THE EXTENT OF KNOWLEDGE ABOUT THE HOSPITALITY INDUSTRY AMONG LIFE ORIENTATION TEACHERS AND LEARNERS IN PREVIOUSLY DISADVANTAGED BLACK SCHOOLS IN CAPE TOWN, SOUTH AFRICA

by

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DECLARATION

I, Celiwe Anathi Gala, hereby declare that the content of this study represents my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

The hospitality industry is one of the most popular industries in Cape Town, where it plays a major role in the economy and offers many employment opportunities. Because of this, one might have thought that learners would be encouraged to pursue a career in the industry. But learners and Life Orientation teachers in black township schools do not know about the hospitality industry: Hospitality Studies is not offered as a subject and learners receive no career guidance about this industry. This study investigates the extent of knowledge among Grade 11 learners and LO teachers in black township high schools about the hospitality industry, with a focus on the extent to which these learners are guided towards pursuing a career in the industry. The study therefore examines the information given to Grade 11 learners about the hospitality industry and the information LO teachers have about the industry to equip them to guide learners. The aim of the study is to highlight the knowledge gap that exists amongst Grade 11 and LO teachers when it comes to the hospitality industry, with the ultimate object of enhancing awareness of the industry so that learners can make meaningful career choices informed by that awareness.

Data was collected using questionnaires of a quantitative nature from Grade 11 learners and LO teachers in Gugulethu, Khayelitsha and Langa in 2014. This data was analysed using the Number Cruncher Statistical System software program (NCSS version 9). The findings reveal that a large number of learners did not know about the hospitality industry and that LO teachers did not have sufficient knowledge about the industry to be able to give meaningful career guidance about it.

The hospitality industry and tertiary institutions offering hospitality courses should introduce mentorship programmes in black township schools by providing information and resources to assist learners and LO teachers to gain a better understanding of what the hospitality industry is about. The LO teachers should be encouraged by the Western Cape Education Department to do research on the most popular industries that contribute to the economy of Cape Town.

Keywords: *learner, career guidance, hospitality industry, previously disadvantaged, township*

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TERMS AND CONCEPTS

Apartheid

Apartheid is "[t]he former official system of segregation or discrimination on the grounds of a person's race in South Africa" (Soanes et al., 2010).

Bantu education

According to Nkomo (1981:127), Bantu education was an education system designed to "school Africans within their own cultural groups and patterns, its goal [being] to produce a semiliterate industrial force to meet the needs of an expanding economy".

Career

Zunker and Osborn (2002:9) explain the term 'career' as meaning the activities involved in vocations, occupations, and jobs, as well as those that are associated with the individual's lifetime of work.

Career guidance

The career guidance process prepares an individual to make a decision as to which career they wish to choose. According to Kirkman and Rabin (1974:3), such guidance is an "aspect of the total educational process which provides an interface with the real world".

Dutch settlers

Dutch settlers, as referred to in the current study, are emigrants from The Netherlands who made South Africa their new home from the mid-seventeenth century.

Hospitality

According to the *Collins Gem English Dictionary* (1997:262), the concept of 'hospitality' denotes the quality of friendliness in the welcoming of strangers or guests. The hospitality industry is a broad industry that ranges from restaurants to hotels that welcome guests either with or without providing catering services.

Learner

A learner is an individual who expects to gain knowledge through studying.

Life Orientation (LO)

LO, as a subject, was introduced by the Department of Basic Education in South Africa to teach learners about lifestyle, well-being, career choices and tertiary admission requirements.

Model C school

According to Mncube (2008:81), a Model C school is a school that "during the apartheid era in South Africa . . . accepted only white learners".

Mud school

According to Skelton (2014:2), a mud school is a building whose walls are made from mud, and whose classrooms may have the shape of the hut, whether round or rectangular.

Previously disadvantaged community

The previously disadvantaged had few benefits in the past, due to the discriminatory apartheid system of instruction that privileged some groups of learners over others, largely on the basis of race.

Township

A township is "[a] suburb or city occupied chiefly by black people, formerly selected for black occupation by apartheid laws" (Soanes et al., 2010).

LIST OF ABBREVIATIONS

ANC	African National Congress
BEE	Black Economic Empowerment
CAPS	Curriculum Assessment Policy Statement
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education Training Authority
CPE	Certificate of Primary Education
CPUT	Cape Peninsula University of Technology
CTHS	Cape Town Hotel School
DBE	Department of Basic Education
DEIC	Dutch East Indian Company
DOE	Department of Education
EMDC	Education Management and Development Centres
ERS	Educational Renewal Strategies
GDP	Gross Domestic Product
HIT	Hospitality Industries Training Board
B	Higher School Certificate
LO	Life Orientation
NCS	National Curriculum Statement
NP	National Party
NEPA	National Education Policy Act
NCEE	National College Entrance Examination
OBE	Outcomes-Based Education
PDM	Physical Development and Movement
PE	Physical Education
SA	South Africa
SANGONet	Southern African Non-Governmental Organisation Network
SADT	South African Department of Tourism
SAQA	South African Qualifications Authority
SARH	South African Railways and Harbours
SATOUR	South African Tourism
SC	School Certificate
StatsSA	Statistics South Africa

Std	Standard
TAC	Tourism Action Clubs
TDF	Tourism Development Framework
THETA	Tourism, Hospitality, Sport, Education and Training Authority
TUT	Tshwane University of Technology
UWC	University of the Western Cape
USA	United States of America
WCED	Western Cape Education Department
WTTC	World Travel and Tourism Council

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The hospitality industry is one of a number of well-developed and continuously growing industries in South Africa. Rolfes et al. (2009:13) state that, since 1994, the tourism sector has rapidly gained importance in the development of the country's economy. The authors quote statistics to show that the number of international visitors to South Africa rose from 3.6 million in 1996 to 7.6 million in 2005, and then to 9.1 million in 2007. Statistics South Africa (StatsSA, 2012:7) notes that foreign arrivals grew from 12 495 743 in 2011 to 13 795 530 in 2012, which translates to 10.4% yearly growth. According to the statistics provided by Rolfes et al. (2009:13), Cape Town, something of an icon in the world of tourism, has proved to be the anchor destination for visitors to South Africa. The South African Department of Tourism (SADT) (2014) confirms that the number of international arrivals in South Africa has continued to rise, to 14 860 216 in May 2013 (a 10.5% increase). Jansen van Vuuren and Thornton (2014:7) record that the total number of foreign arrivals in Cape Town in 2013 was 1 487 579. These authors also record that the percentage of foreign arrivals in Cape Town increased by 2.3% per annum between 2009 and 2013.

The hospitality industry within the tourism sector, which plays a major role in the South African economy, has much to offer to those seeking employment or business and entrepreneurial opportunities. But despite the many opportunities that the industry can provide, especially in Cape Town, according to the Western Cape Education Department (WCED, 2014), no black township high school offers Hospitality Studies as a subject. Black communities generally lack awareness of how the industry's development can contribute to their own livelihood. Reynard (2013) indicates that over half of the readers of the *Hotel and Restaurant Magazine* would "never recommend a career in hospitality to their children". The author in question blames this negativity on a lack of thorough-going knowledge about the industry. The question that arises is whether learners at black township schools have access to enough information regarding hospitality to allow them to make an informed career decision in this direction.

The current researcher has observed that learners from black township schools who hear about hospitality as a field of study mostly choose it as a last resort, in the absence of sufficient information about either the course or the industry. Over two decades ago, Moller

(1989) noted that career indecision was the result of a lack of appropriate career information. Herr (2002:vii) suggests, in relation to the career maturity levels of Grade 11 learners, that Career Guidance should be an examinable subject. When Herr (2002:vii) introduced the Pace Career Guidance Programme to learners from East London in an effort to enhance their career knowledge, there was an increase in the learners' career choice maturity levels. Herr's research shows that "career guidance practitioners need to have a thorough understanding of careers and the path the career may follow". Hirschi et al. (2011:180) also comment on the necessity of career development for learners by strongly emphasising the importance of providing "more intensive (small group and/or individual career counselling) and extensive (e.g. job shadowing externship) opportunities for the learners showing signs of indecisiveness".

Cothran and Combrink (1999:155) suspected that parents believed the hospitality industry to be largely made up of 'hamburger-flippers' and 'bed makers', with no awareness of the wide range of professional careers that are available in the field. In contrast, their findings show that Hispanic and Native American students (who are considered to come from minority groups in the USA) are not negative towards the hospitality industry. This might be due to the fact that some of them have worked in the industry before, although they still have little knowledge of it (Cothran & Combrink, 1999:157). These authors suggest that more emphasis should be placed on school-to-work programmes which provide work-related experience; and that, since parents were proved to be highly influential in their children's choice of career, such programmes should include a parental education component (Cothran & Combrink, 1999:157). In a study considering "residents' perception of a tourism career in conservative society", Al-Badarneh (2015:140) quotes Richardson (2009), who noted how factors such as "low salaries, shortage of skills and the negative industry image" contribute to the negative perception of the tourism industry – even though people are willing to work in the industry. Russouw (2003) conducted an interview with a black chef in South Africa who said:

> sometimes people come to me and tell me that I'm only an Executive Chef because I'm black, but that's not true. I haven't worked where I've worked because of my skin colour but because I work hard and love food.

This may mean that members of the black community tend to think that if you are black it is impossible to attain a high position in the hospitality industry merely through hard work. At the same time, because of the principle of black economic empowerment (BEE), people tend to think that one has achieved such a position because of one's skin colour, which is in fact not the case, as noted by the black chef quoted above.

The purpose of this study is to establish the level of awareness regarding the hospitality industry and other relevant topics among Grade 11 learners at previously disadvantaged black schools in Cape Town , and to consider whether sufficient information about the field is being imparted by teachers to these learners. The study covers selected black townships in Cape Town, focusing on high schools in Gugulethu, Khayelitsha and Langa.

1.2 Background to, and rationale for, the study

The hospitality industry offers a broad range of interesting career choices, including careers such as food and beverage manager, front-of-house manager, rooms division manager, and purchasing manager. The steady increase in the number of international visitors to South Africa since 1994 (Rolfes et al., 2009:13) suggests that more jobs have been created in the hospitality industry, despite the 2008 to 2012 downturn in the economy. Burger and Von Fintel (2014:37) point out that over the past decade to 2013, the unemployment rate has increased in the country, while the economy has continued to grow. This contradictory state of affairs led them to conclude that "the economy has entered a period of jobless growth" (Burger & Von Fintel, 2014:65). Given that the tourism industry, including the hospitality subsector, has expanded, and in line with the assumption that additional jobs had been created, Ahmed et al. (1999:85) suggested, more than a decade ago, that "South Africa desperately needs university-level programmes to produce hospitality managers knowledgeable about modern management techniques". Maumbe and Van Wyk (2011:376) commented on the skills development initiative offered by the SA Host programme, mentioning that the training that the programme offers over two days to tourism and hospitality employees adds substantial value to "addressing the critical non-technical skills shortage in the tourism and hospitality industries one step at a time". In line with the comments made by the different authors on training, it is clear that South Africa requires a vigorous educational intervention in respect of the tourism and hospitality industry.

High school learners, specifically learners in the largely black, previously disadvantaged, schools, still lack a broad and informed picture of the hospitality industry. The information currently given to learners appears to be very limited, offering a view of the industry that is neither positive nor adequate for those learners who wish to consider taking up hospitality as a career. The researcher's impression is that sometimes learners with scant knowledge of the industry choose to pursue Hospitality Studies, because they think that the field is only about cooking, and should, therefore, be easy to follow. Swart et al. (2014:33) present findings that learners start taking Hospitality Studies in Grade 11, and sometimes in Grade 12, as the subject is viewed as "an easy option", forgetting that the important foundation for the subject is laid in the lower grades. Stemming from this assumption, students embarking

on tertiary level studies tend to be overwhelmed by what the hospitality courses entail, and as a consequence fail or deregister.

This study should help to address the misconceptions and misunderstandings that many learners and career guidance teachers have about the hospitality industry. Its findings should indicate the kind of action required to remedy the situation, including showing how to access appropriate knowledge about tertiary educational opportunities in the hospitality industry for black, previously disadvantaged, high school learners.

1.3 Research problem

The current research assumes that learners from previously disadvantaged black township high schools lack sufficient knowledge of the hospitality industry, and of the associated fields of study. If this assumption is true, then the majority of learners from these schools who choose to opt for hospitality courses do so not knowing what the courses in fact entail. Learners who have hitherto lacked the privilege of exposure to tertiary education nevertheless resort to working in this industry. Russouw (2003:1) quotes an interviewee as saying: “if you look at black chefs 20 years ago, many were coming into the industry as cleaners or as scullery boys and had to work their way up”.

This statement reflects how the industry is stigmatised as one for which no formal education is required. Rangaka (2011:16) elaborates on the conditions of work for black people by stating that in the 1980s, there was some limited entry of black people into management jobs due to the rise of black trade unions. But Russouw (2003:1) notes that South Africa requires highly skilled chefs, no matter their racial origins, and suggests that the shortage of black staff in the industry is due to the high cost of hospitality courses, which many of those who might otherwise be interested cannot afford.

Miles (2008:4) observes that many previously disadvantaged high schools lack sufficient exposure to career guidance. He quotes a 1996 finding (MacKenzie, 1996) that 20% to 50% of students entering tertiary education report uncertainty regarding their study and career directions, a situation that has not changed much over the past two decades (Lewallen, 1993). Tirpak’s (2011:2) research supports these statements, referring to Gordon and Steele’s (2003) findings that 20% to 50% of students enter their first year undecided about both their academic majors and their future careers. Miles (2008:4) adds that “many black people tended to make career choices on a trial and error basis because they had not been taught the necessary skills to make informed career decisions.”

Mubiana (2010:38) points out that a lack of self-knowledge and career information could lead to a poor personality/occupational fit, but concedes that personality characteristics evolve as people develop.

Some previously disadvantaged black high schools still lack the resources to provide successful career guidance. Accordingly, although Life Orientation (LO) has been introduced into the curriculum, it would appear that there is still not enough career guidance to enable the learners in question to make good career choices. Jacobs (2011:212) states that learners in the North West Province do not see the value of LO, considering it to be "a waste of time, because you don't learn anything from it". From this feedback, Jacobs concludes that "even though LO sounds promising in theory, it has become apparent that there are many problems in the practical implementation thereof" (Jacobs, 2011:212). Rooth (2005:207) researched LO in the Western Cape and Limpopo Provinces, where she found that, although the educators and learners do not prioritise LO, they do not neglect it entirely. She found that 40% of the learners in both provinces said that the key topic in LO was self-belief, with another 40% choosing "Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome" (HIV and AIDS) as being the most important topic covered in the LO curriculum. Only 21% said that the topic of "career and human rights" was important.

These results suggest that learners in previously disadvantaged high schools do not receive adequate career guidance at school to prepare them for tertiary education – or else they are ignoring what LO really has to offer. The researcher is of the opinion that, if learners are indeed not receiving relevant guidance regarding a broad spectrum of careers, they are probably not aware of the importance and relevance of hospitality courses.

Accordingly, the research problem tackled in this thesis is that learners from previously disadvantaged black schools in Cape Town lack knowledge of hospitality courses, and the few who do know about such courses do not obtain sufficient career guidance about them to be able to make a meaningful career choice in their direction.

1.4 Research aim

The aim of this research study is to investigate the level of awareness of Grade 11 learners and LO teachers about opportunities that are available in the hospitality field, so as to enable the learners to make meaningful career choices relating to the industry.

The researcher therefore needed to find out how much the learners and teachers knew about the hospitality industry, so as to establish a point from which a way forward could be negotiated to ensure the availability of the required LO information at the appropriate time.

The raising of awareness through the teaching of LO could then be used to give learners an understanding of exactly what hospitality courses entail, and of how they can set about entering the hospitality industry. The benefit of this study for teachers similarly lies in its looking at constructive ways in which LO teachers can prepare learners for playing a constructive and meaningful role in the hospitality industry.

Another goal of the study is to help guide teachers on which careers to focus on, based on the interests and the capabilities of the learners involved. Even if some of the high schools concerned might not have the resources to offer Hospitality Studies as a subject, due to the practical nature of the subject, this does not mean that learners cannot be introduced to the hospitality industry as a whole. Whatever the situation of the school might be, bringing about an awareness of the importance of the hospitality industry is a necessity, especially in a well-established tourist destination like Cape Town.

1.5 Research objectives

Based on the research problem, the research aim, and questions that arise from them, the objectives of this study are to:

- Find out what the learners and LO teachers currently know about the hospitality industry
- Find out what the learners and LO teachers understand about the hospitality industry in terms of the career opportunities that are available within the industry
- Establish to what extent the learners are given the necessary information about hospitality courses.
- Find out what other sources are of influence in the learners' choice of career
- Establish how much information LO teachers have available about the hospitality industry, so as to establish how much more information is required about this study area
- Establish whether or not there is a career guidance system in place in the selected schools in Gugulethu, Langa and Khayelitsha, so that the career guidance teachers could introduce careers in the hospitality industry to learners who are interested; and
- Establish the kind of information about the hospitality industry that is necessary and meaningful for learners.

1.6 Research questions

The aim of this study is to investigate the status of career guidance pertaining to Hospitality Studies at previously disadvantaged black schools in Cape Town. Accordingly, answers to the following research questions were sought, with ultimate aim of making recommendations for remedial action.

- What do learners and LO teachers currently know about the hospitality industry?
- What do learners and LO teachers understand about the hospitality industry in terms of the career opportunities that are currently available?
- Are Grade 11 learners in Gugulethu, Langa and Khayelitsha schools given enough information to enable them to make meaningful career decisions about whether or not they wish to enter the hospitality industry?
- What influential sources impact on the choosing of a career by the learners concerned?
- Are LO teachers equipped with the necessary information about the hospitality industry to be able to assist learners to make the appropriate career decisions regarding this field?
- What career guidance system do the teachers in question currently follow concerning their provision of information about careers in the hospitality industry, in relation to the interests of their learners?
- What kind of information do learners require to make an informed decision regarding whether or not they wish to pursue a career in the hospitality industry?

1.7 Literature review

The literature review focuses on the following aspects of the study: the importance of career guidance; the maturity level of learners in respect of career guidance; the allocation of resources; the challenges faced by previously disadvantaged schools; the challenges faced by teachers; Hospitality Studies as a subject; and the need to change the curriculum. These aspects are covered in the following subsections.

1.7.1 Importance of career guidance

According to Oye et al. (2012:27), career guidance is fundamental to students' success in choosing a way of life that is meaningful to them, because "careers contribute to all human activities, building individuals' high esteem, satisfaction and adjusting to a healthy life". This underscores the importance of career guidance, especially to previously disadvantaged black communities. Because the Department of Basic Education understands the importance of career guidance, it has initiated the LO programme at schools (Miles, 2008:5).

But, generally speaking, the results of this initiative suggest that yet more guidance is required: learners tend not to see the value of LO, alleging that whatever they are taught in LO they already know (Jacobs, 2011:216).

The Department of Basic Education in the Eastern Cape states that career guidance should be introduced as early as Grade 8, before learners are required to choose their subjects for their senior school years. The Western Cape Education Department, which also understands the importance of career guidance, has made an effort to ensure that LO teachers are qualified to give career guidance (WCED, 2010). Mhlanga (2011), of the Southern African Non-Governmental Organisation Network (SANGONet), supports the Department's efforts in this regard, suggesting that the education system should prepare learners through the provision of career guidance from at least Grade 10. Mhlanga (2011) recommends that schools dedicate the beginning of every year to career guidance, or even include guidance in the curriculum. Providing career guidance from an early stage would not only direct learners towards choosing suitable career paths, but also allow them the time to make well-considered and sound career decisions. In 2007, the Department of Basic Education in the Eastern Cape seemed to have noticed the urgent need for career guidance, stating that "our kids are thumb-sucking their career choices hence poor results at the end of the day" (Department of Education, 2007). In summary, efforts should be made to extend and improve the existing provision of career guidance.

The South African Qualification Authority (SAQA) (2009:6) concludes that, although information on work and study is available, it is not readily accessible to most people. This statement raises concern, because it suggests that at least some schools still lack important resources that might otherwise enable them to offer an effective and efficient form of career guidance. Factors such as the legacy of apartheid, financial resources, technological changes, and government policies and programmes are highlighted as possibly impacting on why the relevant information is not accessible to some individuals (SAQA, 2009:6).

1.7.2 The maturity level of learners in respect of career guidance

This research study emphasises the importance of career guidance, and how it can be used to direct learners to making sound decisions about their futures. Career guidance should be prominent in high schools, as learners at this level are still too immature to be able to make sound life decisions on their own. Although the Department of Basic Education has introduced LO as a subject, it is apparently not yet delivering the desired outcomes, perhaps because learners and teachers are not taking it seriously enough (Jacobs, 2011:212).

Career guidance should be facilitated by an individual with a background in or knowledge of career guidance and counselling, as well as a positive attitude towards the subject matter (Miles, 2008:5). In addition to LO teachers typically not being qualified to offer such guidance, Miles found that career guidance lessons are frequently conducted by individuals with negative attitudes, who view non-examinable subjects as a complete waste of time. In view of the level of maturity of the learners involved, it is likely that they will pick up and emulate the attitude of their teacher. It would seem that if LO teachers have a negative attitude towards the subject, teaching it is of negligible, if any, value.

The maturity levels of learners in Grade 11 are thought still to be such that they require external motivation for them to come to view scholastic achievements seriously. Since LO is a non-examination subject, they tend to consider it of no significance to their school career. When Jacobs (2011:215) asked learners what they had learned in LO, their response, in general, was “nothing”. Some said that what they were meant to learn was something that they already knew, whereas others claimed that LO had no purpose at all. Consequently, the teacher teaching LO should be an individual with a positive attitude who can present the subject in such a way that learners are inclined to take it seriously.

1.7.3 Allocation of resources

The racially divided education system of the past has led to the negative educational consequences that learners still experience today (Sedibe, 2011:130). South Africa is still facing serious problems regarding equal access to quality education, because of the continuing disadvantage suffered by many schools. Sedibe (2011:130) assumes that this is the reason why learners, wherever possible, seek their education from advantaged urban schools in preference to disadvantaged township schools.

In the 2013 National Budget (South Africa. National Treasury and South African Revenue Service, 2013:1), R8 billion was allocated for a period of three years for the upgrading of schools, specifically:

> for the replacement of 496 inappropriate schools (395 being built of mud bricks schools), for the supply of water to 1 257 schools, provision of sanitation to 868 schools, and the connection of a further 878 schools to the electricity grid.

The objective of the National Development Plan is “to ensure that all schools meet the minimum infrastructure by 2016” (South Africa. National Treasury and South African Revenue Service, 2013:1). The previously disadvantaged schools referred to above are still without basic the services of electricity and water, and, judging by the data given above, the schools in question lack adequate resources to be able to perform efficiently and effectively.

Previously disadvantaged schools obviously have bigger problems to deal with than, for example, do ex-Model C schools (or schools for whites during the apartheid era; Mncube, 2008:81). The Department of Education (DOE) still has to make major improvements before allocating qualified career guidance teachers to previously disadvantaged schools.

1.7.4 Other challenges faced by previously disadvantaged black schools

Many previously disadvantaged schools in the Cape Town still face major challenges that conduce to poor scholastic results. In his diagnostic overview of 2011, Modisaotsile (2012:2) quotes Trevor Manuel's observation that the quality of schooling is substandard, especially in the township schools. The first challenge to these schools is the limited range of resources that they have available to them. Despite the budget that is allocated by the government each year, some previously disadvantaged schools are still experiencing problems with accessing resources. Consequently, teachers have to develop creative ways in which to teach in the absence of sufficient textbooks, which is, at least in part, the fault of the Department of Basic Education (DBE). For example, in Limpopo in 2012 they failed to deliver the required numbers of relevant textbooks, especially to the rural schools in the province**.** Nine schools in Limpopo were found to have textbook shortages in Grades 1 to 6 and Grades 10 and 11 (Anon, 2013:5). It is in Grades 10 and 11 that learners have to decide which subjects to take to complete their schooling, and when they should be preparing to choose a career. How learners can be expected to make clear choices when they lack even the requisite textbooks is a contentious issue.

Many schools in Limpopo claimed that they did not receive their full allocation of textbooks in 2012 (Anon, 2013:5). Obviously this situation affects not only the teachers, but has a direct impact on learners. Modisaotsile (2012:2) notes that the classrooms of some previously disadvantaged schools are overcrowded, that teachers are poorly trained, unskilled or lack commitment to teaching. They appear not to understand that they are grooming the future leaders of the country, nor appreciate how important schooling is as a foundation for later life. If the teachers evince this kind of attitude, the researcher does not see how they can take career guidance seriously. More than a decade ago, De Waal (2004:55) observed that, of the previously disadvantaged schools in the Western Cape, the coloured schools are in a better position than the black schools in terms of infrastructure, resources and finance. He also highlighted a number of other factors, including disciplinary problems and insufficient funds that hindered development. If this author is to be believed, the situation in disadvantaged schools has changed very little since the institution of South Africa's first democratic government.

1.7.5 Challenges faced by teachers

As suggested above in section 1.7.2, one reason why LO is not as successful as it should be is that the teachers involved do not take their teaching of the subject seriously. Outcomes-based education (OBE) was introduced "to change the way teachers teach and the way learners learn" (De Waal, 2004:4). The implementation of the new teaching style meant that both teachers and learners had to adjust to change. De Waal (2004:4) notes that this introduced stress, fear and demotivation, which is understandable as neither the teachers nor the learners' basic requirements were being met. The teachers who currently staff previously disadvantaged schools have to cope with a dearth of resources and overlarge classes in classrooms that are too small for the number of pupils involved, a situation entirely at odds with the principles of OBE. This situation and the fact that teachers are nevertheless expected to implement learner-based education obviously places additional strain on them.

De Waal (2004:4) notes that teachers in previously disadvantaged schools struggle when it comes to implementing LO, as they have varying views on the subject. The introduction of Education Management and Development Centres (EMDCs), which are supposed to assist in such matters, has been delayed due to insufficient funds being available.

1.7.6 Hospitality Studies as a subject

The Department of Basic Education (DBE) has introduced Hospitality Studies as a secondary school subject, a welcome initiative. The first hotel school in South Africa was opened in 1972 at John Orr Technical High School, in Johannesburg (Swart et al., 2014:39). Learners who were specially trained in hotel-related areas still had to matriculate. The subject Hospitality Studies was introduced into schools as part of the curriculum for matriculants only in 1989, with the subject being known as Hotel Management and Catering at the time (Swart et al., 2014:39). This subject was developed in collaboration with the Hotel Board, which was known as the Hospitality Industries Training Board (HITB) (Swart et al., 2014:39). The subject Hotel Management and Catering was reviewed later in 1989 by a committee consisting of hospitality industry experts and educationalists, with the purpose of adjusting the content of the subject to "suit a school context". The reviewed content was then introduced to schools in 1991 for Standard (Std) Six (currently known as Grade 8) up to Std Ten (currently known as Grade 12), but it was only offered at Standard Grade level (Swart et al., 2014:39). The name of the subject was later changed to Hotel Keeping and Catering (Swart et al., 2014:39). Swart et al. (2014:39) also reveal that when Hotel Keeping and Catering was introduced as a subject only four schools took the subject to begin with, and when it grew in popularity, the schools that introduced it were those that were already offering Consumer Studies, which was previously known as Home Economics. In 2002/03,

the content of Hotel Keeping and Catering was reviewed, with the name of the subject being changed to Hospitality Studies, which was then only offered from Grade 10 to Grade 12 (Swart et al., 2014:39).

Swart et al. (2014:39) record that in 2013, “389 schools were offering the subject up to Grade 12 level”. The introduction of Hospitality Studies has not only provided learners with an introduction to the industry, but it has also enabled them to see whether this career path is one that they would like to follow. As stated in the Department of Education Curriculum and Assessment Policy Statement (CAPS) (South Africa. DOE, 2011:8), the content of Hospitality Studies at high school level covers food preparation, hygiene and purchasing, as well as customer care, food and beverages, and many other relevant topics. Judging by what is covered, and by the fact that 25% of the mark is for practical work, schools offering this subject should have the necessary facilities for such work, including stoves, sinks, pots, and tables. Schools that lack even the resources to satisfy their most basic needs, such as textbooks, qualified teachers, and electricity, are in no position to offer this subject. Learners attending such under-resourced schools lose out on the opportunity of acquiring knowledge and experience in Hospitality Studies.

1.7.7 The aims of changing the curriculum

In the post-apartheid era, there are clauses in the Constitution of South Africa aimed at improving the educational system in South Africa by means of curriculum change. The aims of the curriculum, as stated by Basic Education Minister Motshekga, are as follows, namely to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights.
- Improve the quality of life of all citizens and free the potential of each person.
- Lay the foundations for a democratic and open society, in which the government is based on the will of the people and every citizen is equally protected by law, and
- Build a united and democratic South Africa that is able to take its rightful place as a sovereign state in the family of nations. (South Africa. DOE, 2011)

The DBE introduced OBE in 1997 in order to overcome the differences in education that were caused by apartheid. Although this initiative was intended to benefit all schools, it requires review, as not all schools are equally efficient. Some schools are still struggling to cope with the requirements of OBE, and are in need of assistance, as was indicated in the “Allocation of Resources” section (1.7.3) of this chapter.

According to the DBE, the purpose of the national curriculum statement for Grades R to 12 is to “facilitate transition of a learner from education to the workplace” (South Africa. DOE, 2011:4). While such an intention is laudable, there is still much to be done in order to realise it. Learners are still struggling to make sound career choices, as they lack information on careers in the workplace. The main aim of introducing Hospitality Studies as a school subject was to introduce “a technical subject with vocational value to provide ‘work ready’ entry-level employees for the hotel industry” (Swart et al., 2014:39). Relevant literature is discussed in detail in Chapter Two.

1.8 Research methodology

To establish what knowledge Grade 11 learners in previously disadvantaged schools have access to regarding the hospitality industry, a questionnaire with limited open- but mostly closed-ended questions was used to collect data. The Grade 11 learners surveyed were selected from the well-known Cape Town township areas of Gugulethu, Langa and Khayelitsha. From each study area schools were chosen, depending in part on which ones allowed their learners to participate. The Grade 11 classes chosen by the schools in question depended on the availability, accessibility and the flexibility of the class (and the school) at the time of data collection. The LO teacher of the selected class was requested to fill out the teacher questionnaire (Appendix B), which was of a quantitative nature, containing open-ended questions that were aimed at establishing what they knew about hospitality, and what information they imparted to the learners about the industry.

Quantitative research is research focusing on statistical analysis, in terms of a single reality that can be approximated and observed (Lichtman, 2006:14). The open-ended questions enabled the participants to explain in their own words what they knew about the hospitality industry at the time of the survey.

1.8.1 Population

The study used a literature review and questionnaires to establish the views of those who were involved in career guidance. The WCED consists of the eight education districts of Metro Central, Metro East, Metro North, Metro South, the Cape Winelands, Eden and the Central Karoo, the Overberg and the West Coast (WCED, 2014). This study focused on three districts, namely Metro East (as represented by Khayelitsha), Metro Central (as represented by Langa) and Metro South (as represented by Gugulethu), with the population in question being the township high schools in Cape Town, specifically those in the three selected districts. According to the WCED website, at the time of the survey in 2014, Khayelitsha had about 4 348 learners in Grade 11 in its 19 schools, with 772 Grade 11

learners in the four high schools in Langa, and 909 in the four high schools in Gugulethu (WCED, 2014).

