my teacher is teaching in the classroom (factor loading 0.575)

The stated variables under component 2 had factor loading higher than 0.5 and were therefore regarded as significant to the study as in relation to promoting different learning styles.

#### Component 3: Learners expectations and relationships during fieldtrips

- Q6: Fieldtrips can increase my interest in tourism as a subject (factor loading 0.685)
- Q10: Fieldtrips will allow me to develop closer relationship with my classmates and teachers (factor loading 0.682)
- Q12: The school should organize more fieldtrips (factor loading 0.660)

Component 3 was related to the expectations of learners out of fieldtrips. As shown in this component, the variables had loading factors that exceeded 0.5 meaning that the learners expected these from fieldtrips.

#### Component 4: Benefits of tourism education

Variables include:

- Q2: I believe that the tourism I learn in school is useful (factor loading 0.737)
- Q9: Fieldtrips should be a compulsory part of the tourism curriculum (factor 0.600)

This component revealed that learners felt that what they learnt in tourism was important and that fieldtrips should be made part of the tourism curriculum.

#### Component 5: Tourism knowledge

Only one variable was important for this component (scoring high above the minimum acceptable 0.5 at 0.894, and this was Q4: Fieldtrips will help me increase my knowledge in the subject.

### 4.2.4 Section Analysis

Responses were solicited from the learners using the questionnaire which allowed the learners to select most appropriate responses from given options. This subsection was dedicated to presenting, analysing and interpreting the responses as reflected in returned questionnaires.

#### 4.2.4.1 *Learner responses on the organisation of fieldtrips in their own schools*

Figure 4.1 indicates that more learners (54.9%) responded that their schools organised fieldtrips for tourism learners, with a 45.1% indicating that their schools did not organise fieldtrips for tourism learners ( $p = 0.240$ ). The majority of the learners had not participated in fieldtrips before as 60.6% indicated ( $p = 0.010$ ).

**Figure 4.1: *Learner responses on the organisation of fieldtrips in their own schools***

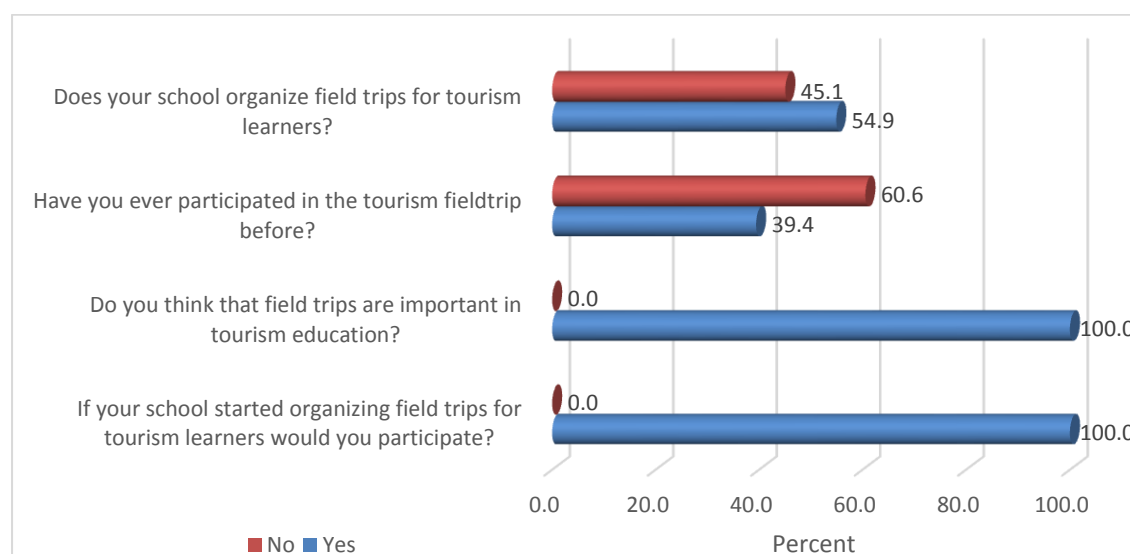


Figure 4.1 shows that all the learners (100%) thought that fieldtrips were important to tourism education and all of them (100%) also indicated that if their schools were to organise fieldtrips for tourism learners they would participate.

#### 4.2.4.2 *The value of fieldtrips in tourism learning*

**Table 4.4: The value of fieldtrips in tourism learning**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Chi Square
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	p-value
I like tourism as a subject	103	72.5%	33	23.2%	6	4.2%	0	0.0%	0	0.0%	0.000
I believe that the tourism I learn in school is useful	109	76.8%	31	21.8%	2	1.4%	0	0.0%	0	0.0%	0.000
I think fieldtrips are necessary as they help me learn in different ways	74	52.1%	62	43.7%	5	3.5%	1	0.7%	0	0.0%	0.000
Fieldtrips will help me increase my knowledge in the subject	97	68.3%	38	26.8%	5	3.5%	2	1.4%	0	0.0%	0.000
Field trips will allow me to see things in their natural settings	79	56.0%	48	34.0%	9	6.4%	3	2.1%	2	1.4%	0.000
Fieldtrips can increase my interest in tourism as a subject	86	60.6%	40	28.2%	10	7.0%	5	3.5%	1	0.7%	0.000
I think that fieldtrips will allow me to see the links in the content that is covered in the classroom	79	55.6%	52	36.6%	11	7.7%	0	0.0%	0	0.0%	0.000
Fieldtrips will help me think logically and critically	62	43.7%	72	50.7%	8	5.6%	0	0.0%	0	0.0%	0.000
Participating in fieldtrips is a worthwhile educational experience	67	47.2%	67	47.2%	7	4.9%	1	0.7%	0	0.0%	0.000
Fieldtrips should be a compulsory part of the tourism curriculum	112	78.9%	29	20.4%	0	0.0%	0	0.0%	1	0.7%	0.000
Fieldtrips will allow me to develop closer relationship with my classmates and teachers	74	52.1%	56	39.4%	7	4.9%	4	2.8%	1	0.7%	0.000
Fieldtrips can help reinforce what my teacher is teaching in the classroom	84	59.2%	50	35.2%	2	1.4%	4	2.8%	2	1.4%	0.000
The school should organize more fieldtrips	85	59.9%	47	33.1%	2	1.4%	5	3.5%	3	2.1%	0.000

Table 4.4 shows the responses of the learners regarding the value that they attached to fieldtrips in tourism learning. These questions were asked because they were important as an indication of what the tourism learners thought the contribution of fieldtrips would be in their understanding as well as their overall performance in the subject. Their responses would indicate to the teachers as well as the HOD's the importance that the learners attach to fieldtrips and also provide justification for their organization and funding by the schools that offer tourism as a subject.

The overview of the table indicates that all the chi square p-values were all less than 0.05 at 0.000. This implied that the scoring patterns were significantly different across the options per statement.

At a glance the majority of the learners agreed to all the questions as the percentages range from 88.7% to 99.3%. An overwhelming majority of the learners (95.7%) liked tourism as a subject, with 98.6% thinking that tourism learning was useful. As table 4.4 indicates, 95.8% of the learners regarded fieldtrips as useful in making them learn in different ways. About of the 90.1% (n= 127) in table 4.1 learners agreed that if they take part in fieldtrip they will be able to see what they learnt in the classroom in their natural environment. This is in agreement to Power and Morgan (2010: 4); Demirkaya & Atayeter (2011: 457) who argue that even though learning during fieldtrips is not always guaranteed, fieldtrips provide an environment where learners are encouraged to learn by actively applying their knowledge, deepen their understanding and make connections with classroom learning.

While an insignificant 6.4% (n= 9) of the learners had an unbiased response and 3.5% (n= 5) disagreed with the statement that fieldtrips would allow them to see things in their natural settings, an overwhelming 90.1% agreed with this statement.

A large number of learners clearly agreed (95.1%; n= 136) as indicated in table 4.3 that fieldtrips will help them learn in different ways. This clearly indicates that learners have different learning styles which classroom learning alone cannot accommodate all the learners. However a few learners 3.5% (n= 5) of learners had neutral responses and 0.7% (n = 1) disagreed with the statement.

In table 4.4 the vast majority of the participants agreed (95.1%; n= 135) that if they participated in fieldtrips their knowledge in the subject will increase; conversely only 3.5% (n= 5) learners had neutral response and 1.4% (n= 2) of the learners disagreed. There is vast knowledge gained in the classroom as it clarifies concepts, theories about the subject; however fieldtrips are about discovery, as learners are able to see how the techniques learnt are applied in the real world.

Most of the learners about 94.4% (n= 134) agreed that fieldtrips will assist them to think logically and critically and the remaining 5.6% (n= 8) did not want to commit themselves.

Almost all the respondents (99.3%) felt that fieldtrips should be made compulsory in the tourism curriculum. A unanimous 91.5% of the respondents thought that fieldtrips were important because they brought them as learners together. As can be seen on Table 4.4 many learners 94.4% (n= 134) indicated that if they participated in fieldtrips it would assist to reinforce what they are being taught in the classroom. Only 1.4% (n= 2) of the learners remained neutral and 4.2% (n= 6) disagreed, participating in fieldtrips would enthused them.

