

Teachers' Utilisation of Information and Communication Technology Facilities and Tourism Teaching Effectiveness in Calabar South Local Government Area of Cross River State, Nigeria

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Abstract

The aim of this study was to examine the relationship between Teachers' utilization of ICT facilities and Tourism teaching effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. To achieve the purpose of the study, two null hypotheses were formulated and were tested at 0.05 level of significance. The survey research design was adopted for the study. A sample of two hundred (300) respondents were selected through stratified random sampling technique and used for the study. Questionnaire was the only instrument used for data collection in the study. The questionnaire was tagged: Teachers' utilization of ICT facilities and Tourism teaching effectiveness Questionnaire (TUIFTEQ). Pearson product moment correlation coefficient statistical analysis was used for data analysis in the study. Results from data analysis in the study revealed that, the use of computer and television significantly relate with Tourism teaching effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. Based on the results obtained from the study, the researcher recommended that, adequate ICT facilities should be provided in all schools in the study area, and municipal authorities responsible for monitoring schools should ensure that they engage in routine monitoring exercise to ensure adequate and effective utilization and the attainment of educational goals in the study area and beyond.

Keywords: Teacher, Utilization, ICT facilities, Tourism, Teaching effectiveness

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INTRODUCTION

Teaching is a profession which requires only professional teachers with interest and passion for the job to teach. Pedagogy is solely the duty and responsibility of trained teachers. This is because teaching though a tedious job, is more than just planning what to teach; but also considers teach and to whom to teach the lesson to. All these pieces put together will enhance effective teaching (Agala, 2015). In the 21st century, the advancement in technology has made pedagogy very easy, interesting, efficient and effective. Unlike the conventional classroom that makes teaching and learning boring, today classrooms have evolved. The utilization of information and communication technology (ICT) has significantly improved teaching and learning experiences in an ideal classroom situation (Mba, 2016).

According to United Nations Educational and Scientific Cultural Organization (UNESCO, 2024), information and communication technologies (ICTs) are those tools and processes used to send, retrieve, store, organize, manipulate, present and exchange information

by electronic and other automated means, which include computer, scanners, hardware, software, laptops, digital cameras, faxes, CD, DVD players, radio, television, data-base programmes and so on. More so, Igwe and Ewelum in Onyekwe (2016) described (ICT) as a broad based electronic media used in the collection, storage, processing and transmission of information for various forms and usage. It helps individuals to manage and communicate information electronically.

Tourism is one of the compulsory entrepreneurial subjects in post-primary schools in Cross River State. Unfortunately, Tourism Education is a new comer in the school system today. Interesting as the subject is, students are curious to study tourism even to the University level of education. Apart from the regular engagement of the students in picnic, excursion and different forms of tour to tourism and tourism related places of interest and attraction, a lot more is required to pass relevant tourism knowledge in the classroom with ease and simplicity, making the lesson look real as though the students were taught the lesson at site of attraction. The use of information and communication technologies (ICTs) is required to make the teaching of Tourism efficient and effective.

In the light of the above, Ogunsanye (2024) argued that the introduction ICT and its utilization in the classroom teaching and learning has promoted effectiveness in the teaching and learning experiences, and has made teaching student-centered; and of course, students can manipulate this facilities as well as see or hear what the teacher taught, or benefit from both. The introduction of tourism into the Nigerian educational system is a welcome development; particularly coming to the time here the Nigeria education system and its curriculum has witnessed series of innovation with significant implication on the learners and the society at large. With the challenging nature of creating job for the teeming population of youths graduating from the universities annually, the introduction of tourism education is an answer to self-employment and job creation (Etefia, 2014).

Tourism, though a new comer and a late comer in Nigeria, it is the third largest sector of employment followed by oil. Though it has been a huge source of income generation in other nations of the world, Nigeria had abandoned it since the discovery of oil in 1958. However, the need to promote entrepreneurial skill development in the learners at nursery, primary, post-primary and tertiary institutions is responsible for the inclusion of tourism in the school curriculum for pupils and students at all level of education in Nigeria (Etefia, 2017).