1.8.2 Sample

The sample for this study consisted of Grade 11 learners in two schools in Gugulethu, five schools in Khayelitsha, and two schools in Langa. This sample was chosen because the learners concerned only had one year left before leaving the school environment, and were consequently at the stage of choosing a career path. Grade 12 learners were excluded from this research because of time constraints, and due to the fact that they were busy with their preliminary and final examinations. The researcher asked permission to distribute the questionnaires to the learners during their LO lesson, and adapted her visits to the schools according to the time of the lessons concerned.

The sample was chosen using cluster sampling. According to Walliman (2005:277), cluster sampling can be applied where the population shares some characteristics, but is otherwise heterogeneous in nature. Walliman explains that this kind of sampling can also be used when the population is large in size, and spread over a large area. In this study, the population in the chosen areas was large, meaning that only a portion of it could be researched. For example, although Khayelitsha has 19 high schools, only five schools were chosen for the survey. In the 19 schools there was a total of approximately 4 348 Grade 11 learners, with approximately 1 210 in the selected schools, meaning that the sample surveyed formed 27% of the total. Gugulethu has four high schools with approximately 909 Grade 11 learners. The study focused on two schools, which meant that approximately 457 Grade 11 learners or 50% of the total population participated in the study. Of the four high schools in Langa, two were surveyed. The total number of Grade 11 leaners in the four schools was 772, but the two schools surveyed had approximately 307 learners, which means that the study sampled 40% of the total number available.

The questionnaires were administered in a controlled environment inside a classroom, in which each learner completed in and returned a single questionnaire, with 100% feedback being expected to be obtained from each school.

When it came to the LO teachers, a 100% response rate was also expected, as it was assumed that the LO teachers would be available during the period in which their learners completed the questionnaire.

1.8.2.1 Gugulethu

One of the four high schools in Gugulethu formed part of this study, as the second school originally considered for inclusion in the study was not available to be surveyed on the date

planned. The first school was chosen because the researcher knew the principal there, and the second school was chosen because it was situated close to the first school. The two schools in question had 457 Grade 11 learners, and three LO teachers who dealt directly with Grade 11s.

1.8.2.2 Langa

Of Langa's four high schools, this study focused on two, with the total number of Grade 11 learners being 307. In all, these schools had three LO teachers who dealt directly with Grade 11 learners. The schools in question were chosen for purposes of convenience, as they were close to each other, which facilitated the distribution of the questionnaires.

1.8.2.3 Khayelitsha

Five of the nineteen schools in Khayelitsha were picked as part of the study. Of the schools chosen two were located in Makhaza, one in Khayelitsha, one in Town 2, and one in Makhaya. The combined number of Grade 11 learners in these schools was 1 210, and the selected schools, in all, had six LO teachers who dealt directly with Grade 11 learners.

1.8.3 Data collection

The required data were collected using two different questionnaires: one designed for the learners and one for the LO teachers. The questionnaires were structured in such a way that they could elicit quantitative data from the individual participants.

1.8.3.1 The learner questionnaire

This questionnaire was of a quantitative nature, due to the size of the sample of learners and the convenience of using such a method in data analysis. The researcher used closed-ended questions to facilitate completion of the questionnaire. To allow for prevailing language barriers, the questionnaires were in both English and isiXhosa.

1.8.3.2 The teacher questionnaire

The questionnaire for the LO teacher was quantitative in nature, using open-ended and closed-ended questions. The reason for collecting data using open-ended and closed-ended questions was so as to be able to obtain the teachers' general opinion about the hospitality industry, while also establishing, in quantitative terms, what they thought about the issues enquired about.

1.8.4 The pilot study

A pilot study to test the validity of the learner questionnaire (Appendix A) was conducted involving the 2014 first-year students at the Cape Town Hotel School (CTHS) at the Cape

Peninsula University of Technology (CPUT). The test was aimed at ensuring that the questions were clear and understandable, so as to be capable of yielding the required data.

1.8.5 The data analysis

The collected data were analysed using a computerised statistical package called the NCSS (Number Cruncher Statistical Software) version 9. This package was chosen due to the nature of the questions in the questionnaires, and because it was the most appropriate statistical programme for the social sciences at the time of data analysis.

1.9 Ethical considerations

The researcher ensured that the identity of all the individuals contributing to the surveys remained confidential. The identity of the schools was also kept confidential. Before the questionnaires were distributed, permission was obtained from the WCED for the schools to take part in the study. Written permission was also requested from the school principals to distribute the questionnaires at their schools.

The questions that were asked in the questionnaire infringed the rights of neither the learners nor the teachers involved, nor did they, in any way, invade any individual's privacy. The questions that were asked were based on educational policies and on the experiences of the individuals themselves. The participants were allowed to withdraw from the survey at any time, and all data are presented in aggregate format.

Prior to handing out the questionnaires, the researcher explained the purpose of the study so that the learners and the teachers fully understood why the study was being conducted, and how recommendations from the study could be of benefit to education in and awareness of the hospitality industry and the opportunities that it offers. A numbered coding system was used to guarantee confidentiality while simultaneously allowing the researcher to maintain control over the data.

1.10 Significance of the study

It is obviously important that every learner should choose the correct career path in order to enjoy and excel in their profession of choice. In the context of the current study, career guidance is seen as a vital process that moulds learners who might one day be leaders in the hospitality industry in the country. The aim of this study is, therefore, to make sure that learners become aware of hospitality Studies and what the subject entails.

The significance of this study lies in its investigating the level of awareness that learners currently have of the hospitality industry, and the level of knowledge that LO teachers have

of Hospitality Studies, and of careers available in the field. These areas of concern were approached from the perspective of both teachers and learners, so that the findings will help to identify any area that requires improvement. Recommendations are made as to how to raise awareness of the importance of Hospitality Studies for high school learners. These recommendations could help to improve the career guidance offered in schools, as well as guide learners to make better career choices than they might otherwise do. LO teachers will also benefit by learning of new and appropriate ways in which to present information on the hospitality industry, and, finally, the DOE should benefit in terms of future LO planning.

1.11 Chapter summary

This chapter has introduced the research study, outlining the current situation of the teaching of Life Orientation and career guidance in historically disadvantaged schools, with an emphasis on Hospitality Studies and possible careers in the hospitality industry. A number of factors militating against the effective teaching of LO were identified, including the challenges that teachers have faced (and are still facing) in township schools since changes were made to the educational system in 1994, the allocation of resources in township schools, and the maturity levels of learners in terms of whether they are able to make sound career-related decisions.

1.12 Structure of the study

Chapter One provides an outline of what this research study is about.

Chapter Two considers the body of knowledge available in the career counselling field, by reviewing what other authors have said about topics that are relevant to the study, as well as providing an overview of South African history.

Chapter Three, apart from expanding on the research methodology first outlined in Chapter One, elaborates on how the survey was conducted.

Chapter Four focuses on the findings and interpretation of the research results obtained.

Chapter Five concludes the study and makes appropriate recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter One provided an outline of the topic of and reason for this research study. This chapter will canvass the literature available on education and career guidance in South Africa. Particular attention will be paid to the history of education, both internationally and in South Africa. There will be a concomitant focus on the hospitality industry and its history.

Career guidance in South Africa has made much progress in recent years as Maree (2013:417) noted that LO has been an effective tool to help learners choose a career. Three decades ago, Chuenyane (1983:271) noted that learners often felt that their needs were not being met when it came to career guidance, to the point that they experienced major problems when having to make decisions regarding their future career paths. During career guidance lessons, learners need to be guided towards self-understanding and acceptance, which, according to Chuenyane (1983:272), is a prerequisite for choosing an occupation. Maree (2013:416) comments that career guidance in South Africa had been "compromised" for a long time by the apartheid system, which provided poor teacher training and insufficient resources to some schools. Maree (2013:416) also comments that the crudely implemented career counselling offered to previously disadvantaged schools resulted in "career indecision and subsequent disillusionment among many university entrants". These comments suggest that greater effort is still required to render career guidance effective.

Although career guidance has been included in the basic education curriculum by the Department of Education (DOE), there remain areas in which additional attention is needed to facilitate learners' choosing of suitable career paths. Such extra assistance could make a substantial contribution towards improving the economy of South Africa: Akoojee (2012:674) regards skills development as an excellent tool for driving economic growth in South Africa. The researcher's understanding of this is that if someone chooses a career that fits his or her personality, he or she is more likely to excel at work, which should automatically boost their financial situation. Hooley and Dodd (2015) endorse the Gatsby Charitable Foundation's claim that "there are important economic benefits when career guidance professionals encourage investment in human capital".

This suggests to the researcher that relatively well-educated people are best equipped to develop South Africa. Akoojee's study (2012) includes the amended National Skills Development Act (No. 37 of 2008), which indicates that the challenges of "apartheid, poverty

and unemployment" require a level of skills development that has never before been considered. Judging by Akoojee's statement, South Africa is currently going through a phase of gradual improvement in the skills of its people.

Because of its enormous contribution to the national economy, the South African government views tourism (including the hospitality industry) as the most important economic sector (George, 2003:575). Cape Town, the focal area of this study, "attracts 52% of all international visitors to South Africa" (George, 2003:575), thus dominating the tourism market in the country as a whole. George and Booysens (2014:450) highlight the fact that Cape Town's share of tourism has increased since the 1990s, and cite the statistic from Wesgro (2013) that the Western Cape received 1.35 million international visitors in 2012 and created 15 000 temporary jobs, most of them based in Cape Town (George & Booysens, 2014:450). Two years later, Wesgro (2015:5) recorded that the Western Cape had received 52% of South Africa's international visitors during the first quarter of the year, which is the same as the percentage recorded by George (2003:575). Wesgro (2015:6) also shows that the Western Cape as a whole had a relative decrease in international visitors during the first quarter of 2015, with only 49.8% of the country's international visitors. Cape Town, in short, has a major stake to play in attracting international visitors to the country. According to Wesgro (2015:6), Cape Town also attracted 46.8% of domestic visitors during the first quarter of 2014, while during the third quarter of the same year, the city attracted 70.6% of domestic tourists, who can be seen to be driving tourism during the off-peak season. Cape Town's contribution to the South African economy in terms of tourism suggests that tourism should be an industry highly valued and nurtured, especially in the city itself.

2.2 History of South African tourism

This section will provide an overview of the origins and history of the tourism sector, and of hospitality as an industry within the sector. The relevant history of South African (SA) tourism dates as far back as the end of the World War Two, when SA unexpectedly received a large number of visitors (Grundlingh, 2006:105). Grundlingh (2006:105) notes that the South African Tourist Corporation (SATOUR), which was established in 1947, operated independently from the South African Railways and Harbours (SARH), which, prior to then, had dealt directly with tourists.

In the first year after the National Party came into power, that is to say, in 1948, tourism in South Africa became viewed as the least pressing of its priorities (Grundlingh, 2006:105). Shortly thereafter, only neighbouring countries provided a substantial number of inbound tourists, that is, Zimbabwe (previously known as Rhodesia) and Mozambique. During the

1960s, the South African economy improved, due to the political stability that prevailed in the country. According to Grundlingh (2006:105), such stability attracted investment in South Africa. The tourism industry expanded considerably in the 1970s, so that SATOUR was encouraged to open offices in London, Paris, Rome, Frankfurt, and Amsterdam (Grundlingh, 2006:112).

However in 1976, the tourism industry experienced a 27% decline in international visitors, as a result of the learner-led protests that took place from 16 June 1976. The political unrest, responding to government attempts to make Afrikaans the language of instruction for some school subjects, provoked police retaliation and resulted in violence and the death of many people (Davie, 2006:1). South Africa was from 1976 perceived as a security hazard by international visitors, resulting in a drop in their number (Grundlingh, 2006:113).

In addition to political instability, the tourism industry in South Africa has encountered a number of challenges to its growth and development. In commenting on the sensitivity of the tourism industry in South Africa, Ferreira and Harmse (2000:80) highlight a 1997 report from *The Star*, which noted that South Africa was among the "10 most dangerous holiday destinations" in the world. Despite the challenges of the past, the City of Cape Town (2013:15) presented the draft Tourism Development Framework (TDF), which recorded that South Africa did well in terms of tourism in 2011, moving up one notch in global ranking, from 34th to 33rd position, as a tourist destination.

The main focus of the SA tourism sector, which is to attract visitors to the country, is closely connected to the role that the hospitality industry plays in ensuring that visitors feel welcome to its shores. The next section looks into the history of the hospitality industry, and provides an overview of how the industry has improved over time.

2.3 A brief history of the hospitality industry

Before considering the current position of the hospitality industry, it might be useful to trace its origins so as to ascertain the progress that has taken place. The concept of hospitality started in ancient times, mostly in regard to providing a safe place for travellers to rest (King, 1995:221). The idea of offering safe refuge to strangers is familiar from the parable of the Good Samaritan (King James Bible, 1982). The moral principle of hospitality expanded in response to the need for all travellers to avoid exposure to the dangers of the road and the high seas, including robbery and, at worst, murder. King (1995:221) explains that a hospitality code was established, whereby the host was obliged to protect the guest and traveller, while the traveller was obliged not to harm the host. The concept of the host–guest

agreement of mutual protection became known as the “innkeeping law” in terms of English common law (King, 1995:221).

The concept of hospitality developed from a standard arrangement to protect travellers to an idea associated with leisure (King, 1995:221). King relies on Leed (1991) and Heal (1990) to outline how hospitality advanced as an industry. The basic structure of buildings changed for the benefit of guests and travellers, with the way in which walls, gates and corridors were designed coming to accommodate the arrival ritual, which was a form of engaging the guest, and the news, goods or ideas they might be bringing to the group or society. Hospitality came to be understood as an “act of kindness in welcoming and looking after the basic needs of guests or strangers, mainly in relation to food, drink and accommodation” (Mackenzie & Chan, 2009:1).

Moving to contemporary South Africa, there is a noted (Rogerson, 2013:61) lack of official data when it comes to hospitality. The hotel industry in South Africa consisted of only 1 003 hotels in 1990. During the 20-year period from 1990 to 2010, about 640 of these stopped functioning as hotels, while 802 new hotels were built, thus amounting to a total of 1 165 hotels by 2010 (Rogerson, 2013:62). Over time, the nature of South African hotels changed from offering the basics to domestic visitors (i.e. liquor outlets, with rooms to let) to offering a high-quality service capable of catering to the “global economy”. Figure 2.1, below, shows the star-grading system that was implemented in the South African hotel industry to improve prevailing standards (Rogerson: 2013:62).

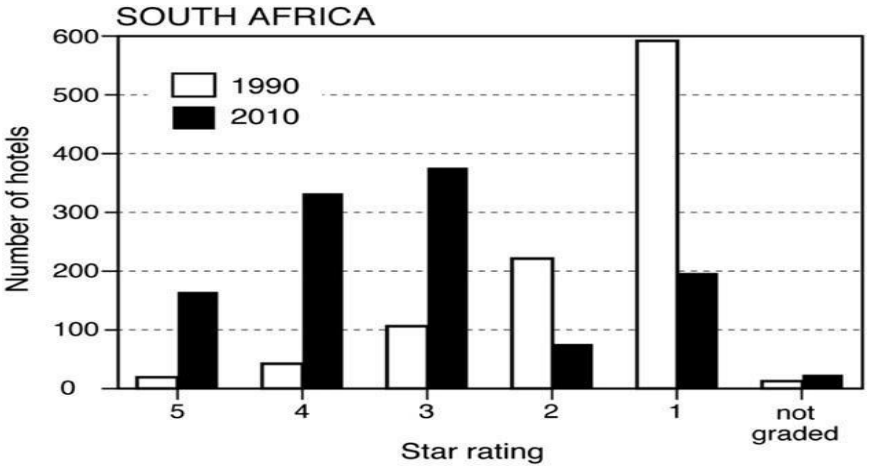

Figure 2.1: Star-grading of South African hotels, 1990–2010
Source: Rogerson, 2013:62

Figure 2.1 shows that in 1990 there were more one-star hotels (60%) in South Africa than any other graded establishments. As the years progressed, the number of one-star hotels

decreased, while the number of three- to five-star hotels increased, with mostly three-star, and, to a lesser extent, four- and five-star graded hotels being built or made over.

2.4 The hospitality industry and its position in the South African economy

Mackenzie and Chan (2009:1) describe the hospitality industry as consisting of organisations that offer food, drink and accommodation to visitors, whether local or international. Conradie (2012:1) refers to the Tourism, Hospitality and Sport Education and Training Authority (THETA), which is currently known as the Culture, Arts, Tourism, Hospitality and Sport Sector Education Training Authority (CATHSSETA) sector skills (2010/11), in terms of which the hospitality industry is categorised as comprising activity in the tourism sector. In these terms, it is only right that the industry should be regarded as one of the most important in any country, as it caters for the basic needs of travellers, making them welcome in what might otherwise feel like a strange place.

This section considers the related concepts of tourism and hospitality together. Conradie (2012:2) confirms the importance of the tourism sector in terms of its role and potential in creating job opportunities. Even though the tourism sector in South Africa has increased the number of jobs in the economy as a whole, Conradie (2012:1) argues that the tourism sector has the potential to offer yet more opportunities. Conradie (2012:2) refers to Scriven (2008), who confirms that tourism has increased its contribution to the gross domestic product (GDP) in South Africa. The World Travel and Tourism Council (WTTC) (2015:3) recorded that, in 2014, the travel and tourism industry contributed 9.4% towards the South African GDP, with an expected 3.4% increase in 2015. Nunkoo (2015:623) emphasises the importance of the tourism sector in commenting that, because the sector has an impact on the degree of political trust that is held (particularly in relation to local government), “the industry deserves more respect among political scientists”. Both Conradie’s (2012:2) and Nunkoo’s (2015:623) comments suggest that the tourism sector should be accorded a higher priority and more recognition than it is at present. Derek Hanekom (Minister of Tourism in South Africa) stated in an interview (Turok, 2015) that he thought tourism was “under-acknowledged”, because

> [its] contribution to the economy over the past five years has grown substantially, and there are very high multiplier effects because of the purchasing, procurement, car rentals and flights and other things associated with travel.

The comment highlights the importance of tourism and the effect that this sector has had on the economy of the country as a whole.

Conradie (2012:8) refers to Ahmed et al.'s (1999) highlighting the fact that the hospitality industry faces challenges of "inadequately trained, under-qualified workers and inadequately funded promotion efforts". Based on the potential number of jobs that can be created in the hospitality industry, it is thought that more emphasis should be placed on promoting the hospitality industry than has been the case. Nyazema (2013:58) reports that the hospitality industry has challenges pertaining to "career opportunity, employee skills, benefit costs and compensation costs for the staff". Moreover, the hospitality industry is seen to have a "poor image and working conditions" globally (Nyazema, 2013:58). A large number of students who take tourism or hospitality courses in a number of different countries later branch off into other industries, partly because of the relatively unattractive working conditions and low salaries (Nyazema, 2013:60-61). Nyazema (2013:233) recommends that the hospitality industry find ways in which to make the industry more attractive to a black-orientated market. The factors cited by Nyazema could also influence the perceptions of learners who might be potentially interested in entering the industry.

2.5 The readiness of South African high school learners to choose a career

Career choice is a decision with long-term implications that learners have to make at a relatively early stage of their lives, amplifying the significance of useful guidance. Dabula and Makura (2013:91) concede that learners need to reach a certain level of maturity in order to manage their career development. They can be helped toward this by professional guidance and career interventions. The widespread need for career intervention is an "international phenomenon" with both economic and social benefits (Dabula & Makura, 2013:89). The question arises whether South African learners are, by and large, ready to choose an appropriate career when they are required to do so.

Another aspect that researchers tend to link with career guidance is that of generation or historical population group. The generation focused on in this study is generation Y. Maxwell and Broadbridge (2014:547) refer to Generation Y as consisting of those people who were born between the years 1977 and 2000, and who are viewed as being "high contributors to the economy". In their study on the career expectations of Generation Y undergraduate students in Scotland, Maxwell et al. (2010:57) found that 46% considered the hospitality industry unattractive as a first job provider after graduation. Only 34% of the respondents viewed the hospitality industry as attractive, while 12% saw it as neither attractive nor unattractive. Maxwell et al. (2010) believe that these figures may be attributed to the general image of the industry and to bad work experience (as bartenders, waiters, etc.).

Dabula and Makura (2013:89) maintain that South African learners tend to choose their careers by accident, in a rush, or due to "external forces or by circumstances", including conditions prevailing at home or in the community. They comment that, in most cases, tertiary institutions receive indecisive learners, especially the ones from "poor socio-economic environments", like the black township schools that are the focus of the present study. The authors in question recommend that higher education should put in place regulations compelling schools to implement tailor-made career guidance so as to accommodate learners' interests (Dabula & Makura, 2013:96). Bester (2011:12) also emphasises the importance of career guidance, on the ground that it is directed towards the making of a critical decision that will impact on all the future work opportunities available to the decision-maker.

One may conclude that learners, especially those from previously disadvantaged communities, require more assistance than they receive at the moment when it comes to issues of career guidance. Themba (2010:22), considering levels of maturity specifically in the South African military, comments that often "young people cannot make decisions on the career path they wish to follow", because, according to the author, of their "lack of readiness to make career decisions". Aside from the general reality that extra effort is needed in terms of career guidance, Skosana and Monyai (2013:51) remind us that "in most township and rural schools learners still receive inferior education compared to learners in town schools". If this is indeed so, consideration must be given to how bad the situation is in these schools when it comes to career guidance. It may be instructive to compare this with the situation of education and career guidance in other countries.

2.6 A brief history of education in China and Mauritius

Noting that the focus of the current study is on career guidance relating to the hospitality industry as provided in Cape Town's black township schools, the purpose of this section is to provide perspective by briefly contextualising this focus internationally, using China and Mauritius as examples. The reason for considering these countries is to identify how their education system has changed, and what challenges they have had to face to date in this respect. Judging from the international emphasis on ensuring the provision of good quality education, the researcher is of the opinion that the DOE should be any country's most important government department. DOE (2012:6) states that "the improvement of the quality of basic education has been identified as the top priority of Government on which the DBE has to deliver". Following the premise that education should be among the most valued aspects of the provision made by any government to its citizenry, the researcher asks

whether other countries have been through what South Africa has experienced in terms of efforts to develop a consistently high-quality education for its learners.

China and Mauritius are examples of countries, like South Africa, that have had to improve their education system to promote their national economy. China, one of the global economic superpowers, have had to restructure their education system to ensure that they maintain a leading position in the world order. Looking at the tourism sector, Yang et al. (2010:827) point out that China joined the tourism market late compared to other countries, as the tourism industry in China only started to expand after 1986. Nevertheless, in terms of tourism international rankings, China had climbed from 11th position to 4th position by 2006, when it was the "world's largest tourism destination" following France, Spain and United States of America (USA). Van Hinsbergh (2016) reports that by 2016 China was ranked third, behind only France and the USA.

In Mauritius, tourism is the "main pillar of the economy" (Prayag et al., 2010), because of the beautiful natural scenery which, as the Tourism Development Framework (TDF) (2013:6), puts it, marks it as a destination "redolent with natural and cultural resources". As a mainstay of the economy, tourism has become an intrinsic part of the "development strategy" in Mauritius. What holds true for Mauritius in this respect might well hold true for Cape Town. The TDF (2013:6) also notes that the tourism industry is the key driver for "economic expansion and employment opportunities". Mauritius has in fact a great deal in common with South Africa, as the population of the former country is made up of diverse groups of people who have also had to cope with political challenges, economic struggles and educational imbalances. The challenges they have encountered and the successes they have achieved will be compared to the challenges faced by South Africa at the time of the current study, especially when it comes to career guidance in relation to the hospitality industry.

2.6.1 The Chinese education system

In considering the changes that have taken place in China's education system, Zhao (2009:366) notes that inequality came about when the government delegated the management and financial administration of education to the various districts in the 1980s, thus promoting a policy of decentralisation. But in time the national government reassumed most of the responsibility of financing education, a major shift providing "[a] more stable and sustained financing mechanism for rural education" (Zhao, 2009:367). The change from a decentralised to a recentralised approach, which occurred between 1997 and 2005, has gradually equalised the amount of spending on rural and urban schools.

Dello-Iacovo (2009:242) cites Pepper's (1996) study of the education system in China, noting that the system focused on examinations, on formal instruction given by the teacher, and on the expectation that learners memorise the work, and pass their assessments. Pepper (1996) commented that this exam-centred approach failed to prepare the learners practically, preventing them from using their full initiative to take responsibility for their own learning. Despite the examination system in China having been reviewed a number of times, it seems that the Chinese authorities have been resistant to uprooting their examination-orientated education system in its entirety, as it is seen as essentially effective. But Brock (2009:455) notes a radical change in the curriculum, from one in which learners were used to listening to one in which the teacher focuses on learner participation in class. The author comments on the speed with which the new curriculum was implemented, and the lack of training that was provided to equip the teachers to cope with the changes made. In addition, Brock (2009:455) highlights the predicament in which rural schools found themselves due to a lack of resources and classroom space. Primary school education in China consists of six years of schooling, encompassing grades one to six (Anon, 2012). On completion of primary school, the learners write examinations, and on passing they graduate to junior secondary school, which lasts for three years. On successful completion of the examinations written at the end of junior secondary school, the learners can embark on their senior secondary schooling, or they might choose to continue on to vocational school, which is "employment-orientated". When learners have completed their schooling, if they wish to continue to higher education they write a National College Entrance Examination (NCEE) (Anon, 2012).

According to Heckman and Yi (2012:2), since China entered the world economy there has been an increasing demand for "high-skill workers", resulting in an even greater acknowledgement of the importance of education. The authors also point out that, as the demand for education has increased, the levels of inequality in education have also increased, due to some provinces being richer than others and therefore better positioned regarding access to high-class facilities and quality education.

2.6.2 Career guidance in China

Pine et al. (2000:300) confirmed more than a decade ago that the hotel industry in China was flourishing and in a phase of expansion. The industry had widened its scope from 1978 to 1997, with 203 new hotels being added to the 5 201 existing ones, showing an increase of 18.6% per annum. In order to maintain quality service and products, more qualified workers would have been required to meet the increased demand for hotels. Li and Li (2013:109) confirm that the hospitality industry in China began to expand in 1978, and that, due to the rapid growth experienced, developing hospitality education at tertiary level had to be

considered. Although this was geared towards catering to the increasing demands of the hospitality industry, the fact that graduates were not committed to staying in the hospitality industry created a “disequilibrium of supply and demand”. This raises the question of why graduates left the industry so early in their careers. Brown (2011:76) refers to Richardson’s (2008) finding that students with prior experience in the hospitality industry, whether through internship or through having worked in the industry, will most likely not enter the industry after completing their studies. Brown (2011:76), referring to Chinese students, notes that: “while decreasing the amount of graduates who want to enter the industry is not a good outcome, ensuring that students have a clear perspective of what to expect is”. This remark again indicates that career guidance in high school is of vital importance in the making of wise career choices.

Wong and Liu (2010:83) confirm that, because of increasing demand in the tourism and hospitality industry, China is faced with the challenge to “attract and recruit large numbers of qualified people who are capable of creating sustainable profits for their organisation”. These authors note that, even though the aim of the tourism and hospitality industry is to attract new graduates, undergraduate students generally show little interest in joining the ranks of those in the industry after graduation.

On the basis of a sample that they took of Chinese learners, Willner et al. (2015:151) highlight the need shown by the learners to please other people, an aspect of the norms in their community, and a factor that might possibly influence their career choice. Choosing a career path should be a decision made on the basis of an individual’s talents and interests, which are generally not easy to assess, and having to please other people with the career decision that one makes must complicate the decision-making still further. Willner et al. (2015) suggest that Chinese learners are still experiencing considerable difficulties with making a career decision.

2.6.3 Education system in Mauritius

Bunwaree (2001:257) confirms that education is viewed as important in Mauritius, both in itself and in developing the economy. There are certain discrepancies in the education system of Mauritius that include differentiation according to class as well as “gender and ethnic inequality” (Bunwaree, 2001:257). To address these, the Mauritius government (2015a:9) has introduced quality control measures that include incentives to eliminate any exclusion of learners from education as a result of “socio-economic status” or “gender or race”. There is a new emphasis on providing for those coming from disadvantaged backgrounds. Bunwaree (2001:257) and Ah-Teck and Starr (2013:680) argue that the education system in Mauritius does not prepare the learners for the world of work. Ah-Teck

and Starr (2013:680) observe that the Mauritian government is facing challenges, including poor academic results, that are putting pressure on it to look at other approaches to education to replace the existing one.

Bunwaree (2001) notes that Mauritius used the British model for its system of education, which consists of six years in primary school, starting when the child is five years old (Bunwaree, 2001:262). Secondary school comprises five years, upon completion of which the learner receives a school-leaving certificate.

Secondary schools in Mauritius are categorised according to "stars and non-stars" (Bunwaree, 2001:263). The best performing students go to the star-rated schools, while those who do not perform well go to "private" schools (being "schools funded by the government", which in "most cases are poorly resourced"). Learners who fail fall out of the education system entirely. Bunwaree (2001:265) cites the view of Hawkins (1999) that Mauritius has inadequately educated human resources. Ah-Teck and Starr (2013:168) see this as a problem, as the country cannot afford to have such a high rate of illiteracy if it wishes to compete on a global scale.

The Mauritian Government (2015b:12) confirms that in 2002 it eliminated the system of admitting learners to high school on their successful completion of the Certificate of Primary Education (CPE), a highly competitive system that immediately excluded some learners. The three-year-long pre-vocational education now in place has a different curriculum from that which is offered to the learners who go in for secondary education (Burrun, 2011:30). Learners who have a CPE can continue on to secondary school, where, after two years, they must write a Cambridge School Certificate (SC) examination, after which they can choose to leave school and start work, or they can continue with two more years of secondary school (Burrun, 2011:30). On completion of the last two years of secondary school, the learners write a Cambridge Higher School Certificate (HSC) examination, on the successful completion of which they can continue to university-level studies.

The president of Mauritius, in addressing the issue of the Government Programme 2015–2019 (Mauritius Government, 2015b:16), mentioned that the government planned to eliminate the CPE system, and to introduce, in its place, "nine year basic continuous schooling", which would make provision for assessment only at the end of the primary cycle

2.6.4 Career guidance in Mauritius

Bunwaree (2001:266) cites Wiggnara and Lall (1998) to the effect that Mauritius has a shortage of skills resulting from "insufficient general and specialised education and training, which in turn are the result of limited opportunities for secondary and higher education".

Mauritius is also burdened with an inflexible curriculum, with a limited range of subjects from which to choose, making career guidance and "employability" difficult (Bunwaree, 2001:266). The situation of career guidance in Mauritius certainly seems to require more intervention than there has been in the past, but the president of Mauritius, in his presentation of the Government Programme, 2015–2019, has recently made the following promise: "With a view to providing students with relevant career guidance and counselling services, an Integrated Career Counselling System including career orientation, information and management services, will be established" (Bunwaree, 2015b:17).

