



**IMPROVING AWARENESS OF TOURISM EDUCATION
AMONG STUDENTS' IN INTERMEDIATE AND SECONDARY
SCHOOLS IN THE KINGDOM OF SAUDI ARABIA: EXPERTS'
SOCIAL STUDIES CURRICULA POINT OF VIEW**

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ABSTRACT

Improving the awareness toward the tourism and tourism education among young generations and schools' student is one of the strategic directions considered by the government of the Kingdom of Saudi Arabia (KSA) as one-step to the 2030 vision of the country. This paper unfolds the inherent to know tourism education dimensions that are important from social studies curricula experts' point of view in the intermediate and secondary schools in the KSA to develop a process of the curricula and improve the tourism awareness among the students. The findings highlight the lack of the tourism education dimensions of social studies curricula from the experts' point of view and weak communication between curricula developers in the KSA Ministry of Education and the teachers who work for schools.

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1. INTRODUCTION

“Many countries have made more attention for tourism, where we find that some countries have established special ministries concerned with tourism, some of which allocated independent bodies and institutions for the same purpose” (Ashley et al., 2007). Others have established political forces aimed at maintaining the tourism potential, while some developing countries continue to suffer from lack of adequate attention to tourism, which are seen as being the luxury of civilization (McLaren, 2003). This makes some individuals of those communities play with the estimators of the tourism do not care about legacies of civilization (Alomerre, 2013; Busby, 2003). According to Wang et al. (2010), there is real gap between tourism education institutions' provisions and what the tourism industry requires in terms of knowledge and skills sets. AL Dosary (2014) found in study a low rates of tourism values in primary education curriculum in Kingdom of Saudi Arabia. From here comes the research problem of this paper, hence, the study will explore and examine the comparative study of tourism education dimensions in educational social studies to intermediate and secondary schools

in the relevant society of KSA.

Based on the cultural, religious, social and psychological point of curricula appropriate, how these dimensions will affect teacher's point of view will improve the quality and standard of tourism education in KSA. Finally, this study discloses the relationship between school activities, tourism dimensions and its' introduction into the social studies curricula. It also reveals what would be the suitability for the current and future generation. This study seeks to address the problem by achieving the following objective to determine the degree of importance of the dimensions of tourism education that should be included in the social studies textbooks for intermediate and secondary levels in the Kingdom of Saudi Arabia, from the social studies teachers' point of view. For the availability of the dimensions of tourism education in social studies curricula for intermediate and secondary, schools in the Kingdom of Saudi Arabia.

1.1 TOURISM EDUCATION

The importance of teaching and learning together because the building of tourism awareness is the responsibility of the family first and foremost role. In the other hand schools and universities must play their part, through the introduction of tourism education in the curricula of their also establishment of colleges and disciplines to graduate specialists in tourism and hospitality. As considered, the teacher in basic and higher education plays a key role in the education of tourism, heritage education, museum education and the reinforcement of positive attitudes toward it (Abu-Romman, 2013). Baraidh (2011) explains that knowledge of concepts tourism development (geographical or historical) and importance, economic, social and psychological effects, using different methods and techniques of teaching and activities of the teaching and learning of variety and requires the teaching aids and multiple methods of assessment. According to the tourism education vocabulary, values, and skills acquired by students through the curriculum in the general education using a variety of innovative methods of teaching and educational activities.

1.2 DIMENSIONS OF TOURISM EDUCATION

Cooper and Shepherd (1997) assent "but not a strong sentence: That on establishing the skills and knowledge through education stages and their relevance for curriculum design is discussed more generally". Which in the future hospitality managers in which today's education will must be require, therefore, be providing. Identified the Tourism Education Futures Initiative (TEFI) by defining a set of foundational values for tourism education programs worldwide (stewardship, ethics, knowledge, mutuality, professionalism). TEFI is now addressing other important shifts needed to provide an education of quality and relevance to future of tourism industry (Sheldon et al., 2011). Regarding the schools' role of enhancing employability, Connolly & McGing (2006) argue, that it more than just providing students with basic skills it is about educating them for "appropriate attitudes and aspirations to guide their career trajectories and industry vision". Similarly, Illich (1973) states that an insistence on skill drill alone could be a disaster; equal emphasis must be placed on other kinds of learning. This does not mean that tourism education should focus on academic subjects at the expense of internships or field experience. It is certainly more than a simple matter of vocational vs. academic education discourse.