Tourism, like other subjects in the school curriculum requires the knowledge of a professional teacher to deliver its lessons effectively and efficiently to the understanding of the learners. Apart from engaging the students in excursion programmes to tourist's attraction sites, such experiences can be brought to the classroom through the use of ICT facilities. This approach does not only make the teaching and learning of tourism interesting and appealing, it makes the teaching of the subject very effective and participatory (Austin, 2023).

Unfortunately, the teaching of tourism in Cross River State like other states in Nigeria is inefficient and ineffective. Teachers who are professionally qualified to teach the subject in the nursery, primary and secondary schools level have rather opted to teach other social science related subjects like Social Studies, Civic Education, Religious Education, Business Studies etc. Thus, making the subject not quite interesting and appealing to the students. Students who would have had interest in studying Tourism in secondary school and Hospitality and Tourism Management at the university and other tertiary institutions have dropped such thoughts and interest; and have gone for courses that would not help them become self-reliable and sufficient.

Several factors may have hindered tourism teaching effectiveness in secondary schools in Cross River State, Nigeria. The non-availability and utilization of computer and internet access facility may not be connected with tourism teaching effectiveness. Computer and internet access facility plays a significant role in promoting tourism teaching effectiveness. With these facilities, access to tourism attraction sites can be brought to the classroom to support teaching of tourism. Another ICT facility that may affect tourism teaching effectiveness is the use of television. These are some of the ICT tools or facilities that this paper would focus on.

Asanye (2022) carried out a study on teachers' utilization of information and communication technology (ICT) in terms of computer and internet aided facility and tourism teaching effectiveness in Akpabuyo Local Government of Cross River State, Nigeria. The survey research design was adopted for the study. A purposive sampling technique was used to select all the eleven (11) secondary schools used for the study. Two hundred (200) respondents were selected from the eleven secondary schools that offer Tourism as a compulsory subject. To obtain information from the respondents, a checklist tagged: computer and internet aided checklist (CIACL) containing four (4) items and teachers' teaching effectiveness questionnaire (TTEQ) containing ten (10) items was designed, validated and used for the study. Data obtained from respondents was analyzed using independent t-test statistical analysis. The result from data analysis revealed that, the calculated t-value of 0.186 is less than the critical t-value of 1.960 when tested at 0.05 level of significance with 199 degree of freedom. This implies that, non-availability of computer and internet aided facility does not significantly influence tourism teaching effectiveness in Akpabuyo Local Government Area of Cross River State, Nigeria. Based on the result of the findings it was recommended that, government should provide ICT facilities in public secondary schools to enable teachers deliver effective teaching to the students in the study area and beyond.

The use of computer and internet aided component is not just to simplify learning, but would make learning real, appealing to the sense organs and above all, effective participatory. Ndukw (2015) observed that teachers who make use of computer in teaching tourism tend to do better than teachers who deliver their lessons without the use of any ICT facilities. The use of computer is very rewarding based on the fact that, the utilization of computer is supported with internet facility or the use of projector to facilitate teaching in the form of visual or audio-visual. The use of these facilities is to make the lesson particularly, interesting, simplified and effective.

In a study carried out by Saraneuimi (2022) on the role of internet facility and effective teaching of Tourism in Taiwan; the sample consisted 73 public school teachers and 43 high school students taking tourism with computer/internet facility as teaching aids. The study lasted for one week for data collection through questionnaire. Data were treated with an analysis of covariance. The results showed that the respondents of using their web page in their cell phone were significantly positive in teaching/learning, teachers who do not use these facilities do not have their students exhibit positive teaching/learning effectiveness, although the mean scores for the number of students who study tourism with internet/computer facility were higher for the individualized response, while those who take tourism without the use of these facilities provided information about the use of improvised teaching aids which most often makes lesson boring and ineffective. The overall result indicates that internet/computer facility used in tourism significantly influence tourism teaching effectiveness in the study area. Based on the result, it was recommended among others that, teachers teaching tourism in the lower and

higher schools should employ the use of computer/internet facility to promote effectiveness in making the teaching and learning of tourism easier and interesting.

