The Perceptions of Tourism Students Towards Blended Learning: A Case From a Comprehensive University in South Africa

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Abstract This paper explores tourism students' perceptions of blended learning (BL) and examines the correlations between BL statements, student academic performance (AP), and the level of satisfaction with blended courses (BCs). A questionnaire survey was used to collect data from 166 randomly selected tourism students in a comprehensive University in South Africa. For data analysis, IBM SPSS Statistics 29.0 (IBM Corporation, 2022) software was used. The results indicate that most tourism students had positive perceptions of BL based on their degrees of AP and satisfaction with the BC. Most tourism students claim that they are not comfortable completing assignments and taking assessments online. The results further reveal that students they are frequently disappointed with the assessment approach of online discussions. The study recommends that the university studied conduct a variety of reform programmes geared at strengthening tourism lecturers' BL abilities (such as upgrading online assessment methodologies and lecture design). To encourage learning involvement, tourism lecturers could improve students' perceptions of the BL platform in their instructional design. This will gradually improve tourism students' low perceptions of BL, as identified in this study.

Keywords: Blended Learning, Tourism Students' Perceptions, Advantages And Disadvantages, Tourism Education, South Africa

1. Introduction

The Department of Higher Education and Training (DHET) has moved with the international trend towards blending face-to-face (f2f) with online instruction when developing new educational processes (Ali, 2023). The advantage of BL has been recognised by the South African Minister of Higher Education, Science and Innovation as a solution to the rapidly growing student population in South Africa (SA) (Chibisa & Mutambara 2022). BL is defined in this study as "an instructional method that integrates online learning and f2f classroom learning" (Zhang, 2022). According to Okaz (2015), the rapid growth of technology has changed the behaviour of students and transformed the way they learn and communicate. Therefore, lecturers are compelled to adapt their teaching practices with these changes, to remain relevant and exciting to the current student cohort. More recently, Ali (2023) evaluated how undergraduate students in Australia, perceived BL and examined differences of opinion between disciplines. According to Ali (2023), students studying tourism and business show less interest in BL, while students studying science and Islamic sciences enjoy BL more than others within the institution. This purports that many students in various disciplines around the world may have slightly different attitudes and behaviours towards BL from one institution to another. Students show different learning interests and styles, which should be understood using multiple modalities for learning to deliver content effectively. Many empirical studies have investigated students' perceptions of BL in general and compared BL to f2f learning, but with conflicting results (Ali, 2023; Anthony et al., 2019; Rafiola et al., 2020). For example, while some researchers believed that BL improved students' AP (Li & Wang, 2022), others found that it did not (Hwang et al., 2019; Lo & Hew, 2020). These ambiguous findings highlight the need for more rigorous assessment of students' perceptions towards BL in higher education (HED) settings. In addition, although there are some previous studies on BL (Lo & Hew, 2020; Zhang, 2022), and the relationship between students' perceptions on BL platforms with blended learning processes (Bruggeman et al., 2021), much attention is still needed. Little is known about the tourism students' perceptions of BL. Tourism research issues are heavily emphasised in tourism students' competences in Sub-Saharan Africa, particularly SA. Hence, there is an opportunity to test what has remained relatively obscure, thereby moving the tourism field beyond its exploration stage of BL in SA. This paper, therefore, explores how tourism students perceive BL. The following section focuses on the review of related literature.

2. Literature Review

BL is a pedagogic approach that involves purposeful integration of f2f interaction and technology-mediated instructions (Brown, 2016; Bruggeman et al., 2021). In other words, BL might take several forms. However, it frequently comprises f2f lectures followed by "online asynchronous learning" (Ali, 2023; Deale, 2023), or "online

lectures followed by in-person tutorials", or "a combination of the two modalities" (Anthony Jnr, 2022; Anthony et al., 2019). BL has grown in popularity as a method of delivering information in HED, with the objective of providing students with greater learning experiences by integrating f2f instruction with the benefits of digital technology. However, a lack of understanding of how tourism students perceive BL may make it difficult for lecturers to give uniform and inclusive learning experiences to students, resulting in uneven learning experiences and poor assessment methods.