Chellen and Nunkoo (2010:32) suggest that Tourism Action Clubs (TAC) – clubs that promote tourism to secondary and tertiary students – should look to find interesting ways of raising levels of tourism awareness. They suggest that the TAC should embark on a programme of regular visits to schools and conduct awareness workshops (Chellen & Nunkoo, 2010:32). They also argue that educators need to acquire a better understanding of the Mauritian tourism industry than they have had in the past. In emphasising students' lack of commitment to the industry, they make the point that if "career opportunities are not well exposed, there will not be full commitment of students towards the tourism industry", and suggest the provision of additional guest lecturers. The introduction of Travel and Tourism as an examinable subject at schools should provide opportunities for the offering of scholarships (Chellen & Nunkoo, 2010:33). There will also be opportunities for learners who do not acquire the CPE and are channelled into the stream of pre-vocational education that steers them towards skills development, regardless of their academic capabilities (Ministry of Education and Human Resources, Mauritius, 2011:2).

2.7 History of education in South Africa

The history of education in South Africa dates back to the seventeenth century, with Dube (1985:89) referring to the 1911 study by Du Plessis, in which he refers to Jan van Riebeeck, the manager of the Dutch East India Company (DEIC) station at Cape Town, who started schooling "for the young slaves ... to stimulate the slaves to attention while at school and to induce them to learn the Christian prayer". According to Pells (1938), also cited by Dube (1985:89), formal education in South Africa in the 19th century was the same for all races, focusing on Bible history, psalm singing, and writing, which led to a qualification in church membership under the Dutch Reformed Church. But the scant support received by black missionary schools from the state resulted in their underdevelopment (Behr, 1984:173). In 1939, the DOE was established with the missionary schools under its umbrella, meaning that from then onwards they would be aided by the state (Behr, 1984:73).

In the nineteenth century, missionary schools were used as a form of education for African Christianisation, and were later also opened up to white children who wanted an education (Dube, 1985:90). Dube emphasises that during the earlier part of the century, there was no racial separation, with the only separation being that made in the case of gender-based dormitories and eating facilities.

Dube (1985:91) argues that by 1892, racism was already deeply rooted in the South African education system. He blames the resistance to integrated education on the desire of the colonists to maintain the so-called "supremacy" of the white people, and to restrict employment opportunities for black people. If black people were provided with improved educational conditions, they would be able to compete with white people economically (Dube, 1985:91). Martineau (1997:385) supports this view, maintaining that "Bantu Education" was "designed to meet the new labour demands of industrialisation and modernisation threatening the privileged position of white workers in South Africa", so as to guarantee the provision of a superior education and working conditions for such workers. Soudien and Baxen (1997:449) agree with Dube (1985:91) and Martineau (1997:385), pointing out that education was not used only as a tool of separation, but also to "validate racial separation and hierarchy".

In 1948, the apartheid regime began when the National Party came to power (Martineau, 1997:384). This led to the establishment of the system of Bantu Education, which is further discussed in this study, as is the history of education during the apartheid era, and how it has changed post-apartheid.

2.7.1 Education during the apartheid era

Abdi (2003:89) confirms that, before the Dutch settlers came to South Africa, there were various forms of education in place. He mentions that, while there was no European system of education, informal programmes existed for Africans.

Abdi (2003:89) cites Keto's (1990) description of the educational upbringing that was in place before the Dutch settlers came to South Africa:

> African societies in South Africa had invariably created their own institutions and processes of socialisation and education before the Dutch settlers arrived in 1652. That process of education began by learning of the young from family members. Later, the young were trained in manners, roles, responsibilities and history as well as [in] the importance of military and fighting skills. (Abdi, 2003:89, citing Keto, 1990)

This statement suggests that a form of informal family education was in place long before a system of formal education was introduced in the country. Native education, as it was then known, was introduced around 1920 in South Africa, with the purpose of providing African

children with a limited education, who were generally taught by poorly educated teachers (Dube, 1985:93). Dube argues that the purpose of providing only an inferior education to black people was to enforce the belief that their children were of lower socio-economic status than white children, that they had inferior mental abilities, and that white and black children were innately different from each other. Abdi (2003:90) supports Dube in stating that programmes introduced by the settlers were designed to psychologically weaken the natives, and to benefit the Dutch settlers.

The Dutch settlers arrived in the area known as “de Kaab” in 1652 and began to co-exist with the native occupants of the area at the time, the Khoi and the San (Abdi, 2003:89). Due to their differences in lifestyle, the groups concerned clashed; this resulted in the settlers assuming the ruling hand, to the detriment of Khoi-San education, politics and socio-economics (Abdi, 2003:90).

The next section briefly considers the history of Bantu Education, the reasons for its development and its effects on those who were subjected to it.

2.7.1.1 Bantu Education

According to Abdi (2003:92), the Bantu Education Act (Act No. 47 of 1953) was promulgated to cover the provision of a system of lower secondary education, teacher training, vocational training, night schools, and continuing classes for black people in South Africa (Abdi, 2003:92). Bantu Education policies were centred on the general labour requirements for black people in the growing economy. Abdi (2003:91) points out that “Bantu Education [was] also intended to entrench the so-called superiority of Afrikaners”, elevating their history, culture and religion.

Abdi (2003:92) confirms that, on top of psychological and technical underdevelopment, the system of Bantu Education helped to ensure that white people remained in a supreme position by means of “malicious projects of social development engineering”. Murphy (1992:368) quotes the leader of the apartheid regime, H.F. Verwoerd, as saying: “When I have control over native education, I will reform it so natives will be taught from childhood that equality with Europeans is not for them”.

Behr (1984:175) notes that “the principle of separate schools for the white and black population groups became entrenched after 1903”. Behr (1984:179) explains the existence of Bantu Education as a system developed to suit black children. He supports his point by quoting from the report of the Eiselen Commission (UG53/195) on Black Education, which referred to:

> Education for Blacks as an independent race, in which their past and present, their inherent racial qualities, their distinctive characteristics and aptitude, and their needs under ever-changing social conditions. (Behr, 1984:179)

The findings of the Eiselen Commission reflected that the operations of schools were too academic, with there being no involvement of black people in their control, and with teachers not being involved in planning when it came to encouraging development.

The aims of having Bantu Education as a separate system of education from that for white people were explained in the recommendations set out by this Commission to be similar to having "French education, Chinese education or even European education in South Africa to cater for the specific social group, in this case being the black people" (Behr, 1984:180). Recommendations were made by the Eiselen Commission to have three separate stages in schooling, with the most basic consisting of a four-year course comprised of Sub A to Standard Two, the next being higher primary, consisting of a four-year course from Standard Three to Standard Six, with the last two years involving an orientation towards an academic or practical route. After that, it was recommended that pupils could complete a junior certificate of two years and then a two-year senior certificate (Behr, 1984:181).

Abdi (2003:94) views the apartheid system as having caused major damage to the development of the black population of South Africa, as because of Bantu education they were prevented from choosing occupations that were mathematics-related. Suzman (1993:36) quotes H. F. Verwoerd on the subject: "what is the value of teaching the native child mathematics when he cannot use it in practice?" Macrae (1994:271) refers to the impact of Bantu Education in these terms:

> One of the mistakes (more appropriately, crimes) of apartheid was to waste the talent and potential of the huge majority of its people, particularly in the Scientific and Technological fields. ... As a consequence of the separate and unequal development, 86% of the African population is seriously underachieving in Mathematics ... The legacy of apartheid for Mathematical education includes the subordination of ethnocentric considerations to European traditions and the exclusion of the majority of the population from access to and participation in the Mathematics-related professions. (Macrae, 1994:271)

Lemon (1999:96) quotes Nelson Mandela (the first democratically elected president of South Africa) as saying that the apartheid education system was nothing less than a "crime against humanity". The apartheid education system resulted in disadvantaging black people to the point where half of them remained illiterate (Lemon, 1999:96).

Only in 1992 were the Educational Renewal Strategies (ERS) introduced (Lemmer, 1993:53). The ERS made possible the integration of the education system, together with the establishment of a central administration for all South Africans.

From the views of the various authors cited above, Bantu Education can be seen to have had a disastrously negative impact on black learners of the time. According to Behr (1984:181), Bantu Education was created specifically to accommodate, and cater for, black people. Though the intentions in setting up such a system might have seemed good, its implementation guaranteed the educational failure of black people.

2.8 Education post the apartheid era

Apartheid policies were dismantled even before the African National Congress (ANC) came into power in 1994, which led to further major changes taking place in South Africa to correct the past mistakes of previous governments. The policies of the apartheid government had to change, and new policies had to be put in place to accommodate the ethnic groups that had been disadvantaged in the past. There are many different views on the changes that took place in the education system of South Africa. Although the National Department of Education (DOE) seemingly made every effort to ensure the provision of quality education, Jordaan (2011:79) cites Fleisch (2008) and Webb et al. (2010), to the effect that the changes made in the education system at that time were perhaps over-hastily responding to a perceived educational crisis.

South Africa restructured the education system of the country after 1994. Prior to the implementation of the OBE (Outcome Based Education) system, the country was faced with the challenge of introducing a system that would be fair to all its citizenry. The number of changes that were made, as noted by Jansen and Taylor (2003:2), included the establishment of a National Department of Education (DOE) that had several regional DOEs, under which there were several district departments that looked after the schools in the region. Sayed et al. (2013:8) confirm that this education framework was put in place to "unite the previously fragmented and racially and ethnically divided education system". The changes that took place meant that expenditure on education had to increase, so as to accommodate schools that had previously been disadvantaged.

The system of OBE was launched in Cape Town in March 1997, and a "non-negotiable" date was set for teachers to start implementing it in January 1998 (Jansen, 1998:322). In an early response critically analysing the OBE policy, Jansen explained why he thought OBE would fail to have a positive impact on South African schooling. He firstly pointed out that OBE was driven by political imperatives that had little to do with the realities of classroom life. Expanding on this criticism, he asserted that OBE would do damage by undermining the fragile learning environment of South African schools. He also found it problematic that the

language used in the OBE policy documents was too complex, and made demands that it would be difficult for teachers to meet in their teaching under classroom conditions (Jansen, 1998:323).

Jansen (1998:324) directly refers to the National Curriculum Committee (1996), which contended that "OBE is argued as facilitating human resources development and potentially contributing to a vibrant economy". Jansen's (1998) response was that there was no evidence to suggest that altering the curriculum would change the national economy.

This section considers the education approaches that South Africa adopted to ensure the provision of an equal quality education for all ethnic groups. Skosana and Monyai (2013:51) note that the apartheid education system was "characterised by the Nated 550 curriculum policy that was both discriminatory and centralised". After it was agreed that the education system had to change, such reform came to be viewed as a "societal priority" involving "learners, teachers, parents and other stakeholders in society" (Skosana & Monyai, 2013:52). Skosana and Monyai (2013:51) confirm that certain policies were introduced in order to transform the South African curriculum and education system. The authors note that, under the 1996 Constitution, the National Education Policy Act (NEPA, Act No 27 of 1996), together with the Bill of Rights, were presented as a means of addressing the discriminatory policies of the past.

2.8.1 The nature of OBE

After the 1994 election and the change of government, huge educational changes were set to take place. A new education system had to be adopted that would benefit all learners.

Shanks (1992:3) describes OBE as an approach to organising the curriculum based on what the teachers would like their learners to achieve. In her description, Shanks quotes Spady's (1988) view that OBE is an education approach that is based on three principles: "clear outcomes, expanding learning opportunities so as to better achieve those outcomes, and ... high expectation for learning success". The method used in implementing the OBE process involved first setting the desired outcomes; and then on the basis of these the curriculum and the textbooks were developed. Spady (1988:5) sums up OBE as being "a way of designing, developing, delivering and documenting instruction in terms of its intended goals and outcomes".

Shanks (1992:3) comments that OBE must be viewed as an evolving process, instead of as a static programme, as it has grown, over time, from what it originally was. Shanks observes that the design of OBE design meant to bring about therapeutic change in a system "reeling

from curriculum stagnation", and characterised by unproductivity and lack of progress. If OBE were not implemented properly, it could end up being rejected by the educators concerned (Shanks, 1992:3).

Spady and Marshall (1991:68) see OBE as consisting of three types: traditional, transitional and transformational. Traditional OBE focuses on the district curriculum, while transitional provides a platform from which curriculum redesign can start. Transformational OBE best describes what the learner should be like at the end of the learning process, taking into consideration the skills and knowledge required. Nyamane (2011:35-36) views traditional and transitional OBE as behaviour-orientated because they entail "narrow outcomes and dominated content". In contrast, transformational OBE is meant to prepare learners for life and the world of work. Nyamane (2011:36) comments that South Africa "approached OBE in a peculiar manner", citing Spady and Marshall (1991:68), who classified the approach taken as transformational.

Soudien and Baxen (1997:450) view OBE as a system introduced to accommodate both the previously advantaged and the disadvantaged groups in South Africa. The OBE approach was based on "mastery learning and competency-based education". According to the authors they noted that the concept of mastery-based learning was introduced by Benjamin Bloom, a cognitive psychologist. According to the authors referred to here, Bloom (1968) understood that learners are able to master desired outcomes if the educators involved modify the amount of time and the educational boundaries within which learning takes place (Soudien & Baxen, 1997:457). Such an understanding was developed in response to questions that were raised regarding the role of education, in terms of whether or not it was thoroughly preparing young people for the future. Soudien and Baxen (1997:457) insist that the paradigm shift that must be made from the old content-based approach to one that is outcome-driven is drastic. These authors observe that South Africa was attracted to the OBE approach in the light of DOE's (1997) claim that it is a "learner-centered, result-orientated design based on the belief that all individuals can learn".

Regardless of the different opinions expressed as to what OBE could or could not be for South Africa, its introduction served as the first step towards accommodating both previously advantaged and previously disadvantaged groups. Although it was introduced in South Africa after it had been adopted in Australia, Pennsylvania and Washington, among other places (Lui & Shum, 2012:3), it encountered a number of teething problems in its implementation in this country. These problems led to further adjustments and improvements.

Mouton et al. (2012:1214) comment that the South African government did not consider the fact that the OBE approach was used by First-World countries which had favourable conditions, such as “low teacher-learner ratios, a high degree of professional education of teachers, and well-resourced classrooms”. Due to persisting problems with the OBE system in South Africa, the Minister of Basic Education announced an improvement process in 2010, which led to the phasing out of OBE and the introduction of CAPS (Curriculum Assessment Policy Statement), which was fully implemented in all grades in 2012 (Msibi & Mchunu; 2013:24).

2.8.2 Nature of CAPS

After OBE was introduced, the DOE made several interventions to ensure that positive results were achieved through the new system. But subsequent to the findings of a national review panel set up in 2009 (Swart et al., 2014:5), the National Curriculum Statement (NCS) was reviewed in 2011 and re-named CAPS (Swart et al., 2014:5). A signal difference between the two documents is that the original NCS emphasised the importance of group work, while the CAPS document encourages learners to work effectively as individuals, as well as with others and in a group (Swart et al., 2014:16).

In terms of the objectives of CAPS, the purpose of offering the subject of Hospitality Studies was not so much to prepare learners to enter the hospitality industry, as to introduce them to the industry basics and thereby equip them to proceed to higher education. The aims of Hospitality Studies are, in short, the following:

> Hospitality Studies is a subject which introduces learners into a field of work and study where the focus is on service to others. The knowledge and skills required by the subject begin to induct learners into a professional identity in the vocational area of hospitality and customer service. The quality of the subject is such that it is valued and enjoyed by those who teach and learn it, and recognised by prospective employers in the hospitality industry as well as by higher education institutions that offer relevant related studies. While acquiring the subject, learners will also acquire values, knowledge and skills that stand them in good stand as adults. (Swart et al., 2014:18)

The UMALUSI document “What’s in the CAPS package? Hospitality Studies” emphasises that it is not the aim of the “curriculum to prepare the learners for the world of work” (Swart et al., 2014:17). However, should the learner wish to do so, he or she can enter the industry with a basic knowledge of the subject. In the discussion that was hosted by UMALUSI coordinators at the Cape Town Hotel School on 6 November 2014 concerning the Hospitality Studies curriculum, the issue was raised that the curriculum tended to focus more on aspects pertaining to food and beverages than it did on Hospitality Studies as a whole (UMALUSI Conference, 2014).

2.9 Nature of career guidance

While section 1.7.1 of this study identified the importance of career guidance, this section considers its nature and benefits.

Chireshe (2012:305) cites Jayasinghe's (2010) description of career guidance as "a process that enables individuals to acquire skills they need to make choices and decisions about the future". Chireshe (2012:305) himself characterises career guidance as a process that encourages learners to be enthusiastic managers of their future careers, while Ferry (2006:289) defines career guidance as "a lifelong process of engaging the work world through choosing among employment opportunities made available to [the prospective employees]".

Policymakers in most countries view career guidance services as being of value not only to the individuals receiving career guidance, but also to society at large (Watts, 2005:68). Watts observes that career guidance services can increase the amount of hope experienced by previously disadvantaged groups, by exposing them to career opportunities of which they were not previously aware, or to careers to which they were previously denied access (Watts, 2005:67). Oye et al. (2012:26) underscore the importance of career guidance as a tool that provides learners with insight into the various careers that are available, together with the necessary information to enable them to make "wise choices" among them. In highlighting the importance of career guidance, the authors in question explain the aim of introducing career guidance to the school system in the Nigerian context as to "eliminate the overwhelming ignorance of many young people on their choices of career prospects as well as personality maladjustment among school children". The same would appear to apply in other countries, including South Africa.

2.9.1 Career guidance during the apartheid era

During the apartheid era in South Africa, research was undertaken concerning the provision of career guidance in black secondary schools. Chuenyane (1983:272) found that "students consistently felt their needs were not being met". He observed that students at secondary school level experienced major difficulties when it came to choosing a career or future path to follow (Chuenyane, 1983:272). Chuenyane (1983:272) supported his argument by alluding to research undertaken by Prediger et al. in 1973, stating that the difficulties involved stemmed from several factors, including the lack of self-knowledge, of career preparation at school level, of educational opportunities, and of financial assistance. Prediger et al.'s (1973) analysis is apt, as self-knowledge is key to understanding one's talents and hence being able to ascertain which path to follow in life.

Stead (1996:271, citing Dovey, 1980) confirms that there was school guidance from 1967 in white schools, and that it was only introduced to black schools in 1981. The introduction of school career guidance in black schools had no significant benefits for the learners involved, as the teachers who were chosen to offer the subject lacked the relevant education and training to be able to impart information effectively (Stead, 1996:271). Stead observes that the lack of training on the part of the teachers actually had a negative impact on the learners, because of their inability to disseminate career-related information appropriately (1996:271). Watts (1980:8) speculates that, because school guidance was a non-examination subject, it was easy for teachers to side-line the curriculum, which inevitably impacted negatively on the learners involved.

Career guidance and opportunities for black learners were limited, as the learners were only intended to serve their own communities to the level prescribed by the apartheid regime. Watts (1980:12) cites Malherbe (1977), who quotes H.F. Verwoerd as stating:

> The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above the level of certain forms of labour. Within his own community, however, all doors are open for him. For that reason it is of no avail for him to receive training which has as its aim absorption into the European community, while he cannot and will not be absorbed there. (Watts, 1980:12)

The apartheid era was marked by discrimination against some groups, which led to a strife-ridden society (Stead, 1996:270). Stead (1996:270) notes that in 1953, the system of Bantu Education was introduced, which meant that, with State control and under-funding, the learner–teacher ratio for black schools gradually increased, thus negatively affecting the pass rates of black learners. Stead (1996:270) comments that "this substandard level of education resulted in a pool of unskilled labour". Comparing the career guidance provided in white schools with that provided in black schools during the apartheid era, Watts (1980:12) remarks that the situation was "like moving from one world to another". In the Cape Province, the teacher-psychologists allocated to white schools had to have a degree majoring in Psychology, accompanied by a certificate in guidance and counselling courses. When it came to career guidance in the black schools, Watts (1980:12) observes: "Dr Verwoerd said in 1954 that the curriculum would include the basic idea of teaching the child in order to fit him to farm work". Accordingly, farmwork was made part of the curriculum for the black learner, as developed by the Minister of Bantu Education in 1959. Watts (quoting Troup, 1976) notes:

> we have made it compulsory that where the farmer wants these facilities, part of the school instruction of the children on the farm of the European farmer must be training in the normal

> activities of the farmer, in order to encourage a feeling of industriousness on the part of those children, and particularly to sharpen in their minds the fact that education does not mean that you must work with your hands, but to point out to them specifically that manual labour and also manual labour on the farm is just as good a formative and development level as any other subject is. In order to do this, we create the opportunity so that if there is any farmer who has a farm school on his farm and wishes to make use of the school children under the supervision of the teacher to assist with farm activities, this can be arranged in a proper manner to fit in with the curriculum. (Watts, 1980:13)

The adoption of this approach meant that black learners at farm schools had little option when it came to choosing a career, as the only one effectively open to them was farm work. The only alternative for them was to move to a town or city, where they could attend secondary schools at great inconvenience and expense to themselves. The system of Bantu Education discriminated not only against learners, but against teachers as well. Those who happened to be teachers among the disadvantaged groups received very little, if any, training in the teaching of vocational guidance. The emphasis, when it came to vocational guidance, was on the "importance of manual labour", which was at the time considered good enough for black learners. Stead (1996:271) quotes Dube's (1985) comment that Bantu Education was designed so that black people could "meet [the] labour demands of secondary industries and ... serve the community".

In his study of the provision of career guidance under apartheid, Watts (1980:3) quotes Davids's (1978) observation that black people were restricted in terms of their engagement in occupations as well as in terms of their rights of movement and employment. African people were driven especially into working in agriculture, where their labour was more in demand than it was elsewhere (Dube, 1985:93).

Judging from the observations of various authors, career guidance was non-existent for the black learner. This was the case in part because of the limited amount of information available not only to learners, but also to teachers, all sharing the same educational background. All this suggests that effective change was not something likely to happen overnight when it came to education in South Africa. The kind of change needed required time, not because the learners were not able to apprehend the information of which they had previously been deprived, but because the teachers needed grooming to be able to convey this information to the learners. The change in the education system of South Africa also meant that the way in which career guidance was administered had to change.

2.9.2 Career guidance during the post-apartheid era

As highlighted in Chapter One of the study, the DOE has led an initiative to introduce career guidance in high schools through the contents of LO. This initiative, taken to prepare learners for the life of work, requires further emphasis for learners and teachers to begin to take the subject seriously. As pointed out in section 2.8 of this study, after becoming a democratic country, South Africa had to undergo transition, especially when it came to education. OBE became the instrument for driving the transition. But despite the positive intentions embodied in the OBE approach, as we have seen, there were challenges when it came to implementing it. These seemingly include the provision of career guidance. Clearly, more research on this subject is required.

2.10 The historical position of education in Cape Town up to 2014

It will be instructive to refine the context of this study by looking not only into the history of education in South Africa, but also, very briefly, into the history of education in Cape Town.

Cape Town was established in 1652 by the DEIC as a refreshment station for ships that were passing to and from the Far East. The population of the Cape had, prior to this, primarily been wandering San hunter-gatherers (who were later labelled ‘Bushmen’ by the European settlers) for a period of 30 000 years. A permanent settlement of the Cape was established by “free burghers”, who were employees released by the company between 1658 and 1674 (Wilkinson, 2000:195). An educational system for the indigenous people was implemented in the Cape in 1920 (Behr, 1984:236), when the Cape Provincial Council started paying full salaries to coloured teachers, and started renting school buildings built by missionaries.

Behr (1984:236) records that in 1922, 48 000 coloured children were attending school, and that the Superintendent-General of Education at that time, Dr Viljoen, investigated what facilities would be required for the schools to function efficiently. Viljoen’s efforts led to the state’s increasing the school subsidy and changing the curriculum. As the education system improved post-1994, the education that was on offer in Cape Town also improved. But despite the change in the curriculum brought about in pursuance of change towards better education, some schools still experience major challenges when it comes to proper administration of the educational system. Bayat et al. (2014:42) undertook research into underperforming schools in Cape Town, which they defined as schools that were obtaining a pass rate of 60% and below for Grade 12. These authors note that, at the end of 2010, there were 78 underperforming schools in the Western Cape, mainly in the township areas. The

Western Cape Education Department (WCED) had intervened to bring the number down from 89 in 2009 ("making up 20% of all secondary schools in the province") (Bayat et al., 2014:42). The authors observe that factors such as overcrowded classrooms, the absence of support from home due to parents' lack of secondary education, and facilitation of the promotion of learners to the next grade, collectively contributed to the lack of performance in schools (Bayat et al., 2014:45). Phakathi (2014) notes that there was an improvement in the matric results of 2013 with the pass rate of 85.1% compared to the 2012 results of 82.8%. Phakati also notes that the pass rate in township schools in Khayelitsha had also improved from 53.6% in 2009 to 74.2% in 2013. Phakathi (2014) cites the Western Cape provincial Minister of Education's announcement that the number of underperforming schools in Khayelitsha had declined from 15 in 2009 to four in 2013, due to the WCED investing most of its resources in underprivileged communities. Although improvement has taken place, substantial effort is still required to better the current conditions in township schools. In order for this to happen, teachers need to be properly equipped with the requisite education in order to be able to implement the current curriculum effectively.

2.11 Teacher education

Consideration of the type of education that is offered to teachers is of extreme importance, because the future of education depends upon it. Harber and Serf (2006:996) find a contradiction when it comes to teacher education and the democratic education goals that ought to be achieved. In comparing teacher education in England and South Africa, they found that student-teachers were not taught how to support democracy through their teaching (Harber & Serf, 2006:996). Msibi and Mchunu (2013:19) observe that curriculum change has not fully addressed "teacher professionalism", including the ability to handle change. The assumption is that the type of teacher education imparted impacts on the development of the educational system as a whole, with Harber and Serf suggesting that tertiary institutions offering teaching courses should take this concern seriously.

Recently (2014), a term that has come to be widely used, not only in South Africa, but in the United States of America (USA), the United Kingdom (UK) and the Europe (EU), is "out-of-field teaching" (Du Plessis et al., 2014:90). According to Du Plessis et al. the term refers to teachers having to teach a subject that they are not qualified to teach. As discussed by these authors, the impact of such out-of-field teaching is to make teachers feel frustrated and that they lack anything of value to offer, as a result of their lack of prior experience (Du Plessis et al., 2014:100). The authors also found that the negative feelings that were attached to out-of-field teaching are exacerbated by a lack of support from superiors.

In the South African context, judging from the results provided by Jacobs (2011:212) in section 1.3 of this study, LO is a subject that tends to be assigned to out-of-field teachers, that is, teachers with no experience or passion to teach it. How the learners involved are going to make good career decisions if the teachers guiding them do not have the experience to do so is a matter of concern.

According to Damon (2015), a lecturer in Education at CPUT (Cape Peninsula University of Technology), trainee teachers are taught to gain knowledge of the learners before starting to offer career guidance to them. This information is crucial to the teacher's ability to build on the foundation of knowledge that the learners already have. When asked about the problem of LO not being taken seriously, Damon (2015) comments that, due to the nature of the subject, it is almost impossible for it to be made examinable.

Adler and Reed (2002:19) provide a brief history of teacher education in South Africa, pointing out that during apartheid, while teacher education was available for whites on completion of matric, there were at first "no dedicated teacher education institutions" for blacks: secondary level education was deemed a sufficient qualification. Furthermore, when institutions for teacher education were set up for black people, the level and quality of education and the duration of the courses were not the same as for whites. Adler and Reed (2002:21) mention that during the 1970s and 1980s, there was more access to education but fewer resources available. During this time there was an urgent need to improve the qualifications of black teachers, which led in part to the opening of Vista University, which had a campus in Pretoria offering "distance upgrading programmes" for mainly black teachers. But these programmes were unfortunately not of great value in terms of quality (Adler and Reed, 2002:21).

When the democratic government came to power in 1994, its main brief was to address the inequalities of the past. Johnson et al. (2000:180) acknowledge the changes that have taken place to implement equality within the country, but point out that the legacy of apartheid is such that it cannot be rapidly or readily transformed. Staff qualifications cannot be changed overnight, and "there are still essentially separate educational systems running side by side within the same country" (Johnson et al., 2000:180).

2.12 The implementation of LO in Western Cape provincial high schools

Teachers had to make considerable adjustments when it came to familiarising themselves with the curriculum post-1994. Van Deventer (2008:131) cites Christiaans (2006), who acknowledges that the change brought about in the education system undermined the

confidence of the teachers involved. In her study, Van Deventer (2008:133) investigated the perceptions of teachers regarding the implementation of LO as a subject, specifically in terms of the learning outcomes and Physical Development and Movement (PDM) that is taught in Western Cape high schools. She found that only 67% of the teachers surveyed regarded LO as an important subject (Van Deventer, 2008:134). Van Deventer also shows that the notion of being a qualified LO teacher elicited a range of different opinions, depending in part on whether the respondent's background lay in teaching guidance, religious studies or Physical Education (PE).

Judging from the examples cited above, teachers still lack a thorough understanding of the extent of training that is required for them to be regarded as fully qualified to teach LO. Van Deventer (2008:133) shows an understanding of the teachers' point of view in this regard, alluding to comments made by Rooth (2005) and Prinsloo (2007) that LO is a fairly new learning area within a curriculum that is still in transition, so it is unrealistic to expect to have thoroughly trained and highly experienced teachers in this area. The researcher is in agreement with the above sentiment, but feels that the DOE should have made time prior to the implementation of LO to intensively train the LO teachers who would be involved in its teaching. During this time the subject's importance could have been emphasised, and the correct approach to teaching it inculcated.

Prinsloo (2007:168) sensibly observes that LO should be taught by teachers who are best suited and well prepared to do so. As a result of a lack of preparation, the LO teachers who were part of Van Deventer's study (2008:136) viewed LO to be an inferior subject, making it clear that "the teachers are not seeing the bigger picture yet". The impact of such inadequacy is seen in learners still choosing their studies and careers on a trial-and-error basis. The teachers also complained of there being no time available for proper planning around the subject, due to their heavy workloads.

2.13 Factors influencing the career choices made by learners

All high school learners reach a stage when they must make decisions that will impact on their entire life. They need to make the best possible decisions that will ultimately result in positive outcomes for them. Especially when it comes to a choice of career, learners need proper guidance and support. Several factors influence this choice, including parents, peers, the school, and the environment in which they live, as well as their education, culture, and identity development. Watts (1980:7) quotes an adage to the effect that career guidance "is less concerned with helping youngsters learning who they are than with teaching them who they should be". Watts speculates that, particularly in Afrikaans schools, learners are

encouraged by their teachers to choose a career that is acceptable to the society in which they live in. Although they are not under any interdict as such, they are nevertheless pressured to pursue careers that are viewed as having a high status in the communities in which they live.

Galles and Lenz (2013:240) claim that both internal and external factors play a role in determining one's career path decision. They examine "calling and career choice", expanding on this concept by referring to Treadgold's (1999) observation that a calling is "engaging in meaningful work through inner guidance as an expression of one's personality". Galles and Lenz (2013:240) also allude to Duffy and Sedlacek's (2007) view that "calling" has to do with career decidedness: individuals with a calling are most likely to be more decided on the career path they want to take than others are. This suggests that it is important for learners to understand who they are and what they like and dislike, in order for them to be able to make clear decisions regarding their career paths.