The use of television in the primary, nursery and post-primary schools in teaching different subjects is perceived by many scholars and researchers as a remarkable achievement in the 21st century. Akpan and Ibiang (2016) conducted a study on the use of television and tourism teaching effectiveness in selected private secondary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. The survey research design was adopted with ten (10) items questionnaire. Four hundred and fifty-two (452) respondents were randomly selected from fifteen (15) private secondary schools purposively selected for the study. Data obtained from respondents were treated using simple percentage (%) analysis. The results showed that 342 (76%) respondents agreed that television is very useful in tourism teaching effectiveness in their schools, 52 respondents which is equivalent to (12%) disagree with this opinion while 58 which is equivalent to (13%) respondents said they were undecided. From the foregone, it is very obvious that the use of television is very useful in tourism teaching learning effectiveness going by the number of respondents who totally agreed with that perception. This however, implies that the use of television significantly influence tourism teaching effectiveness in the study area.

Television as a teaching facility plays significant role in promoting effective teaching and learning in the school. It is one of the 21st ICT components that its usefulness in classroom instructional delivery is immeasurable. Apart from the computer, television is very useful in facilitating teaching and learning. However, the subject called tourism, though newly introduced in the Nigerian schools is widely accepted and cherished by students and teachers teaching it. For students to appreciate the subject, it must be taught with the use of television that would enhance adequate teaching and learning by both the teacher and the students (Akpambang, 2023).

Amaowo (2021) posited that students who study with the use of television are exposed to effective learning and would do better than students who study with the use of radio. The author further submitted that, since tourism has more to do with different kinds of attraction sites of man-made, natural and socio-cultural attractions, and other features that may be of tourists interest, students learning about tourism would develop likeness for the subject more if these features are presented using television for the learners to appreciate and participate actively. Generally, teachers who teach tourism with the help of television would perform effectively than those who use other facility in teaching. Television plays dual role in promoting effective teaching. It provides the learners with visual assistance of following the teachers' teaching and also the audio information about certain concept, terms, and detail information in tourism.

Enyevi (2017) carried out a study on the correlates of television and tourism teaching effectiveness in private secondary schools in Rivers State South Senatorial District of Port Harcourt, Nigeria. The study adopted the Ex-post facto research design and uses questionnaire to obtain data for the study. Seven (7) private secondary schools were used for the study. Two hundred (200) respondents were selected through stratified random sampling technique and used for the study. Data collected from respondents were analyzed, using Pearson product moment correlation analysis statistics. The result revealed that, the calculated r-value of 0.624 is greater than the critical r-value of 0.116 when tested at 0.05 level of significance with 198 degree of freedom. This implies that, there is a significant relationship between the use of television and tourism teaching effectiveness in secondary schools in the study area. From the result obtained, the researcher recommended that, all categories of schools should acquire and

effectively put into use the 21st ICT facilities in order to make teaching effective and result oriented. Secondly, grading of schools by the federal and state ministries of education should be based on the availability of these facilities, and its effective utilization by the teachers.

In a similar study conducted by Bassey (2022), the study focused on the availability and utilization of television, computer and radio and tourism teaching effectiveness in Uyo Local Government Area of Akwa Ibom State, Nigeria. The study adopted the survey research design. A checklist was designed and used to obtain data for the study. The study involved five public secondary schools and five private secondary schools making a total of ten (10) schools. The schools were selected using simple random sampling technique. The five hundred and eight-six (586) respondents were also drawn from the population using proportional random sampling technique. Data obtained from respondents were analyzed using simple percentage descriptive analysis. The result showed that 356 respondents which is equivalent to (61%) said television is available and is used in teaching tourism in their schools. Two hundred and thirty (230) respondents which is equivalent to (39%) said they have computer and have been using that for the teaching of tourism in their schools; while (0%) respondents accepted that radio is available and used for tourism teaching effectiveness in their schools. Based on the results obtained from the study, it was agreed that, there is availability and utilization of television in tourism teaching effectiveness. It was however recommended above others that schools should provide ICT facilities to enable teachers make use of them in promoting effective teaching and learning of tourism and other subjects that are meant to enhance entrepreneurial skill development in secondary schools.

Statement of the Problem

The introduction of tourism into the secondary school curriculum in Nigeria is a welcome development especially in a period where job creation and employment of young school leavers is quite challenging. Tourism is one of the entrepreneurial courses introduced to leverage young school leavers from searching for white collar job. Unfortunately, tourism teaching effectiveness is abysmally low and leaves much to be desired.