**Figure 4.2: The value of fieldtrips in tourism learning**

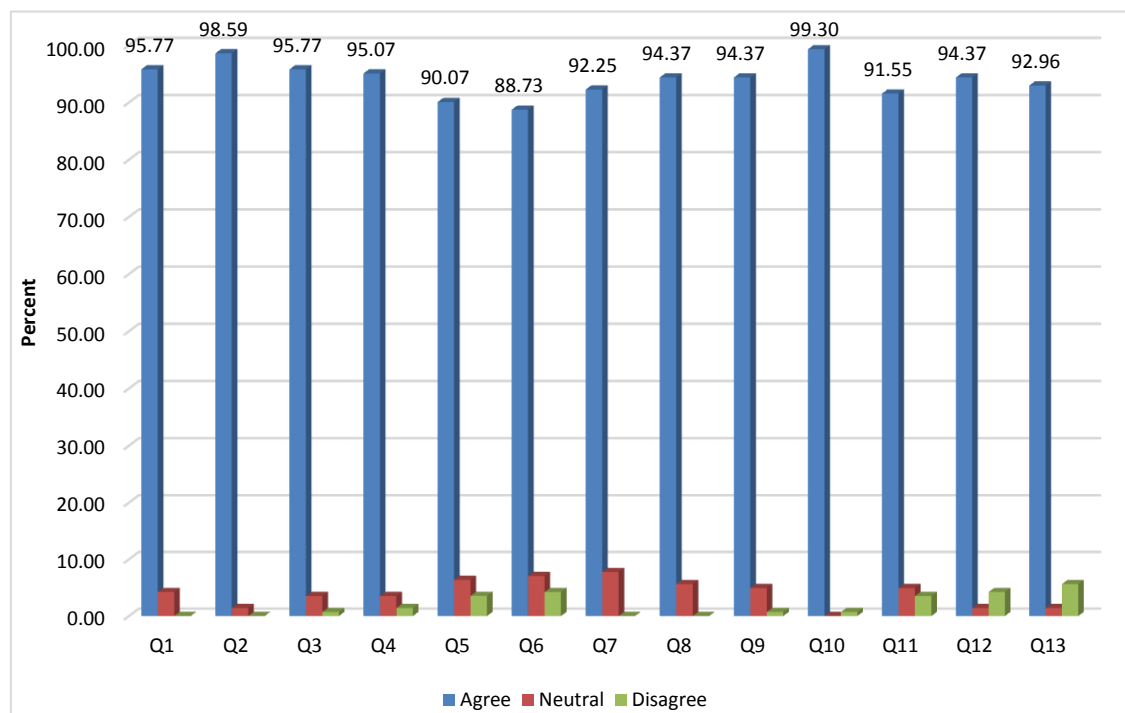


Figure 4.2 is a diagrammatic representation of the responses in table 4.4 and it clearly illustrates a very high level of agreement with the questions asked. Figure 4.2 shows that 94.37% (n= 141) of the learners felt that if they participated in fieldtrip it will be a worthwhile educational experience. Fieldtrips are worthwhile only if learners understand their value. Not all learners agreed that fieldtrips would broaden their learning experiences as 4.9% (n = 27) of the learners had neutral responses and 0.7% (n= 1) disagreed that fieldtrips are worthwhile educational experiences.

Figure 4.2 shows that most of the learners (88.73%; n= 126) agreed that fieldtrips can increase their interest in tourism as a subject. Not all learners had the mutual feeling about the subject as about 7.0% (n= 10) had neutral response and 4, 2% (n= 6) disagreed that their interest in the subject will not be aroused by participating in fieldtrips. In figure 4.2 and table 4.4 approximately 92.3% (n= 131) of the learners agreed that fieldtrips undertaken in schools will allow them to see the link between the trip and what they learn in the classroom. According to Ruhanen (2005) being in an informal learning setting allowed learners to consolidate and apply what is learnt in a formal classroom setting, therefore able to create a link between the two. However not all learners agreed as 7.0% (n= 10) response where neutral.

Almost all the learners (93, 0%; n= 132) as specified in table 4.3 agreed that their schools should organize more fieldtrips. However 1.4% (n= 2) had a neutral response and 5, 6% (n= 8) disagreed that fieldtrip should not be organized in their schools. In figure 4.2 and table 4.4 indicated that's about 91.5% (n= 130) of the participants agreed that fieldtrips will assist them to develop a closer relationship with the classmate and teachers. About 4.9% (n= 7) of the learners had a neutral response and 3.5% (n= 5) disagreed that partaking in fieldtrips will not help them to develop a closer relationships with their teacher and class mates.

To support the arguments above made by using the percentage scores, and table 4.5 is a summary of the descriptive statistics for the same data. The coding for the ordinal data has 1 = Strongly Agree and 5 = Strongly Disagree. The mean scores < 2 indicate levels of agreement to strong agreement. This is also in keeping with the observed patterns when reporting the percentages. For the most part, standard deviations were small also indicating similarities in the patterns of scoring, as there was no major deviation from the mean.

**Table 4.5: Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
I like tourism as a subject	142	1.00	3.00	1.3169	.55056
I believe that the tourism I learn in school is useful	142	1.00	3.00	1.2465	.46413
I think fieldtrips are necessary as they help me learn in different ways	142	1.00	4.00	1.5282	.60370
Fieldtrips will help me increase my knowledge in the subject	142	1.00	4.00	1.3803	.62719
Field trips will allow me to see things in their natural settings	141	1.00	5.00	1.5887	.82003
Fieldtrips can increase my interest in tourism as a subject	142	1.00	5.00	1.5563	.82963
I think that fieldtrips will allow me to see the links in the content that is covered in the classroom	142	1.00	3.00	1.5211	.63824
Fieldtrips will help me think logically and critically	142	1.00	3.00	1.6197	.59230
Participating in fieldtrips is a worthwhile educational experience	142	1.00	4.00	1.5915	.62063
Fieldtrips should be a compulsory part of the tourism curriculum	142	1.00	5.00	1.2324	.51455
Fieldtrips will allow me to develop closer relationship with my classmates and teachers	142	1.00	5.00	1.6056	.77146
Fieldtrips can help reinforce what my teacher is teaching in the classroom	142	1.00	5.00	1.5211	.78748
The school should organize more fieldtrips	142	1.00	5.00	1.5493	.86359

The standard deviation reflects the level to which variables cluster around the main mean (Niles, n.d.). The results were not very diverse, as the means for all scores lie between 1.23 and 1.61 (see table 4.5).

The descriptive statistics table indicates that the following statements form a sub-theme called Component 1: Reinforcement of classroom learning: I like tourism as a subject (mean = 1.3169); Field trips will allow me to see things in their natural settings (mean = 1.5887) and I think that fieldtrips will allow me to see the links in the content that is covered in the classroom (mean = 1.5211)



Table 4.5 further illustrates that the following statements form a sub-theme called Component 2: Different styles of learning in tourism: I think fieldtrips are necessary as they help me learn in different ways (mean = 1.5282); Fieldtrips will help me think logically and critically (mean = 1.6197) and Fieldtrips can help reinforce what my teacher is teaching in the classroom (mean = 1.5211).

For Component 3: Learners expectations and relationships during fieldtrips the following means were derived from calculations: Fieldtrips can increase my interest in tourism as a subject (mean = 1.5563); Fieldtrips will allow me to develop closer relationship with my classmates and teachers (mean = 1.6056) and The school should organize more fieldtrips (mean = 1.5493)

The same applies to Component 4 relating to the benefits of tourism education. The following variables belonged to this component because their results lied close to the mean. I believe that the tourism I learn in school is useful (mean = 1.2465) and Fieldtrips should be a compulsory part of the tourism curriculum (mean = 1.2324)

For Component 5 which was: Tourism knowledge, there was only one variable that was important: Fieldtrips will help me increase my knowledge in the subject (mean = 1.5563)

The interpretation that can be deduced from these results is that the learners thought that fieldtrips were important in their learning of tourism. This is particularly significant given the background of the setting in which the study was conducted (chapter 1) as well as the aspects of the theories of experiential learning and multiple intelligences that underpin the study (chapter 2).

#### **4.2.5 Correlation Statistics**

Correlation statistics were used in the study to identify relationships between variables (statements) (Gravettler & Wallnau, 2007). Spearman correlations were used as the data was ordinal. Correlation coefficients with  $p < 0.05$  was regarded as significant. According to Gravetter & Wallnau (2007) correlations may vary from -1 to 1, and with 0 indicating that there are no linear relationships between two variables. The results indicate the following patterns:

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a \* or \*\*.

The following are correlations where identified and explored by the researcher to find the connection between two phenomena:

- a. The correlation value between “I believe that the tourism I learn in school is useful” and “I think fieldtrips are necessary as they help me learn in different ways” is 0.270 ( $p = 0.001$ ). This is a directly related proportionality. Respondents indicated that the more fieldtrips that are taken, the more different ways of learning can occur, and vice versa.
- b. There is a strong correlation value between “fieldtrips can increase my interest in tourism as a subject” and “I believe that the tourism I learn in school is useful” is 0.170 ( $p = 0.043$ ). The respondents indicated the more fieldtrips are undertaken; the more their interest in the subject will be aroused.
- c. There is significant correlational value between “I think that fieldtrips will allow me to see a link in the content that is covered in the classroom” and “fieldtrips allow me to see things in their natural setting” is 0.223 ( $p = 0.008$ ). The respondents seemed to think that if they participated in fieldtrips and saw things in their natural environment; they would be able to see the link between what they are seeing and what is learnt in the classroom.
- d. The correlational value between “fieldtrips will help me think logically and critically” and “fieldtrips will help me increase my knowledge in the subject” is 0.272 ( $p = 0.001$ ). The values were directly proportional meaning that the respondents indicated that if they participated in fieldtrips they would be able to think rationally and logically which would in turn increase their knowledge in the subject.
- e. There is strong correlational value between “participating in fieldtrips is a worthwhile educational experience” and “fieldtrips can increase my interest in tourism as subject” is 0.183 ( $p = 0.029$ ). The respondents felt that the more

they participated in meaningful fieldtrips the more interested they would be in the subject.