2. LITERATURE REVIEW

Tourism researchers and educators should discover what Apple (2004) calls "taken for granted perspectives", and they must investigate what constitutes common sense in the development of tourism curricula and the tourism industry. In North American and European countries, "students with basic education processed to be happy only in the schools of fellow consumers of the product of the education machine" (Illich, 1973). This narrows their perspective; hence, students see university education as an investment for a future career and desire its monetary return. Diplomas and certificates offer economic value to the graduates, giving them the power to define and respond to the expectations of society (Illich, 1973). Tourism educators need to ask if employability is the only important product of tourism education. Constructing meaning is learning, and learning is a social phenomenon. Inui et al. (2006) states that meaning resides in one's mind but reflects the cultural context in which one is living. Giving eventual meaning to employability is merely a reproduction of the contemporary society's dominant ideology. Illich (1973) calls such reproduction of social norms as "addiction" and states "institutions should support personal growth rather than addiction.

Educational institutions should serve a society that does not yet exist. That is, we should educate students who can create and manage the future. There is a growing acknowledgment that economies of the 21st century need to be knowledge-based rather than commodity-based and be driven by knowledge development, innovation, and commercialization. Knowledge will become the fundamental factor underpinning successful tourism and hospitality organizations (Markovic, 2006). Kelly (2006) conducted a study entitled tourism education, peace and awareness is working to the tourism industry, to explore the possibility of teaching tourism and recognising its ability to contribute to building a more harmonious and peaceful world. This reference is made to the United Nations Global Code of Ethics for Tourism as a source available to the teacher. So the tourism is providing education, awareness opportunities and working for the tourism industry, Hence there are suggestions on how to do by incorporating relevant considerations into curricula, courses and educational status (Awhen et al., 2014).

2.1 TOURISM EDUCATION IN THE CURRICULA OF SOCIAL STUDIES

The study of Mofleh (2011) emphasized the existence of a close relationship between the curricula of social studies and tourism education. This is due to the fact these curricula have an effective impact over the development of tourism awareness among learners. The close links between the sections of social studies from history, geography, national, economy, and society, with what provide tourism education to the learner, agrees with what educational organizations seek to achieve. The study shows that the social studies curricula are one of the most appropriate curricula in the possibility of achieving the goals of tourism education. By its human nature, it is a study of the natural and historical environment and the contemporary cultural features on the homeland, through which the learner can acquire the concept of tourism and its importance. To identify problems of tourism movement, and then recognize the role the citizen towards the places, the tourist landmarks, and the coming tourist must play that role also. Considered the social studies and national of the highlights of the educational system that take it upon themselves to contribute to the tourism education, so considered the main source of education and in directing students at this stage (13-15 age) critical

which is characterized vibrant and change (Awhen et al., 2014). According to Mahmoud (2002) the study role of social studies curricula in developing tourism awareness among the first-grade students. The study emphasized the prominent role of social studies in achieving tourism awareness.

3. METHODOLOGY

The qualitative research approach adopted for this paper as it is connected with cause and provides greater objectively, data reliability, validity and representation of reality (Outhwaite & Turner, 2007). Another reason for applying the qualitative approach to the study was to better reveal the number of differences (Hunter & Brewer, 2002). The study was conducted based on interviewing experts in social studies in two levels intermediate school and secondary school). The total number of interviewees are six from different levels (Table 1).

Table 1: Participants Interviewed across Jazan Region.

Participant	Total
Supervisors for Intermediate Schools	2
Supervisors for Secondary Schools	2
Supervisors for the two stage	2
Total	6

4. FINDINGS AND DISCUSSION

As prior talked about in the past section, three topics rose as the last subjects from the information. A sum of 98 codes were at first created from the six reports, one from every interviewee. From the 98 codes, they were sifted to 45 codes and arranged (classes) in light of event and recurrence and inferred twenty classifications. From the twenty classes, developed eight topics and regrouped into five principle subjects as mentioned. The topics are as per the following:

4.1 TOURISM EDUCATION

Researchers in the 21st century have been pulled into tourism education and its segments due to the noteworthiness to the economy, yet the required consideration have not been given to this "monetary blowhard" at the middle of the road and optional dimensions, so the young could be connected with at the beginning period of their life. This topic tourism education gives the interviewees the chance to share a portion of their encounters. Interviewees (1 and 5) say that tourism education is a science that means to spread the way of life of diversion and amusement and furthermore a noteworthy component in the economy of numerous nations. While Interviewee 4 says, tourism education is to teach the young or understudy about the travel industry and visitor destinations and decide the spots and conceivable outcomes accessible in the nation. "In the conclusion of Interviewee 5, he said the tourism education is a cutting edge wonder with various measurements either by the vacationer or the expert in charge of the travel industry and its significance in the economy of the nation and mirror a phenomenal picture of the archeological, authentic and traveler locales".