Reed and Case (2003:73) looked at factors influencing learners to choose a career in mechanical engineering. They categorised the factors into ten groups, including exposure to an engineering career, school subjects, specific career plans, flexibility, challenges encountered along the way, and social identity, and noted that there were different responses in terms of race and gender. The responses received were influenced by people in the industry, the school subjects chosen, the learners' earning potential and employment possibilities, as well as intellectual stimulation, industry visits, and career talks provided at school. Also, the more the learner was exposed to technology, the more he or she was likely to choose mechanical engineering as a career (Reed & Case, 2003:82).

In relation to the hospitality industry, Theresa and Agbotse (2013:145) considered the factors that influenced learners to choose hospitality courses in preparation for a career in the industry in Ghana. The authors mention factors such as "job opportunities, parental influence, self-actualisation, scholastic achievement, field attractiveness and ease of study" as influencing learners to choose a career in the hospitality industry. In their study, Sibanyoni et al. (2015:10) considered the reasons for hospitality graduates leaving the hospitality industry straight after graduation, specifically in relation to the Tshwane University of Technology (TUT). In their study they found that 23.5% of the students left the industry due to better opportunities being available elsewhere, 17.6% because of the low pay involved, 14.7% due to the limited opportunities for advancement, 11.8% due to the incompatibility of jobs in the industry with family/social life, and 11.8% due to the long hours demanded of them. The authors conclude that, generally speaking, students left the industry because of the poor working conditions encountered there, which led to their recommendation that the

hospitality industry should focus on improving its working conditions in order to be able to attract and retain employees. Furthermore, the authors underscore the fact that “graduates have unrealistic expectations of the hospitality industry due to limited exposure to the reality of the industry before commencing their studies”. The comments made by these authors about the unrealistic expectations involved suggest that students should be given detailed information about the industry before opting to pursue a career therein.

Edwards and Quinter (2011:81) undertook a study on “factors influencing career choices amongst learners in Kenya”. Their findings revealed several factors at variance in terms of power of influence with those mentioned above, including “outcome expectancies, personal interests, learning experiences, environmental factors and personal contacts”. Family members were perceived to have the most influence on learners’ career choices. Peer influence seems to be less powerful than that of family, teachers, or career counsellors (Edwards & Quinter, 2011:86). They conclude that outcome expectancy appeared to have the most influence on career choice in Kenya, and recommend that career counsellors raise the awareness of learners regarding the range of careers available, to enable them to explore more widely than they would otherwise have done. The authors also recommend that, after learners have made their career choices, career counsellors encourage their further career development by identifying the psychosocial support mechanisms and sources of relevant information that are available to them.

Ferry (2006:290) states that family, school and community have a major influence on children’s career choices. This author researched factors influencing career choice among learners in rural Pennsylvania in the USA, noting that in “lower income schools” indecisiveness in making a career choice was common. Ferry’s (2006:290) reasoning regarding this was that the family of these learners had no involvement in helping him or her to choose a career.

In a study of factors affecting career choice among first- and second-year students from KwaZulu-Natal, and the Eastern and Western Cape, Shumba and Naong (2012:169) recommend that parents should “encourage and not ... force their children into careers”. They also emphasise that the support of parents helps to encourage children to make the “right career choices”. Because teachers also work closely with learners, the authors recommend that they should give career guidance in line with the learners’ personal abilities.

In terms of the literature on factors influencing learners in their decision-making, the involvement of family can be seen to be crucial for learners, the assumption being that the family knows him or her better than any teacher or other source of influence.

In the following subsections, more detailed consideration is given to the factors influencing career choices, such as parental influence, poor-quality education, the community, and peers.

2.13.1 Parental influence

Parents tend to take upon themselves the responsibility to support their children in choosing the best career path for them. Such support can have either a positive or a negative outcome, depending on how it is given. Parental assistance in connection with career choices could help by offering security to learners. But being helped by a parent might equally be a frustrating exercise for the learner if the parent does not take into consideration his or her specific talents and interests.

Shumba and Naong (2012:175) compared their findings to those of other authors who have shown that parents, especially mothers, tend to have a major influence on the career choices of their children. Dodge and Welderufael (2014:36) found that of the learners (amounting to 51.2%) who indicated that there were barriers that prevented them from making career choices, 20% alleged that a major factor was “lack of parental support”, either because of parents being too busy with work or simply not supporting the career choice made by the learner.

2.13.2 Poor-quality education

In the study undertaken by Dodge and Welderufael (2014:38), a number of factors were identified as hindering the choosing of a career by Grade Nine learners in township schools in the Eastern Cape. One of the factors mentioned was “poor-quality education”, in terms of which learners (13% of the 51.8% who had confirmed that there were hindrances to such choice) indicated that they did not receive sufficient instruction when it came to career choice. Other learners mentioned that another hindrance to them making a successful career choice was their inability to choose appropriate subjects for the career path that they wished to follow (Dodge & Welderufael, 2014:38). Teachers also discouraged learners, telling them that they were no good in a particular subject that was necessary for the career path that they wished to follow. Spaull (2013:24) mentions that the quality of education depends on the quality of the teacher. Teacher quality includes “level of professionalism, inclination to teach, the ability to teach and the competence to teach”.

2.13.3 Community

Baines (2009:48) observes that, in Africa in general, career choices tend to be made in line with individuals wishing to give back to their community. Some learners are undoubtedly passionate to meet the needs of their community and aim to have a positive impact there. In

a study investigating what factors influenced students to choose to pursue hospitality courses, Korir and Wafula (2012:87) found that some of the students claimed to have been influenced by entrepreneurs in the field, and that they had chosen to follow this career path in the belief that doing so would be to their advantage.

2.13.4 Peers

Ozlen and Arnaut (2013:95) cite Whitley and Neil's (1998) observation that peers play a particularly prominent role in providing information among "low socio-economic status" students. Bland (2002:6) comments that peers have an indirect influence that leads learners to "turn to education as a source of refuge" in order to improve themselves.

2.14 Transition in the training of teachers

The Bantu Education system discriminated not only against learners, but also against teachers (see subsection 2.7.1.1). During the apartheid era, black teachers attended black institutions of higher education where the standard of education was substandard. Addressing the inequalities of the past inevitably affected both learners and teachers.

In considering the phase of transition in teacher education, Robinson (1999:192) highlights the challenges that teachers had to face because of the change in the education system. For instance, previously disadvantaged teachers now had to accommodate a multilingual group of learners, which they were not used to doing. They also had to adjust from a system of testing to a process of continuous assessment. Msibi and Mchunu (2013:19) point out that when the curriculum in South Africa was changed, teacher "professionalism" was not fully addressed to enable teachers to adapt to the curriculum change. They note that former Model C schools (schools that only accepted white learners during apartheid, as explained by Mncube, 2008:81) flourished when it came to implementing OBE, as opposed to rural and township schools who were faced with challenges relating not only to insufficient resources but also to inadequate knowledge, skills and experience on the part of teachers (Msibi & Mchunu, 2013:26). Ramnarain (2014:72) points out that all teachers (referring to suburban, rural and township teachers) believe that enquiry learning is good for learners, but rural and township teachers found that their learners were not ready for that approach and responded better to instructive learning. Ramnarain (2014:72) adds that the teachers acknowledged their own lack of competence when it comes to facilitating enquiry learning, as they had never encountered this approach in their own learning.

Investigating what had been implemented in terms of the transition, Robinson (1999:196) regards the University of the Western Cape (UWC), previously known as a disadvantaged university, as exemplifying the change. Robinson (1999:196) interviewed a number of

student teachers who were doing their teaching practice at the time. The students had both positive and negative views of experienced teachers. Some of the latter seemed to be intimidated by the former and did not like having them in their classrooms. But others liked having the student teachers around and were open to new ideas (Robinson, 1999:196). The student teachers also noticed that experienced teachers did not, in general, like giving them feedback.

Robinson (1999:196) observes that student teachers considered a good lesson to be one in which the learners were “passive and had little encouragement to think”. Robinson found that many student teachers were still using “chalk-and-talk” methods of instruction, which remain generally dominant in South Africa. This author also noticed that the communication channels between the university (UWC) and the school in which the student teacher was placed tended to be ineffectual. The only communication that usually took place between the two institutions was when a university lecturer visited the school in which a student was placed to check on how they were progressing. Yet there was little discussion with the school about the progress being made by the student concerned. This obviously raises the concern that the lack of acknowledgement on the part of the university of the school’s input into the student learner’s progress means that little effective support was given to the student teachers involved.

Robinson (1999) emphasises that the prevailing system meant that teachers at a school where a student was placed tended to resist conducting any professional conversation with the students, seeing it as not part of their job. She suggests that a policy should be established directed towards encouraging professional conversation. Due to the resistance to change encountered by the student teachers and the lack of proper communication between the university and the school, concerns are raised regarding how exactly the transition should take place smoothly. A smooth transition would enable present-day learners to benefit from the improved education system. But how to achieve such ease of transition appears to be problematic, due to the prevailing shortcomings in teacher training.

Robinson’s (1999:199) survey of the views of students focused on those known to be hard-working and enthusiastic about their studies. These students highlighted the lack of commitment on the part of their student teacher colleagues. They said that it seemed as though their peers were intent on obtaining a qualification rather than acquiring knowledge. On the basis of their professional experience, the students recommended that workshops dealing with “communication skills, public speaking, decision-making and building of self-esteem and confidence” should be organised to encourage further student teacher development.

Robinson (1999:200) recommends the involvement of the practising teachers as facilitators for the student teachers, instead of the focus being solely on how the students are doing in the classroom. Whether the use of practising teachers as facilitators is viable in the long term, however, is debatable, due to the extent of the financial and human resources commitment that would be required.

Another recommendation made by Robinson is that it is insufficient to criticise the education system of the past or focus on how to correct it; rather, student teachers should be encouraged to develop self-confidence as educators. Mukeredzi (2014:100) has also noted that teacher training still has its own challenges, especially in the rural areas of South Africa where there is not much support given to trainee teachers.

Wolhuter (2006:126) observes that teacher training was initially provided by missionaries. The first teacher training college in South Africa was created at Genadendal in 1838, long before teacher colleges for white people were established. In 1948, teacher training colleges for black people were established in "homelands", and with increasing demand, there were 37 teacher colleges in 1981 and 120 by 1994 (Wolhuter, 2006:126, citing Parker, 2002). With the large number of teacher colleges, there was an increase in student-teacher enrolments, which resulted in a high number of qualified teachers with no jobs (Wolhuter, 2006:126). The supply of qualified teachers outstripped the demand, since there many teachers who already occupied positions receiving on the job training with no formal college education (Wolhuter, 2006:129).

2.15 Teachers' concerns regarding curriculum change

Adding to the "challenges experienced by teachers" (see section 1.7.5, above), the focus shifts briefly to the approach taken in introducing teachers to change. Kwok (2013:44) looks at teachers' concerns when it comes to implementing the new curriculum, and agrees with Fullan (2007:86) about the factors that tend to hinder such implementation from the point of view of the teacher. Kwok (2013:44) notes that some teachers doubt the curriculum's "effectiveness and see it as a threat to their profession", while others see it as a form of making a difference in education.

Kwok (2013:44) includes references to work done by Wallace and Dosset (1973), Fuller and Brown (1975), and Hall and Hord (1987). These authors developed a framework called the Concerns-Based Adoption Model (CBAM), which predicts the amount of concern that teachers have when it comes to adapting to an innovative process. Kwok notes that there are other studies that directly deal with the complexity that change brings, while Hall and Hord (1987) mention that context might be a factor that "facilitate[s] or limit[s] the change

process". They suggest that limitations to change might be overcome through recourse to "skillful change facilitators".

2.16 Chapter summary

Based on the literature discussed in this Chapter, it is safe to say that the South African education system is making gradual progress towards becoming a system of quality education. When it comes to career guidance, it seems that South Africa is not the only country in need of reform and improvement. Wong and Liu (2010:83) state that hospitality and tourism graduates tend not to stay in the industry, with only a small percentage doing so (10% to 20%), which seemingly reflects Chellen and Nunkoo's (2010:8) citing of Zacerelli (1985), Pavesic and Brymer (1990), Doherty et al. (2001), and Jenkins (2001), who all note that the hospitality industry holds a negative stigma for those entering it, due to the long working hours, the low pay, and the little amount of family time it allows for. Taking into account these factors, which are not likely to change, the hospitality industry should do more to raise awareness of job opportunities that are available in the industry (Chellen & Nunkoo, 2010:32).

This chapter also looked at the readiness of learners to make career choices, and the general perception that, worldwide, learners still struggle in this area (Dabula & Makura, 2013:89). China, for instance, one of the countries considered for purposes of comparison, has its own challenges, as learners tend to choose a career based on the needs of their family rather than on their own interests.

From consideration of the history and background of education in townships in the Western Cape, it emerged that there are both general and unique struggles and challenges that require attention.

CHAPTER THREE

RESEARCH DESIGN

3.1 Introduction

Chapter One offered an outline of what this research project is about, and of how it was to be conducted. The brief research design section in Chapter One introduced the concepts of the research areas, the population, the sample, and the instruments that were to be used to collect data. Chapter Two gave an overview of developments in the education system of South Africa, the improvements that have taken place, the career guidance that has been provided, and how it has been improved. It also offered an introduction to the hospitality industry in general.

The aim of this study is to establish what Grade 11 learners and LO teachers know and understand about the hospitality industry, and, on the basis of its findings, to recommend measures that could be used to raise awareness of the industry among learners and LO teachers in Khayelitsha, Gugulethu and Langa. The development of such awareness is necessary for the future of an industry that makes a major contribution to the economy of South Africa.

The current chapter contains an in-depth discussion of how the research instruments were selected, and of how the data were collected, specifically looking into the following areas:

- the research design and methodology;
- the population;
- the sampling;
- the pilot study;
- the data collection;
- the ethics;
- the limitations;
- the data capturing;
- analysis of the data, and
- the significance of the study.

3.2 Research design and methodology

3.2.1 The nature of research methodology

Welman and Kruger (2001:46) explain research design as a “plan according to which we obtain research participants (subjects) and collect information from them”. For Remenyi and Money (2012:94), research design is a process that “involves deciding what data is required, how the data will be compiled and what type of analysis will be performed on the data”. In terms of Welman and Kruger’s formulation, data was obtained from participants in a classroom environment where both learners and LO teachers were informed about the subject and purpose of the study.

Creswell (2003:5) explains research methodology as a “strategy or plan of action” that links the research methods to the outcomes of the study. More succinctly, Bryman and Bell (2014:100) describe it as a “technique for collecting data”. The methodology used in this research study entails a quantitative approach and can be categorised as descriptive research. Williams (2007:66) characterises descriptive research as enquiry “that examines the situation, as it exists in its current state”. The researcher chose the descriptive research approach to establish what learners and LO teachers knew about the hospitality industry at the particular moment of the research. Data in this study was collected via the use of questionnaires.

According to Abawi (2008:3), quantitative research is a method that analyses data gathered using numbers and statistics, so as to be able to prove a generalised theory to be either true or false. The “theory” in the context of this research is the researcher’s assumption that Grade 11 learners and LO teachers from township high schools do not have sufficient knowledge about the hospitality industry.

3.2.2 Research technique

A research technique embraces the instruments used to collect the required data. The technique used in this study was the survey, which, according to Remenyi and Money (2012:94), functions as a “primary source of evidence”. Remenyi and Money (2012:94) describe a survey as an approach to research that may make use of interviews, and that employs at least one questionnaire. The survey was used as numerical data were required to substantiate the contention that the LO subject did not fully address the needs of learners in respect of career guidance.

3.2.3 Validity

Bryman and Bell (2014:38) explain validity as a concept that describes the extent to which the study measures what it is supposed to measure. A pilot study (which is discussed in

detail later in this chapter) was conducted to validate the questionnaire. Questionnaires were distributed to establish the extent to which Grade 11 learners and their LO teachers were aware of the nature of the hospitality industry. As such, the learner questionnaire contained a question aimed at ascertaining the learners' knowledge of the hospitality industry, followed by a request for them to state what they knew about the industry and about what career opportunities were available in the industry at the time of the study. Because of the follow-up questions, a true reflection of what the Grade 11 learners knew was obtained, which demonstrated the validity of the learners' questionnaire (Appendix A).

According to the information provided by the WCED (2014), none of the schools chosen for this study were at the time offering Hospitality Studies as a subject. In view of this, and the additional fact that some of the schools did not offer Consumer Studies either, LO, with its career guidance component, was chosen as the subject most likely to provide learners with information about the hospitality industry. In the LO teachers' questionnaire (Appendix B), the respondents were asked whether they gave career guidance during LO classes, and what their background knowledge was regarding the hospitality industry. These questions were posed so as to link the teachers' responses to those of the learners.

3.2.4 Reliability

Bryman and Bell (2014:36) refer to reliability as "the consistency of a measure of a concept". In the current study, the researcher approached the schools surveyed in the knowledge that none of them offered Hospitality Studies as a subject. The time of day, and whether or not the surveys were administered by someone other than the researcher in question, would not have changed the results of the study, because no situation prior to the visit would have altered their responses to what they knew the hospitality industry to be about. The fact that nothing could have altered the responses made by, and the results obtained from, the respondents increases the extent to which the results can be generalised. The ability to generalise the data obtained refers to the LO teachers as well, in that prior to visiting the school, no situation, condition or circumstance could possibly have changed the knowledge that they had regarding the hospitality industry. The survey results can therefore be regarded as reliably consistent.

3.3 Population

Welman et al. (2005:53) describe a population as consisting of "the full set of cases from which a sample is taken", which, in the present instance, consisted of all the WCED schools in the study areas from which the sample researched was taken. These areas comprise the townships of Gugulethu, Khayelitsha and Langa, representing the Metro East, Metro Central,

and Metro South districts, three of the eight districts in the Cape Town metropolitan area. In Chapter One, the number of Grade 11 learners in 2014 was given as being 4 348 in Khayelitsha, 772 in Langa, and 909 in Gugulethu. At the time of the study, Khayelitsha had a total of 19 high schools, while Langa and Gugulethu each had four high schools.

The initial plan was for the researcher to visit five schools in Khayelitsha and two schools in Langa and in Gugulethu, respectively. The visits were based on the availability of the learners and staff in question, and on the number of learners that the school authorities were prepared to allow to take part in the survey. One school was unable to participate in the survey due to time constraints.

3.4 Sampling

Bryman and Bell (2014:170) explain the concept of a sample as "the segment or subset of the population that is selected for investigation". The method of selecting such a segment may be via a probability or a non-probability approach. The adoption of a probability approach is based on the need to randomly select a segment from the population, whereas the adoption of a non-probability approach is not, which may result in some segments having a greater chance of selection than others (Bryman & Bell, 2014:171). Teddlie and Yu (2007:79) explain random sampling to be sampling where "each unit is in a clearly defined population", and where all units have an equal chance to be part of the sample. The current research study took the approach of cluster sampling, which is a probability approach. Cluster sampling takes place where "sampling is not an individual but a group that occurs naturally in the population" (Teddlie & Yu, 2007:79). Cluster sampling was used for this study as the researcher first identified the study areas by selecting three townships from the many in Cape Town. Langa was selected as the oldest township in Cape Town, having been built in the 1930s (Smith & Hanson, 2003:1525), while Gugulethu is a township to which black people were moved in terms of apartheid-era Group Areas legislation in the 1960s (Turok, 2001:2350). Khayelitsha was chosen as, at the time of the study, the "largest African township in Cape Town" (Smith & Hanson, 2003:1527), with a population consisting almost entirely (99%) of black Africans (Munthe, 2015:20).

After the study areas were identified, the schools for study were selected. Five of Khayelitsha's 19 high schools and two of the four high schools in both Gugulethu and Langa were selected. The researcher then had to identify which of the five grades offered at the high schools would be suitable for the present research. Grade 11 was chosen, as the learners in the grade in question were in a position to know which careers they might be

interested in, due to their studying LO as a subject. The sample of learners for the current study depended on the availability of Grade 11 learners at each school.

According to the WCED (2014), the number of Grade 11 learners at the selected schools was 457 in Gugulethu, 1 210 in Khayelitsha, and 307 in Langa. Table 3.1 shows the number of Grade 11 learners who participated in the survey.

Table 3.1: Sample size per school

School	Number of learners	Number of Grade 11 learners per school
School 1	123	185
School 2	70	350
School 3	129	250
School 4	77	238
School 5	89	185
School 6	90	187
School 7	53	129
School 8	89	178
Total	**720**	**1702**

Researcher construct from survey date

3.5 Pilot study

A pilot study was conducted by the researcher before the questionnaires were distributed to the Grade 11 learners and LO teachers at the schools concerned. Bryman and Bell (2014:209) define a pilot study as a tool for ensuring that the research instruments are functioning well. In addition to testing the research tools, the pilot study was also undertaken to determine how long it would take learners and teachers to complete the questionnaire, as well as to check whether the questions required revision.

The pilot study for the learner questionnaire (Appendix A) was undertaken among 16 first-year Food and Beverage Management students from the Cape Town Hotel School at CPUT, on 11 June 2014. The main objective of the pilot study was to assess whether the students involved understood the questions asked. The researcher conveniently selected isiXhosa-speaking students from the register, using a highlighter. The reason for selecting isiXhosa-speaking students was the high probability that they came from township high schools. After a class at the university, the researcher requested the students whose names had been

highlighted to stay behind, so that she could explain the nature of the pilot study to them. After they were informed that the study was for research purposes, they were given a brief explanation of what the study was about, and then handed the questionnaire to complete. The students completed the questionnaire within 20 minutes, with none of them asking for any clarification thereof, which indicated that they understood the questions that were asked.

3.6 Data collection

According to Welman et al. (2005:149), primary data is collected by the researcher responsible for a particular study, while secondary data is collected from sources compiled by others. In the current study, the information presented in Chapter Two consisted of secondary data, while primary data was collected from the selected participants through the survey format. The results of the study, which are addressed in the next chapter, are based on this primary data.

Data was collected from Grade 11 learners and LO teachers through self-administered questionnaires. Bryman and Bell (2014:191) characterise self-administered questionnaires as questionnaires in response to which the participants provide data by means of answering the questions asked. The use of questionnaires was particularly useful for the current study, as the chosen sample was very large. Prior to visiting the selected schools, the researcher made arrangements with the school authorities for distributing the questionnaires. During each school visit, the researcher explained to the learners involved what the study was about. It was then explained to the learners that the questionnaires would be treated anonymously, which required them not to write their names down on the questionnaires, nor the name of the school that they attended. The learners were taken through the questionnaire, which was provided in both English and isiXhosa, and they were told that, should they not understand any aspect of it, they were welcome to ask for clarification. The questionnaires were then distributed to the Grade 11 learners and to their LO teachers.

3.7 Ethical considerations

According to Soanes et al. (2010:254), in the context of research, the word ‘ethics’ refers to the principles by which a person abides in studying behaviour or administering any research activity. The CPUT Faculty of Business and Management Sciences has an Ethics Committee that reviews the principles to be respected when research is conducted. The committee was put in place to ensure that the rights of participants in any study conducted by a member of the university were not violated in any way. It is responsible for reviewing the principles and morals of any university-based study, making sure of the acceptability of

questionnaires and the structured questions used for interview purposes. In the present instance, the Committee requested that the researcher, prior to conducting the survey in question, obtain written permission from the WCED and from the principals of the schools chosen to participate in the study. After permission was granted by all parties mentioned, the Ethics Committee gave its written permission for the researcher to conduct the survey on 13 June 2014.

When the researcher visited each of the selected schools, applicable ethical rules and standards had to be upheld. Accordingly, the researcher first made appointments with each school, based on the availability of the school in question. When visiting a school, the researcher was assigned a Grade 11 class, depending on availability, to which she had to introduce herself and explain the nature of the study as well as the structure of the questionnaire. Thereafter, the researcher had to assure the learners that their questionnaire responses would be treated confidentially, and that they could withdraw from the survey at any time. The learners were then given sufficient time in which to complete the questionnaire, after which they were collected by the researcher, who thanked the learners for their cooperation. The same procedure was followed with the LO teachers' questionnaire (Appendix B).

3.8 Limitations

The survey was conducted only in Gugulethu, Khayelitsha and Langa. Although the number of high schools to be involved in the study was originally restricted to nine, the researcher was able to conduct the survey in only eight schools, as one school could not accommodate her due to last-minute constraints on availability. The study only considered Grade 11 learners, as they were deemed to be in a position to have a reasonably clear idea regarding which career path they would like to follow. Grade 12 learners were excluded from the survey as they were busy preparing for their examinations at the time.

3.9 Data capturing

The researcher visited all the relevant schools in the designated areas. The template formulated for capturing the required data was confirmed as user-friendly by a CPUT statistician. The researcher captured the data using a Microsoft Excel spreadsheet in terms of which special coding was assigned for each school to enable accurate categorisation of data. The NCSS version 9 (Number Cruncher Statistical System) programme was used to analyse the data.

3.10 Data analysis

After the data was collected and captured in excel and NCSS version 9, it was analysed using descriptive methods in the form of tables. According to Jacobs (2016), descriptive research "collects data in order to answer questions about the current status of the subject". Jacobs (2016) elaborates on various categories of descriptive data, one resulting from the cross-sectional survey ("collecting data from selected individuals in a single time period however long it takes"), which is the method used in this research: data was collected from Grade 11 learners and LO teachers from selected schools over a period of two weeks.

3.11 Significance of the study

The current study was conducted so as to establish what Grade 11 learners and LO teachers knew about the hospitality industry. The motivation for the study was the researcher's observation that black township high schools do not provide instruction in Hospitality Studies. Accordingly, it was felt that there was a high probability of the learners and LO teachers concerned lacking any background knowledge of hospitality as an industry, as well as of any courses offered in this field of study.

Given the practical nature of Hospitality Studies, the researcher understood that the lack of facilities at the schools in question made it difficult for them to offer the subject. However, having to cope with such a situation in the schools did not mean that the learners could not be informed about the hospitality industry. As indicated in Section 1.1, with Cape Town being regarded as a tourism icon in South Africa, the possibility that awareness of the hospitality industry should not be widespread in the designated areas of this study is highly problematic. The current study is of significance in that its findings serve to highlight the extent to which Grade 11 learners and their respective LO teachers are (un)aware of the hospitality industry as a whole.

3.12 Chapter summary

In addition to showing how data was collected from the participants concerned, this chapter has also revealed the processes that had to be undergone before the questionnaires were distributed. For example, the Ethics Committee had to grant its approval for the study, and permission had to be obtained from the different schools involved. This chapter provides the basis for the next chapter, which discusses the results that were obtained from the survey.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE DATA

4.1 Introduction

After the data was captured, the Excel spreadsheet was sent to the Statistician at CPUT (Cape Peninsula University of Technology), who captured the data on Number Cruncher Statistical System (NCSS) version 9. The Statistician sent back the data and highlighted errors to be checked against the questionnaires, after which the data was analysed. This chapter presents the results and the findings based on the questionnaires described in Chapter Three. This chapter outlines both the overall findings, and the findings by school. As indicated in Section 1.5, the objectives of this study are to:

- Find out what the learners and LO teachers currently know about the hospitality industry.
- Find out what the learners and LO teachers understand about the hospitality industry in terms of the career opportunities that are available within the industry.
- Establish to what extent the learners are given the necessary information with regard to hospitality courses.
- Find out what other sources are of influence in the learners' choice of career.
- Establish how much information LO teachers have available about the hospitality industry, so that it would become clear how much more information is required about this study area.
- Establish whether or not there is a career guidance system in place in the selected schools in Gugulethu, Langa and Khayelitsha, so that career guidance teachers can introduce careers in the hospitality industry to learners with relevant interests, and
- Establish the kind of information about the hospitality industry that would be necessary and meaningful for learners.

4.1.1 Profile of the participants

The participants in this survey were Grade 11 learners and LO teachers from selected schools in Gugulethu, Khayelitsha and Langa. The learners' responses are presented first.

4.1.2 General Information

The gender section was added to the questionnaire to establish how many females and males took part in the survey. The total number of respondents was 720, but 41 respondents did not indicate whether they were female or male.

The following table shows the gender distribution per school so as to indicate the ratio of males to females at the schools.

Table 4.1 Distribution of learners according to gender per school

Total Responses = 679 No Responses = 41					
Variable	**Male**	**%**	**Female**	**%**	**Total**
School 1	51	42.5	69	57.50	120
School 2	24	38.1	39	61.90	63
School 3	34	27.87	88	72.13	122
School 4	28	38.36	45	61.64	73
School 5	35	42.68	47	57.32	82
School 6	28	32.18	59	67.82	87
School 7	27	57.45	20	42.55	47
School 8	28	32.94	57	67.06	85
Total	255	37.56	424	62.44	679
Non responses					41
Total number of respondents	**255**	**37.56**	**424**	**62.44**	**720**

Researcher construct from survey date

Out of the eight schools, only school 7 had a higher number of males than females.

Table 4.2 Learners per school

Variable	N	%
School 1	123	17.08
School 2	70	9.72
School 3	129	17.92
School 4	77	10.69
School 5	89	12.36
School 6	90	12.50
School 7	53	7.36
School 8	89	12.36
Total	**720**	**100**

Researcher construct from survey date

Table 4.2 presents the number of learners per school who took part in the survey and the percentage each school contributed overall. The contribution rate of each school depended on the availability of the Grade 11 learner classes and the schools helped as much as they could in releasing classes to undertake the research.

4.2 Learner questionnaire

Question 1: Please tick all the school subjects you are currently studying.

Question one on the learner questionnaires (Appendix A) is of relevance to this study as it indicates the subjects the learners were taking at high school level, seen as a possible point for career guidance. Table 4.3 presents the subjects that the learners could possibly choose from and the number of learners taking each subject.

Table 4.3 Subjects taken by learners

Number of respondents per variable = 720				
Subject	**No**	**%**	**Yes**	**%**
Accounting	589	81.81	131	18.19
Afrikaans	715	99.31	5	0.69
Business Studies	475	65.97	245	34.03
Computer Applications Technology	682	94.72	38	5.28
Consumer Studies	608	84.44	112	15.56
Civil Technology	717	99.58	3	0.42
Dance Studies	699	97.08	21	2.92
Design	690	95.83	30	4.17
Dramatic Arts	713	99.03	7	0.97
Economics	535	74.31	185	25.69
English	24	3.33	696	96.67
Geography	279	38.75	441	61.25
German	712	98.89	8	1.11
History	519	72.08	201	27.92
Hospitality Studies	713	99.03	7	0.97
IsiXhosa	57	7.92	663	92.08
Life Orientation	18	2.50	702	97.50
Life Sciences	229	31.81	491	68.19
Mathematical Literacy	309	42.92	411	57.08
Mathematics	436	60.56	284	39.44
Music	686	95.28	34	4.72
Physical Science	504	70.00	216	30.00
Tourism	711	98.75	9	1.25
Visual Arts	692	96.11	28	3.89

Researcher construct from survey date

Looking at the results presented in Table 4.3, excluding languages, Mathematics/ Mathematical Literacy and LO which are subjects taken by all learners, more than 50% of the learners who took part in the survey were taking Life Sciences (61.25% learners) and Geography (57.08% learners). The subjects of particular interest to this study are Consumer Studies, Hospitality Studies and Tourism, as they all relate to the hospitality industry. The data indicates that only 15.56% of the learners took Consumer Studies as a subject, 0.97% Hospitality Studies and 1.25% Tourism (the learners mistakenly chose these on the questionnaire as the schools do not offer these subjects). These subjects are specifically highlighted as they are possible media for raising awareness about the hospitality industry. This question was asked because subjects taken in high school constitute the basis for entering tertiary education and could influence a learner's career choice. This question links to the fourth objective of this study, which was to identify sources and factors influencing learners' career choices.