BL is described as the inter-mixing of instructional formats to achieve an educational purpose (Anthony et al., 2019; Driscoll, 2002; Rafiola et al., 2020), whereas Garrison and Kanuka (2004) argue that blending simply implies merging classroom teaching with online encounters. According to Singh (2003), lecturers can use resources such as live chats, Moodle, Blackboard, Jamboard, etc., to incorporate the internet in their teaching. The goal of BL is to increase student performance and participation, while also improving learning outcomes (Anthony Jr, 2021; Luka, 2023; Mestan, 2019).

While BL has grown exponentially in recent years, attracting lecturers, HED providers, and researchers globally (Deale, 2023; Graham & Halverson, 2023; Yang et al., 2023; Ibrahim & Nat, 2019), some aspects of the learning method, such as the learning environment, the proportion of seating time, and methods to integrate f2f and online instructions, still require further discussion (Ali, 2023; Luka, 2023). According to various studies, BL enhances student access to learning (Wang & Huang, 2018), student and lecturer flexibility (Deale, 2023; Thai, De Wever & Valcke, 2020), and student engagement (Mestan, 2019; Luka, 2023). The COVID-19 pandemic has forced academic institutions to provide their courses remotely with little f2f contact, BL has emerged as a preferred mode of course delivery for many HED providers. Therefore, because the transition to a BL model marks a significant change in the South African educational system, taking student perspectives into consideration is critical, as they are the directly affected by the learning environment, and lecturers cannot provide students with personalised and rich content to achieve learning outcomes unless they understand student perceptions (Chizhik & Chizhik, 2018). The tourism industry, especially hospitality sector (Deale, 2023), aims to attract young graduates who are dynamic and possess knowledge, skills, and competencies that match sector trends and demands (Ezeuduji, Chibe & Nyathela, 2017; Luka, 2023). The university educators must therefore develop critical and reflective thinkers to manage this dynamic environment in the tourism industry (Ezeuduji, Chibe & Nyathela, 2017). In the next section, the researchers outline the study's design and methods used.

3. Research Design and Methods

3.1 Study Design

This study targeted tourism undergraduate students at a comprehensive institution in SA. The university in question is one of the few in the country that offer tourism qualifications at both the undergraduate and postgraduate levels (Ntshangase & Ezeuduji, 2022). This university's geographical position can be described as "rural". Students in settings where there are not much technological developments going on (rural) may differ from those in settings with much technological developments (urban). Due to the nature of the topics under inquiry and the study objectives, the study used an exploratory yet descriptive research approach (Iwu et al., 2019). Therefore, a quantitative research method hinging on the positivist paradigm is valuable to the study. Veal (2011) proposed that a questionnaire survey be used to generate quantitative data, thus most relevant to this study.

3.2 Data Collection

The questionnaire was distributed to a randomly selected tourism students' population from the university's two campuses. The questionnaire is largely comprised of closed-ended questions. The researchers distributed questionnaires to 47 tourism students on the university's smaller campus and to 200 students on the main campus. However, only 30 students from the smaller campus and 136 students from the main campus returned completed questionnaires, which were deemed to be usable for data analysis. The sample size of 166 students was deemed sufficient to establish conclusions on the research objectives. The variables in the questionnaire were categorical and ordinal in nature, with the ordinal variables or dimensions (students' perceptions of "of BL"; "perceptions of the advantages and disadvantages of BL," and "perceptions of the environment of BL") measured using a 5-point Likert scale (Likert, 1932) ("1 - strongly agree; 5 - strongly disagree"). From the Scholarship of

teaching and learning (SoTL), the chosen variables have received less attention in discussing students' perceptions and the forthcoming state of BL (see Anthony Jr, 2021; Graham & Halverson, 2023; Mestan, 2019).

3.3 Data Analyses

For data analysis, IBM SPSS Statistics 29.0 (IBM Corporation, 2022) software was used. All questionnaire variables were initially subjected to descriptive analysis to generate frequencies and mean scores. A reliability test was performed on ordinal questions using Cronbach's Alpha reliability coefficient to assess the level of internal consistency of variables measuring the study dimensions, respectively. Researchers use a cut-off value of 0.5 to 0.7 to represent the internal consistency or reliability of variables measuring a specific dimension (Collier, 2020; Iwu et al., 2019). A Cronbach's Alpha coefficient of 0.6 or higher was deemed acceptable for good reliability in this investigation.