- f. There significant relationship between the value (0.234 with  $p = 0.005$ ) “fieldtrips should be compulsory” and “I believe the tourism I learn in school is useful”. The respondents thought that if fieldtrips were to be compulsory; the value of the subject would be increased.
- g. There correlational value between “fieldtrips will allow me to develop a closer relationship between my classmates and teachers” and “fieldtrips can increase my interest in tourism as a subject” is 0.222 ( $p = 0.005$ ). This was a significant correlation as the respondents indicated that if they participated in fieldtrips, their interest in the subject would be stimulated and they would strengthen their relationships with classmates and teachers.
- h. There was strong correlational value between “fieldtrips help reinforce what my teacher is teaching in the classroom” and “fieldtrips are necessary as they help me learn in different ways” is 0.224 ( $p = 0.007$ ). The respondents were of the idea that if different ways of learning were used; their classroom learning would be strengthened.
- i. There was a significant value (0.0286 with  $p = 0.001$ ) between “the school should organize more fieldtrips” and “fieldtrips can increase my interest in tourism as a subject”. The respondents indicated that if more fieldtrips were to be undertaken, their interest in the subject would improve.

#### **4.2.6 Hypotheses Testing**

The traditional approach to reporting a result requires a statement of statistical significance. A p-value is generated from a test statistic. A significant result is indicated with " $p < 0.05$ ". These values are highlighted with a \*. According to Bertram and Christiansen (2014; 169) the level of significance is expressed as a value of p and is influenced by sample size. (Bertram & Christiansen, 2014: 169).

A second Chi square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns).

Bertram and Christiansen (2014: 170) further state that the chi-tests are used on cross- tabulations and show the relationships between two or more variables.

The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association. The table 4.6 Hypothesis testing summarizes the results of the chi square tests. All values without an \* (or p-values more than 0.05) do not have a significant relationship. The values that are highlighted and indicated with a \* shows that there is a significant relationship with the variables.

The results of the chi square test result from the table 4.6 are as follows:

- a. The p-value between “Fieldtrips will help me think logically and critically” and “Have you ever participated in the tourism fieldtrip before?” is 0.031. This means that there is a significant relationship between the variables highlighted in yellow. That is, going on a fieldtrip did play a significant role in terms of how respondents viewed fieldtrips encouraged logical and critical thinking.
- b. The  $p$ - value between “Fieldtrips will allow me to develop closer relationship with my classmates and teachers” and “Have you ever participated in the tourism fieldtrip before?” is 0.013. This means that there is a significant relationship between the variables. That is going on a fieldtrip played a significant role in terms of how the respondents developed closer relationships with their classmates and teachers.
- c. The  $p$  – value between “Fieldtrips will allow me to develop closer relationship with my classmates and teachers” and “Does your school organize fieldtrips for tourism learners?” is 0.016\*. This means there is a significant relationship between the variables. That means that organizing fieldtrips will play an important role in terms of how the respondents developed closer relationships with their classmates and teachers.
- d. The  $p$  – value between “Fieldtrips can help reinforce what my teacher is teaching in the classroom” and “Have you ever participated in the tourism fieldtrip before?” is 0.044. this means that going on a fieldtrip had a significant impact in the understanding of tourism as a subject.

**Table 4.6: Hypothesis tests**

Pearson Chi-Square Tests			
		Does your school organize fieldtrips for tourism learners?	Have you ever participated in the tourism fieldtrip before?
I like tourism as a subject	Chi-square	1.212	0.099
	Df	2	2
	Sig.	0.546	0.951
I believe that the tourism I learn in school is useful	Chi-square	0.204	0.918
	Df	2	2
	Sig.	0.903	0.632
I think fieldtrips are necessary as they help me learn in different ways	Chi-square	6.294	4.189
	Df	3	3
	Sig.	0.098	0.242
Fieldtrips will help me increase my knowledge in the subject	Chi-square	2.096	3.531
	Df	3	3
	Sig.	0.553	0.317
Fieldtrips will allow me to see things in their natural settings	Chi-square	2.745	2.187
	Df	4	4
	Sig.	0.601	0.701
Fieldtrips can increase my interest in tourism as a subject	Chi-square	6.534	3.492
	Df	4	4
	Sig.	0.163	0.479
I think that fieldtrips will allow me to see the links in the content that is covered in the classroom	Chi-square	0.755	0.592
	Df	2	2
	Sig.	0.686	0.744
Fieldtrips will help me think logically and critically	Chi-square	2.832	6.924
	Df	2	2
	Sig.	0.243	.031*
Participating in fieldtrips is a worthwhile educational experience	Chi-square	3.166	3.217
	Df	3	3
	Sig.	0.367	0.359
Fieldtrips should be a compulsory part of the tourism curriculum	Chi-square	0.831	2.064
	Df	2	2
	Sig.	0.66	0.356
Fieldtrips will allow me to develop closer relationship with my classmates and teachers	Chi-square	12.246	12.736
	Df	4	4
	Sig.	.016*	.013*
Fieldtrips can help reinforce what my teacher is teaching in the classroom	Chi-square	6.958	9.780
	Df	4	4
	Sig.	0.138	.044*
The school should organize more fieldtrips	Chi-square	8.556	4.784
	Df	4	4
	Sig.	0.073	0.31

The results from the hypotheses test show that 4 of the results are statistically significant. Which meant that the hypotheses stated in chapter 2, and restated at the beginning of this chapter that:

- There is no significant relationship between embarking on tourism fieldtrip and development of critical and logical thinking is rejected because hypotheses testing calculations (Table 4.6) yielded a score of 0.031 which was below the significant level of 0.05. The researcher could therefore state confidently that embarking on fieldtrips could help the learners in sampled rural schools of Pholela Circuit to develop critical and logical thinking in respect of tourism as a subject.
- There is no significant relationship between going on fieldtrips and understanding of theory taught in class. This hypothesis was accepted following the hypothesis test score of 0.744, which was above the required level of significance. However, on the question of whether fieldtrips would reinforce what was being taught in class, the score was significant at 0.044. these questions could be understood to mean the same thing. On that basis the null hypothesis could be rejected.
- There is no significant relationship between undertaking fieldtrips and building a closer relationship with classmates and teachers. This null hypothesis was also rejected as the test score (0.013) indicated clearly that learners felt that fieldtrips would assist in building closer relationships.

### **4.3 RESPONSES FROM THE TEACHERS**

For the qualitative data responses from semi structured interviews were analysed according to the thematic framework approach, with data organized into categories on the basis of themes and concepts after which interpretations and discussions were done. The items in the questionnaire as well as the interviews schedules for both the teachers and the HOD's were aligned to the following objectives of the study. For the qualitative data responses from semi structured interviews were analyzed according to the thematic framework approach, with data organized into categories on the basis of themes and concepts after which interpretations and discussions were done. The items in the questionnaire as well as the interviews schedules for both the teachers and the HOD's were aligned to the following objectives of the study.

The objectives of the study were:

- To assess the value of fieldtrips to tourism learning at high school level.
- To determine the perceptions of the tourism teachers and learners about the value of fieldtrips.
- To determine strategies that could be used to promote educational fieldtrips in tourism education at the high school level.

This chapter is structured in the following way to make it easy to follow and understand:

This segment present qualitative findings on both teachers and HODs from semi-structured interviews. Data was collected from 5 teachers and 5 HODs, which was then analyzed and interpreted using thematic analysis.

#### **4.3.1 Attitudes towards fieldtrips**

Teachers were asked to describe the attitude of the school and parents towards fieldtrips as another form of learning in tourism education. According to the responses all the teachers agreed that fieldtrips are perceived as an imperative component in tourism learning. They viewed fieldtrips as an extra-curriculum activity that exposes learners directly to the tourism industry and allows learners to see the life of the different types of tourists. One teacher stated that if fieldtrips are undertaken for grade 12, the school always shows great support in educational activities that will help the grade 12 learners to pass and improve the grade 12 results but only if the purpose of the trip is clearly stipulated. One of the teachers had a different view with regards to the attitude of the schools as he expressed that nothing has been done by his school to ensure that fieldtrips are part of the tourism curriculum. He further elaborated that the school does not even consider tourism as an important subject in the school curriculum but as an 8th subject in the school to boost the pass performance for the grade 12 learners.

With regards to the attitude of the parents, two teachers thought that it was difficult to state the parental views as they had never conducted fieldtrips before. The other teachers reflected that parents would support anything that is school-related

especially if the fieldtrip is supported by the school principal. However another teacher specified that parents may not support fieldtrips especially since tourism was a new subject in school. There was a challenge that some principals did not view fieldtrips as part of the school culture even though one teacher felt that they are a vital part of the curriculum.

### 4.3.2 Participation in fieldtrips

This section was aimed at determining the activities of the schools offering tourism as a subject as well as the attitudes of the teachers and HOD's towards organizing and participation in fieldtrips. Their responses would help the researcher determine the frequency of participation, reasons for not participating and other challenges around planning and organization of fieldtrips.