4.2.1 Subjects relating to the hospitality industry

Question one was designed to establish what learners currently knew and understand about the hospitality industry by looking at subjects that could introduce awareness of this industry. Looking at subjects relating to the hospitality industry, as noted earlier, only 15.56% of the learners who took part in the survey enrolled for Consumer studies, 0.97% took Hospitality Studies and 1.25% took Tourism as subjects. These results clearly indicate that most of the learners did not have much knowledge about the hospitality industry and lacked the opportunity to be exposed to information about this industry. The hospitality industry should make an intervention to ensure that these learners become aware of the industry.

4.2.1.1 Consumer Studies as a subject

Consumer Studies is a subject that was introduced to replace Home Economics, a subject focusing on food production, nutrition and serving guests and closely linked to the hospitality industry. The focus of Consumer Studies as a subject is broader, comprising food and nutrition, clothing, housing and furnishings and consumer choices (DOE, 2003:17). Table 4.4 shows the number of learners who took Consumer Studies in each school and the percentage values per school.

Table 4.4 Ratio of learners taking Consumer Studies as a subject

Total respondents per variable = 720 **Accumulative % per variable = 100%**				
Variable	**No**	**%**	**Yes**	**%**
School 1	122	99.19	1	0.81
School 2	37	52.86	33	47.14
School 3	128	99.22	1	0.78
School 4	77	100	0	0
School 5	71	79.78	18	20.22
School 6	43	47.78	47	52.22
School 7	42	79.25	11	20.75
School 8	88	98.88	1	1.12
Total	**608**	**84.44**	**112**	**15.56**

Researcher construct from survey date

According to the information provided by the WCED website (South Africa. Western Cape Education Department, 2014), five out of the eight selected schools offered Consumer Studies as a subject, which means that 62.5% of these schools did provide some form of information about the hospitality industry. Table 4.4 shows that school 6 has the highest proportion of learners taking Consumer Studies as a subject, at 52.22 %. The table highlights the chances per school that learners have of being introduced to the hospitality industry, as Consumer Studies is related to the industry. The table also highlights the extremely limited exposure that learners have to information about this industry (only 15.56%), which points to the third objective of this study.

4.2.1.2 Hospitality Studies as a subject

Hospitality Studies was introduced as a subject associated with the hospitality industry focusing on “hygiene, food production, food and beverage service and client services”, which also includes practical work, contributing 25% to the final mark at the end of the year (South Africa. DOE, 2011:8)

Table 4.5 Ratio of learners taking Hospitality Studies as a subject

Total respondents = 720 Accumulative % = 100%				
Variable	**No**	**%**	**Yes**	**%**
School 1	121	98.37	2	1.63
School 2	70	100	0	0
School 3	127	98.45	2	1.55
School 4	77	100	0	0
School 5	89	100	0	0
School 6	89	98.89	1	1.11
School 7	51	96.23	2	3.77
School 8	89	100	0	0
Total	**713**	**99.03**	**7**	**0.97**

Researcher construct from survey date

From the number of learners who took Hospitality Studies it can be deduced that the learners selected the subject on the questionnaire mischievously or by mistake. According to the information on the WCED website (South Africa. Western Cape Education Department, 2014), not one of the schools canvassed offers Hospitality Studies as a subject.

Although some of these schools did offer Consumer Studies, the content pertaining to the hospitality industry in this subject is not sufficient for learners to truly understand what the hospitality industry is about. The subject Hospitality Studies offers important basic content that is crucial for the learner to be able to make a sound decision to pursue a career in this industry. According to the results presented in Table 4.5, learners in Gugulethu, Khayelitsha and Langa were not sufficiently exposed to Hospitality Studies for them to be able to make a sound career choice about this industry. Roeloffze et al. (2015:1) note that the hospitality industry has a reputation of accommodating workers with low skills levels, so some learners who finish Grade 12 and cannot afford to enter tertiary education therefore end up seeking a job in this industry. As noted by Conradie (2012:8) (see Section 2.4), the hotel industry is faced with “inadequately trained and under-qualified workers” (see also Nyazema, 2013:58). The results displayed in Table 4.5 effectively respond to the first objective of this study.

4.2.1.3 Tourism as a subject

Table 4.6 reveals how many learners took Tourism as a subject. As mentioned in Section 1.1 of this study, the hospitality industry is a subsector of the tourism industry. According to the WCED website (South Africa. Western Cape Education Department, 2014), the schools selected for this study did not offer Tourism as a subject, which deprives these learners of the basic information about the tourism sector and the hospitality industry.

Table 4.6 Ratio of learners taking Tourism as a subject

Total number of respondents = 720					
Variable	**No**	**%**	**Yes**	**%**	**Overall (%) exposure to tourism out of all eight schools**
School 1	120	97.56	3	2.44	33.33
School 2	68	97.14	2	2.86	22.22
School 3	129	100	0	0	0
School 4	77	100	0	0	0
School 5	88	98.88	1	1.12	11.11
School 6	88	97.78	2	2.22	22.22
School 7	52	98.11	1	1.89	11.11
School 8	89	100	0	0	0
Total	**711**	**98.75**	**9**	**1.25**	**100**

Researcher construct from survey date

Again, the nine learners who claimed they were taking Tourism as a subject can simply be discounted. Van Niekerk and Saayman (2013:23) state that one of the obvious strategies to bring about awareness of the tourism sector was introducing Tourism as a school subject, to entice learners to develop an interest in this sector. Chili (2014:301) points out that one of the objectives of including Tourism as a subject was to help increase economic growth by addressing a skills shortage and to "fight unemployment and alleviate poverty among the poorest of the poor". The results presented in Table 4.6 and the information from WCED (South Africa. Western Cape Education Department, 2014) indicate that none of the schools selected offers Tourism as a subject, which again addresses the first objective of this study, to establish what learners know about the hospitality industry. In this case, Tourism as a subject would have been a means of raising awareness about the hospitality industry and encouraging learners to consider a career in it.

4.2.2 Factors that influenced subject choice

Question 2: What did you base your subject choice on? (you may tick more than one answer)

Question two of the learners' questionnaire (Appendix A) was posed to establish the factors that influenced how learners chose their subjects, since motivation in choosing a subject could be related to intended career choice. Bloye (2007:36) observes that the way in which the learner performs academically leads to the development of career interests, which further outlines the career path that one wishes to follow. Conversely, career interest may influence academic performance, which may result in increased emphasis on a subject

linked to the career choice (Bloye, 2007:117). Of course, tertiary institutions insisted on certain subjects as an entry level requirement.

Table 4.7 Factors influencing subject choice

Total respondents = 720 **Accumulative percentage per variable = 100%**				
Variable	**No**	**%**	**Yes**	**%**
Career Path	233	32.36	487	67.64
Subject passed well in Grade 9	530	73.61	190	26.39
Parents influence	663	92.08	57	7.92
Subject easy	641	89.03	79	10.97
Peer influence	707	98.19	13	1.81
Siblings influence	691	95.97	29	4.03
Community influence	689	95.69	31	4.31

Researcher construct from survey date

According to the data presented in Table 4.7, learners (67.64%) chose their school subjects because of the career path they wished to follow. 26.39% of the learners chose their subjects based on the subjects they passed well in Grade 9. Parents only influenced 7.92% of the learners towards choosing their subjects. According to Shumba and Naong (2012:175), parental influence is the most important factor guiding career choice: clearly that is not the case with these learners, as the influence should have started with subject choices. The influence of siblings and the community were minimal, with siblings only influencing 4.03% and the community influencing 4.31% of the learners. The latter could imply a lack of education background on their part, and hence not much involvement.

In a survey of secondary school learners in Kenya, Edwards and Quinter (2011:82) found that learners are often given a list of careers without sufficient knowledge about these careers; hence the choices the learners made were rooted in pre-existing perceptions of the job and the subjects they took. The learning experience of learners influenced their career choice (Edwards & Quinter, 2011:84). These observations appear to be true for the schools selected for this survey, as the results confirm that 67.64% of the learners chose their subjects according to the career path they wished to follow, with 26.39% basing their choice on the subjects they had passed well in Grade 9. The results confirm that the idea of considering a career path when choosing subjects was entrenched in learners, which could

be a result of career guidance. This responds in part to the sixth objective of this study, which sought to establish if there was any career guidance system in place at the schools. These results are shown per school in Tables 4.8 to 4.14: career path, subject passed well, parents' influence, siblings' influence, peer influence and community influence.

Table 4.8 "Career path" as a factor for choosing subjects

Total respondents = 720 Accumulative percentage per variable = 100%				
Variable	**No**	**%**	**Yes**	**%**
School 1	34	27.64	89	72.63
School 2	21	30.00	49	70.00
School 3	30	23.26	99	76.74
School 4	17	22.08	60	77.92
School 5	42	47.19	47	52.81
School 6	43	47.78	47	52.22
School 7	17	32.08	36	67.92
School 8	29	32.58	60	67.42
Total	**233**	**32.36**	**487**	**67.64**

Researcher construct from survey date

Table 4.8 shows how the learners at each school selected the factor "career path" as a reason for choosing their school subjects. Table 4.8 clearly shows that more than 52% of learners per school chose their subjects based on the career path they wished to follow. These results suggest that each school made sure that learners' career path was considered when they chose their subjects, as stated in the previous section. Shumba and Naong (2012:175) conclude that the school the learner is enrolled at has a great impact on the career choices of that learner. This is confirmed in a study by Garrahy (2001), which found that "schools are social institutions that reinforce gender-appropriate behavior, interests and occupations" (Shumba and Naong, 2012:175).

The results set out above are in line with a study by Dodge and Welderufael (2014:7), which found that Grade 9 learners make a career choice based on their perception of their own interests and strengths. Career path as a factor influencing subject choice is linked to the fourth objective of this study, which is to investigate the factors that influenced the career choice made by the learners. The following table shows the level of impact of "subject passed well" as a factor influencing subject choices, per school.

Table 4.9 "Subject passed well" as a factor for choosing subjects

Total respondents = 720 Accumulative percentage per variable = 100%				
Variable	**No**	**%**	**Yes**	**%**
School 1	81	65.85	42	34.15
School 2	50	71.43	20	28.51
School 3	92	71.32	37	28.68
School 4	58	75.32	19	24.68
School 5	69	77.53	20	22.47
School 6	69	76.67	21	23.33
School 7	42	79.25	11	20.75
School 8	69	77.53	20	22.47
Total	**530**	**73.61**	**190**	**26.39**

Researcher construct from survey date

Table 4.9 presents the results per school on how the learners chose "subject passed well" as a factor that influenced them to choose their subjects. School one has the highest percentage of learners (34.15%) who confirmed this factor to have influenced their decision. Across all the schools that took part in the survey, this was the second most important factor to influence learners' subject choice, as shown in Table 4.7 (26.39%). The other seven schools that took part in the survey had approximately 20%–28% learners confirming this factor to have influenced their subject choice.

This finding echoes that of Reed and Case (2003:78), in that some of the learners in their study chose careers in engineering because the subjects in which they did well were associated with this field. Across all higher education institutions there are entry level requirements that are based on the subjects taken at high school level and how well the learner passed those subjects. Shumba and Naong (2012:175) confirm this in their study, as their respondents also linked their career choices to the subjects they took at high school level. According to Bloye (2007:112-113), "a school student's belief in their ability to perform a specific task will promote particular vocational interest that promotes better academic performance in specific subjects related to that vocational interest". This statement means that if a learner can cook well, that learner could be interested in career choices that are cooking-related, which will then lead to the learner performing well in subjects cognate with that career choice. It could also happen that a learner chooses subjects because s/he has passed them well in the past, and as a result he or she selects a career to which these subjects conduce. In this study, these are possible scenarios for at least the 26.39% of learners who picked this option.

Table 4.10 shows the extent to which learners were influenced by their parents in choosing subjects, per school.

Table 4.10 "Parents' influence" as a factor for choosing subjects

Total respondents = 720 **Accumulative percentage per variable = 100%**				
Variable	**No**	**%**	**Yes**	**%**
School 1	110	89.43	13	10.57
School 2	66	94.29	4	5.71
School 3	124	96.12	5	3.88
School 4	69	89.61	8	10.39
School 5	83	93.26	6	6.74
School 6	79	87.78	11	12.22
School 7	50	94.34	3	5.66
School 8	82	92.13	7	7.87
Total	**663**	**92.08**	**57**	**7.92**

Researcher construct from survey date

The influence of parents has been viewed as significant, with mothers having the most influence (Shumba & Naong, 2012:175). Table 4.10 shows the number of learners who were influenced by their parents from the different schools. This table shows that on average 92.08% of the learners indicated that their parents did not influence their subject choice. Edwards and Quinter (2011:81) refer to Hewitt (2010) in confirming that some learners' career choices are influenced by their parents' preferences. These authors also refer to Oyamo and Amoth (2008), who found that rural learners seek career advice from their parents more that urban learners do. Generally, parents are thought to have influence in learners' career choices (Edwards & Quinter, 2011:82), but this is not the case for learners in the selected township schools of Gugulethu, Khayelitsha and Langa. As the results show, on average only 7.92% of learners confirmed that their parents had an influence on their subject choices, which suggests that these parents are not involved in deciding the direction in which their children's education is headed. Dodge and Welderufael (2014:8) discuss reasons for the lack of involvement of parents, referring to Chuong and Operario's (2012) observation that this is often because the learner has achieved a grade level higher than or similar to that of the parent, which disempowers the parent due to their lack of educational knowledge and exposure. Dodge and Welderufael (2014:5) mention also that parental absence is one of the

barriers township learners are faced with when it comes to being helped with career choices, which could well be the case with the learners who took part in this survey. The results shown in Table 4.10 are associated with the fourth objective of this study, by showing the extent of the influence that parents have on the career choices of a learner. Table 4.11 shows how choosing subjects was based on the easiness of the subject for some learners.

Table 4.11 "Subject being easy" as a factor for choosing subjects

Total respondents = 720 **Accumulative percentage per variable = 100%**				
Variable	**No**	**%**	**Yes**	**%**
School 1	118	95.93	5	4.07
School 2	61	87.14	9	12.86
School 3	117	90.70	12	9.30
School 4	70	90.91	7	9.09
School 5	76	85.39	13	14.61
School 6	74	82.22	16	17.78
School 7	51	96.23	2	3.77
School 8	74	83.15	15	16.85
Total	**641**	**89.03**	**79**	**10.97**

Researcher construct from survey date

According to the results presented in Table 4.11, most learners confirmed that they did not base their subject choice on the "subject being easy". School 6 is the only school that had a significant number of learners (17.78%) stating that "subject being easy" influenced them in choosing their subjects. But on average, only 10.97% of the learners chose their subjects on the basis of the subject being easy. In a study conducted by Dodge and Welderufael (2014:38), some learners pointed out that one of the barriers to their choosing a career was the reaction of teachers, who discouraged them from choosing a particular subject if they were finding it difficult. These learners thus never get to test Bloye's thesis that academic performance in subjects relating to a career of interest is likely to improve. Table 4.12 shows how peers influenced subject choices for these learners.

Table 4.12 "Peer influence" as a factor for choosing subjects

Total respondents = 720 Accumulative percentage per variable = 100%				
Variable	**No**	**%**	**Yes**	**%**
School 1	121	98.37	2	1.63
School 2	69	98.57	1	1.43
School 3	126	97.67	3	2.33
School 4	75	97.40	2	2.60
School 5	88	98.88	1	1.12
School 6	86	95.56	4	4.44
School 7	53	100	0	0
School 8	89	100	0	0
Total	**707**	**98.19**	**13**	**1.81**

Researcher construct from survey date

From the results presented in Table 4.12, we see that more than 95% of the learners in each school indicated that they did not choose their subjects due to "peer influence". Peer influence might be assumed to have the most impact in Grade 9, as this is the point when learners need to align their subject choices with prospective careers. Edwards and Quinter (2011:85) maintain that peers play a role in influencing career choice. They suggest that teachers have too much work and parents have no time to guide learners in choosing careers, hence allowing peer pressure to come into play. In this study, by contrast, only 1.81% indicated they had been influenced by their peers when choosing their subjects (and, by implication, the career choice implicitly made). Dodge and Welderufael (2014:11) report that peers tend to have a negative influence on learners who have dreams to succeed in life, a finding that endorses the study conducted by Bland (2002:6). Bland (2002) suggests that the negative influence of peers might however have a positive outcome, in that learners thus exposed tend to turn to education as a "source of refuge". As for the statements made by Dodge and Welderufael (2014) and Bland (2002), this study cannot assume that peer pressure influenced the learners negatively just because their peers did not have much influence on their choosing subjects in Grade 9. This table links to the fourth objective of ths study. Table 4.13 shows to what extent siblings were influential when learners had to choose their school subjects in Grade 9, per school.

Table 4.13 "Siblings' influence" as a factor for choosing subjects

Total respondents = 720 **No responses = 0**				
Variable	**No**	**%**	**Yes**	**%**
School 1	116	94.31	7	5.69
School 2	68	97.14	2	2.66
School 3	127	98.45	2	1.55
School 4	71	92.21	6	7.79
School 5	85	95.51	4	4.49
School 6	86	95.56	4	4.44
School 7	52	98.11	1	1.89
School 8	86	96.63	3	3.37
Total	**691**	**95.97**	**29**	**4.03**

Researcher construct from survey date

Table 4.13 shows that siblings did not have much influence on these Grade 11 learners' choice of subjects in Grade 9. Only 4.03% on average confirmed that their siblings had had an influence. Edwards and Quinter (2011:86) refer to parents and family interchangeably in saying that family had more influence on learners' career choices than any other factor. Although the results show the influence of siblings as low (4.03%), it is higher than the influence of peers, as shown in Table 4.12 (1.81%). But in this study parents and siblings (family) did not have the most influence on learners' subject choice; even if the percentages for parents and siblings are combined, "family" is only the most important influence for 11.95% of learners. This section is also part of the fourth objective of the study, which is to investigate other sources influencing learners to choose a career. Table 4.14 shows how the community influenced the learners in the eight schools surveyed.

Table 4.14 "Community influence" as a factor for choosing subjects

Total respondents = 720 Accumulative percentage per variable = 100%				
Variable	**No**	**%**	**Yes**	**%**
School 1	115	93.50	8	6.50
School 2	66	94.29	4	5.71
School 3	127	98.45	2	1.55
School 4	74	96.10	3	3.90
School 5	86	96.63	3	3.37
School 6	83	92.22	7	7.78
School 7	50	94.34	3	5.66
School 8	88	98.88	1	1.12
Total	**689**	**95.69**	**31**	**4.31**

Researcher construct from survey date

Table 4.14 presents the results of how learners responded to the idea of "community influence" being a factor in their choice of subjects. More than 90% of learners indicated that the community was not a major influence on how they chose their subjects. As mentioned in Section 2.13, Reed and Case (2003:75) looked at the factors that influenced learners to choose careers in mechanical engineering, and found that one of the factors, especially for "female and/or black students", was the desire to set an example in the community (Reed & Case, 2003:75), or even to contribute to and improve the community (Reed & Case, 2003:80-81). The postulate is that learners who come from under-resourced communities would want to improve their communities by choosing a career that would give them the financial power to do so (Bland, 2002:48). With the understanding that subjects are the basis of preparation for the kind of thinking a learner needs to have or do for a particular career, learners' subject choices in this study had nothing much to do with the community they lived in, as only 4.31% on average confirmed this factor to be of influence when choosing their subjects. In the study by Dodge and Welderufael (2014:50), learners claimed that choosing their career was difficult due to the "lack of role models" from family and the community. Experiencing difficulty in choosing careers due to a lack of role models can be assumed to be the case for most learners who took part in this study. This section also links to the fourth overall objective of the study.

4.2.3 Career choice decidedness

Question 3: Have you decided which course you would like to study after school?

Question three aimed to find out how many of the learners had made a decision on what further education they wished to take after they had finished Grade 12. This was to establish how decided learners were about a career path.

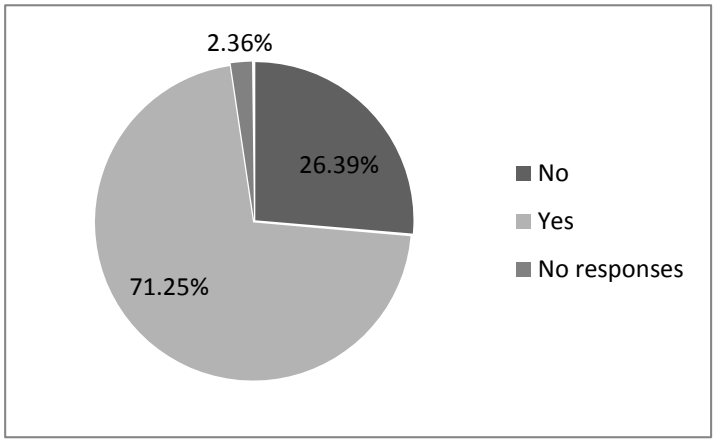

Figure 4.1 Course to study

Researcher construct from survey date

The results in Figure 4.1 show that 71.25% of the learners knew which courses they wanted to take after they finished Grade 12, while 26.39% had not yet decided. Judging from the above, most learners already had a clear picture of what they wanted to study after finishing Grade 12, having chosen their subjects, according to Table 4.8, according to the career path they wished to take. It should perhaps be pointed out that 17(2.36%) learners did not answer this question.

Information presented by Shumba and Naong (2012:173) suggests that family (30.83%) is the most important factor influencing learners to choose a career, while a desired career path was the second most important factor, with 30.08% of the learners confirming that they based their career choice on personal preference. In this study, career path has been shown to be the main factor when learners choose subjects, which explains why there is such a high percentage of learners (71.25%) who know what they want to study after completing Grade 12. This question specifically sought to establish if the schools had a career guidance system (linking this question to the sixth objective of this study), as this would presumably reflect in the career decidedness of learners. The inference from the results presented in Figure 4.1 is that there is indeed a system in place in these schools, a matter linked to Question 18 in the teacher questionnaire (Appendix B). Table 4.15 shows how many learners indicated that they knew which course to study, per school.

Table 4.15 Career decidedness per school

Total responses = 703 No responses = 17				
Variable	**No**	**%**	**Yes**	**%**
School 1	34	27.87	88	72.13
School 2	13	19.40	54	80.60
School 3	34	26.77	93	73.23
School 4	28	37.33	47	62.67
School 5	29	33.72	57	66.28
School 6	25	28.41	63	71.59
School 7	12	24.00	38	76.00
School 8	15	17.05	73	82.95
Total	**190**	**26.39**	**513**	**71.25**

Researcher construct from survey date

School 8 had the highest percentage (82.95%) of learners who indicated that they knew what they wanted to study after finishing Grade 12. Even the lowest percentage of learners at any one school knowing what they wanted to study post-Grade 12 is above 62%. Buys (2014:38) comments that age is not a clear indicator of career maturity, especially for learners who come from disadvantaged communities and are faced with factors such as "poverty, illiteracy and poor education". Buys (2014:38) also points out that career knowledge increases in Grade 8, which complements the finding of this study, as shown in Table 4.15, that 71.25% of the learners knew what they wanted to study after completing Grade 12. The career decidedness of the learners per school clearly suggests that there is a system in place that is followed by these schools. Table 4.16 indicates the careers chosen by the learners had. This question links with the sixth objective of this study.

Table 4.16 Career choices

Variable	**N**	**%**
Accounting	25	3.47
Business Management	26	3.61
Education	12	1.67
Hospitality	24	3.33
Information Technology	14	1.94
Law	49	6.81
Medicine	21	2.92
Social work	27	3.75
Tourism	19	2.64
Total	**217**	**30.13**
No responses	**503**	**69.87**
Total	**720**	**100**

Researcher construct from survey date

Although 513 (71.25% of the sample in Figure 4.1) learners stated that they knew which course they would like to study, only 217 (30.13% of the sample, Table 4.16) were specific about the courses they wanted to study. According to the results presented in Table 4.16, law was the most popular field in which learners had an interest, (6.81%) followed by social work (3.75%). Only 2.64% of the learners were interested in pursuing a career in tourism, while 3.33% were interested in the hospitality industry. The results presented in Table 4.16 possibly indicate which fields are mostly spoken about during LO lessons on career guidance, despite the high "no response factor". In their research on learners from disadvantaged communities, Dodge and Welderufael (2014:11) noted from a study by Watson et al. (2010) that most learners (80%) aimed for " high status occupations", namely "doctors, lawyers, engineers". Dodge and Welderufael (2014:14) found this unreasonable in view of the barriers these learners face, including "low levels of parental education" which is problematic in light of the cost of these "high status occupation" courses. The results of this study are in agreement with the findings by Watson et. al (2010), as cited by Dodge and Welderufael (2014:11). These results also highlight the fact that only a few learners would like to pursue a career in tourism and hospitality – as only a few of them have any knowledge of this field, as presented in Figure 4.2.

4.2.4 Background knowledge on the hospitality industry

Question 4

Question four was asked to find out if the learners knew about the hospitality industry. Figure 4.2 presents the findings.

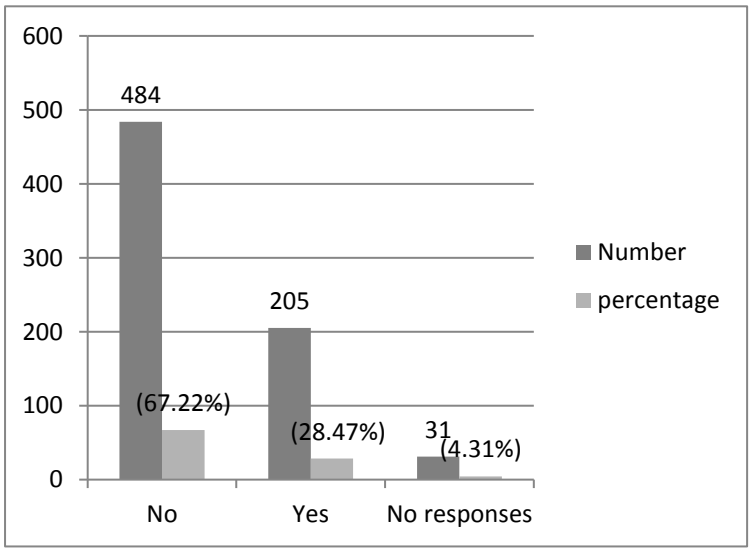

Figure 4.2 Knowledge of the hospitality industry

Researcher construct from survey date

The data presented in Figure 4.2 shows that 67.22% of the learners had no knowledge about the hospitality industry, while 28.47% responded that they knew something about this industry. This result was anticipated by the statistics in Table 4.16, which indicated that only 3.33% of the learners had chosen to pursue a career in the hospitality industry. The number of learners interested in the hospitality field shows that most learners are not much exposed to, or made aware of, this industry. Cape Town is well known as a tourist destination, and George and Booysen (2014:449) describe tourism as a “key growth sector” in the economy of South Africa and of great significance for economic growth in the Western Cape. Learners about to enter the world of work should be aware of this industry and their teachers should know about its economic status.

This question is linked to the first objective of this study as it indicates the number of learners who have knowledge of the hospitality industry. The results presented in Figure 4.2 clearly indicate that there is no liaison among high schools, tertiary institutions offering hospitality courses, and the industry at large.

The following table shows the number of learners who claimed to know about the hospitality industry, per school.

Table 4.17 Knowledge of hospitality industry per school

Number of responses = 679 **No responses = 41(5.69%)**				
Variable	**No**	**%**	**Yes**	**%**
School 1	85	73.28	31	26.72
School 2	33	50.77	32	49.23
School 3	94	74.02	33	25.98
School 4	51	68.00	24	32.00
School 5	60	69.77	26	30.23
School 6	62	71.26	25	28.74
School 7	39	78.00	11	22.00
School 8	60	72.29	13	27.71
Total	**484**	**67.22**	**195**	**27.08**

Researcher construct from survey date

Of the eight schools, at School 2, learners (49.23%) confirmed having some knowledge of this industry; at School 4, only 32%, and School 5, only 30.23%. The rest of the schools had less than 30% of learners who knew about the hospitality industry. The tourism sector plays a major role in the economy of the Western Cape, so this sector should be targeting learners who are about to join the workforce by raising awareness of the sector and the employment opportunities it offers, to help eliminate poverty in township communities. Although at least one school appears to have introduced learners to the hospitality industry in LO career guidance classes, the above table clearly shows that these schools did not specifically focus on creating awareness about the industry. However, the onus is not only on schools: tertiary institutions offering hospitality courses and the industry also have a role to play in creating awareness. The next table, Table 4.18, shows to what extent learners were aware of career opportunities in the hospitality industry.

4.2.5 Career opportunities known about the hospitality industry

Question 5: Do you know what career opportunities are available in the hospitality industry?

Table 4.18 Knowledge of career opportunities in the hospitality industry

No response = 26 learners **No specification of gender = 41** **Total number of leaners = 720**						
Variable	**No**	**%**	**Yes**	**%**	**Total**	**%**
School 1	87	76.32	27	23.68	114	16.43
School 2	41	61.19	26	37.81	67	9.65
School 3	94	73.44	34	26.56	128	18.44
School 4	56	75.68	18	24.32	74	10.66
School 5	67	76.14	21	23.86	88	12.68
School 6	66	75.86	21	24.14	87	12.54
School 7	38	74.51	13	25.49	51	7.35
School 8	60	70.59	25	29.41	85	12.25
Subtotal	**509**	**73.34**	**185**	**26.66**	**694**	**96.38**
Non response					**26**	**3.61**
Total	**509**	**73.34**	**185**	**26.66**	**720**	**100**
Females	290	70.90	119	29.10	409	62.25
Males	190	76.61	58	23.39	248	37.74
Total	**480**	**73.06**	**177**	**26.94**	**657**	**91.25**
No responses					**63**	**8.75**
Total	**480**	**73.06**	**177**	**26.94**	**720**	**100**

Researcher construct from survey date

Table 4.18 indicates the extent to which learners knew about career opportunities in the hospitality industry. Overall, 73.34% of the learners indicated that they had no knowledge of career opportunities in the hospitality industry, while 26.66% indicated that they had some knowledge. These figures strongly suggest that not much guidance or instruction is given to learners about this industry. Above 60% of learners from each school indicated that they had no knowledge of the opportunities in the hospitality industry. Looking at the gender differences, 70.9% of females stated that they did not know about the career opportunities in the hospitality industry while 76.61% males responded that they did not know about career opportunities in this field. Table 4.18 clearly indicates that most of the Grade 11 learners who

took part in this survey do not have substantial knowledge about the hospitality industry, which addresses the first objective of this study. Figure 4.3 presents what the leaners knew the opportunities in the hospitality field to be.