Government on its part has tried to provide the infrastructure and facilities to promote tourism teaching effectiveness in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Despite government efforts, little or nothing has been achieved in terms of tourism teaching effectiveness. Scholars, parents, government among others have blamed poor tourism teaching effectiveness on teachers who are directly in-charge of promoting effective teaching and learning process in the classroom. Teachers have distanced themselves from the blame arguing that the inadequate provision of ICT facilities and other teaching aids have affected tourism teaching effectiveness.

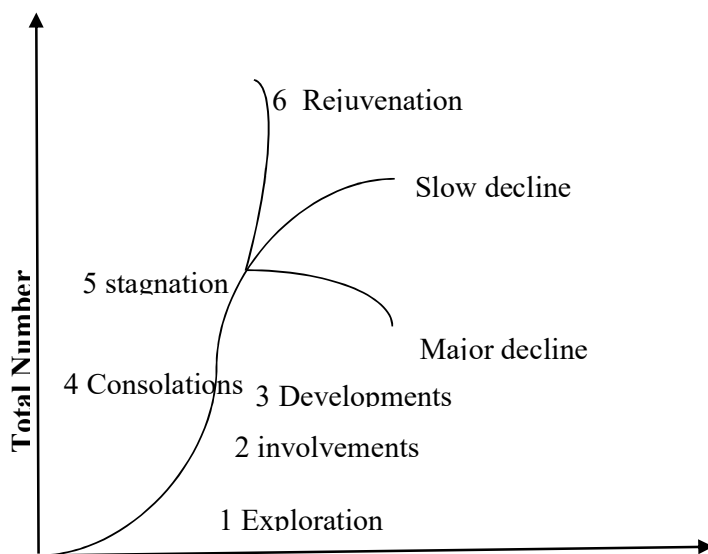
It is against this backdrop that this study was carried out to examine the extent teachers' utilization of ICT facilities relate to tourism teaching effectiveness in Calabar South Local Government Area of Cross River State, Nigeria.

Theoretical framework

Theory of tourism development by Richard W. Butlers was adopted to explain the interrelationship that exists between the variables of the study. Theory of tourism development was propounded by Richard W. Butlers in 1980 who discussed about tourism carrying capacity and sustainability. The author saw that tourism attractions are fragile and need to be carefully managed so that they are not allowed to exceed their capacity limits. Thus tourism destinations

carry with them the seeds of their own destruction. The trick is to manage tourism destinations so that they do not self-destruct. However, Butler wrote about tourism life cycle model in six states that identified possible scenarios that fit between complete rejuvenation and total decline. The model states that most tourist resorts start on a very small scale and get bigger until stagnation occurs, thus within the 6 stages the following happens:

Butler Model



Source: Butler, 1980

Exploration stage: A few hardy and adventurous people looking for something different in a holiday find place that is special in terms of its culture, natural beauty, history or landscape. There may be no tourist services available and local people will not be involved in tourist money making activities.

Involvement stage: Local people start to notice that there are increasing numbers of people coming to their local area. By this, they start businesses to provide accommodations, food, guides, transport and good road network

Development stage: Here, big companies start to see the emerging potential of the area as tourist resort and therefore start to invest money in the region. They build large hotel complexes and sell package holidays (like travelling, accommodations, energy supply, food and excursion). This make the numbers of tourists swell dramatically and massively expand the number of job opportunities for people in the local region, in the both tourist related jobs and in construction and services.

Consolidation stage: The local economy is probably dominated by tourism at this stage and many local people will make their money from this type of industry. However, this can remove people from other industries such as farming and fishing. There will be continued building and expansion of the resort while some of other buildings will become unattractive and a lower quality client base might result.

Stagnation stage: In this stage, competition from other resorts, rowdiness and a loss of the original features (e.g. if it had a great beach but that is now crowded and full of rubbish) can

cause the resort to stop growing. The number of people going levels off then start to decline, threatening local businesses and services.

Decline stage or rejuvenation: Decline can be slow or rapid and regular visitors are replaced by people seeking a cheap break or day trippers. Rejuvenation involves a cash injection from either a private company or the government to create a new attraction within the original resort to boost its popularity. These can then be compared to the predictions as shown on the model above.