**Figure 4.3: *Participation in fieldtrips***

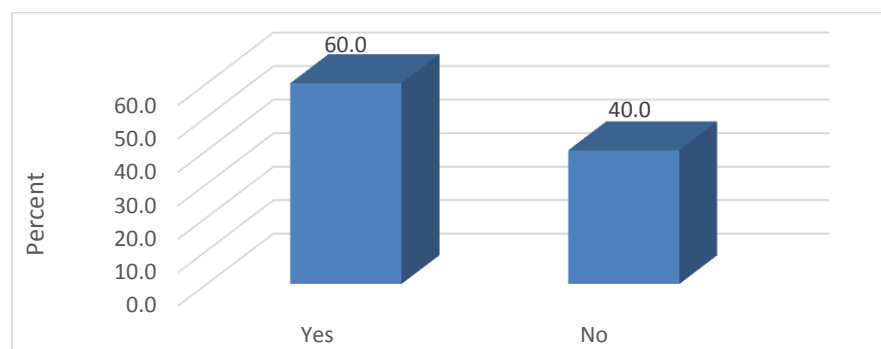


Figure 4.3 illustrates that 40.0% (n=2) of schools indicated that had never conducted fieldtrips. According to the responses in subsection 4.3.1 one of the teachers stated that she has thought about it but due to the logistics of the planning and conducting the trip, they had never done it, as her classroom sizes were usually big. The other teacher stated that each year he plans fieldtrips but with the curriculum constraints, there's no time for fieldtrips. The teacher further elaborated that the aim for not conducting fieldtrips is that tourism as a subject is not included in the school time table but as an additional subject in the school curriculum.

Figure 4.3 further shows that 60.0% (n= 3) of the schools had conducted fieldtrips before. One school had conducted fieldtrips five times since the introduction of



tourism in the school because her tourism class sizes were usually small and manageable. The teacher stated that she had conducted three fieldtrips with grade 11 class and two trips with a grade 12 class. The teacher has created the culture of fieldtrips as part of tourism learning.

Another school had conducted three fieldtrips, once with the grade 11 to Sani pass and twice with the grade 12 to Pietermaritzburg Cumberland game reserve, as the trip included both tourism and geography learners. One school had undertaken two trips to Durban and with grade 10 learners to the local museum in Centocow as an introduction to the subject. Yet another teacher expressed that time constraints and a cramped syllabus left no time for fieldtrips.

#### **4.3.3 Purpose of fieldtrips**

It was important for the researcher to determine the reasons for teachers to plan and organize fieldtrips for their tourism learners. This was particularly the case as stated in chapter 2 that some parents and schools cancelled fieldtrips because they regarded them as pleasurable and not contributing anything to the overall performance of the learners. Also, it is important to link fieldtrips to learning outcomes and integrated assessment tasks as fieldtrips provide opportunities to see how all subjects integrate in real-life settings. The responses of the teachers reflected the following as purposes for fieldtrips:

- a. "To expose learners to first hand learning and experiences to what they learn in the classroom". One teacher elaborated that tourism is a practical subject therefore taking learners to field makes learning tangible as learners are able to be involved in the activities that tourists do.
- b. "To use a different teaching method other than the textbooks" the teacher expressed that learners have different learning needs and therefore fieldtrips is one of the teaching strategies that teachers use to make learning happen.
- c. "To take learners out of the classroom and expose them to new environments like seeing different types of tourists, attractions and destinations" the teacher stated that not all learning happens in the classroom so learners need to be out of the class once in a while.

- d. "To expand the learning between the teacher and the learner by developing interest in tourism through visiting various places that helps them to consolidate the foundations of the subject (theory) with real life events. Learners get an insight of what the tourism industry is about e.g. customer service, what is a good and bad service"
- e. "To allow learners time to have fun and socialize and to improve the grade 12 results, a happy child present good result, that is my philosophy". The teacher elaborated that in schools there is a time to study and time to play so if a child is in happy environment learning happens.

It was strange that none of the teachers mentioned achievement of learning outcomes, integration of learning outcomes, learning for assessment and assessment for learning as purposes of fieldtrips.

#### **4.3.4 Connection to the curriculum**

However Wu (2009) argues that even though teachers see the need to integrate fieldtrips into curriculum only a few teachers are able to do so. According to Kennedy (2014:6) "learning is optimized only when teachers actively integrate the content of the fieldtrip with the curriculum". With regard to the responses to this theme, teachers stated the following:

- a. "It allows the teacher to plan carefully and have set objectives in mind". Clearly an unplanned fieldtrip would turn into a disaster. Teachers have to know beforehand where they want to take the learners and why. Communicate with the site management to ensure that they are expected and prepared for to make the trip worthwhile.
- b. "The goal of taking learners out of the classroom should be learning". This would dispel the notion that some principals have that fieldtrips are just time away from school.
- c. "Learners need to be able to see what we are teaching and what they are taught. If there is no connection between the fieldtrip and the curriculum, then no learning will take place".
- d. "They are so many activities or a topic that requires learners to be on the field and not just only theories the information". As stated in chapter 2, fieldtrips

are valuable to tap into multiple intelligences of the learners. All learning styles would be catered for.

- e. "Fieldtrips are important to create an interactive atmosphere, which is not possible in the classroom". This response is supported by the first theory of learning by doing presented in chapter 2.

#### **4.3.5 Inclusion of Fieldtrips to Curriculum**

The teachers were asked to express how they would ensure that fieldtrips are included in the teaching programs. They all seemed keen to start embarking or continue to embark on fieldtrips with their tourism learners. This sentiment was captured in the following responses:

- a. "By stressing to the school about the importance of the trip for the subject". This was an important response especially in the light of some principals thinking that fieldtrips were just time away from school. It would also help in the case where one teacher stated that the parents would support any activity that relates to school work.
- b. "The department of education should include fieldtrip as an imperative part in the subject policy"
- c. "By planning the trip that are supported by the school early in the year".
- d. "By seeking funding to ensure that trips are taken yearly".

#### **4.3.6 Barriers to fieldtrips**

The teachers were also asked to share the challenges they envisage or faced when planning and coordinating fieldtrips.

- a. The most common barrier to fieldtrips for all the teachers was "Money". The teachers expressed different views which were related to money matters: "transport cost is high, sometimes even the costs for sightseeing is unaffordable for our learners including the meals and accommodation". Due to the high rise of petrol and cost of travel learners cannot afford to travel, these learners come from poor communities faced with many socio-economic

challenges and some of our learners are coming from child- headed families. The schools do not have funds set aside to accommodate fieldtrips; the government budget is not even enough to cover all the school expenses, as a result there is no budget for extracurricular activities in the schools. According to Greene *et al* (2014) the financial burdens have forced schools to make difficult decisions about how to allocate resources and fieldtrips are seen as unnecessary frills.

- b. The second most common barrier to fieldtrips is “Fear” for the learners and teachers. The teachers shared that some learners are afraid to travel; they are not exposed to the culture of travel and are afraid of road accidents. According to the NECR (2012) the risk of accidents is a huge barrier that hinders schools from partaking fieldtrips. The teachers in the study further elaborated that some learner fear of other learners for examples they do not have clothes to wear and they fear of being made fun of by peers. The teachers also expressed fear of the unknown that when taking learners out of the school it is the responsibility of the teacher to look after the learners, therefore if perhaps there is a car accident or a child is injured while doing an activity, the teacher is held responsible.
- c. “Lack of time” due to long syllabus was cited as another constraints especially for the grade 12 class, teachers are faced with challenges of having to finish at the curriculum at a defined time therefore there is no time to take learners out of the classroom, which result to lack of support from the school management team and teachers. Fieldtrips are viewed as a waste of valuable time for teaching and learning, as a result learners are losing valuable time to learn. Teachers need to count for the number of lessons that they will lose, if they took some time away from school. Greene, Kisida and Bowen (2014) also argue that the focus of schools on the learner’s performances has led to decrease of number of fieldtrips undertaken.
- d. Behavior of learners was highlighted as another barrier to fieldtrips, teachers expressed that learners behave rudely when out of parents sight especially with the consumption of alcohol during fieldtrips is usually greater. Therefore having the responsibility of looking after learners 24/7 is a great challenge for the teachers. The teachers expressed that learners do not know how to

behave when they are out of school and some of them do not even respect you as a teacher when they are not in school.

- e. “Lack of support from the school” was another barrier to fieldtrips. One teacher mentioned that other teachers do not want to accompany you with the learners as they always have outside responsibility that they need to take care of.

#### **4.3.7 Value of fieldtrips to teaching and learning**

The teachers were asked to share what they thought was the value in taking learners on fieldtrips in the teaching of tourism. All the teachers agreed that there is great value in fieldtrips with regards to teaching and learning. They mentioned the following as value added to teaching and learning by fieldtrips:

- a. “Development and growth”: The teachers stated that fieldtrips develop them personally and exposes them to new personal experiences which are different from the textbooks that they use in class, especially if the destination being visited has a tour guide or an instructor, who has expert knowledge in the field. It makes teaching back in the classroom easy, as you are able to relate the knowledge gained from the trip with the textbook used in the classroom. As a teacher you too are personally developed as you learn new things while out in the field, you become updated about the current trends in the tourism industry.
- b. “Curriculum”: Fieldtrips bring a balance to the curriculum as both the teacher and learner learn at the same time unlike in the classroom where the teacher is the only source of knowledge. One teacher expressed that teaching tourism only in the classroom is like teaching science without a laboratory. The teacher gave an example that “You are expected to teach a child about the different star grading in the accommodation establishment when in fact a learner have never been in a hotel before to experience the services that qualifies hotels to be star graded”. The only source of exposure to these things is magazines which teachers bring in the class and sometime the pictures in the learner textbook are not even clear. Therefore taking learners out in the field makes tourism more practical rather than just theory. Fieldtrips

enable the teacher to cover the topic easily after the trips. The teacher expressed that taking learners to the field before or after the topic is taught in the classroom makes teaching of the topic easy and makes it easy for learners to understand.