The study's bivariate analysis (comparing two variables) used Spearman's Correlation (two-tailed), a non-parametric test (Bolboacă et al., 2011). Spearman's Correlation was used to determine whether there were positive or negative correlations between ranked or ordinal variables (Veal, 2011). The Spearman's Rank correlation (2-tailed) test was used to assess the relationships between the statements "students' perceptions of BL", "the advantages and disadvantages of BL", and "perceptions of the environment of BL" on the one hand, and respondents' level of AP on BL and respondents' level of satisfaction with the BCs on the other. In this study, researchers make their judgments based on the respondents' perceptions by computing the weighted average value (WAV). To compute the WAV, researchers simply add the items' mean (M) values and divide by the total number of items. The following section presents the findings.

4. Results and Discussion

As presented in Table 1, 95.8% of respondents have taken tourism-related module/s online, and about 58.1% of the respondents were satisfied with the online module content and lecture quality. Most respondents (about 83%) say they would recommend BL in their field of study in the future. Table 1 shows that respondents rated their APs during BL as "excellent" (14.2%) or "good" (45.8%). Others considered their APs to be "moderate" (31.7%) or "poor" (5.3%) and "failing" (3.3).

Table 1: Respondents' profile (N=166)

Variables	Categories	Frequency %
"Did you take any tourism-related module/s online courses in your first year of study?"	"Yes"	95.8
	"No"	4.2
"If your answer to question above is yes, how satisfied are you with the online module content and the quality of lectures?"	"Highly satisfied"	20.5
	"Mostly satisfied"	37.6
	"Neutral"	30.8
	"Mostly dissatisfied"	9.4
	"Highly dissatisfied"	1.7
"Would you recommend blended learning in your field of study in the future?"	"Yes"	82.5
	"No"	17.5
"How would you rank your academic performance during blended learning?"	"Excellent Performance"	14.2
	"Good Performance"	45.8
	"Moderate Performance"	31.7
	"Poor Performance"	5.8
	"Failing Performance"	3.3

Results in Table 2 throughout, show that the correlation tests done between perceptions of tourism students' perceptions of BL's statements in the questionnaire on the one hand; and respondents' profile – "level of AP", and "student' level of satisfaction with the BC", on the other, yield interesting results for this study. The results in Table 2 also show the respondents' perceptions (high or low).

Table 2: Relationship between tourism students' perceptions of BL and level of AP, and student' level of satisfaction with the BCs

Tourism students' perceptions of BL				
Statements[a]	**Correlation with AP[b]**	**Correlation with BCs[b]**	**Mean[c]**	**Decision[c]**
"BL is a learning environment that combines both f2f learning and e-learning activities"	N.S	N.S	3.17	High perception
"I had been officially introduced to BL"	*, Negative (*r*= -0.176; *P*=0.024)	N.S	2.48	Low perception
"BL is sometimes referred to as hybrid learning"	N.S	Negative (*r*= -0.003; *P*=0.927)	2.67	High perception
"BL is a distance learning utilising e-learning"	*, Positive (*r*= 0.170; *P*=0.028)	Negative (*r*= -0.046; *P*=0.569)	2.67	High perception
"BL means, I would be able to study from home using the Internet"	**, Positive (*r*= 0.290; *P*=<0.001)	N.S	2.35	Low perception
"I did not like the BL at first but later I got used to it"	**, Positive (*r*= 0.272; *P*=<0.001)	*, Negative (*r*= -0.169; *P*=0.034)	2.36	Low perception
"I am not used to submitting the assignments and writing tests online"	Negative (*r*= -0.106; *P*=0.176)	Negative (*r*= -0.059; *P*=0.467)	2.51	High perception
"The system is a little bit complicated for me"	N.S	Negative (*r*= -0.071; *P*=0.378)	2.03	Low perception
"I have noticed that the term e-learning is used instead of BL by other students"	**, Positive (*r*= ,222; *P*=<0.004)	Negative (*r*= -.080; *P*=0.318)	2.21	Low perception

*Reliability Statistics (Perceptions of **Blended Learning**), Cronbach's Alpha =0.681, N of Items = 9, Valid cases = 161 (97.0%), Excluded cases = 5 (3.0%), Total = 166*

Notes:** [a]Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree. [c]Decision WAV=22.45/9=**2.49