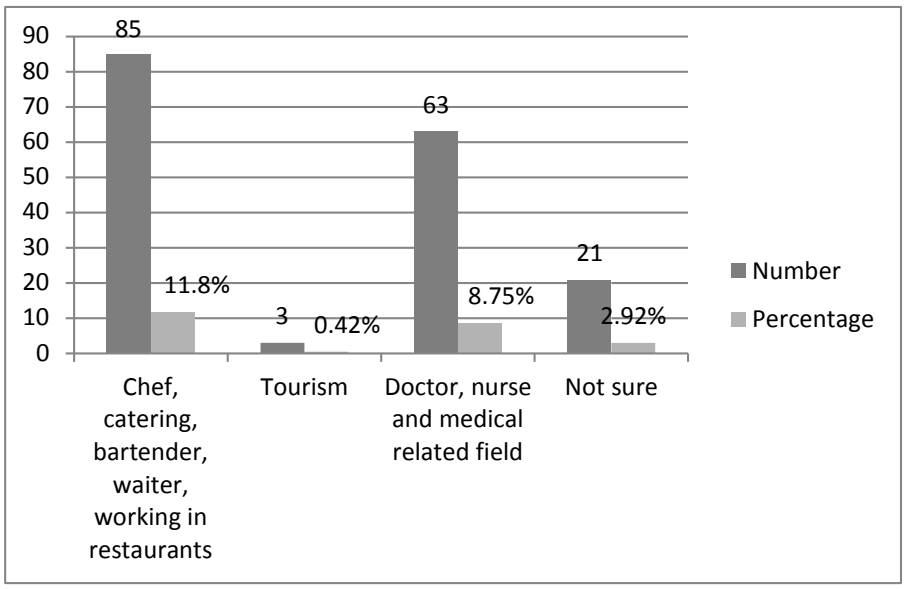

Figure 4.3 Opportunities known in the hospitality industry

Researcher construct from survey date

Most learners (11.80%) identified the job opportunities in the hospitality industry as those of chef, bartender, caterer, with some limited to being a waiter or doing events and working in restaurants. Another group of learners (8.75%) believed that the hospitality industry has opportunities in the medical field (presumably via a mistaken association with the word “hospital”). There were a few learners (0.42%) who linked the hospitality industry to the tourism sector. The percentage of learners who truly knew what the hospitality industry is about and the opportunities it offers was only 11.80%, followed by the 0.42% that related the industry to tourism. Moreover, the learners only highlighted entry level occupations in most cases, which shows that the few learners who knew about the career opportunities in the industry did not have sufficient knowledge about them. This question links to the second objective of this study, which was to find out what these Grade 11 learners understand about the hospitality industry and the career opportunities it offers.

4.2.6 Choosing Hospitality Studies as a subject

Question 6: If your school had hospitality studies as a subject, would you have chosen it?

Question six asked if learners would choose Hospitality Studies as a subject if the school offered it, and Figure 4.4 presents the results.

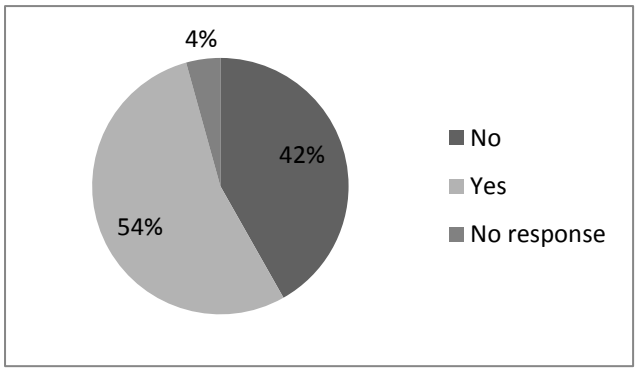

Figure 4.4: Hospitality Studies as a subject choice

Researcher construct from survey date

The results presented in Figure 4.4 show that 41.81% of the learners would not take Hospitality Studies as a subject if the school offered it, while 53.89% showed interest in the subject. But according to Figure 4.2, only 28.47% knew anything about the hospitality industry, and only 23.89% (Figure 4.3, total response) could name the career opportunities they knew of in the industry. Even though on average above 53% of the learners claimed they would take Hospitality Studies as a subject if their school offered it, judging from the results presented in Figure 4.2, they would be taking the subject as a matter of curiosity, not based on what it is about or what it offered, since, as Figure 4.3 shows, only 11.80% of the learners knew what the hospitality industry is actually about. Hospitality Studies was introduced to the high school curriculum to provide “work-ready employees for the hotel industry”, as indicated in Section 1.77 of this study (South Africa. DOE, 2011). None of the schools selected for this survey offer Hospitality Studies as a subject, and yet a number of learners who do not have the money to enter tertiary education end up in this industry. It is unclear why the subject is not offered, as it would help to reduce the preponderance of unskilled employees currently being engaged by the industry. The question links to the third objective of this study, which was to find out the extent to which learners were given the necessary information regarding hospitality courses to consider it as a career path.

4.2.7 Information given to learners about the hospitality industry

Question 7: Are you given any information about hospitality courses in Life Orientation?

This question was set to find out whether the learners received any career guidance in LO when it comes to the hospitality industry.

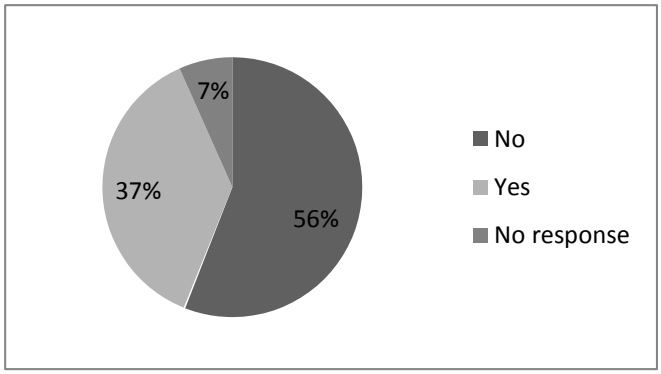

Figure 4.5 Confirmation if information was given on hospitality industry

Researcher construct from survey date

Figure 4.5 indicates that 56.11% of the learners did not receive any information about the hospitality industry, while 37.22% confirmed that they received at least some information on the industry. The high percentage of learners (56.11%) confirming that they had not been given information on the hospitality industry seems to be supported by the statistics in Figure 4.2, where only 28.47% learners claimed they knew what the industry is about. As shown in Figure 4.5, only 37.22% confirmed that they had been given information about the hospitality industry, which is not in agreement with the results presented in Figure 4.3, which indicated that only 11.80% and 0.42% of learners actually knew what the industry is about. The fact that more than 55% confirmed their not having been given any information about this industry proves that these learners did not have sufficient knowledge about the hospitality industry, which links to the first objective of this study.

Table 4.19 shows how the learners responded per school on whether they received information about the hospitality industry or not.

Table 4.19 Information given on hospitality industry per school

No responses = 48				
Variable	**No**	**%**	**Yes**	**%**
School 1	72	64.86	39	35.14
School 2	32	50.00	32	50.00
School 3	72	58.06	52	41.94
School 4	33	45.83	39	54.17
School 5	52	63.14	30	36.59
School 6	50	58.14	36	41.86
School 7	34	72.34	13	27.66
School 8	59	68.60	27	31.40
Total	**404**	**60.12**	**268**	**39.88**

Researcher construct from survey date

Schools 2 (50%) and 4 (54.17%) had the highest percentage of learners claiming that they were given information about the hospitality industry. Schools 3 and 6 had more than 40% of learners confirming that they had received some information about the hospitality industry. As high as these percentages are, they do not mean that the learners knew what hospitality is about – based on the results shown in Figure 4.3, where only 11.80% knew what the industry is about and 0.42% related it to the tourism sector. The different responses of learners in the same school could be due to their having mixed classes containing some who took Consumer Studies and some who did not. These results link to the first objective of this study.

4.2.8 Specific information given about the hospitality industry

Question 8: If you answered yes in Q7, please tick below what information is given to you regarding hospitality studies

This question is a follow up to question seven, and seeks to ascertain what information the learners actually received about hospitality education.

Table 4.20 Information on hospitality education

Variable	No	%	Yes	%	Total responses	No response
Institution	637	88.47	83	11.53	720	0
Financial Aid	630	87.50	90	12.5	720	0
Fee structure	681	94.58	39	5.42	720	0
Duration of the course	639	88.75	81	11.25	720	0
Entry level requirements	616	85.56	104	14.44	720	0
What the course entails	662	91.94	58	8.06	720	0
None of the above	682	94.85	37	5.15	719	1
Average Total	**650**	**90.24**	**70**	**9.76**	**719**	**1**

Researcher construct from survey date

According to the data presented in Table 4.20, only 14.44% of the learners claimed to have received information on the entry level requirements, followed by information on financial aid (12.5%), and institutions offering hospitality studies (11.53%). A high proportion of learners (94.58%) confirmed that they had received no information on the fee structure. The most important information that could have been given to the learners about hospitality education is what the courses entail, but only 8.06% of learners indicated that they had received this information. Branson et al. (2015:47) point out that the current career guidance system followed by high schools in South Africa needs improvement. According to Branson et al. (2015:47), the information given to learners on careers is not "comprehensive" enough, especially for previously disadvantaged schools. In Grade 9, the concept of making a lifetime decision such as choosing a career is "far from reality" for these learners. Branson et al. (2015:45) also point out that learners tend to make a career decision based on their "perception of institutions, desire for white-collar rather that blue-collar jobs and experience of respected members in the community" – which should not be the basis of making a career choice. This question is linked to the third objective of this study, which was to ascertain the information give to learners. The question also has links with the seventh objective, as it highlights what information about the hospitality industry would be meaningful to the learner.

4.2.9 Information readily available about the hospitality industry

Question 9: Is there information readily available at your school about hospitality education?

Question nine was set to establish if there was any other source of information available to learners on the hospitality industry.

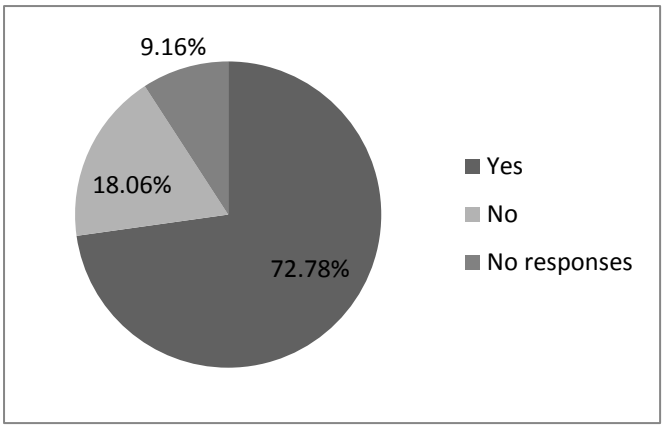

Figure 4.6 Information readily available about the hospitality industry

Researcher construct from survey date

Most of the learners (72.78%) confirmed that there was information readily available about hospitality courses, while 18.06% suggested that there was none. The information presented in this table contradicts the results presented in Figure 4.2, where more than 66% of the learners confirmed not knowing what the hospitality industry is about; and Figure 4.3, where the learners who claimed to know about the industry were asked to list the career opportunities it offered, and only 11.80% turned out to have genuine knowledge of the industry (plus the 0.42% who related it to the tourism sector). How is it possible for these same learners to know that there is information available about this industry, while not knowing what it is about? A speculative answer to this would be that the learners had gathered that the industry exists, but had not been explicitly instructed to go and find out more about it – and lacked the initiative to do so on their own. The alternative sources of information that they cited are listed in Table 4.21. This question is associated with the third objective of the study, as it also highlights the information these learners are exposed to.

4.2.10 Sources of information about the hospitality industry

Question 10: What kind of hospitality career guidance is available at your school? Please tick the relevant boxes below (you may tick as many boxes applicable to you)

Table 4.21 Other sources of hospitality career guidance

Total respondents per variable = 720 **Accumulative % per variable = 100%** **Non response per average total =2.23%**				
Variable	**No**	**%**	**Yes**	**%**
Books	494	68.61	226	31.39
Magazines	637	88.47	83	11.53
Brochures	699	97.08	21	2.92
Visits to industry	683	94.86	37	5.14
Visits to institutions offering hospitality	664	92.22	56	7.78
Guest lecturers from hospitality industry	621	86.25	99	13.75
None of the Above	600	83.33	120	16.67
Average Total	**628**	**87.26**	**76**	**12.74**

Researcher construct from survey date

This was a follow-up to question nine, and sought to establish what other sources of information about the hospitality industry these learners were exposed to. As many as 12.74% of learners indicated that they had information readily available on the hospitality industry, but most learners (97.08%) had not received brochures on hospitality, while 94.86% had had no visits to the industry. Moreover, 86.25% of the learners confirmed that they did not have any guest lecturers visiting from the hospitality industry. This table clearly indicates that tertiary institutions offering hospitality courses and the main players in the hospitality industry have not done their part in ensuring that learners know enough about the industry to make a sound decision about pursuing a career in it. This question is linked to the fourth objective of this study, in that it highlights other sources that influence career choices.

4.2.11 Work shadowing opportunities

Question 11: Does the school allow you to do work shadowing in the hospitality industry, for example hotels, restaurants, guest houses?

This question sought to find out if there was any alternative method used by the schools to make their learners aware of the hospitality industry by organising work shadowing opportunities. Figure 4.7 presents the results.

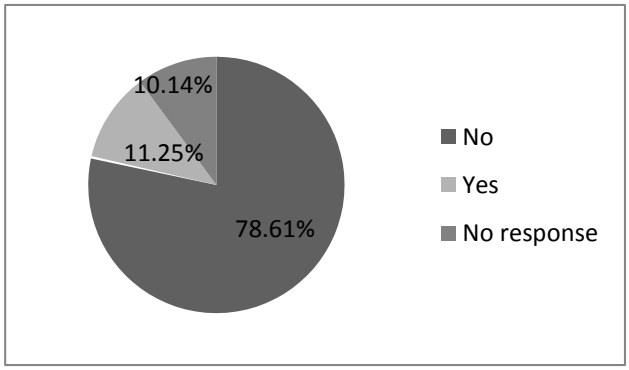

Figure 4.7 Work shadowing

Researcher construct from survey date

Data presented on Figure 4.7 show that 78.61% of the learners confirmed that they had no opportunity to do work shadowing in the hospitality industry, while 11.25% of the learners confirmed that they were given such an opportunity. None of the eight schools who took part in this survey offered Hospitality Studies as a subject. It can therefore be assumed that the school would not make an effort to enhance awareness of something they did not offer. As shown in earlier results, only a small number of learners (11.80% and 0.42% relating to tourism) knew what the hospitality industry is about. It would simply not make sense for the school to go the extra mile in a field that is not popular with – or unknown to – its learners. This question links to the third objective which highlights the knowledge these learners were exposed to.

4.2.12 Places for work shadowing

Question 12: If you answered “yes” to question 11, name three places learners could go to during work shadowing.

Table 4.22 Work shadowing placements

Possible place for work shadowing	N	%
Clinics, hospitals and old age homes	6	0.83
Fast food outlets	7	0.97
Grocery shops	2	0.28
Guest houses, hotels, restaurants	19	2.64
Kitchen at school	8	1.11
Tertiary institutions	4	0.56
Function halls	1	0.14
School doesn't organize	6	0.83
Places not specified	4	0.56
I don't know	4	0.56
Total	**61**	**8.47**
No responses (no examples given)	**20**	**2.78**
No responses (Figure 4.7)	**73**	**10.14**
"No" responses (Figure 4.7)	**566**	**78.61**
Total	**720**	**100**

Researcher construct from survey date

Table 4.22 presents the places of work shadowing to which learners claimed they were sent. Out of the whole sample (720), only 61 (8.47%) learners confirmed that they were sent for work shadowing. The learners who were sent for placement mentioned guesthouses, hotels and restaurants (2.64% of the whole sample). Other learners (0.97%) claimed they were sent to fast food outlets. The number of learners who confirmed being placed for work shadowing is minimal and corresponds with the percentage of learners who truly know what the hospitality industry is about, as shown in Figure 4.3. A small number of learners (0.83%) reported that they had been sent to clinics, hospitals and old age homes, which relates to Figure 4.3, where 8.75% of the learners identified the career opportunities found in the hospitality field as medically related. This table is associated with the third objective of this study, highlighting the extent to which the learners were exposed to knowledge about the hospitality industry and a method that could have been used to introduce awareness about the this industry.

4.2.13 LO assisting learners with career guidance

Question 13: Is Life Orientation helping you to choose your career?

This question is linked with the fourth objective of this study as it highlights a source that possibly influenced learners' career choices.

Figure 4.8 presents the findings.

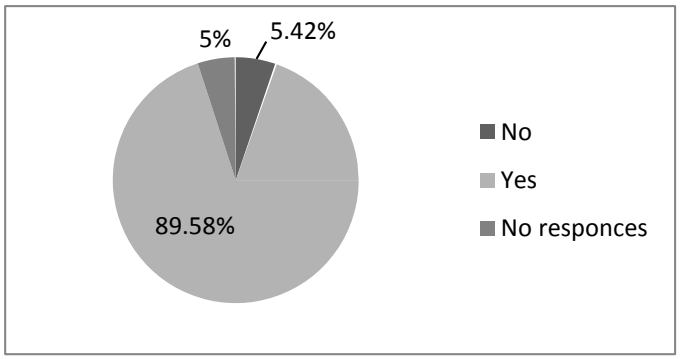

Figure 4.8 LO giving help with career choices

Researcher construct from survey date

According to the data presented in Figure 4.8, a high number (89.58%) of learners confirmed that LO helped them choose a career, while 5.42% said that it did not. Although a large percentage of learners claimed that LO helped them choose a career, only 30.13% (Table 4.16) could confirm their career of choice. According to Figure 4.1, 71.25% of learners knew what courses they wanted to study after Grade 12, which is in agreement with the results presented in Figure 4.8 (89.58% confirming that LO helped with career choice). Only 26.66% of learners (Table 4.18) claimed they knew about the career opportunities available in the hospitality industry, which is a very low number considering that Cape Town is a tourist destination and was even referred to as a tourism icon by Rolfes et al. (2009:13).

4.2.14 Career choice assistance needed by learners

Question 14: Do you need more assistance when it comes to choosing a career?

Even though question 13 established whether LO helped the learners with choosing a career or not, the researcher found it relevant to ask if they needed any (other) assistance with choosing a career.

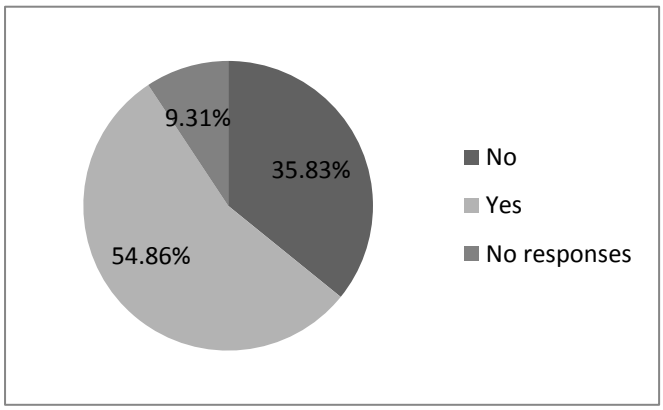

Figure 4.9 Assistance needed to choose a career?

Researcher construct from survey date

When it comes to assistance with choosing a career, 54.86% of the learners agreed that they needed more assistance while 35.83% indicated otherwise. Even though the results presented in Figure 4.8 indicate that learners (89.58%) believe LO to have helped them with making a career choice, more than 53% of them felt that they still needed assistance with choosing a career. This is in line with the results of the study conducted by Dabula and Makura (2013:89) and discussed in Section 2.5 of this study, that learners in previously disadvantaged communities, including black townships, still require extra assistance with career guidance. It is also confirmed by Branson et al. (2015:45), who insist that comprehensive information is still needed, especially for previously disadvantaged learners to be able to make sound career choices. Table 4.23 presents the kind of assistance the learners thought that they needed. The fact that these learners (54.86%, which is more than half of the learners who took part in this survey) confirmed that they needed more assistance when choosing a career, suggests that the career guidance system in place is not sufficiently developed to fully assist learners. This question is associated with the sixth objective of this study.

Follow-up to question 14: If you answered “yes”, state where assistance is needed

Table 4.23 Kind of career assistance needed by learners

Variable	N	%
Choosing a career	89	12.36
Entry level requirements	12	1.66
Financial aid	12	1.66
Information on careers	123	17.08
Job shadowing	8	1.11
Career opportunities	14	1.94
Subjects linking to career	21	2.92
Mentorship	56	7.78
Suitability for the course	4	0.56
Not specified	6	0.83
No responses	50	6.94
Total	**395**	**54.86**
Other responses (no help needed)	**325**	**45.14**
Total	**720**	**100**

Researcher construct from survey date

The learners nominated a number of areas in which they needed more assistance, with 17.08% of them indicating that they needed assistance with information about careers, and 12.36% stating they needed help with choosing a career. Another area that the learners showed interest in was being mentored by people (7.78%) who are in industry or teaching, or are members of the family or the community. Maree (2013:417) comments that career counseling relating to LO should be revisited in terms of its being both “appropriate and satisfactory” and aligned with “South Africa and global developments”. The results reflected in Table 4.23 clearly show gaps in the delivery of satisfactory career guidance.

4.3 The teacher questionnaires

The teacher questionnaire (Appendix B) was handled in the same way as the learner questionnaire (Appendix A). The teacher questionnaire (Appendix B) was given to the LO teacher of the Grade 11 class that completed the questionnaire. The researcher explained to

the LO teachers what the study was about and asked them to complete the questionnaire and hand back to her.

4.3.1 Gender information

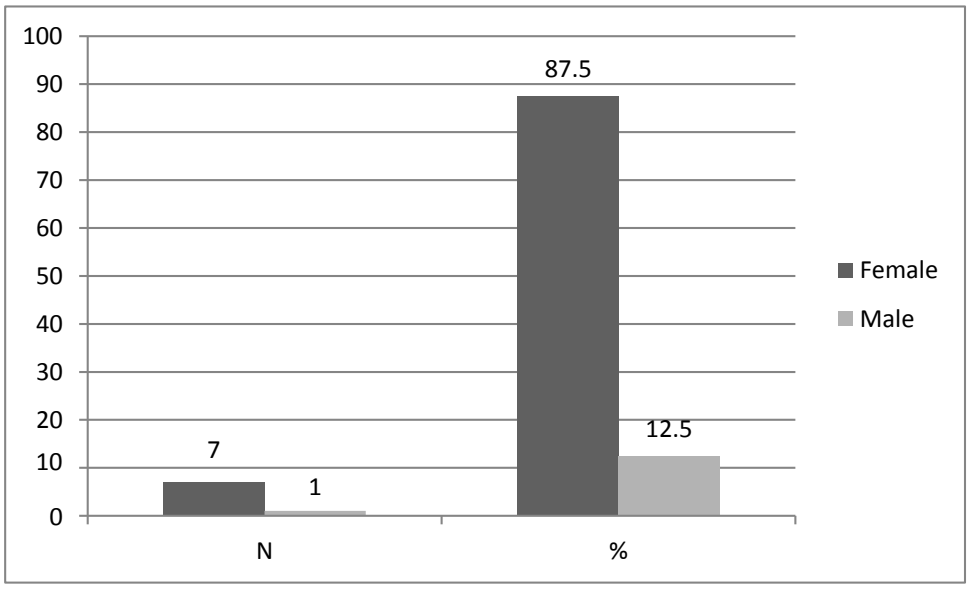

Figure 4.10 Gender (LO teachers)

Researcher construct from survey date

According to Figure 4.10, there was only one male teacher participating in the survey. The gender distribution of LO teachers should not be of great significance, but Brown (2013:11) cites Ahmed et al. (2009), who noted that the "gender and race" of a teacher had an influence on effectively the subject LO is taught, suggesting that male teachers experienced discomfort, especially when having to teach the section on sexual education. Female teachers were more willing to teach this section and engage with the learners on the subject. Brown (2013:64) refers to Baxen and Dunne (2008), who view LO as a soft subject, "one that a female, with a supposedly natural nurturing disposition is better qualified to teach". This may be the reason why there are more female than male LO teachers in the schools that took part in this survey. Sathekge (2014:41) also found that most LO teachers in her study were female.

4.3.2 Work experience as a LO teacher

Question 1: How long have you been teaching LO?

Question one was asked to find out how much experience the teacher had of LO teaching.

Table 4.24 Number of years teaching LO

Respondents	Years	Months
Teacher 1	9	0
Teacher 2	12	9
Teacher 3	5	0
Teacher 4	8	9
Teacher 5	2	6
Teacher 6	3	0
Teacher 7	17	9
Teacher 8	23	8

Researcher construct from survey date

Table 4.24 presents the number of years the LO teachers had been teaching LO. Teacher 5 had had only two years' experience teaching this subject, while the Teacher 8 had been teaching the subject for 23 years. The subject LO was introduced when the education system changed to C2005 (Curriculum 2005) in 1997 (Brown, 2013:5), which means that Teachers 7 and 8 must have taught Guidance prior to that.

Sathekge (2014:47) found that 59% of the teachers in her study were inexperienced, having been teaching LO for less than five years. In this study this applies to 38% (3 teachers). The number of years teaching specifically career guidance could reflect the experience the teacher had in terms of assisting learners with career choices. A teacher's having taught the subject for less than three years could have an impact on the career advice given, regardless of whether the teacher was trained or not for this subject.

4.3.3 Subjects taught prior to LO

Question 2: What were you teaching before being appointed as a LO teacher?

Question two sought to find out what the LO teachers were teaching prior to the introduction of LO. Teachers who taught Guidance as a subject prior to LO's being introduced would have found the transition to LO more smooth, as the subjects are somewhat related. This question can be linked the fourth objective of the study.

Table 4.25 Subjects taught prior to being a LO teacher

LO Teacher	Subjects
Teacher 1	Geography
Teacher 2	Geography
Teacher 3	History
Teacher 4	Xhosa
Teacher 5	English, Arts and Culture
Teacher 6	Maths
Teacher 7	Guidance
Teacher 8	History, Afrikaans, Guidance

Researcher construct from survey date

Table 4.25 presents what each teacher was teaching prior to becoming an LO teacher. Only two teachers (25%) of the eight were Guidance teachers prior to the introduction of LO. Owing to this experience, they were presumably in a better position to assist learners. In the circumstances, it makes sense to ask, as the next question does, what guidance or training these teachers received to be able to teach LO. This question is associated with the fourth objective of the study, as it highlights the teachers' experience in this subject and ability to influence learners' career choices.

4.3.4 Guidance given to teach LO

Question 3: As a LO teacher, were you given any guidance on how to teach this subject?

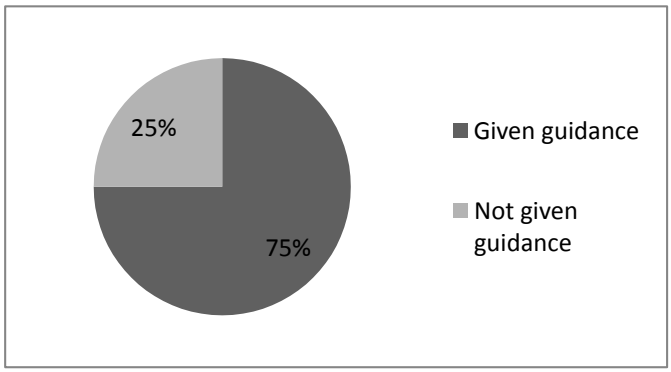

Figure 4.11 Prior guidance to teach LO

Researcher construct from survey date

The above table shows that 75% of teachers were given guidance to teach LO, while 25% received no guidance. With LO being a fairly new concept in the curriculum involving several perspectives on learner development, it might be assumed that any teacher who is given this role has some training. Buys (2014:37) refers to Bholanath's (2007) contention that learners in Grade 9 choose subjects when they are not aware of the academic implications, sometimes prompted by teachers who lack the skills to support the learners to make informed subject and career decisions. In this study's sample, 25% of the teachers did not receive guidance or instruction in teaching this subject, which suggests that learners in their schools are exposed to the problem highlighted by Bholanath (2007). Whether the learners exposed to these unskilled teachers did or did not make career choices, the bottom line is that the teachers did influence these learners in one way or another. This associates this question with the fourth objective of this study, identifying a source that influenced the learners in choosing a career.

4.3.5 The need for assistance to teach LO

Question 4: If you answered "no" to question three, do you think you need guidance to teach this subject?

This question was asked to check if the teachers who responded that they had received no guidance saw the need to be trained for this subject.

Table 4.26 Need of assistance to teach LO

Variable	**N**	**%**
No	2	25
Yes	3	37.5
No response	3	37.5
Total	**8**	**100**

Researcher construct from survey date

Even though 25% of the teachers had not received prior guidance in teaching LO (Figure 4.11), three (37.5%) agreed that they needed guidance to teach this subject, while two (25%) teachers indicated that no guidance was necessary. In a study conducted by Brown (2013:11), teachers indicated that they needed help from social workers as they did not have enough time to help learners with problems they were experiencing. This suggests that LO teachers generally need assistance from people experienced in counseling, given the broad scope of concern for the wellbeing of learners (career guidance, HIV/AIDS, physical

education). The results presented in Table 4.23, which suggested that learners need more assistance when it comes to career guidance, are borne out by the results in Table 4.26, which indicate that teachers themselves (37.5%) are in need of assistance in teaching this subject. This links this to the sixth objective of the study, as it highlights aspects of the methods and systems used in teaching LO that need improvement.

4.3.6 The teachers' attitude towards LO

Question 5: Are you happy being a LO teacher?

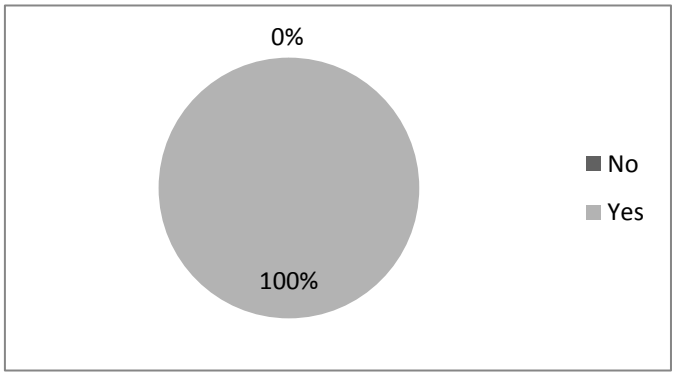

Figure 4.12 Contentment with LO

Researcher construct from survey date

All the teachers confirmed that they were content with teaching the subject LO. This is important as it presumably reflects the passion they bring to the subject. Brown (2013:64) notes that a person teaching LO should be approachable, taking on the role of a "second mother", which requires a caring and encouraging attitude to be successful. This question links with the fourth objective of the study, as the contentment of the teacher with the subject could have an influence on the guidance given to learners.

4.3.7 Teachers preferences on subjects

Question 6: Do you prefer teaching other subjects to LO?

This question was asked to assess the commitment the teachers had to the subject, as this would presumably affect the effort they put into teaching the subject and its overall success, as reflected in the satisfaction of the learners involved.

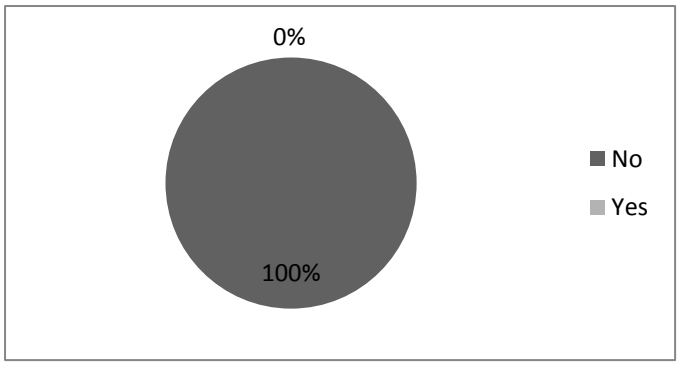

Figure 4.13 Commitments to LO

Researcher construct from survey date

All the teachers confirmed that they did not prefer other subjects to LO, which appears to indicate commitment to the subject. Figure 4.8 shows that 89.58% of learners claimed that LO helped with career choices. The teachers' preferences, reflecting dedication, makes the subject successful in influencing career choice, which links to the fourth objective of this study.