- c. “Develops relationships”: Fieldtrip gives teachers a chance to get to know your learners in greater depth and to understand their current state of mind or level of knowledge. One teacher stated that when learners are out in the field and the guide ask questions you are able to know the level of understanding for the learners when they answer questions. A close relationship is developed with your learners as you are in a new and different environment, some learners even find easy to communicate with you when you are in an informal environment.
- d. “Teaching method”: The teacher is able to utilise different learning styles whilst on the trip and is able to tap into their five senses. The learners are actually doing what the tourists do when they travel, therefore it makes learning fun. The learners are active in their own learning, thus making learning meaningful and as a teacher you are able to fulfil your learning objectives.

#### **4.3.8 Benefits of fieldtrips for tourism learners**

The teachers were also asked to identify the benefits of fieldtrips for the learners. This was important especially for the context in which the study was taking place. Their responses to the question included the following:

- a. “Careers opportunities”: Fieldtrips expose learners to different career opportunities one teacher stated that most of her learners find interest in pursuing a career to study tourism after they leave schools. Taking learners to the hotel or an airport makes them interested in pursuing a career in the tourism industry for example air hostess or a chef; they are exposed to the different career opportunities that learners can pursue. Another teacher stated the Department of Economic Development, Tourism and Environmental Affairs used to host career expos for the learners and those

trips were excellent as they gave learners an insight into the careers who are interested in the tourism industry.

- b. “Future trips”: Increase confidence in travelling, the teacher stated that if a learner partakes in one fieldtrip in the previous grade he/she is always interested in taking further fieldtrips in future. After the fieldtrips learners show interest in travelling as it creates awareness for other trips, destinations that learners wish to travel to and activities they hope to participate in in future.
- c. “Develops relationship”: The learners develop close relationships with peers and teachers. The teacher stated that the learners are able to communicate differently with teachers outside of class and develops mutual understanding. The learners behave differently in the classroom and in fieldtrips, the setting outside of the classroom allows learners to behave and communicate naturally.
- d. “New experiences”: Fieldtrips allow learners to try new things and see new things in a different environment. The teacher stated that he recalls taking learners to spur for breakfast on their trip, for some the learners this was a new experience. Therefore experiencing how to receive a service and identify if the service is good or bad, ordering food out of a menu was a totally new learning experience for the learners. The learners were able to understand the relevance and the importance of what they are learning.
- e. “Achievement”: Fieldtrips lead to greater achievement in the classroom which results to better grades. The teachers stated that the learners show greater achievements in test and assessment when back in class, they show great confidence in what they are studying. The learners are able to answer the topic covered on the field with great confidence and sometimes when post-visit worksheets are given learners are able to complete these easily. The teacher further elaborated that sometimes even in class activities learners sometimes use their field experiences as examples, which shows that learners were actually learning.

#### **4.3.9 Motivation for Fieldtrips**

The teachers were asked to identify the different ways in which they would motivate learners to participate in fieldtrips. They had the following responses to share:

- a. “Projects”: Tourism projects and practical assessment task (PAT), the learner’s projects are always practical they need learners to have access to magazines, internet, brochures and anything that will assist them to complete the task. Being in a rural environment far away from the city hinders learners from successfully completing these tasks. Therefore fieldtrips allow learners to collect their own resources and are able to write and relate the fieldtrips to the projects they do, thus making task completion easy. Therefore the projects are a great motivation for travel.
- b. “Out of school learning”: The idea of leaving the classroom is a great motivator to participate in fieldtrips, learners love the outdoors. The teacher explained that going to new places where learners have never been before, motivate learners to travel. The teacher further elaborated that taking learners to a fieldtrip affords them to see a place which they may or not see nor visit in future. Learners were inquisitive, they wanted to experiment with new things. This would give them an opportunity to disconnect from their regular lifestyles and discover what the world has to offer.
- c. “Learning”: The greatest motivation for travel is learning. The teacher explained that the primary purpose of the trip is learning and gaining new knowledge. During fieldtrips there should be something worth learning and learners should see the educational value of the trip. Fieldtrips can enhance deep and active learning in their environment.

#### **4.3.10 The future of Fieldtrips**

Regarding the future of fieldtrips, the teachers stated that they would take part in fieldtrips in the nearer future, provided that fieldtrips were supported by the schools and there are available funds to conduct them. The teachers stated that fieldtrips are important and they would include them in future for the benefit of the learners and to enhance their teaching. The learners enjoy the break from the normal school



routine, thus giving learners a more enjoyable experience. Some were even thinking about taking their learners to attractions and experiences outside of the Province of KwaZulu-Natal.

#### **4.4 RESULTS FROM HEAD OF DEPARTMENTS (HODs)**

It was important to include the Heads of Departments in which tourism fall in the study so as to determine their views on the educational value of fieldtrips in tourism education as well as make them aware of the perceptions of both the learners and teachers of the importance of fieldtrips in tourism education. The results of the interviews are analysed in the section that follows.

##### **4.4.1 Encouragement of teachers to embark on fieldtrips**

All the HODs agreed that they do encourage their teachers to participate in fieldtrips. They had different reasons as to why it is important that they encourage their teachers to conduct fieldtrips:

- a. “Learning experience”: Fieldtrips create new learning experiences for both the teachers and the learners. Learners learn in new and different environments.
- b. “Develops relationship”: Fieldtrips afford teachers an opportunity to get to know the learners in greater depth. They are able to relate and communicate whilst on fieldtrip, which results in mutual understanding back in the classroom and makes teaching and learning easy.
- c. “Resources”: Fieldtrip gives teachers an opportunity to collect resources and utilize the resources on the fieldtrip rather than what they have in the classroom. One HOD stated that textbooks are the only resources that teachers have access to in the classroom. Therefore if teachers are on the field they are able make relevant examples in different topics. Fieldtrips also give teachers an opportunity to gain new knowledge themselves, as they are able to utilize new and different resources.
- d. “Understanding”: Fieldtrips provide learners an opportunity to understand some concepts which are in the text book better, when they are actually

experiencing it. While learners are having fun on the field, it is easy for them to remember educational things and when they are back in class they are able to remember the concept better.

- e. “Authentic experience”: One HOD stated that fieldtrips furnish learners with first hand learning experience especially when the trip is linked to a topic covered in the classroom, it makes it easy for the teacher to present the topic back in the classroom. The learners are able to see authentic objects in their own context.

#### **4.4.2 The role of fieldtrips**

The HODs were asked to share what they thought was the role of fieldtrips in tourism learning. This was an important question as some of the HODs knew nothing about the subject as they were either commerce or geography teachers, depending on the department in which tourism was housed. They shared the following responses:

“Understanding of classroom content”: The primary role of fieldtrips was learning. The HODs expressed that fieldtrips make it easy for learners to understand what they are being taught in the classroom. The learners are able to gain vast ideas and knowledge about the topics being covered in the classroom. The HODs elaborated that when learners participate in fieldtrips it helps teachers to be able to transfer the knowledge to learners easier which makes teaching and learning fun in the classroom. The HODs expressed that understanding of the subject content during fieldtrips makes learning effective and enjoyable for both the teacher and the learner. One of the HODs further explained that taking learners to the fieldtrip makes learning more effective as learners are able to gain vast ideas on the topic being covered and they also create interest and curiosity about the subject

#### **4.4.3 Links with the tourism curriculum**

All the HODs agreed that fieldtrips were an imperative component in the tourism curriculum. Taking learners to the fieldtrip makes learning more effective as learners are able to gain vast ideas on the topic being covered and also augment interest and curiosity about the subject.

One HOD stated that when teachers travel they are able to see different things and when they are back in class they are able to transfer the knowledge to learners, which makes teaching and learning fun in the classroom. Another HOD further elaborated that tourism is a wide and diverse industry, which sometimes makes it harder for teachers to convey the information to the learners. Thus fieldtrips make it simpler for learners to understand better when they see, promote communication and social skills necessary for this intensely social field.

#### **4.4.4 Classroom or Fieldtrip**

Four out of five HODs thought that learners learn best on fieldtrip than the classroom and two HODs thought that both learning method were important and cannot be separated. The learners need the textbook as much as the fieldtrip. A textbook guides the teachers teaching, it is written by experts in the field, thereby a textbook is used as a resource for learners but teachers should not only rely on the textbook as they source of information fieldtrips are as much important as they provide a different resource to the learners. Textbooks guide what the learners see on the fieldtrip.

Four HODs thought that fieldtrips were best because what is learnt in the classroom and what the learners see is a huge difference as involvement in the real world experience makes learning more meaningful, fun and memorable. Fieldtrips allow learners to practically see what they are learning and that helps them to better understand and during exams or test learners if they are able to recall the information as they have seen it.

One HOD thought that sometimes learners find it easy to relate with someone else other than the teacher. Therefore if knowledge is delivered by an outside expert they are able to absorb; memories and remember the information better as they are not just only theorizing the information like in the textbook.

#### **4.4.5 Challenges associated with fieldtrips**

The HODs were asked about the challenges that the teachers face when planning and conducting fieldtrips. Their responses did not differ to the responses given by the teachers.

- a. “Behavior”: An HOD stated that behavior tends to be a challenge for teachers to take learners into the trip, as learners behave rudely when they are on the trip, that learners show attitude, ego and do their own things, some learners do not even show interest in what is being studied in the field. Some learners have so much fun and end up drinking alcohol and misbehaving thereby losing the whole purpose of the trip which is learning.
- b. “Money”: Learners have problems regarding money and making payments for the trip therefore deters the teacher from planning a trip. The HODs thought that their schools are located in poor communities, with minimal resources which even make planning for the trip difficult. The schools themselves were facing financial constraints, which makes it difficult for teachers to arrange successful fieldtrips.
- c. “Policies”: The department of education has strict policies and procedure which teachers need to follow if they want to take learners out of the classroom which results in teachers not taking learners out of the classroom at all.