*[b]Spearman's Rank correlation (two-tailed) test significance: *, p < 0.05; **, p < 0.01; ***, p < 0.00; N.S., no significant results.*

Table 2 indicates that most respondents with higher levels of APs and/or high levels of satisfaction with the BC agree (see the mean scores) with the perceptions of BL statements that show significant results. There is no significant correlation between the levels of AP and three (3) perceptions of BL statements labelled N.S. Again, there is no significant correlation between BC levels and three (3) perceptions of BL statements labelled N.S. In this study, researchers attempted to base their conclusion on the respondents' impressions by calculating WAVs. Any M score less than the WAV=2.49 indicates a low perception (LP), meaning that the statement does not apply to many students. Furthermore, results show that the four items labelled "high perceptions" (HPs) apply to students, but the other five assertions do not.

Table 3. Relationship between tourism students' perceptions of "the advantages of BL" and level of AP, and student' level of satisfaction with the BC

Tourism Students' Perceptions of the Advantages of BL				
Statements[a]	**Correlation with AP[b]**	**Correlation with BC[b]**	**Mean[c]**	**Decision[c]**
"BL increases development of my computer skills"	N.S	N.S	1.76	Low perception
"BL enhances my critical discussion engagement skills"	**, Positive (*r*= -0.207; *P*=0.008)	**, Positive (*r*= -0.234; *P*=0.004)	2.35	High perception
"BL provides me with flexibility which eliminates the barriers of time and space"	**, Positive (*r*= 0.207; *P*=<0.001)	**, Positive (*r*= 0.357; *P*=<0.001)	2.07	Low perception
"I can easily read course announcements, and submit assignments online"	*, Positive (*r*= 0.195; *P*=<0.013)	Negative (*r*= -.099; *P*=0.227)	1.70	Low perception
"I can easily download lecture notes, and participate in online discussion at my convenience"	**, Positive (*r*= 0.227; *P*=0.003)	N.S	1.70	Low perception
"I always prefer submitting my assignments online"	**, Positive (*r*= 0.322;	N.S	2.04	Low perception

Tourism Students' Perceptions of the Advantages of BL				
	P=<0.001)			
"BL offers me sufficient opportunity for participation at my convenience"	**, Positive (*r*= 0.167; *P*=0.032)	N.S	2.23	High perception
"BL is helping me to use the computer better	N.S	Negative (*r*= -0.087; *P*=0.279)	2.47	High perception
I am a married person, I do very well in my blended courses"	N.S	Negative (*r*= -0.033; *P*=0.685)	2.99	High perception
"BL encourages my self-reliance in tourism content learning"	N.S	Negative (*r*= -0.089; *P*=0.272)	2.15	High perception

*Reliability Statistics (Perceptions of the **Advantages**), Cronbach's Alpha =0.671, N of Items = 10, Valid cases = 151 (91.0%), Excluded cases = 15 (9.0%), Total = 166*

Notes: *[a]Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree. [c]Decision WAV=21.46/10=**2.15***

*[b]Spearman's Rank correlation (two-tailed) test significance: *, p < 0.05; **, p < 0.01; ***, p < 0.00; N.S., no significant results.*

The results in Table 3 indicate that most respondents with higher levels of AP and/or high levels of satisfaction with the BC agree (see mean scores), with the perceptions of advantages of BL statements, that show significant results. Meanwhile, there is no significant correlation between the levels of AP and four (4) perceptions of advantages statements labelled N.S. Again, there is no significant correlation between BC levels and four (4) perceptions of BL statements labelled N.S. The respondents also mark the LPs on five (5) benefit assertions. At this point, any M score less than the WAV (2.15) indicates that the LP meaning does not apply to many students, however the other 5 statements with WAV more than 2.15 indicate that the statements apply to a large number of students.