4.2 SIGNIFICANCE OF THE TOURISM EDUCATION

Subject two gives the interviewees to features the significance of tourism education to society and economy of the KSA. Interviewee 1 says the importance of the tourism education cannot be over-underscored yet express dread that enough have not been done regarding learning exchange.

While Interviewee 2 trusts, that tourism education gives more noteworthy open doors than oil to the new age if very much mixed. He says, "by uprightness of the situation of the KSA as an Islamic and Muslim Express, the tourism education field must be opened in an efficient way to characterize its traditions, customs, Islamic and social legacy, and its atmosphere and landscape." Interviewee 3 trusts that social investigations courses where the tourism education has a place in extremely applicable in light of the fact that it is firmly identified with the general public and along these lines nearer to clarifying the social and monetary status of the general public. There is requirement for more exercises and measurements to build the learning, ideas, aptitudes, and patterns related with measurements of the tourism education (Interviewees 1, 2, 3, 4, 5, and 6). This is one reason for this examination, to proffer conceivable approaches to build the instructing of the tourism education in both middle and secondary levels of the road and auxiliary and upgrade the measurements for better comprehension by the understudies.

4.3 CONCEPT OF THE TOURISM EDUCATION

This subject "tourism education" gives the stage to interviewees to talk about what idea and learning of the tourism education is about from their point of view and experience. Interviewee 2 says the idea of the tourism education from my perspective is an arrangement of qualities, propensities, and learning that must be bestowed to understudies. In this way, this idea is not very many in social examinations courses and isn't obvious to teachers or understudies" This is one of the commitments of this investigation to the assemblage of information, to have the capacity to grow more possible and clearer ideas for the advantages of the social examinations educators and understudies, and by expansion to humankind. Interviewee 3 says "information of the tourism education concept, regardless of whether geological or recorded and monetary significance, social and mental and distinctive showing strategies, including different learning and techniques for evaluation and instructive techniques, one of the cutting edge patterns to think about the tourism education." For Interviewee 4, the idea of tourism education can't be over-underscored; "it is vital, so it is important to increment and consolidate some learning and data about this idea in the courses of social examinations, for example, (definitions – pictures of common and archeological destinations)" While Interviewee 6 says that the idea of the tourism education is the person's learning of the ideas of the travel industry, whether land, authentic or social capacity to manage guests to the nation with all graciousness and affability and conservation of the advantages of his nation and submit in great shape.

4.4 EMERGED NEW ITEMS (TOURISM EDUCATION DIMENSIONS)

This topic "Developed New items" is one of the oddities of this examination. This stage gives the interviewees the chance to distinguish new things related with the builds utilized in the tourism education dimensions. Twenty-one new items rose up out of the oral meeting study. Seven new items added to information items, six added to ideas items, four added to aptitudes items and four added to patterns items. For information as the primary build, the interviewees concur crosswise over board that religious constituent of the religious significance of the tourism education, the connections and correspondence and wellbeing of interviewees as imperative things related with learning. While Interviewees (2 and 5) distinguish security and steadiness of the tourism education, Interviewees (1, 3, and 5) recognize advancement and media of the tourism education, and more fixation on religious the tourism education (Interviewees 3, 4, and 6). Ideas being the second develop utilized in the

examination as one of the tourism education dimensions; the tourism industry direction, showcasing touristic condition, markers of touristic future and restorative the tourism education rose as the new things crosswise over board related with ideas. While Interviewees (2, 5, and 6) distinguished recovery the tourism education and Interviewees (3, 4, and 6) recognized nature of touristic item as the new things separately. Abilities being one of the builds utilized in the estimation of tourism education dimensions, four new items rose up out of the oral meeting as prior announced. The interviewees crosswise over board concur that positive managing vacationer and hardworking aptitudes are new things related with attitudes. While Interviewees (4 and 5) recognized traveler direction aptitude and Interviewees (1, 2, and 3) distinguished arranging and sorting out a vacationer visitability as the new things that rose up out of the oral meeting as things related with aptitudes. The last yet not the slightest is patterns. Four new items rose up out of the oral meeting as well, acknowledging God gifts and profession of the tourism education guide and its significance were concurred crosswise over board by the interviewees while comprehend the earth (Interviewees 2, 3, and 4) and keeping up nation's legacy (Interviewees 1, 2, and 4) were distinguished as new things related with patterns.