#### **4.4.6 Opportunities provided by fieldtrips**

The HODs stated that fieldtrips provide better learning opportunities, as they allow learners to have real world experiences and improve the quality of education for the learners. One of them highlighted the community from which learners come as disadvantaged and resources strapped. So fieldtrips provide the opportunity to see and experience what learners would otherwise have not experienced. This was important as one HOD shared that that learners do not forget what they see in the real world. Another HOD spoke about the ability of fieldtrips to satisfy the curiosity of learners by making learning practical.

#### **4.4.7 Participation in fieldtrips**

In order to ensure that teachers incorporate fieldtrips in their subject, the HODs suggested that it important that teachers are motivated, trained and developed to see the need of the fieldtrips and how firsthand experience is important for both the cognitive and effective benefits of the learners. They were going to try to do the following:

- “Encourage teachers to plan and organize fieldtrips with specific objectives and outcomes in mind”. This would ensure alignment between the syllabus and fieldtrips.
- “By supporting teachers and ensuring that at least one school trip is undertaken”. Even if the HODs had not given the importance of fieldtrips a thought, the study afforded them the opportunity to think about it and their role in ensuring that they take place.
- “Fieldtrips are to be included in the school yearly plan and work schedule”. If fieldtrips are included in the year plan and work schedule, then time would be set aside for them as some of the outcomes could easily be covered and assessed on the trip and back in the classroom.
- “Teachers need to be motivated, trained and established to see the need for fieldtrip”. Planning and organising a fieldtrip required some skills that the teachers may not have. Training and development in this regard would ensure that the scarce resources are not wasted on fruitless trips that fail to deliver on the expectations of parties involved.
- “Teachers need to be supported especially with funding”. If the HODs understand the value of fieldtrips in the teaching of tourism, they would be in a better position to support the teachers when asking for funding from the school, parents and other stakeholder.

#### **4.5 CONTRIBUTION OF THE STUDY TO TOURISM EDUCATION**

Most of the benefits and challenges of fieldtrips raised by the learners, teachers and HODs were similar to those explored in the literature review (chapter 2). However,

the study uncovered the following as new contribution that was covered in the literature review:

- That sometimes learners find it easy to relate to and listen to someone else other than the teacher. Therefore if knowledge is delivered by an outside expert they are able to absorb and remember the information better as they are not just only theorizing the information like in the textbook.
- In the case of South Africa (KwaZulu-Natal included) tourism as a subject is fairly new (less than 2 decades). This resulted in the subject being introduced to schools with no qualified teachers to teach it. In the case of KwaZulu-Natal, some universities like the University of Zululand were tasked to conduct workshops to bring the teachers to speed with the syllabus. These workshops were short and in some cases inadequate to equip the teachers with all the required knowledge and skills. In this regard fieldtrips would be instrumental in providing the teachers themselves with the opportunity to gain new knowledge and needed practical experience. Some of the teachers were themselves from the same underprivileged and resource-strapped rural communities as the learners. Fieldtrips would therefore benefit both the learners and their teachers.
- There were a number of barriers that were raised in literature. However, tourism being a developed-countries phenomenon, the issue of alcohol abuse was not raised as one of the barriers. Teachers raised this issue as one of the barriers to undertaking fieldtrips. If learners take alcohol while on the fieldtrips, they would not be able to learn anything.
- The HODs raised the issue of awareness and teacher development to plan, organise and supervise learners during the fieldtrip. All the stakeholders (circuit manager, parents, principal, colleagues and learners) have to be educated on the value of fieldtrips in the teaching of tourism. If they are aware, they would be in a better position to give support to organisers.
- The HODs also highlighted the importance of including fieldtrip on the school calendar and work schedules as a promotion strategy. This would help solve the problem of time constraint as fieldtrips would be allocated time slots on the calendar.

- The study also isolated the issue of a PAT (Practical Assessment Task) which is a portfolio to be submitted by all Grade 12 tourism learners. Learners are expected to do some days of Work Integrated Learning in tourism organisations to complete the portfolio. In the case of rural areas such as Pholela, there limited opportunities for this exercise as the settlement is surrounded by mountains, nature reserves and forest plantations with one guesthouse, one inn and a mountain park (see figure 1.3, chapter 1). If properly planned with this outcome in mind, fieldtrips would expose learners to numerous tourism establishments and facilities to hold interviews, observe, experience and complete the PAT.

## **4.6 CONCLUSION**

It can be concluded that while fieldtrips faced a number of barriers as discussed in both literature and empirical part of the study, they remain valuable as part and parcel of tourism teaching and learning. This is particularly true in the case of schools found in remote rural areas where tourism facilities and attractions are either scarce or non-existent, like Pholela. Fieldtrips should not be divorced from classroom teaching and learning as they are both two sides of the same coin.

Chapter 5 presents the findings in alignment with the research objectives and the overall aim of the study. The researcher uses this chapter to forward recommendations, identify areas for future research and highlight the limitations faced while conducting the study.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

Chapter 4 showed a detailed analysis and interpretation of the results from the learners, teachers and HODs. This final chapter consists of four subsections. The first subsection discusses the findings in relations to the research objectives. In the second subsection, the recommendations based on the findings are advanced. The final section, gives the limitations of the study followed by the conclusion. The chapter ends by identifying areas for further research related to the problem that was investigated.

#### 5.2 RESEARCH FINDINGS

The findings of the study are linked to the following research objectives stated in chapter 1.

##### Objective 1

The first objective of the study was: ***To assess the value of fieldtrips to tourism learning at high school level in rural areas.***

The respondents from the results show that teachers and learners value fieldtrips as an imperative part of the tourism curriculum. The research showed that fieldtrips are a means for learners to learn in authentic environments, which allows learners to interact with what they are learning, and practice what they learnt in the classroom. The analysis from the research showed that teachers and learners value this experiential learning, as they learn by doing and via their senses thus catering for most if not all intelligences. Embarking on fieldtrips is instrumental in linking theory to practice. Fieldtrips are particularly valuable in the context described in chapter 1



as rural, remote, impoverished and resource-strapped. In the South African context, fieldtrips could be used by rural schools which are remotely removed from tourism facilities to enable learners to complete their PAT. This could also provide an opportunity for learners to see tourism career opportunities, which they cannot even fathom in settings such as Pholela. Since tourism has been described as a practical subject, teaching only from a textbook within the confines of a classroom kills the creativity, imagination and interest of learners. The study also discovered that all groups of respondents felt that fieldtrips are valuable to create and strengthen relationships among learners and between them and their teachers. Important as fieldtrips are, they cannot replace learning that takes place in the classroom. So, these two should be viewed as complementary rather than competing.

## **Objective 2**

The second objective of the study was: ***To determine if rural high schools organise fieldtrips for tourism learners and the level of participation by high school learners in rural areas.***

The study found that while some of the rural schools (60.0%) in the case of this study do organise and undertake fieldtrips to local areas in the first place to introduce the subject to learners and then to the nearby city and metropolitan at a later stage. The researcher discovered that while learners, teachers and HODs understood the importance of fieldtrips, there were a number of barriers. Some of the barriers were similar to those mentioned in literature (chapter 2) and others were unique to the South African schools' situation. Those peculiar to the SA schools situation (not mentioned in literature) included the issue of Norms and Standards (chapter 2), subject being fairly new and used to improve results, alcohol abuse during fieldtrips, unwillingness by other teachers to assist and learners coming from poor families and communities.

## **Objective 3**

The third objective of the study was: ***To determine the relationship between participating in fieldtrips and development of critical and logical thinking.***

This question (Q8) was grouped under component 2: Different styles of learning in tourism and it yielded a component loading factor of 0.467, slightly lower than the required level of significance. This means that there was not much correlation between different learning styles in tourism and development of logical and critical thinking. This question also gave a mean of 1.6197 which was slightly significant. The correlational value between “fieldtrips will help me think logically and critically” and “fieldtrips will help me increase my knowledge in the subject” is 0.272 ( $p = 0.001$ ). The values were directly proportional meaning that the respondents indicated that if they participated in fieldtrips they would be able to think rationally and logically which would in turn increase their knowledge in the subject.

The stated hypothesis “There is no significant relationship between embarking on tourism fieldtrip and development of critical and logical thinking” was therefore rejected because hypotheses testing calculations yielded a score of 0.031 which was below the significant level of 0.05. The researcher could therefore state confidently that embarking on fieldtrips could help the learners in sampled rural schools of Pholela Circuit to develop critical and logical thinking in respect of tourism as a subject.

#### **Objective 4**

The fourth objective of the study was: ***To uncover the relationship between going on fieldtrips and understanding of theory taught in class.***

This question (Q7) fell under component 1, which was fieldtrips and reinforcement of classroom learning. The relationship calculations gave a factor loading of 0.670, which was significant as it was within the required level of significance. The correlation between going on fieldtrips and seeing the links in the content that is covered in the classroom yielded a mean = 1.5211. There is significant correlational value between “I think that fieldtrips will allow me to see a link in the content that is covered in the classroom” and “fieldtrips allow me to see things in their natural setting” is 0.223 ( $p = 0.008$ ). If learners thought that fieldtrips enabled them to see things in their natural settings, this would help them to see the links between theory and reality.