4.3.8 Contribution of LO towards learners' career choices

Question 7: What contribution do you think LO makes towards learners' career choices? (tick all the blocks that apply)

Table 4.27 Contribution of LO towards learner career choice

Variable	N	%
Knowledge on careers available	8	100
What personality suits what career	7	87.5
Which institutions are there	7	87.5
Bursary information	8	100
Other	3	37.5

Researcher construct from survey date

All the teachers confirmed that LO made a contribution to learners' career choices, with many teachers (87.5%) agreeing that LO helped to establish what personality suits which career, while another 87.5% confirmed that it provided information on available institutions. All the teachers also confirmed that this subject provides learners with information on bursaries. These results show that the LO teachers are well aware of the role they are supposed to play, as more than 87% point out the most important factors to consider when giving career guidance. This question corresponds to Question 13 in the learner

questionnaire (Appendix A), which sought to establish if LO helped learners with career guidance. A percentage of 89.58 (Figure 4.8) confirmed that LO helped learners with career choices. Sathekge (2014:11) asserts that the role of the LO teacher is to provide information to learners on "careers, related workplace activities and admission requirements to institutions of higher education", which is echoed by the LO teachers who took part in this survey. This question is associated with the fourth objective of this study, which was to establish the sources that influenced learners to choose a career.

4.3.9 Teacher perception on learner response towards LO

Question 8: What is your perception of learners' responses towards this subject (LO)?

According to Jacobs (2011:212), learners did not take LO seriously. This question was asked to find out if such was the case for these township schools from point of view of the teachers.

Table 4.28 Teachers' perception of learner responses towards LO

Variable	N	%
Informative	4	50
Assists with career guidance	6	75
Waste of time	2	25
Add no value to their lives	2	25
Other	2	25

Researcher construct from survey date

Most of the teachers (75%) maintain that learners see LO as a subject assisting with career guidance, while 50% of them perceive that the learners view LO as informative. This is in agreement with the learner responses presented in Figure 4.8, where learners confirmed that the subject helped them with career choices. Adewumi (2015;137) claims that learners have a negative attitude towards LO as they do not understand the objectives of the subject, which is contrary to the results shown in Table 4.28 and Figure 4.8 of this study. This question is linked to the fourth objective of this study, as it reveals the influence LO has on learners' career choices based on teacher perceptions.

4.3.10 Changes to LO to be seen as important by learners

Question 9: If the response of the learners is negative, what do you think needs to be changed so that they see LO as important?

This question was asked to see what interventions teachers thought were needed in order for the subject to be viewed as important by learners.

Teacher 1

“Change should come from the Department”.

Teacher 2

“Sometimes the leaners are negative because of life experiences”.

Teacher 3

“The approach to the subject must change”.

Teacher 4

“Change should be done by principals, they are the ones who regard LO as not important”.

Teacher 5

“Leaners need to be taught from a young age that LO is important”.

Teacher 6

“It should be a subject recognised by universities for admission”.

Teacher 7

“We need more resources at school, Learners need to see what their careers are about (internet access)”.

Teacher 8

“The learner is never wrong, only needs guidance from a caring adult”.

From the responses given by the teachers, it appears that most of them (7 = 87.5%) are of the view that something needs to change with regard to this subject. The exception is teacher 8, for whom the solution lies within the teacher. Brown (2013:76) argues that if LO teachers were empowered and trained in the area of counseling, they could have a great impact in the community and South Africa at large. Most of these teachers’ comments suggest that they are not in a position to bring about the change needed and are of the opinion that the change should come from authoritative figures. This complements Brown’s

comment about empowerment. As was mentioned in the previous section, learners' negative attitudes towards LO could be due to their not understanding the objectives of this subject (Adewumi, 2015:137), which could presumably be addressed by an intervention from the LO teachers. This question links to the fourth objective of this study, as LO is a source of influence for career choices, and the sixth objective, as it points to changes needed in the current method used to teach LO.

4.3.11 Response whether teachers give career guidance in hospitality or not

Question 10: Do you give career guidance in hospitality?

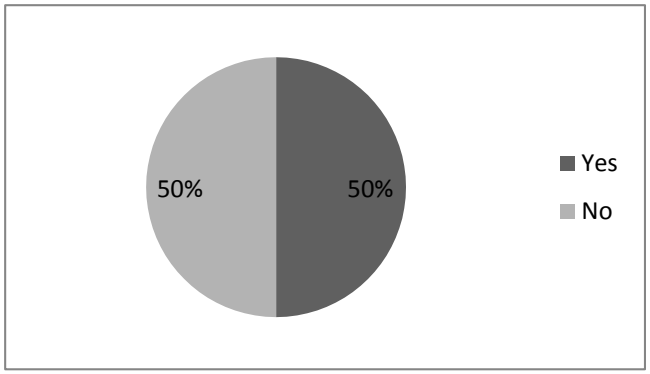

Figure 4.14 Career guidance in hospitality

Researcher construct from survey date

Half the teachers confirmed that they gave career guidance in hospitality, while 50% admitted they did not. Referring to Prinsloo (2007), Dodge and Welderufael (2014:13) noted that the LO teachers experienced challenges in finding relevant information to achieve the goal of career education. This may be the case in the current context, as it is a concern that only 50% of teachers gave career guidance for the hospitality industry while this industry is flourishing in Cape Town. The teacher and learner responses contradict each other somewhat when it comes to career education about the hospitality industry. Figure 4.2 shows that only 28.47% of learners claimed to know about the hospitality industry, while Figure 4.3 shows only 11.80% learners knew the career opportunities available in the hospitality industry (with 0.42 % relating it to the tourism sector). Furthermore, only 37.22% (Figure 4.5) confirmed having been given information about this industry. Regardless of these contradictory results, Figure 4.14 shows that only 50% of the teachers had information about the hospitality industry to share with their learners; a situation that links this question with the fifth objective of this study.

4.3.12 Reasons for not offering Hospitality Studies as a subject

Question 11: If the school does not offer hospitality studies as a subject, what is the reason?

Hospitality Studies as a subject has a practical component that requires schools to have kitchens and the necessary equipment. Prior to the change in the education system in South Africa, some township high schools did offer Home Economics as a subject, which also required the school to have kitchens and the necessary equipment. This question was asked to find out why Hospitality Studies is not offered as a subject, in the knowledge that some of these schools do offer Consumer Studies, which has a minor focus on the hospitality industry.

Table 4.29 Reasons for not having Hospitality Studies as a subject

Variable	N	%
Lack of resources	2	25
No qualified teachers	3	37.5
Don't see a need for it	1	12.5
Learners not interested in the subject	0	0
I don't know why	1	12.5
Other	4	50

Researcher construct from survey date

According to Table 4.29, two (25%) of the teachers noted that the reason for not offering Hospitality Studies as a subject was a lack of resources. Three (37.5%) of these teachers commented that the reason for not offering this subject was because there were no teachers qualified to teach it, which Chili (2014:301) identifies as the general case in relation to Tourism as a subject. One (12.5%) of the teachers said she did not see a need for it, while another stated she did not know the reason. Three (37.5%) of the LO teachers who chose "other" commented that the school has Consumer Studies as a subject, while one teacher commented that the school management was in a better position to answer the question. Not having Hospitality Studies as a subject deprived the learners of basic information about this industry. Knowing the reasons for it should help to close this knowledge gap, and it will be addressed in the next chapter. This question is associated with the third objective of this study. The absence from the curriculum of Hospitality Studies has influenced most learners to opt for other careers, as shown in Table 4.16. This absence obviously curtails their knowledge about the hospitality industry, which also links this question to the first objective.

4.3.13 Methods of bringing about awareness of hospitality

Question 12: If you answered “no” to question 10, is there any method you use to bring awareness to the learner about hospitality? You may tick more than one answer.

The researcher is of the view that even if there are no facilities to accommodate the practical nature of the Hospitality Studies subject, there should be other methods of introducing awareness of the hospitality industry. Table 4.30 presents the results based on question 12.

Table 4.30 Methods of enhancing awareness about the hospitality industry

Variable	N	%
Books	1	12.5
Magazines	0	0
Brochures	1	12.5
Visits to the industry	0	0
Visits to the institutions offering hospitality	1	12.5
Guest lecturers from the hospitality industry and institutions	4	50
None of the above	0	0
Other	2	25

Researcher construct from survey date

When considering other methods of bringing about awareness of the hospitality industry, 50% of the teachers said that they used guest lecturers – while only 13.75% (Table 4.21) of the learners confirmed that they had had guest lecturers from this industry. A small number confirmed using books, magazines and visiting institutions offering hospitality (12.5%), while only 7.78% (Table 4.21) of learners confirmed this. Dodge and Welderufael (2014:13) mention that LO teachers were often absent from class, while learners claimed that they did not have much exposure to careers. Table 4.30 highlights this, by showing the limited range of methods to which teachers had recourse to raise awareness of this industry. This question responds to the seventh objective of the study, as it identifies methods that could provide information meaningful to learners when it comes to making a career choice in favour of the hospitality industry.

4.3.14 The teachers' background knowledge on hospitality

Question 13: What background knowledge do you have of the hospitality field?

In order for a teacher to facilitate career guidance in any field, the teacher should have some background or general knowledge about the fields available. Table 4.31 presents the knowledge the LO teachers had about the hospitality industry.

Table 4.31 Background knowledge on hospitality

Variable	N	%
Institutions offering the courses	1	12.5
Fee structure for the courses	1	12.5
The field people work in	3	37.5
Entry level requirements for the course	0	0
Career opportunities	1	12.5
None of the above	3	37.5
I do not know	1	12.5
Other	1	12.5

Researcher construct from survey date

According to the results in Table 4.31, three (37.5%) of the LO teachers stated that they had knowledge about the field people work in, while another 37.5% admitted that they knew nothing of the options given. The teacher who marked "Other" explained that she had taken Domestic Science as a subject at school and had previously worked in the hotel industry. Sathekge (2014:11) argues that it is of the utmost importance for teachers to be constantly updated on careers, as they need to give guidance to learners and help them to apply for tertiary education. Teachers need "literature or other material regarding careers and related workplace activities, career requirements and admission requirements for higher education" (Sathekge, 2014:11). Judging from the results presented in Table 4.31, these LO teachers did not have much information when it comes to the hospitality industry, which deprives learners of the basis for making a decision in favour of this career path. This question is linked to the fifth objective of this study, as it sought to establish the knowledge the LO teachers had about the hospitality industry.

4.3.15 Relevance of information given to the making of career choices

Question 14: Do you think the information you offer to the learners influences their career choices?

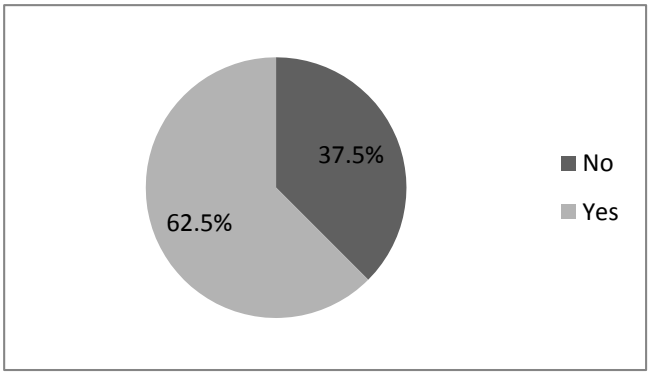

Figure 4.15 Information given influencing learners?

Researcher construct from survey date

The results presented in Figure 4.15 suggest that, on balance, the information that LO teachers give to learners does influence their career choices, with 62.5% of the teachers claiming this to be the case. This is matched by the results in Figure 4.8, which confirm that, from the learner perspective, LO does help learners with career choices. One teacher commented that, at least to some extent, the information they offered to learners did influence their career choices. Another teacher remarked that sometimes the learners did their own research on careers. Yet another teacher conceded that he has "scant knowledge about the career fields", and only offered information in general terms. One teacher commented on learners' confusion or delusion, for instance, that some of them wished to be doctors yet were performing really poorly in Mathematics, while other learners wished to become nurses but were doing commerce-related subjects. These comments from the teachers agree with the results presented in Figure 4.9, where 54.86% of learners confirmed that they needed assistance when it came to choosing a career. This question links to the fourth objective of this study.

4.3.16 Factors influencing career choices (teacher perspective)

Question 15: What other factors do you think influences their career choices?

Table 4.32 Other factors influencing career choices (teachers' perception)

Variable	N	%
Parents	5	62.5
Peers	5	62.5
Magazines	3	37.5
Television	6	75
Subjects	4	50
Other	2	25

Researcher construct from survey date

The majority of the teachers (62.5%) thought that parents and peers had an influence on the learners' career choices, which contradicts the results shown in Table 4.7, where – according to the learners – only 7.92% of them were influenced by parents and 1.81% by peers. Most teachers (75%) suggested that television had an influence, while 50% thought that school subjects were influential. The teachers who chose "other" as an option mentioned Career Expos in Grade 9 and 10, while another teacher commented that final results (which will determine entry to tertiary education) and the financial status of the parents (which determines affordability) also had an influence on career choices. Brown (2013:75-76) comments that peers, media and communities have an influence on learners outside the influence of LO. This question addresses the fourth objective of this study.

4.3.17 Challenges faced while giving career guidance

Question 16: What challenges are you facing when it comes to assisting learners with career choices?

In order to be able to recommend what might be done to assist these teachers to bring about awareness of the hospitality industry, the researcher considered it relevant to find out what challenges these teachers face when assisting learners with career choices.

Teacher 1

"Learners are not interested in the subject".

Teacher 2

"Family influences and the general public. The media is more appealing to learners than educators".

Teacher 3

“Leaners are not taking the subject seriously”.

Teacher 4

“Not having information about some careers as a teacher”.

Teacher 5

“Learners are unsure of what they want and subjects to take”.

Teacher 6

“I haven’t been exposed to a lot of career choices, I find it hard to help the learners”.

Teacher 7

*“*No resources, learners always not ooperative”.

Teacher 8

“Lack of self-knowledge, they are only 14 in Grade 9 and make uninformed decisions”.

From the responses of these LO teachers, it seems that most of them did not have enough information to be able properly to assist learners with choosing relevant careers. Another obstacle is that factors other than the school influence the learners’ choices, which tends to result in their not being interested in the subject. Dodge and Welderufael (2014:38) mentioned certain hindrances that prevented learners from making sound career choices, among which is “poor education” (as mentioned in section 2.13.2 of this study), with 13% of the learners claiming that they did not get sufficient instruction when it came to career choices. The conclusions drawn by these authors can be compared with the comments made by Teachers 4 and 6, who admitted to not having had much exposure to many careers. As much as Sathekge (2014:11) highlights the job description of the LO teacher, when it comes to the section on career guidance, LO teachers need to be constantly updated on the world of work and careers.

Dodge and Welderufael (2014:38) also mention that learners are also often unable to choose appropriate subjects for the career path they wish to follow. Their finding is echoed by the comments made by Teachers 5 and 8, who also confirm that learners did not know what subjects to choose. Apart from not knowing which subjects to choose, learners are faced with the reality that when the time comes for them to align their subjects with a career path they wish to follow, they do not have enough self-knowledge to know which careers will

suit them best. Teacher 8 mentions this, and the matter is adumbrated in section 1.3 of this study through reference to Mubiana (2010), who contends that limited self-knowledge could result in a poor personality/occupational fit, let alone knowing which careers are at their disposal (something about which teachers lacked information). This question is associated with the fourth objective of this study.

4.3.18 Perception of whether LO objectives were achieved

Question 17: Do you think the objectives of LO are achieved?

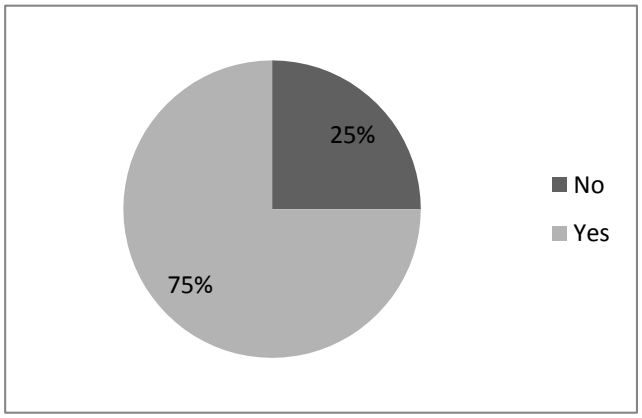

Figure 4.16 Perception on achievement of LO objectives

Researcher construct from survey date

Most of the LO teachers (75%) were of the opinion that the objectives of LO were achieved, while 25% felt that the objectives were not achieved. Furthermore, the teachers commented as follows:

Teacher 1

This teacher commented that some but not all the objectives were being achieved.

Teacher 2

This teacher stated that the objectives are achieved in Grade 9 and 10.

Teacher 3

No comment was made by this teacher.

Teacher 4

This teacher said that some learners end up in tertiary institutions doing what they love and some don't.

Teacher 5

“ Learners don’t take LO seriously, they don’t see its importance”.

Teacher 6

No comment.

Teacher 7

“We do make a difference in some lives. There are learners who are serious in setting and achieving goals”.

Teacher 8

“Peer pressure is there but some do make informed decisions, especially about sexual matters”.

The comments made by these teachers suggest that the objectives of LO are not being met in their entirety. Brown (2013:76) remarks that “LO has not yet reached its grander objective of achieving social change and development in South Africa”, a statement that seems to be borne out by the results of this study. Figure 4.8 showed that most learners found LO to be helpful when choosing a career, though there were areas where these learners felt they needed more assistance (Figure 4.9). This question highlights the kind of influence LO has on learners when it comes to career guidance, which addresses the fourth objective of this study. It also addresses the sixth objective, as the results show that the methods used to teach career guidance need to be revisited.

4.3.19 Use of career-interest tests

Question 18: Do you give career-interest tests to the learners to help determine which career would be suitable for each learner?

This question was asked to find out if the career interests of the learners were considered when the teacher facilitated career guidance.

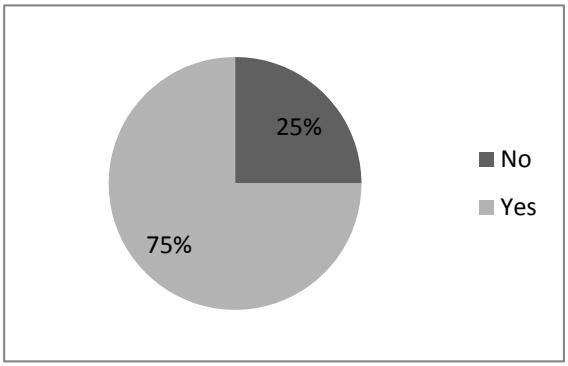

Figure 4.17 Career-interest tests

Researcher construct from survey date

The six teachers (75%) who confirmed having given career interest tests said that they did this in Grade 9. The two teachers who did not mentioned that they concentrated on careers such as Law, Medicine and Accountancy, while another teacher concentrated on entrepreneurship and the hospitality field because of high unemployment, so that the learners could find employment or be self-employed. According to the results presented in Table 4.16, Law was the most chosen career (6.81% of the learners), one of the fields that at least one teacher focused on. Dodge and Welderufael (2014:11) cite Watson et al. (2010) to the effect that 80% of the learners in their study from disadvantaged backgrounds chose “high status occupations”, with law being prominent among them. This question was asked to find out if there was a system that these teachers followed when helping learners to choose careers. Although 75% of the teachers confirmed that they gave career interest tests, learners still need extra assistance when it comes to career guidance, as is confirmed in Figure 4.9. This question links with the sixth objective of this study, highlighting the methods used by teachers for career guidance.

4.4 Chapter summary

The findings presented in this chapter provide answers to the research questions posed in Chapter One of this study. In relation to the first objective, which sought to find out what Grade 11 learners and LO teachers knew about the hospitality industry, the results reveal that a very small number of learners knew about this industry in relation to the subjects they took. Table 4.3 shows that only 15.56% of the learners took Consumer Studies, 0.97% for Hospitality Studies and only 1.25% took Tourism. Following that, 67.22% (Figure 4.2) of the learners who took part in this survey indicated that they had no knowledge about the hospitality industry. The LO teachers were then asked about the background knowledge they had about the hospitality industry; three claimed to know the fields people could work in,

while only one teacher was knowledgeable about the career opportunities in hospitality. The results clearly show that these teachers did not have sufficient knowledge to give career guidance to learners on the hospitality industry. In relation to the second objective, 28.47% (Figure 4.2) of learners indicated that they had some knowledge of the hospitality industry. Figure 4.3 clearly shows that while 23.89%(in total) of learners claimed to be aware of the career opportunities available in the hospitality industry, out of these only 11.80% really knew about these opportunities, with an additional 0.42% relating the hospitality industry to the tourism sector. Some of the learners (8.75%) identified career opportunities in the hospitality industry with the medical field, while 2.92% conflated the medical and the hospitality fields.

When LO teachers were asked if they gave career guidance in hospitality, 50% (Figure 4.14) of them confirmed they did, which does not agree with the learners' responses. The LO teachers were also asked if they knew of any reasons why their schools did not offer Hospitality Studies as a subject. In response, 37.5% confirmed that there were no teachers qualified to teach this subject, while another 25% blamed a lack of resources. These results clearly show that the Grade 11 learners in the selected schools in Gugulethu, Khayelitsha and Langa did not know much about the hospitality industry and the career opportunities that it offers.

In finding out what information these learners received regarding the hospitality industry (third objective), 14.44% (Table 4.20) of them said they had been told about the entry level requirements for hospitality courses while 11.53% confirmed that they had been informed about the institutions that offer hospitality courses. When the learners were asked whether they had information readily available to them about the hospitality industry, 72.78% (Figure 4.6) confirmed that they did. But this result does not agree with the findings pertaining to the first research question, which clearly highlight that learners did not know what the hospitality industry is about. This suggests that these learners are probably assuming that the information is available in their school libraries, but because the hospitality industry is something they had hardly heard about, they did not bother finding out about it. When the learners were asked about other sources of awareness of the hospitality industry, only a small number indicated being exposed to these sources (Table 4.21), with 31.39% confirming being exposed to books, 13.75% to guest lecturers (interestingly, teachers from 4 schools claimed to have hosted guest lectures from the hospitality industry, while learners who confirmed amounted to fewer than half of one school cohort), and only 11.53% to magazines. Overall on average only 12.74% of learners confirmed being exposed to or having access to these sources, with the remaining 87.26% claiming that they had never been exposed to them.

To discover more sources or resources that could have been used to make learners aware of the hospitality industry, which is the fourth objective of the study, the learners were asked if they did any work shadowing in this industry. Most of the learners (78.61%, Figure 4.7) indicated that they did not get an opportunity to do work shadowing, with only 11.25% confirming that they did. When the learners were further asked where they went for work shadowing, only 8.47% (Table 4.22) responded, with at most 2.64% confirming they went to guest houses, hotels or restaurants. Judging from these responses, learners did not get enough information to be able to decide in favour of a career path in the hospitality industry. Learners were also asked what influenced their subject choices in Grade 9, in the knowledge that subject choices lead to the career path one wished to follow. Most of the learners (67.64%, Table 4.7) indicated that career path was indeed the main factor they considered when they chose their subjects, followed by 26.39% choosing subjects based on the ones they had passed well, and 10.97% indicating that they chose their subjects mainly because of their relative easiness.

When the LO teachers were asked if the information they provided to learners influenced their career choice, 62.5% (Figure 4.15) claimed that this information was of influence. The LO teachers were also asked what they thought influenced learners' career choices, most of them (75%, Table 4.32) identified television as influential, followed by peers, parents and magazines, with 62.5% per factor. This is at odds with the learners' responses regarding peers and parents. Considering the number of learners who indicated that they chose their subjects according to a future career path, it seems that learners were enjoined to consider their career path when choosing subjects.

Teachers were also asked if they experienced any challenges when it comes to career guidance. They identified problems such as a lack of resources, lack of self-knowledge among the learners, learners not knowing what they want, learners having no interest in or not taking the subject seriously, and a lack of career knowledge on the teacher's side. The challenges highlighted by these teachers clearly have an impact on the success of the career guidance given to learners.

The fifth research objective sought to find out how much information the LO teachers had on the hospitality industry. Teachers were asked if they gave career guidance in the hospitality industry and 50% indicated that they did. Regarding methods employed in raising awareness of the hospitality industry, 50% confirmed having invited guest lecturers from the industry, which means that four schools professed to have brought in guest lecturers, while only 11.80% of learners really knew what the hospitality industry is about. Teachers were also asked what they knew about the hospitality industry, and a fair proportion (37.5%) confirmed

that they knew about the fields people worked in. None of them knew the entry level requirements for hospitality courses.

The sixth research objective was to find out if there was a career guidance system being followed in these township schools. Table 4.15 shows that 71.25% of the learners knew which course they wanted to study after finishing Grade 12, which may indicate that there is a career guidance system in use. Figure 4.1 shows that each school had more than 61% of learners who knew what they wanted to study. The teachers were asked if they gave career interest tests to learners, and six teachers confirmed that they did, while two said they did not. The two teachers who did not give career interest tests indicated that they gave career guidance in Law, Accountancy and Medicine, which confirms the results presented in Table 4.16, where 6.81% of learners wanted a career in Law, 2.92% in Medicine, 3.47% in Accountancy, with only 3.33% professing an interest in the hospitality industry. The high number of learners claiming to have chosen their subjects according to the career path they wish to follow, and the fact that 75% of the teachers did give career interest tests, shows that there is a system of career guidance in place. A large number of learners confirmed that LO helped them to choose a career, yet Figure 4.9 shows that 54.86% of them need further help when it comes to choosing a career. In Table 4.23 learners indicate that they need more assistance in choosing careers (12.36%), more information on careers (17.08%), and mentorship (7.78%). Some LO teachers (25%) (Table 4.26) claim to need assistance with teaching LO, which could be a reflection of what the learners needed assistance with. In Section 4.3.10, it is reported that teachers recognize that change is needed for learners to view LO as important, but feel that this change should come from somewhere else (a higher authority than themselves).

Objective seven sought to establish the kind of information needed by learners that would be useful to them in making a career choice in favour of the hospitality industry. The kind of information needed by these learners depends on what information they were already receiving at school, which the other six objectives sought to discover. It is clear that the learners and the LO teachers did not have sufficient knowledge about the hospitality industry and hospitality education. A high number of learners indicated that they did not receive even basic information about the industry, with approximately 90.24% on average receiving no information on institutions offering hospitality courses, financial aid available, fee structures, duration of the course, entry level requirements or what the courses entail (Table 4.20). Only one of eight teachers claimed to know which institutions offered hospitality courses, one had some knowledge of career opportunities in the hospitality industry, one knew the fee structure and three knew where people would work in the industry.

In response to the knowledge gap that exists between these schools and the hospitality industry, the following Chapter will present recommendations as to how to begin to close the gap.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter One introduced the objectives of this study, Chapter Two explored relevant available literature, Chapter Three described the research design and methods used to gather data, and Chapter Four presented the results of the surveys conducted. This chapter will make recommendations to help close the knowledge gap that exists in township schools about the hospitality industry.

5.2 Summary of the study

The tourism sector is of great significance in Cape Town as it creates jobs, and has the capacity to create yet more jobs (Conradie, 2012:2). Conradie describes the contribution the sector makes towards economic growth, but also points out some hindrances to its progress. Focusing specifically on the hospitality industry, Nyazema (2013:58) identifies the challenges the industry faces, which include the problem of poor employee skills and a global perception of the industry's "poor image and working conditions" (Nyazema, 2013:58). Regardless of this stigma, the researcher is of the view that the challenge of low skills in this industry can be addressed and met, especially in Cape Town.

Table 4.15 showed that 71.25% of learners had decided what courses they wanted to study after completing Grade 12. As shown in Table 4.16, most (6.81%) of the learners knew what they wanted to study at tertiary level and had chosen to do Law, which according to Dodge and Welderufael (2014:11) is a "high status occupation" popular among low income groups. The reality is that due to the barriers township learners face, starting with "low levels of parental education" (Dodge and Welderufael, 2014:11), many of these learners will not be able to further their studies as parents will not be able to afford to pay for these "high status occupation" courses. The question is what happens to learners who do not have an opportunity to further their studies, to those who currently do not know what they would like to study, and those who already know that their parents will not have money for them to further their education? The assumption is that these learners would need to find work in order to gather the money needed to further their education. As mentioned earlier, the tourism sector and the hospitality industry create job opportunities, and the possibility of entering this sector is high as the tourism industry is flourishing in Cape Town. The existence of opportunities for school-leavers is at least one of the reasons the industry is faced with low levels of skill.

This study reveals what Grade 11 learners and LO teachers from Gugulethu, Khayelitsha and Langa knew and understood about the hospitality industry. The purpose was to be in a position to make recommendations regarding how learners could be made aware of the industry and the careers that it has to offer. The study investigated the kind of information the participants were exposed to and the relevance of this information. According to the results presented in Chapter Four, the learners and their LO teachers did not have sufficient knowledge about the industry for learners to choose a career in it, or for their teachers to guide them in this.

Figure 4.3 shows the limited knowledge the Grade 11 learners had about the hospitality industry, which is probably why it is not considered a career of choice among these learners. It can also be assumed that the industry's stigma of low pay and poor general working conditions, and the reality that learners who do not get to further their studies often end up in this industry, could be the reasons why these learners did not consider this industry when making career choices. This study underscores the impact that the lack of knowledge about the hospitality industry has had on both the communities and on the industry.

5.3 Relevance of career guidance on the hospitality industry

Given the fact that Cape Town is viewed as a tourism icon (Rolfes et al., 2009:13), it is of great concern that the hospitality industry, a sub-sector of the tourism sector, is not known to the Grade 11 learners in township high schools. It could help eliminate poverty within these communities as it also offers potential entrepreneurial opportunities. The lack of knowledge in these schools cannot be blamed on teachers alone, while the hospitality industry (as noted by Roeloffze et al., 2015:11) is faced with the challenge of black people employed at "lower occupational levels" that are considered unskilled. The onus also lies on the industry to offer assistance, especially to learners showing an interest and potential for success in the industry.

As matters currently stand, in order to make an impact in these communities, the hospitality industry needs to provide relevant information to learners about the industry that will highlight the opportunities available. This information should include institutions offering hospitality courses, financial aid available, what the various courses entail, the duration of the courses and the subsequent career paths. The hospitality industry also needs to offer a mentorship programme and provide financial support for interested learners, as an incentive for them to better their own lives and that of their communities.