4.5 PATH FORWARD TO ENHANCE THE TOURISM EDUCATION

This subject "Path Forward to enhance the tourism education" endeavors to distinguish from the impression of the interviewees the significance of the tourism education measurements that ought to be incorporated into the courses of social investigations of the middle of the road and optional schools. Interviewee 1 recommends the need to initiate the tourist gatherings to visit vacationer and archeological zones while in school as an understudy. Likewise, the Interviewee says "to combine the idea of the tourism education among the understudies and build up the understudy aptitudes in understanding the necessities and pertinence of the travel industry to KSA" Interviewee (1 and 3) further recommends increment in the job of educators in making the understudies practice the idea of the tourism education by means of undertaking works and handy preparing amid summer excursion.

Interviewee 2 proposes that "The Service of Instruction, Service of Data, the General Expert for The tourism education and National Legacy and the colleges ought to incorporate with the end goal to make arrangements and thoughts that will be incorporated into the educational module and furnish instructors equipped for giving understudies the aptitudes and learning about this idea " The Interviewee likewise prescribe " increment the job of educators in making the understudies practice the idea of the tourism education through exercises amid the school day "The appropriation of tasks by school understudies identified with the vacationer side" And ordinary preparing workshops for social investigations instructors to outfit them with more information, ideas, abilities, and patterns related with measurements in the tourism education with a view to enhance the mindfulness among the understudies; and foundation of a handout on the tourism industry from middle to college level with accumulation of visitor locales crosswise over KSA and greater ad of the idea to the world to draw in venture and openings for work (Interviewees 3 and 5). This is one of the significances of the tourism education, in spite of the fact that it has some negative impact yet the constructive outcomes out ways the negative impacts. While Interviewee 3 recommends giving recreational visits to recognized understudies to vacationer destinations and advising them of their significance and visitor direct appended with each course "While Interviewee 4 proposes the need to build up a

handbook that ought to be joined to the course that condenses the traveler territories and possibilities in the KSA.

Interviewees (5 and 6) proposes more the tourism education projects and presentations in unmistakable visitor destinations with association with worldwide advertisers with accentuation on the Islamic, traditions and custom foundation to develop the business and pull in investment. The result of this would be monetary and social improvement and the final product would be increment in Gross domestic product from the tourism industry area, more occupations creation, riches creation among others. Interviewee 6 is of the feeling that the execution of different program to characterize the elements of the tourism education.

5. DISCUSSION

Every educational institution has its own organizational culture that has an impact on students' self-perceived skills and competencies. In the first reading of the reality of the curricula of social studies in the intermediate and secondary stages, as well as the results of some previous studies, especially in the intermediate stage, a lack of some knowledge, concepts, skills, and trends related to tourism within these curricula. So particularly strong attention should be paid to develop an agreed institutional profile from educational Institutions in Kingdom of Saudi Arabia. To develop topics related to tourism in an attractive manner of knowledge, concepts skills, and trends, suitable for the age of the students and the course of study with practical application of the information received them. To build education programs to relevant students' in the field of tourism. Only teachers, staff, students and employers can build teaching quality continually assessing the development of tourism relevant knowledge, concepts, skills, and trends.

Through an initial survey of the avIEWS of some social studies teachers in general education schools in the region of Jazan, South of Saudi Arabia found deficiencies in understanding some of the skills and concepts, in addition to the traditional teaching method which does not fit with the reality of education today, in addition to the educational environment inappropriate to apply some lessons within the school or in the surrounding environment. The general education program should develop transient critical thinking, problem-solving skills, good communication skills, and creativity. These are all skills and competencies for the next decades that are expected and needed by the tourism industry. Tourism skills and competencies cannot be developed only theoretically. They must be developed and tested in the real tourism circumstances. However, it is definitely the responsibility of the educational institutions to change the program and make it more tourism process oriented and transient at the same time. To change the actual learning culture, educational institutions must primarily change the teacher's teaching style and the learning environment where strong leadership and consulting skills of the teacher dominate. The new teacher's teaching style is to be designed, organized, and managed with a focus on student success in Intermediate and secondary education, the workplace, and community life of the 21st Century.

6. CONCLUSION

The study finds that tourism education for the Kingdom of Saudi Arabia is required for the

students in all stage education to achieve results in the field of tourism development outcomes. The experts' analysis of the social studies curricula in intermediate and secondary schools in Jazan city reveals lack dimensions of tourism education in educational curricula especially two levels (intermediate and secondary schools) that consider where the students get more information before moving onto the new stage. Therefore, the students need these dimensions that related tourism education. The lack of coordination between the KSA Ministry of Education and Saudi Commission for Tourism and National Heritage has impeded the development of a more effective and enabling institutional framework for curricula planning. Despite having implemented various programs shaping, regulation, and stimulus instruments, the KSA Ministry of Education is yet to introduce the more inclusive approach of capacity building to bridge this interaction gap.

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