The p – value between “Fieldtrips can help reinforce what my teacher is teaching in the classroom” and “Have you ever participated in the tourism fieldtrip before?” is 0.044. This means that going on a fieldtrip had or would have a significant impact in the understanding of tourism as a subject. Therefore the Null hypothesis “There is no significant relationship between going on fieldtrips and understanding of theory taught in class” was accepted following the hypothesis test score of 0.744, which was above the required level of significance. However, on the question of whether fieldtrips would reinforce what was being taught in class, the score was significant at 0.044. These questions could be understood to mean the same thing. On that basis the null hypothesis could be rejected.

### **Objective 5**

The fifth objective of the study was: ***To establish whether fieldtrips assist in learners building a closer relationship among themselves and with their teachers.***

This question (Q10) was classified as a variable of component 3, which was “Learners expectations and relationships during fieldtrips”. The relationship calculations produced a factor loading of 0.682, exceeding 0.5, which meant that this question was one of the expectations of the learners from fieldtrips. The mean for this question was 1.6056, falling within an accepted level of significance.

The p – value between “Fieldtrips will allow me to develop closer relationship with my classmates and teachers” and “Does your school organize fieldtrips for tourism learners?” is 0.016\*. This means there is a significant relationship between the variables. That means that organizing fieldtrips will play an important role in terms of how the respondents developed closer relationships with their classmates and teachers. Thus the Null hypothesis “There is no significant relationship between undertaking fieldtrips and building a closer relationship with classmates and teachers”, was also rejected as the test score (0.013) indicated clearly that learners felt that fieldtrips would assist in building closer relationships.

## Objective 6

The sixth objective sought: ***To determine the perceptions of the tourism teachers of the value of fieldtrips.***

The analysis of data revealed that the teachers clearly thought that tourism is a practical subjects, thus the use of fieldtrip is imperative as it exposes learners to a new learning environment which provides them with enriching learning experiences. The teachers perceived fieldtrips in tourism as a teaching method which would aid learning and help learners to visualize key concepts learned in the classroom. The study also shows that teachers and learners perceive fieldtrip as an effective means to increase learner's awareness of the subject matter being studied.

The majority of learners and teachers showed positive attitudes toward the fieldtrips as they are able to learn more of the subject on fieldtrip than they would in the classroom. The study has shown that both teachers and learners perceive fieldtrips as a valuable learning experience. Therefore this alternative teaching method should be utilized in schools and be enshrined on the school calendar.

The analysis has also shown that both teachers and learners though that fieldtrips are opportunity to interact and learn together in a more relaxed and authentic environment thus making learning fun and more conducive. There is also strong evidence form the study to suggests that educational fieldtrips are a way in which learners develop interest towards the subject and can increase learners' motivation to learn as they are actively involved in their learning. HODs shared the perception that learners tend to concentrate more if they are taught by an outside expert and they do not easily forget what they have been taught. Both teachers and HODs supported the idea of using fieldtrips as another method of teaching particularly in the case of their rural under-resourced schools. Fieldtrips gave teachers opportunities to collect much needed resources and even learn from the experts and authentic environments themselves.

## Objective 7

The seventh objective aimed: ***To determine strategies that could be used to promote educational fieldtrips in tourism education at the high school level.***

The study revealed that learners ought to be exposed to this kind of experiential learning to tap into their multiple intelligences. The study forwards the following as strategies to promote educational fieldtrips in tourism education at the high school level especially in the rural areas:

- Develop awareness on the importance and role of fieldtrip in the teaching of tourism especially in rural areas. All the stakeholders (circuit manager, parents, principal, colleagues and learners) have to be educated on the value of fieldtrips in the teaching of tourism. If they are aware, they would be in a better position to give support to organisers.
- There are many logistical considerations linked to planning, organising and undertaking a meaningful outcomes-based fieldtrips. Teachers may not have the training to pull it through and as suggested by the HODs, staff development would be very beneficial in this regards. Local universities could be engaged to provide this kind of training free of charge as part of *community engagement*.
- Fieldtrips should be included on the school calendar and work schedules as a promotion strategy. This would help solve the problem of time constraint as fieldtrips would be allocated time slots on the calendar.
- If the PAT (Practical Assessment Task) is used as one of the compelling reasons to plan and undertake fieldtrips, schools would support them as failure to would mean that learners either have to complete this task in organisations that are not related to tourism or fail because they have not been able to complete this portfolio of evidence.
- If properly planned with this outcome in mind, fieldtrips would expose learners to numerous tourism establishments and facilities to hold interviews, observe, experience and complete the PAT.

Further strategies to promote fieldtrips in tourism education are discussed as recommendations.

### 5.3 RECOMMENDATIONS

Based on the findings of the study, it is certain that fieldtrips are essential and fundamental to tourism teaching and learning, and so, the following recommendations are made:

- Tourism fieldtrips should be planned so that learners can be exposed to these authentic experiences such as tour operation businesses, accommodation, various attractions, airports, harbours, cruise ships, and others that education is preparing them for. This kind of planning should happen by the end of the previous year to enable teachers to include these plans in the school calendar and work schedules. The schools should also make it possible for tourism teachers to visit relevant sites and organisations before-hand so that they get to know what they offer.
- Fieldtrips should be properly coordinated and organized and should be linked to the learning outcomes as per the CAPS document. The teachers and learners should know exactly what they have to achieve through the fieldtrip and the experience gained should be assessed. If the parents and school principals know that the syllabus will not be completed due to inability to meet certain outcomes, they will see the need to support fieldtrips.
- Schools, parents, the department of education and communities should support teachers in the planning of fieldtrips and see them as an imperative part of the subject. This can be achieved through writing motivational letters and proposals to the department of education, holding meetings with the parents and perhaps even adding a levy to the subject so that the amount needed is paid on registration or becomes part of the school subsidy from the governments. Local universities could also be invited to assist in this regard.
- The department of education (subject advisor) should provide tourism teachers with the necessary resources to overcome the barriers associated with fieldtrips and should be included in the CAPS document as an essential part of the tourism curriculum given the known benefits identified. The Practical Assessment Task (PAT) requires learners to get some industry exposure, but in the case of rural schools such as those located in the Pholela

Circuit of Bulwer, it is not easy to find tourism related businesses for learner placement. They end up just theorising the PAT through newspaper and magazine cuttings which are themselves hard to come by. Fieldtrips would give learners an opportunity to collect materials for PAT after gaining first-hand experience of what these tourism businesses look like and do.

#### **5.4 LIMITATIONS OF THE STUDY**

Limitations are matters and incidences that arise in a study which are beyond the researchers control (Simone and Goes, 2013:12). The limitations of this study were:

- The study being cross-sectional in nature meaning that it provided a snapshot of the conditions as they prevailed at the time of study.
- The study was limited to all high schools that offered tourism as a subject in the Pholela Circuit, excluding other rural high schools offering this subject in the province and country as a whole, thus making it difficult to generalize findings.

#### **5.5 CONCLUSION**

Tourism teachers today are faced with challenges of having to deliver proper and high quality education to learners, improving thinking skills, and developing interest in this relatively new subject in schools. When it comes to university entrance requirements and job hunting, it unfortunately does not matter whether the learners attended a rural or an urban high school. It also does not count whether they were taught by qualified or unqualified teachers. They all compete on the same platform, which greatly disadvantages learners coming from deep rural areas such as Pholela.

This study made a case of using fieldtrips in tourism teaching and learning as one of the methods to expose learners to what the tourism industry in its entirety entails to motivate them, create interest in the subject, see that the subject has in the economy of the country, identify possible career opportunities, and many more. The study used experiential learning and multiple intelligences as underpinning theories. As a

result the study supports and reiterates the current theories. These theories were relevant since using fieldtrips as a method of teaching has been proven to provide learners with authentic learning environments where multiple intelligences can be activated and encouraged. Even though there were a number of identified barriers to fieldtrips, they are not insurmountable. Proper planning, teacher development and awareness campaigns would assist in curbing these challenges.

## **5.6 AREAS FOR FURTHER RESEARCH**

Tourism education in high schools has received limited attention from researchers and there are many gaps that still need to be identified and closed in this field. The researcher has identified the following areas of needs:

- The current study targeted 6 schools in Bulwer that offered tourism as a subject, however on commencement the researcher found that one of the schools had phased out tourism based on the assumption that tourism is a designated subject and doesn't qualify learners for university entrance. One of the 5 schools who participated in the study had also opted to phase out tourism in their school and in 2018 this would be effective as their last tourism class would be writing their last grade 12 examination in 2017. Therefore from the researcher's perspective this is a big area of need, a subject like tourism that was used to as a socio-economic strategy to alleviate poverty is not getting the attention it deserves.

Based on the value of fieldtrips in tourism education, the following areas still need to be researched:

- There is no study that has been done on the influence of fieldtrip on test scores in tourism education in South African High Schools. Therefore an exploration study can be done.
- A correlation study should also be undertaken to compare the performance of learners who come from rural high schools who are less exposed to the tourism industry with urban schools who are somehow exposed to the sector based on their location.