Table 4: Relationship between tourism students' perceptions of "the disadvantages of BL" and level of AP, and student' level of satisfaction with the BC

Tourism Students' Perceptions of the disadvantages of BL				
Statements[a]	**Correlation with AP[b]**	**Correlation with BC[b]**	**Mean[c]**	**Decision[c]**
"The lack of the required skills is still a serious challenge for me"	Negative (*r*= -0.034; *P*=0.667)	N.S	1.73	Low perception
"The poor of internet connectivity is still a serious challenge for me"	N.S	Negative (*r*= -0.057; *P*=0.488)	2.14	Low perception
"My parents forbid the Internet at home for all the family members"	N.S	N.S	2.66	High perception
"I like using the internet, but I am not motivated to study online"	Negative (*r*= -0.034; *P*=0.305)	Negative (*r*= -0.074; *P*=0.364)	2.52	Low perception
"I do not like uploading my assignments and following up the course announcements online"	**, Negative (*r*= -0.242; *P*=0.002)	*, Negative (*r*= -0.164; *P*=0.042)	3.12	High perception
"I spend many hours on the internet daily, but I do not prefer e-learning"	Negative (*r*= -0.112; *P*=0.155)	Negative (*r*= -0.074; *P*=0.363)	2.90	Low perception
"I cannot manage my study time at all"	Negative (*r*= -0.138; *P*=0.080)	Negative (*r*= -0.106; *P*=0.190)	2.91	High perception
"I am a student who does not have a computer and enough computer skills"	*, Negative (*r*= -0.195; *P*=0.012)	Negative (*r*= -0.026; *P*=0.746)	2.84	High perception
"I think BL is not appropriate for problem-solving courses such as tourism"	Negative (*r*= -0.027; *P*=0.729)	Negative (*r*= -0.156; *P*=0.054)	2.70	High perception
"I am usually get disappointed with the assessment approach of the online discussions"	N.S	N.S	2.61	High perception

*Reliability Statistics (Perceptions of **the disadvantages**), Cronbach's Alpha =0.648, N of Items = 10, Valid cases = 158 (95.2%), Excluded cases = 8 (4.8%), Total = 166*

Notes: *[a]Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree. [c]Decision weighted average=26.13/10=**2.61***

*[b]Spearman's Rank correlation (two-tailed) test significance: *, p < 0.05; **, p < 0.01; ***, p < 0.00; N.S., no significant results.*

The findings in Table 4 indicate that respondents with higher levels of AP and/or high levels of satisfaction with the BC agree with the perceptions of disadvantages of BL statements that show significant results. In particular, there is no significant correlation between the levels of AP and three (3) statements on the perceptions of the disadvantages of BL labelled N.S. Also, there is no significant correlation between BC levels and three (3) statements on the perceptions of the disadvantages of BL labelled N.S. The WAV (2.61) shows LPs on four (4) statements on students' perceptions of the disadvantages of BL, meaning that the claims do not apply to them, whereas the other six (6) statements do.

Table 5: Relationship between tourism students' perceptions of "the Environment of BL" and level of AP, and student' level of satisfaction with the BC

Tourism Students' Perceptions of the Environment of BL				
Statements[a]	**Correlation with AP[b]**	**Correlation with BC[b]**	**Mean[c]**	**Decision[c]**
The learning objectives must be clearly stated in each lesson or unit	N.S	*, Positive (*r*= 0.173; *P*=<0.033)	1.80	Low perception
The organisation of each lesson must be is easy to follow	N.S	N.S	1.88	Low perception
The expectations of assignments and marking guidelines must clearly stated	Negative (*r*= -0.025; *P*=0.755)	Negative (*r*= -0.115; *P*=0.154)	1.87	Low perception
The permission to ask my lecturer on what I do not understand must be granted	N.S	**, Positive (*r*= 0.208; *P*=<0.009)	1.81	Low perception
My lecturers must give me a quick comment on my work	Negative (*r*= -0.080; *P*=0.310)	NS	2.00	Low perception
The positive support from my lecturers is assisting me a lot	Negative (*r*= -0.136; *P*=0.084)	Negative (*r*= -0.056; *P*=0.489)	2.23	High perception
The online material must be accessible at locations suitable for me	**Negative (*r*= -0.218; *P*=0.005)	Negative (*r*= -0.008; *P*=0.921)	2.09	High perception
Using BL should allow me to explore the interest of my own	Negative (*r*= -0.024; *P*=0.758)	Negative (*r*= -0.026; *P*=.752)	2.13	High perception
I find Moodle useful for catching up with the lectures	N.S	*, Positive (*r*= 0.202; *P*=<0.012)	2.11	High perception
Students should learn Moodle on their own	**Negative (*r*= -0.233; *P*=0.003)	Negative (*r*= -0.019; *P*=0.812)	3.04	High perception