5.4 Communication between high schools, industry and relevant institutions

The previous section suggests that the hospitality industry should be involved with township high schools by providing opportunities to deserving learners to further their studies in the industry. Institutions offering hospitality courses should ensure that they create awareness at schools, regardless of whether or not the schools are offering hospitality-related subjects. Improved communication between these parties will help to raise awareness about the industry, to address the problem of black people entering the industry unskilled, and to pave the way for entrepreneurial opportunities. Such exposure to the industry will in due course enable these learners to give back to their communities. As Roeloffze et al. (2015:11) have pointed out, the industry should invest in low-skilled (potential) employees by sending them to tertiary institutions for an education. Should a tertiary institution notice a hospitality student with great potential who cannot afford to continue studying, the institution should seek help from people in the industry who are prepared to invest in the student.

Communication between these three parties (the industry, educational institutions and learners) will be of benefit not only to the learners and the tertiary institutions but to the industry as well. Introducing awareness among learners will be of benefit as it will empower them to decide to pursue a career in hospitality and uplift their communities through entrepreneurial projects. Learners with knowledge about the hospitality industry will be of benefit to tertiary institutions as there would be less “dropping out” of the course (which is mainly a result of learners realising that the course is not suitable for them). Increased retention rates of students will then enable the tertiary institutions to feed the industry with qualified skilled workers, which will reduce the unskilled labour force and possibly invent innovative ways to improve the image of the industry.

Besides the challenge of low-level skills that the hospitality industry is encountering, Roeloffze et al. (2015:2) also note that the hospitality industry has “high staff turnover”, linking this to working conditions in the industry. These authors remark that the industry needs employees who are “well educated, well-trained, skilled, enthusiastic and committed”, as the service in this industry is mainly delivered by people. Improving the career guidance system specifically for the hospitality industry will create the kind of employee that Roeloffze et al. (2015:2) refer to, which should lead to the retention of staff in the industry.

5.5 Research problem

The research problem addressed by this study is that learners from black township schools in Cape Town do not know about the hospitality industry, and the ones who do know something about the industry do not have sufficient knowledge to make sound decisions

about a career path in this field. Due to this problem, learners enrol for hospitality courses with no proper background in the field or relevant information about it and end up failing or dropping out. Furthermore, some learners who enrol for hospitality courses cannot afford to pay for these courses and end up not completing but joining the workforce in the industry, adding to the low-skilled employees referred to by Roeloffze et al. (2015:11).

This study has revealed how little the learners know about the hospitality industry, and that such knowledge as they do have extends to entry level occupations only. While 50% of LO teachers claimed to give career guidance in hospitality, the knowledge of the learners does not reflect that. Considering the knowledge the LO teachers have about the hospitality industry, the information they have is in any case not sufficient to pass onto learners – which explains why only 3.33% of the learners were considering a career in hospitality.

5.6 Research objectives

Chapter One presented the research aim and objectives of this study. These objectives are reiterated below:

- Find out what the learners and LO teachers currently know about the hospitality industry
- Find out what the learners and LO teachers understand about the hospitality industry in terms of the career opportunities that are available within the industry
- Establish to what extent the learners are given the necessary information about hospitality courses.
- Find out what other sources are of influence in the learners' choice of career
- Establish how much information LO teachers have available about the hospitality industry, so as to establish how much more information is required about this study area
- Establish whether or not there is a career guidance system in place in the selected schools in Gugulethu, Langa and Khayelitsha, so that the career guidance teachers could introduce careers in the hospitality industry to learners who are interested; and
- Establish the kind of information about the hospitality industry that is necessary and meaningful for learners.

5.7 Significance of the research

The results presented in Chapter Four show that basic information about the hospitality industry is needed by Grade 11 learners and LO teachers, as the chapter highlights the limitations of their knowledge about the industry. The schools that took part in this survey did not offer Hospitality Studies or Tourism as a subject (though some offered Consumer Studies), and the number of learners who truly knew what the hospitality industry is about was minimal. Half of the LO teachers who took part in the survey confirmed that they did indeed give career guidance about the hospitality industry, but their answers to questions probing their background knowledge show that they did not know enough to give substantial information to their learners.

When considering resources used to raise awareness about the hospitality industry, the LO teachers claimed to have used guest lecturers; but if that were the case, the presence of brochures etc. and knowledge about the hospitality industry should have been higher than what the results showed. The career guidance system used in these schools is acceptable up to a point, in that learners based their subject choice on the career path they wished to follow, but the system does not favour the hospitality industry as the LO teachers and the learners are poorly informed about this industry. Out of the 11.80% who really knew what it is about, only 3.33% wanted to pursue a career in the industry.

The results presented in Chapter Four are of importance to the hospitality industry and to WCED as they highlight the knowledge gap that exists about the hospitality industry, and the further collaboration that could exist between the two parties (Department of Education and the hospitality industry) when it comes to creating awareness about the hospitality industry, especially at schools that do not offer Hospitality Studies and/or Tourism as subjects. Bridging this knowledge gap could help the hospitality industry in Cape Town to give even better quality service to tourists, as the basics of the industry would have been introduced to learners (future leaders in the hospitality industry) at an early stage.

5.8 Recommendations

Due to the knowledge gap that exists about the hospitality industry for LO teachers and Grade 11 learners, the researcher recommends the following:

- Tertiary institutions that offer hospitality courses should find time to visit township high schools to raise awareness about the industry, as Table 4.18 clearly shows that this is absent. The institutions should allocate someone (lecturers or even current students) who will take time to visit township high schools to give relevant information to learners such as what the industry is about, what courses are available, which

institutions offer these courses, the duration of the courses, the fee structure and financial aid available, entry level requirements and careers available. This information will enable learners to decide if this career path is suitable for them or not.

- As Damon (2015) indicates, teachers are trained to start with the learners' background knowledge and then move into their personal interests. The researcher recommends that the LO teacher should have some basic information on industries that are successful in Cape Town and needs to be constantly updated about these industries. This could be achieved if tertiary institutions could work hand-in-hand with high schools in providing relevant information to the LO teacher that can be passed on to the learner. LO teachers should also keep themselves up-to-date by conducting research on industries that are thriving in Cape Town. The use of guest lecturers could also be fruitful in creating awareness.
- Tertiary Institutions that offer hospitality courses in Cape Town should work hand-in-hand with township high schools to find time during LO lessons to expose learners to the hospitality industry. This can be done by first screening those learners who have an interest in the industry after some information has been given to them. When these learners have been identified, the institutions should invite them to visit the institutions offering hospitality courses and be given a tour so that they can get a picture of what their tertiary educational life might be like. This will further assist the learner to make an informed decision in favour of this industry.
- The WCED should make efforts to ensure that LO teachers have a general understanding of the main industries in Cape Town and the opportunities these industries offer. The WCED should encourage the LO teacher to invite guest speakers from these industries, considering that the tourism sector is the main economic player in Cape Town. The LO teacher should be given an opportunity to attend major events in the industry, including those organised by tertiary institutions.
- The hospitality industry should encourage learners to enter the industry by offering scholarships for them to continue to tertiary level education, as some learners who wish to enter the industry are no doubt discouraged by the expensive nature of these courses. Tertiary institutions should work hand-in-hand with township schools to identify learners who are interested in this industry. Tertiary institutions should then offer mentorship and development programmes in liaison with the hospitality industry to equip these learners with the requisite foundation to enter the industry. One way to ensure development in the industry is to give the identified learners an opportunity to do work-shadowing in the industry or at the tertiary institutions.

- According to the results presented in Chapter Four, learners are aware of how important it is to link subjects with the career path of choice, but they have limited knowledge about the hospitality industry to choose a career in it. The results show that 67.22% of the learners who took part in the survey did not know what the hospitality industry is about, despite the fact that five of these schools offer Consumer Studies as a subject. The fact that these schools do not offer Hospitality Studies as a subject already severely restricts the entry of learners into the hospitality industry, as learners will not choose courses they know nothing about. Secondly, there are learners who do not have an opportunity to go and study further yet end up in the hospitality industry, meaning that the industry remains at risk of getting unskilled workers. Hence it is recommended that the industry should offer scholarships so that they get qualified employees. Should it happen that learners do not get an opportunity to further their studies and end up in the industry, the organisation receiving these learners should invest in them by sending them for education and training within the hospitality industry.
- Table 4.7 indicates that approximately 67.64% of the learners are already choosing their subjects in Grade 9 according to the career path they wish to follow, and the results presented in Table 4.10 clearly show that for 92.08% of learners, their parents were not a major influence when choosing their subjects. But according to Figure 4.9, 54.86% of the learners indicated that they needed more assistance when choosing a career. This study recommends that parents should be more involved when learners reach the point at which they have to choose their subjects on the basis of likely future careers. It is understandable that some parents are faced with the challenge of a limited education background, but such a parent should at least pair up the learner with someone they might know who understands and is exposed to a broader scope of careers. The parent could also encourage the learner to utilise his or her talents, and motivate them to find out what further education they need to enhance these talents. The researcher suggests the involvement of parents as they know the learner best and are aware of their strong and weak points and their talents. Teachers should also play a role by concentrating on courses leading to jobs that will benefit the economy, without pushing aside the interests of the learner.
- The subject LO offers important content that moulds the learner to be able to cope in life and the world of work, and the researcher is of the opinion that more time and emphasis should be given to LO. The DOE should also ensure that LO teachers are well prepared to teach and facilitate all the areas that the LO component covers. The LO teachers should be given refresher courses on how to engage with learners as a

mentor and advisor so as to be able to properly guide the learners towards careers that suit their abilities and personalities.

- The DOE should consider a tailor-made career guidance module suitable for the kind of learners found in township schools, and in-depth career guidance should be offered in these schools. To be able to achieve this goal, the LO teachers would need assistance from an educational psychologist in devising a system that would work, given the kind of learners the teacher has. Proper career guidance will lead to decreased numbers of learners deregistering from courses, which will mean higher throughput rates at tertiary institutions as students will be studying what they love. The increased throughput rate will also have a positive effect on industry, in the form of a higher rate of staff retention.

5.9 Chapter summary

This research study clearly highlights the lack of awareness of the hospitality industry in township schools in Gugulethu, Khayelitsha and Langa. This is partly the result of very limited communication among the hospitality industry, tertiary institutions offering hospitality courses, and these high schools. This study also highlights that although the hospitality industry is one of the main industries in Cape Town, the LO teachers and Grade 11 learners who participated in this study may know that it exists but do not know what it entails. Further research should look at other ways of raising awareness about the hospitality industry or, just like the TAC in Mauritius, Cape Town could form programmes to introduce information about the industry to high schools, especially township schools.

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APPENDIX A : LEARNER QUESTIONNAIRE

Cape Peninsula
University of Technology

Questionnaire for the learner

Title: The relevance of the hospitality industry's career guidance for previously disadvantaged black schools in Cape Town.

My name is Celiwe Anathi Gala, and I am studying towards a Masters degree in Tourism and Hospitality Management at the Cape Peninsula University of Technology. This study is conducted to identify what learners know about the hospitality industry and what changes need to take place in high schools to bring awareness about hospitality studies.

This questionnaire will be treated with confidentiality and the name of the person completing this questionnaire will remain anonymous. You may also withdraw from the survey at any time.

Please answer all the questions in the questionnaire. Thanking you in advance for your contribution to this study.

Instruction: Please do not put your name on this questionnaire. Kindly answer all the questions.

Thank you.

Student : Celiwe Gala

Supervisor: Desre Draper

Telephone: 021 440 5700

Uluhlu lwemibuzo olwenzelwe abafundi

Title: The relevance of the hospitality industry's career guidance in previously disadvantaged black schools in Cape Town.

Igama lam ndingu Celiwe Anathi Gala ndeza izifundo zokhenketho kwinqanaba lemfundo enomsila kwi Dyunivesithi yezobuchwepheshe yaseNtshona Koloni (CPUT). Injongo zesisifundo kukuqonda ukuba abafundi banoluphi ulwazi kweli candelo kwaye loluphi utshintsho olufunekayo ukuzisa ulwazi kweli candelo.

Lomqulu wemibuzo uzokuphathwa ngobunono apho igama lomntu ophendulayo lizakugcinwa luyimfihlo. Unalo ilungelo lokurhoxa koluphenyo nanini na ufuna.

Uyacelwa uphendule imibuzo kulomqulu uwunikiweyo. Uyabulelwa ngegalelo lakho kwesisifundo

Umyalelo: Uyacelwa ungalibhali igama lakho kulomqulu. Ngenceba uyacelwa uphendule yonke imibuzo.

Enkosi.

Umfundi: Celiwe Gala

Umphathi: Desre Draper

Umnxeba: 021 440 5700

Please tick below

Female		Male	

1. Please tick all the school subjects you are currently studying.

Accounting	
Afrikaans	
Business Studies	
Computer Applications Technology	
Consumer Studies	
Civil Technology	
Dance Studies	
Design	
Dramatic Arts	
Economics	
English	
Geography	
German	
History	
Hospitality Studies	
IsiXhosa	
Life Orientation	
Life Sciences	
Mathematical Literacy	
Mathematics	
Music	
Physical Science	
Tourism	
Visual Arts	
Other	

If there are subjects that you take which are not listed above, please list them below.

……
……
……..

Please tick below

Female		Male	

1. Tikisha zonke izfundo ozithathayo esikolweni?

Accounting	
Afrikaans	
Business Studies	
Computer Applications Technology	
Consumer Studies	
Civil Technology	
Dance Studies	
Design	
Dramatic Arts	
Economics	
English	
Geography	
German	
History	
Hospitality Studies	
IsiXhosa	
Life Orientation	
Life Sciences	
Mathematical Literacy	
Mathematics	
Music	
Physical Science	
Tourism	
Visual Arts	
Other	

Ukuba kukho izifundo ozithathayo ezingabhalwanga kwezi ziphezulu zibhale apha ngezantsi

……
……
……
……

2. What did you base your subject choice on?(you may tick more than one answer)

Career path	
Subject passed well in grade nine	
Parents influence	
Subject being easy	
Peers influence	
Siblings influence	
Community influence	
Other	

If you ticked ‘other’ please explain your answer

……
……
……

3. Have you decided which course you would like to study after finishing school?

Yes		No	

If you answered ‘Yes’ above, please state which course you have chosen, and what made you choose it, and where you will study

……
……
……

If you answered ‘No’, please state your reasons

……
……
……

4. Do you know about the hospitality industry?

Yes		No	

If you answered ‘yes’ please give a brief explanation of what the hospitality industry is about.

……
……
……

2. Izifundo ozikhethileyo uzikhethe ngayiphi injongo?(Ungakhetha iimpendulo apha ngezantsi)

Umsebenzi ongathanda ukuwenza	
IsifundoesipaswekakuhlekuGrade 9	
Uluvo lwabazali	
Isifundo silula	
Uluvo lwezihlobo	
Uluvo lwabantwana bakowenu	
Uluvo lwendawo ohlala kuyo	
Okunye	

Ndicela ucacise Ukuba unenye impendulo

……
……
……

3. Sowunesigqibo sokuba zeziphi izifundo eziphakamileyo ongazifunda xa ugqibile ukufunda, sizathu sini esenza ukhethe esosifundo kwaye uzokufundela phi?

Ewe		Hayi	

Ukuba impendulo yakho nguEwe , zeziphi izifundo ozikhethileyo, izeziphi izizathu ezibangela ukhethe zona

……
……
……

Ukuba impendulo yakho ngu “hayi” uyacelwa ubeke isizathu

……
……
……

4 .Uyayazi Ukuba i “hospitality industry” ingantoni?

Ewe		Hayi	

Ukuba impendulo yakho nguEwe, cacisa ukuba i ‘Hospitality industry’ ingantoni

……
……
……

5. Do you know what career opportunities are available in the hospitality industry?

Yes		No	

If you answered 'yes' please give two options

……
……
……..

6. If your school had Hospitality Studies as a subject, would you have chosen it?

Yes		No	

Please explain your response

……
……
…….

7. Are you given any information about hospitality courses in Life Orientation?

Yes		No	

8. If you answered yes in Q7, please tick below what information is given to you regarding hospitality education

Institution	
Financial aid available	
Fee structure	
Duration of the courses	
Entry level requirements	
What the courses entail	
None of the above	

Please explain what information you were given with regards to your choice

……
……
……

5. Uyayazi zeziphi izithuba zomsebenzi ezivelayo kwi ‘Hospitality industry”?

Ewe		Hayi	

Ukuba impendulo yakho ngu Ewe zitsho izithuba ozaziyo zibembini

……
……
……

6. Ukuba isikolo sakho besinazo izifundo ze ”Hospitality Studies” ubuzozikhetha?

Ewe		Hayi	

Uyacelwa ucacise impendulo yakho

……
……
……

7. Niyalufumana ulwazi ngezifundo ze ‘hospitality’ kwi ‘Life Orientation’?

Ewe		Hayi	

8. Ukuba impendulo yakho nguEwe kumbuzo 7 , uyacelwa ukhethe ibhokisi ngezantsi yolwazi olunikiweyo malunga ngezifundo ze ‘hospitality’

Icandelo lwemfundo	
Uncedo lwezemali	
Indlela ezibhatalwa ngayo izifundo	
Isifundo sithatha ixesha elingakanani	
Imiqathango yokungena kwisifundo	
Isifundo sibandakanya ntoni	
Okukho nenye kweziziphezulu	

Uyacelwa ucacise ulwazi owalunikwayo

……
……
……

9. Is there information readily available at your school about hospitality education?

Yes		No	

Please explain your answer, (i.e. what, where?)

……
……
……

10. What kind of hospitality career guidance is available at your school? Please tick the relevant boxes below(you may tick as many boxes applicable to you)

Books	
Magazine	
Brochures	
Visits to the industry	
Visits to the institutions offering hospitality	
Guest lectures from hospitality industry and institutions	
None of the above	
Other (please list below)	

……
……

11. Does the school allow you to do work shadowing in the hospitality industry, for example hotels, restaurants, guest houses etc?

Yes		No	

12. If you answered “yes” to question 11, name three places learners could go to during work shadowing.

……
……
……

9. Ingaba inkcukacha zezifundo ze ‘hospitality’ zifumaneka lula esikolweni sakho?

Ewe		Hayi	

Uyacelwa ucacise impendulo yakho, (i.e. yintoni, phi,)

……

……

10. Yintlobo enjani yengcaciso eniyifumanayo esikolweni sakho malunga ngezifundo eziphakamileyo ze ‘hospitality’?

Iincwadi	
iMagazine	
iBrochures	
Utyelelo kwiIndustry	
Utyelelo kwicandelo lwemfundo elineHospitality	
Ukutyelelwa ngamandwendwe asuka kwi hospitality industry nakumacandelo ayo	
Akho nanye kwezi zingentla	
Okunye (uyacelwa inike uluhlu apha ezantsi)	

……

……

……

11. Ingaba isikolo sakho siyanivumela ukuba niyokusebenza phantsi kwabantu abakwi ‘hospitality industry’ mhlawumbi kwiihotele, kwii’restaurants okanye kwii’guesthouses?

Ewe		Hayi	

12. Ukuba impendulo yakho nguEwe kumbuzo 11, nika iindawo zibentathu apho abafundi baya khona xa beyokufunda nge ‘hospitality industry’.

……

……

……

……

……

13. Is Life Orientation helping you to choose your career?

Yes		No	

Please explain your answer

……
……
……

14. Do you need more assistance when it comes to choosing a career?

Yes		No	

Please explain if you answered “yes”, state where assistance is needed

……
……
……
……
……

Thank you for your contribution in this questionnaire.

13. Ingaba iLife Orientation iyakunceda ukuhluza ukuba ufuna ukuthatha eziphi izifundo eziphakamileyo?

Ewe		Hayi	

Uyacelwa ucacise impendulo yakho

……
……
……
……

14. Uyaludinga uncedo xa kufuneka ukhethe imfundo ephakamileyo oyinqwenelayo?

Ewe		Hayi	

Ukuba impendulo yakho nguEwe, uyacelwa uchaze ukuba luncedo olunjani olu uludingayo

……
……
……
……
……

Enkosi ngegalelo lakho kulemibuzo yezizifundo.

APPENDIX B : TEACHER QUESTIONNAIRE

Cape Peninsula
University of Technology

Questionnaire for the Life Orientation teacher

Title: The relevance of the hospitality industry's career guidance for previously disadvantaged black schools in Cape Town.

My name is Celiwe Anathi Gala, and I am studying towards a Masters degree in Tourism and Hospitality Management at the Cape Peninsula University of Technology. This study is conducted to identify what learners know about the hospitality industry and what changes need to take place in high schools to bring awareness about hospitality studies.

This questionnaire will be treated with confidentiality and the name of the person completing this questionnaire will remain anonymous. You may also withdraw from the survey at any time.

Please answer all the questions in the questionnaire. Thanking you in advance for your contribution to this study.

Instruction: Please do not put your name on this questionnaire. Kindly answer all the questions.

Thank you.

Student : Celiwe Gala

Supervisor : Desre Draper

Tel : 021 440 5700

1. How long have you been a Life Orientation teacher? --- Years ---- months

2. What subjects were you teaching before being appointed as a LO teacher?

   ……
   ……
   ……

3. As a LO teacher, were you given any guidance on how to teach this subject?

Yes		No	

   If you answered 'Yes' in the above question, what type of guidance did you receive and who provided that guidance?

   ……
   ……
   ……
   ……

4. If you answered 'No' in question 3, do you think you need guidance to teach this subject?

Yes		No	

Please explain why

……
……
……

5. Are you happy with being a LO teacher?

Yes		No	

If you answered 'no' please explain

……
……
……

1. Lixesha elingakanani ufundisa isifundo se'Life Orientation'?
   --- Iminyaka ---- iinyanga

2. Sesiphi isifundo owawusifundisa phambi kokuba ubengumfundisi ntsapho weLO?
   ……
   ……
   ……

3. Njengomfundisi ntsapho we LO, lukhona uncedo olufumanayo ngokufundisa esisifundo?

Ewe		Hayi	

   Ukuba impendulo yakho nguEwe kulombuzo uphezulu, uyewafumana uncedo olunjani, ulunikwa ngubani?
   ……
   ……
   ……

4. Ukuba impendulo yakho nguHayi kumbuzo wesibini, ucinga uyaludinga uncedo malunga nesisifundo?

Ewe		Hayi	

   Uyacelwa icacise impendulo yakho
   ……
   ……
   ……
   ……

5. Uyakonwabela Ukuba ngumfundisi ntsapho we LO?

Ewe		Hayi	

   Ukuba uphendule' hayi,' uyacelwa ucacise impendulo yakho
   ……
   ……
   ……
   ……

6. Do you prefer teaching subjects other than Life Orientation?

Yes		No	

Please explain your answer

……
……
……
……

7. What contribution do you think Life Orientation has on the learner's career choices? (Tick all the blocks that apply).

Knowledge on careers out available	
What personality suits what career	
What Institutions are there	
Knowledge of courses in from institution	
Bursary Information	
Other	

Please elaborate if you chose 'other'.

……
……
…….....
.....
.....
.....

8. What is your perception on the learners' responses towards this subject (LO)?

Informative	
Assist with career choice	
Waste of time	
No value to their lives	
Other	

If you chose 'other' please add any comments you have below.

……
……
……..

6. Ingaba ungafuna ukufundisa ezinye izifundo kune Life Orientation?

Ewe		Hayi	

Uyacelwa ucacise impendulo yakho
……
……
……
……

7. Leliphi igalelo ocinga iLife Orientation inalo kubafundi ngokukhetha izifundo eziphakamileyo?(Ungakhetha impendulo ezingaphezulu kwenye).

Ulwazi kwimisebenzi ekhoyo	
Ntloboni yomntu engqamelana nowuphi umsebenzi	
Zikolo zini ezikhoyo eziphakamileyo	
Izifundo ezikhoyo kwizikolo eziphakamileyo	
Ulwazi lwemali mboleko yezifundo	
Okunye	

Uyacelwa uxhase iimpendulo ozikhethileyo ngentla apha ngezantsi
……
……
……
.....

8. Zithini ingcinga zabafundi ngesisifundo se (LO)?

Sinika ulwazi oluphangaleleyo	
Siyanceda ekukhetheni iCareer	
Simosha ixesha	
Asibalulekanga ezimpilweni zabo	
Okunye	

Ukuba ukhethe Okunye uyacelwa ufake ezantsi izimvo onazo apha ngezantsi
……
……

9. If the response of the learners is negative, what do you think needs to be changed so that they see it (LO) as important?

……
……
……

10. Do you give career guidance in hospitality studies?

Yes		No	

11. If the school does not offer Hospitality Studies, what is the reason?

Lack of resources	
No qualified teacher for the subject	
Don't see the need for it in the school	
Learners are not interested in the subject	
Don't know why	
Other	

If you chose other, please give your reasons below.

……
……

12. If you answered 'no' for question 10, is there any method you use to bring awareness to the learner about hospitality? You may tick more than one answer

Books	
Magazines	
Brochures	
Visits to the industry	
Visits to the institutions offering hospitality	
Guest lecturers from the hospitality industry and institutions	
None of the above	
Other	

……
……

9 Ukuba umdla womfundi utenxile, ucinga yintoni enokutshintshwa ukuze bayibone (LO) ibalulekile?

……
……
……
……
……

…….. 10.Niyazinika ingcaciso ngezifundoze 'hospitality'?

Ewe		Hayi	

11. Ukuba isikolo asiziniki izifundo ze Hospitality, zintoni izizathu?

Ukungabi khokwezixhobo zokusebenza	
Ukungabikhokkwabafundisintsaphoabaqeqeshelweukufundisaesisifundo	
Ukungaboni isidingo sesisifundo kwesisikolo	
Abafundi abanamdla kwesisifundo	
Andiyazi kutheni	
Okunye	

Ukuba ukhethe Okunye, cacisa apha ngezantsi

……
……
……
……
……

12. Ukuba uphendule 'hayi' kumbuzo 10, ikhona Indlela eninayo ukebenza abafundi babenolwazi nge 'hospitality'? ungakhetha iimpendulo zibeliqela

Iincwadi	
iMagazine	
iBrochures	
Utyelelo kwiIndustry	
Utyelelo kwicandelo lwemfundo elineHospitality	
Ukutyelelwa ngamandwendwe asuka kwi hospitality industry nakumacandelo ayo	
Akho nanye kwezi zingentla	
Okunye (uyacelwa unike uluhlu apha ezantsi)	

……
……

13. What background knowledge do you have of the hospitality field?

Institutions offering the courses	
Fee structure for the courses	
Which field people work in	
Entry level requirements for the course	
Career opportunities	
None of the above	
Do not know	
Other	

Please explain if you answered 'other'.

……
……
……
……

14. Do you think the information you offer to the learners influences their career choices?

Yes		No	

Please give reasons for your answer

……
……
……
……

15. What other factors do you think influences learner's career choices?

Parents	
Peers	
Magazines	
Television	
Subjects chosen	
Other	

If you answered "other" please elaborate.

……
……

13.Loluphi ulwazi onalo ngezifundo ze Hospitality?

Icandelo elinikisa izifundose Hospitality	
Imali ebhatalwayo yokufunda esisifundo	
Icandelo ekusetyenzwa kulo	
Iimfuneko omawubenazo ukuze ukwazi ukufunda ezizifundo	
Amathuba omsebenzi	
Akukho nanye kwezi zingentla	
Andazi	
Okunye	

Ukuba uphendule ‘okunye’ uyacelwa ucacise impendulo yakho

……
……
……

14.Ucinga Ukuba ulwazi olunika abafundi lunayo inxaxheba ekuhluzeni izifundo eziphakamileyo?

Ewe		Hayi	

Uyacelwa unike izizathu zempendulo yakho

……
……
……

15.Zeziphi ezinye izinto ocinga zinenxaxheba ekukhuthazeni abafundi malunga ngokukhetha izifundo eziphakamileyo?

Abazali	
Abahlobo	
Magazines	
Umabonakude	
Izifundo abazikhethileyo esikolweni	
Okunye	

Ukuba uphendule ‘okunye’, nabisa impendulo yakho

……
……
……

16. What challenges are you facing when it comes to assisting learners with career choices?

……
……
……
……
……
……

17. Do you think the objectives of Life Orientation are achieved?

Yes		No	

Please explain your answer

……
……
……
……
……
……

18.Do you give any career-interest tests to the learners to pre-determine which careers would be suitable for each learner?

Yes		No	

If you answered “yes” please state when do you usually do these tests?

……
……
……

If you answered “no” please state which field of study do you concentrate on when telling the learners about careers?

……
……
……
……
……

Thank you for your contribution in this questionnaire.

16.Zeziphi imvavanyo oye uhlangabezane nazo xakufuneka uncedise abafundi ekukhetheni izifundo eziphakamileyo?

……
……
……
……
……
……

17.Ucinga Ukuba injongo zeLO ziyaphumelela?

Ewe		Hayi	

Uyacelwa ucacise impendulo yakho

……
……
……
……
……
……

18.Uyabanika abafundi uvavanyo lwe ‘career interest’ ukwenzela ukwazi ukubona zeziphi izifundo eziphakamileyo ezingafanela umfundi ngamnye?

Ewe		Hayi	

Ukuba uphendule ‘Ewe’, uyacelwa utsho ngawaphi amaxesha eniwenza ngalo oluvavanyo

……
……
……

Ukuba uphendule ‘Hayi’, uyacelwa ucacise Ukuba Leliphi Icandelo lezemfundo ojongana nalo kakhulu xa uxelela abafundi ngezifundo eziphakamileyo?

……
……
……
……

Siyabulela ngenkxaso yakho kwesisifundo.

APPENDIX C : LETTER OF PERMISSION TO CONDUCT RESEARCH

Western Cape Government
Education

Directorate: Research

Audrey.wyngaard2@pgwc.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20140220-25127
ENQUIRIES: Dr A T Wyngaard

Ms Celiwe Gala
3 Brodie Road
Unit 304 Brodie Flats
Wynberg
7800

Dear Ms Celiwe Gala

RESEARCH PROPOSAL: THE RELEVANCE OF THE HOSPITALITY INDUSTRY'S CAREER GUIDANCE IN PREVIOUSLY DISADVANTAGED BLACK SCHOOLS IN CAPE TOWN

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **05 March 2014 till 30 September 2014**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 15 April 2014

APPENDIX D : ETHICS APPROVAL LETTER

P.O. Box 1906 □ Bellville 7535 South Africa □Tel: +27 21 4603239 □ Email: zouityf@cput.ac.za Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	**Faculty:** **BUSINESS**

At a meeting of the Research Ethics Committee on 13 June 2014**, Ethics Approval**

was granted to GALA, Celiwe Anathi Gala (201046008) **for research activities**

Related to the MTech/DTech: MTech: TOURISM & HOSPITALITY MANAGEMENT **at the**

Cape Peninsula University of Technology

Title of dissertation/thesis:	The relevance of the hospitality industry's career guidance in previously disadvantaged black schools in Cape Town Supervisor: Ms D Draper & Prof J Spencer

Comments:

Decision: APPROVED

Signed: Chairperson: Research Ethics Committee	**13 June 2014** **Date**
Signed: Chairperson: Faculty Research Committee	**Date**

APPENDIX E : LANGUAGE EDITOR LETTER

Cape Peninsula
University of Technology

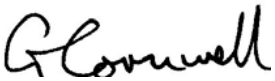
Centre for Postgraduate

Studies 30 September

2016

TO WHOM IT MAY CONCERN

This serves to confirm that the M. Tech. thesis by Celiwe Anathi Gala, entitled "The relevance of the hospitality industry's career guidance for previously disadvantaged black schools in Cape Town," has been edited to my satisfaction for grammar, idiom and presentation.



D G N Cornwell
(Professor) Editor,
CPUT