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# APPENDICES

## APPENDIX 1: CORRELATIONAL STATISTICS

Correlations													
	ism as a	rism I learn	y as they	crease my	to see things	my interest	links in the	me think lo	a worthwh	pulsory pa	er relations	at my teach	uld organize
Spearman's rho	1.000												
I like tourism as a													
Correlation	1.000												
Sig. (2-tailed)													
N	142												
I believe that	0.145	1.000											
Correlation	0.145	1.000											
Sig. (2-tailed)	0.084												
N	142	142											
I think field	0.127	.270**	1.000										
trips Correlation	0.127	.270**	1.000										
Sig. (2-tailed)	0.133	0.001											
N	142	142	142										
Fieldtrips w	0.030	0.126	0.127	1.000									
ith Correlation	0.030	0.126	0.127	1.000									
Sig. (2-tailed)	0.720	0.135	0.132										
N	142	142	142	142									
Field trips v	0.140	-0.100	-0.001	0.133	1.000								
Correlation	0.140	-0.100	-0.001	0.133	1.000								
Sig. (2-tailed)	0.099	0.238	0.988	0.117									
N	141	141	141	141	141								
Fieldtrips c	0.024	.170*	0.158	-0.084	0.124	1.000							
orrelation	0.024	.170*	0.158	-0.084	0.124	1.000							
Sig. (2-tailed)	0.775	0.043	0.060	0.322	0.144								
N	142	142	142	142	141	142							
I think that	0.159	0.048	-0.058	.224**	.223**	-0.015	1.000						
Correlation	0.159	0.048	-0.058	.224**	.223**	-0.015	1.000						
Sig. (2-tailed)	0.058	0.569	0.491	0.007	0.008	0.863							
N	142	142	142	142	141	142	142						
Fieldtrips w	.209*	0.116	.243**	.272**	0.129	0.052	.179*	1.000					
ith Correlation	.209*	0.116	.243**	.272**	0.129	0.052	.179*	1.000					
Sig. (2-tailed)	0.012	0.168	0.004	0.001	0.127	0.536	0.033						
N	142	142	142	142	141	142	142	142					
Participatin	0.111	0.063	0.115	0.069	0.009	.183*	-0.135	0.092	1.000				
Correlation	0.111	0.063	0.115	0.069	0.009	.183*	-0.135	0.092	1.000				
Sig. (2-tailed)	0.189	0.459	0.172	0.413	0.914	0.029	0.110	0.277					
N	142	142	142	142	141	142	142	142	142				
Fieldtrips s	0.096	.234**	-0.002	0.031	-0.033	0.052	0.070	0.018	-0.155	1.000			
Correlation	0.096	.234**	-0.002	0.031	-0.033	0.052	0.070	0.018	-0.155	1.000			
Sig. (2-tailed)	0.257	0.005	0.977	0.717	0.697	0.538	0.406	0.835	0.066				
N	142	142	142	142	141	142	142	142	142	142			
Fieldtrips w	0.026	0.014	0.109	0.162	0.074	.222**	-0.086	0.049	0.078	0.020	1.000		
ith Correlation	0.026	0.014	0.109	0.162	0.074	.222**	-0.086	0.049	0.078	0.020	1.000		
Sig. (2-tailed)	0.754	0.866	0.199	0.054	0.382	0.008	0.311	0.562	0.357	0.815			
N	142	142	142	142	141	142	142	142	142	142	142		
Fieldtrips c	0.040	0.005	.224**	0.042	0.145	.183*	-0.011	0.130	0.029	0.108	0.119	1.000	
orrelation	0.040	0.005	.224**	0.042	0.145	.183*	-0.011	0.130	0.029	0.108	0.119	1.000	
Sig. (2-tailed)	0.634	0.954	0.007	0.616	0.086	0.030	0.896	0.125	0.736	0.199	0.159		
N	142	142	142	142	141	142	142	142	142	142	142	142	
The school	0.128	0.108	-0.035	0.035	0.079	.286**	.172*	0.118	0.107	0.041	0.092	0.130	1.000
Correlation	0.128	0.108	-0.035	0.035	0.079	.286**	.172*	0.118	0.107	0.041	0.092	0.130	1.000
Sig. (2-tailed)	0.130	0.200	0.680	0.677	0.350	0.001	0.041	0.163	0.205	0.628	0.278	0.124	
N	142	142	142	142	141	142	142	142	142	142	142	142	142

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## APPENDIX 2: LEARNER QUESTIONNAIRE



### LEARNER QUESTIONNAIRE

Date:

Name:

Grade:

Answer the following questions with a yes/no

- a. Does your school organize fieldtrips for tourism learners \_\_\_\_\_
- b. Have you ever participated in the tourism fieldtrip: \_\_\_\_\_
- c. Do you think that fieldtrips are important in tourism education \_\_\_\_\_
- d. If your school started organizing fieldtrips for tourism learners would you participate \_\_\_\_\_

✓ Please tick in the appropriate box

Question/ statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I think fieldtrips are necessary					
2. Fieldtrips will help me increase my knowledge in tourism					
3. Fieldtrips will help me understand the subject/ theoretical materials (eg. books) better					
4. Field trips will allow me to see things in a new perspective					
5. Fieldtrips can increase my interest in tourism and enhance my learning					
6. I think I will learn more on fieldtrips on fieldtrips than what could be covered in the classroom					
7. Fieldtrip will allow me to experience tourism as a subject in real life setting					
8. Fieldtrips will help me think critically					
9. Participating in fieldtrips is a worthwhile educational experience					
10. Fieldtrips should be an imperative part of the tourism curriculum					
11. Fieldtrips will allow me to develop closer relationship/ bond with my classmates and teachers.					
12. Fieldtrips can help reinforce what my teacher is teaching in the classroom					



## APPENDIX 3: INTERVIEW SCHEDULE FOR TEACHERS



### INTERVIEW SCHEDULE FOR TEACHERS

1. Have you ever conducted a fieldtrip within your school or with your tourism class.  
If yes how many time; if no why?
2. How would you best describe the purpose of fieldtrip?
3. How would you ensure that fieldtrips are included in your teaching curriculum or program?
4. What are some of the challenges or barriers that you face during planning and conducting fieldtrips or makes it difficult for you to conduct fieldtrips?
5. Do you think fieldtrips will help increase learners knowledge and understanding of the subject tourism?
6. What can motivate students to participate in fieldtrips?
7. Will you be taking your learners to fieldtrips in the nearer future?

## **APPENDIX 4: INTERVIEW SCHEDULE FOR HODS**



### **INTERVIEW SCHEDULE FOR HOD**

1. Do you encourage your teachers to take fieldtrips? Why?
2. Do you see fieldtrips as an imperative part of the tourism curriculum? Why?
3. Do you think learners learn best in the classroom or during fieldtrip?
4. What are some of the challenges that your teachers face in taking fieldtrips?
5. Do you think fieldtrips will provide better learning opportunities for the learners?
6. How would you ensure that your teachers participate in fieldtrips or ensure that they incorporate fieldtrips in their subject matter/tourism?

## APPENDIX 5: INFORMATION LETTER TO PARTICIPANTS



Faculty of Management Sciences

Department of Public Management & Economics

Date: 20 January 2015

Dear Participant

You are hereby kindly requested to participate in my research project, which is aimed at completing my MTech in Hospitality and Tourism at the Durban University of Technology.

The topic for my study is:

**The educational value of fieldtrips in Tourism education: The case of high schools in Pholela circuit of KwaZulu-Natal.**

The purpose of the study is to investigate the educational value of field trips in tourism in high schools under Pholela Circuit in KwaZulu-Natal. The research aims to understand students' and teachers' attitudes, perception and experiences towards fieldtrips and their importance in student learning with specific reference to Tourism.

As a participant in the study you are ensured great confidentiality at all levels and you may withdraw from the study at any given time if you wish so. There are no risks involved through participation.

Your participation in the study is greatly appreciated. Please feel free to contact me or my supervisor using the details below.

Thank you

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Student: Kholeka Zaca

Contact Details: Tel: 0795704105/ [kholekaz@live.com](mailto:kholekaz@live.com)



Supervisor: Dr DC Hlengwa

Contact Details: **0338458858** / [dumisileh@dut.ac.za](mailto:dumisileh@dut.ac.za)

## APPENDIX 6: INFORMATION LETTER TO SCHOOLS



PO Box 21723  
Mayors Walk  
3208  
14 August 2014

Dear Sir/ Madam

### **REQUEST TO CONDUCT A RESEARCH PROJECT IN YOUR SCHOOL**

I hereby kindly request permission to conduct a research project at your school. I am currently employed at Dingeka high school as an educator and the study is in partial fulfilment of my Masters degree in Tourism and Hospitality which I am pursuing at the Durban University of Technology.

My research topic is: **The educational value of fieldtrips in tourism: the case of high schools in Pholela circuit of KwaZulu-Natal.** The research will investigate grade 12 tourism teachers and learners in November 2015.

I hope my request will be considered

Yours faithfully  
Acquinath Kholeka Zaca


#### **Student contact details:**

Name: Ms. Zaca  
Tel: 0795704105/ [kholekaz@live.com](mailto:kholekaz@live.com)

#### **Supervisor contact details:**

Name: Dr DC Hlengwa  
**0338458858 / dumisileh@dut.ac.za**

## APPENDIX 7: PERMISSION LETTER FROM THE DEPARTMENT OF EDUCATION

 **education**  
Department:  
Education  
PROVINCE OF KWAZULU-NATAL

ENQUIRIES: MR. T.S.S. MACHI      REF: PHOL/14      DATE: 04/09/2014

Dean of the Faculty  
Durban University of Technology  
Institutional Research Ethics Comm.  
Durban

Dear Sir/ Madam

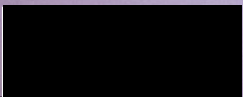
TO WHOM IT MAY CONCERN

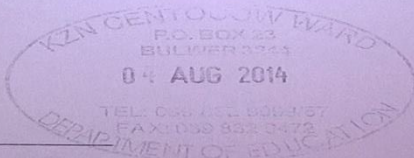
This is to confirm that Zaca Acquinath Kholeka Nombulelo has been granted permission to do the research study in the following schools:-

1. Dingeka High
2. Pholela High
3. Faithway High
4. Mdingi High
5. Sonyongwana High
6. Zashuke High

Your cooperation to this project will be highly appreciated.

Yours faithfully





MACHI T.S.S.  
CIRCUIT MANAGER