*Reliability Statistics (Perceptions of the **Environment**), Cronbach's Alpha =0.826, N of Items = 10, Valid cases = 160 (96.4%), Excluded cases = 6 (3.6%), Total = 166*

*Notes: [a]Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree. [c]Decision WAV =20.96/10=**2.09***

*[b]Spearman's Rank correlation (two-tailed) test significance: *, p < 0.05; **, p < 0.01; ***, p < 0.00; N.S., no significant results.*

Table 5 shows that respondents with higher levels of AP and/or high levels of satisfaction with the BC agree with the perceptions of the environment of BL statements, that show significant results. However, there is no significant correlation between the levels of AP and four (4) statements on the perceptions of the environment of BL labelled N.S. The results further reveal that no significant correlation between BC levels and two (2) statements on the perceptions of the environment of BL labelled N.S. The students exhibit LPs on five (5) statements of perceptions of the environment of BL lower than WAV=2.09, meaning that the students believe the claims do not relate to them, but the other five (5) statements higher than WAV=2.09 students believe they apply to them.

5. Conclusions and recommendations

5.1 Conclusions

Most tourism students had positive perceptions of BL based on their degrees of AP and satisfaction with the BC. For example, they had strong beliefs that a BL environment should incorporate both face-to-face and e-learning activities, a concept known as hybrid learning. However, the majority of students claim that they are not comfortable completing assignments and taking assessments online, concurring with Kallou and Kikilia (2022) Despite this, they believe that BL improves their critical discussion engagement abilities, provides ample chance for involvement at their leisure, assists them in improved computer use, and fosters their self-reliance in tourism content study. They also expressed strong beliefs that their parents forbade all family members from using the Internet at home, and they dislike posting assignments and following up on course announcements online. The majority of students appear to believe that they cannot manage their study time at all, and the majority of them do not have computers or adequate computer abilities. They also expressed strong beliefs that BL is unsuitable for problem-solving courses such as tourism, and they were frequently dissatisfied with the assessment approach of online forums. Interestingly, tourism students had strong beliefs that positive assistance from instructors is very helpful, and that online content should be available in convenient settings for them. They believe that using BL should allow students to explore their own interests, and they found Moodle handy for catching up on lectures. However, pupils should study Moodle on their own. The findings of this study reveal that students' AP level and degree of satisfaction with the BC have a substantial influence on their opinions of BL.

5.2 Recommendations

Based on the research findings, a few recommendations are provided to the relevant management staff at the university under consideration. The study recommends that the university studied conduct a variety of reform programmes geared at strengthening tourism lecturers' BL abilities (such as upgrading online assessment methodologies and lecture design). To encourage learning involvement, tourism lecturers could improve students' perceptions of the BL platform in their instructional design.

- When implementing BL, lecturers should consider students' needs as well as their positive perceptions of the BL. As the majority of students agree that a BL environment should include both face-to-face and e-learning activities. The learning activities and objectives should be developed to capture students' critical discussion engagement abilities, as well as to assist them in strengthening their computer skills and fostering their self-reliance in tourist content study.
- Tourism students' abilities and skills should be evaluated on a regular basis to give them the impression that BL is also appropriate for problem-solving courses such as tourism, and online assessment techniques should be improved (online rubrics should be provided to students, and feedback should be shared). As a result, tourism students' low perceptions of BL, as identified in this study, would eventually improve.
- Therefore, to improve tourism student participation with Moodle, the department should ensure that the learning platform has a friendly interface, is functional, and that online discussion is available with immediate feedback.

6. Limitations and Future Research

This study acknowledges its significant limitations. Firstly, the sample coverage was insufficient (N=166). Simple random selection was employed to evaluate tourism students at only two university campuses in one province of KwaZulu-Natal, which has certain limits in scope. Second, the study simply took into account tourism students' perceptions of BL. Whether other latent variables, such as perceived usefulness, resources, social norms, perceived ease of use, attitude toward using BL, and so on, can better explain tourism students' perceptions of BL. In the future, a comprehensive model could be built by merging the latent variables with the Technology Acceptance Model (TAM). The model constructs and their hypotheses should be analysed using partial least squares structural equation modelling (PLS-SEM).

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