The implication of this model to the present study is that as lucrative and promising as tourism industry is, if adequate control measures are not put in place to curb its negative impact on the people, environment and infrastructures, it may produce negative attitude in the students towards tourism education and vice-versa. Tourism industry, like all industry, is dynamic and constantly changing. Therefore, this model is a way of studying tourism infrastructures (hotels, resorts, road network, transport system and others), eco-tourism, cultural tourism (cultural heritage and monuments, festivals), and sport tourism to see how they grow and change over time in relation to the changing demands and sustainability of tourism industry. However, the rate of increase in visitor numbers will decline as level of carrying capacity. These may be identified in terms of environmental factors (e.g. land scarcity, water quality, air quality), of physical plant (e.g. transportation, accommodations, energy power supply and other services), or of social factors (e.g. crowding, resentment by the local population). Therefore, local, state and federal governments are to collectively curb these problems to stimulate investment in tourism industry that cut across economic, social, physical, political and environmental spheres. This will boost students' attitude, interest and morale in tourism education and participation in making the industry worthwhile.

Purpose of the study

This study focused on Teachers' utilization of ICT facilities and tourism teaching effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, this study sought to;

1. examine the relationship between the use of computer and tourism teaching effectiveness in Calabar South Local Government Area of Cross River State
2. find out the relationship between the use of television and tourism teaching effectiveness in Calabar South Local Government Area of Cross River State

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance. The hypotheses are;

H₀₁: There is no significant relationship between the use of computer and tourism teaching effectiveness in Calabar South Local Government Area of Cross River State.

H₀₂: There is no significant relationship between the use of television and tourism teaching effectiveness in Calabar South Local Government Area of Cross River State.

Methodology

The correlational survey research design was adopted for the study. This design was most suitable for this study because the increase in one variable will lead to the increase in another. The study area is Calabar South Local Government Area of Cross River State, Nigeria. The researcher adopted the simple random sampling technique to select eight (8) public secondary schools in the study area. The population of the SS2 students used for the study was 635. In

selecting the respondents used for the study, stratified random sampling technique was adopted. Each school represents strata upon which respondents were selected and used for the study. The researcher then selected 50% of the 8 public secondary schools and 47% of the 635 SS2 students used for the study in the area. A sample of three hundred (300) respondents was used for the study. Only students from senior secondary school (SS2) who were willing to take part in the study were given opportunity to participate. The respondents comprised both males and females. The instrument used for data collection in the study was questionnaire. It was designed by the researcher and vetted by experts in test, measurement and evaluation. It was tagged: Teachers' Utilization of ICT Facilities (TUICTFQ) and Tourism Teaching Effectiveness Questionnaire (TTEQ). It was divided into three parts. Part A contained items on respondents' data; while part B was designed to elicit information the independent sub-variables of the study such as the use of computer, the use of television and part C designed to obtain data for the dependent variable- Tourism teaching effectiveness. The questionnaire was designed using a 4-point Likert scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The instrument was designed by the researchers and validated by three experts from the Departments of Hospitality and Tourism Management and Test, Measurement and Evaluation. To ascertain the reliability of the instrument, Cronbach Alpha reliability coefficient was adopted to test the reliability of the instrument. The instrument was administered once to the respondents used for reliability test. Data obtained from respondents was analyzed using Cronbach Alpha reliability test. The result obtained ranged from .75 to.84. This result implies that the instrument is reliable enough to measure what it was meant to measure. Pearson product moment correlation statistical analysis was used for data analysis in this study.

RESULTS

Hypothesis one states that there is no significance relationship between the use of computer and Tourism teaching effectiveness. The result of the analysis is presented in Table 1.

Table 1: Pearson product moment correlation coefficient of the relationship between the use of computer and Tourism teaching effectiveness (N= 300)

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
the use of computer	300	1494	8722	8191	0.598*
Tourism teaching effectiveness	300	1475	8810		

Significant at 0.05, df=298, critical r-value =0.136

Result of analysis in Table 1 revealed that, the calculated r- value of 0.598 is greater than the critical r- value of 0.136 when tested at 0.05 level of significance with 298 degree of freedom. Following the result of the analysis, the null hypothesis was rejected while the alternate was accepted and retained. This implies that, there is a significant relationship between the use of computer and Tourism teaching effectiveness in Calabar South Local Government Area of Cross River State, Nigeria.

Hypothesis two states that, there is no significant relationship between the use of television and Tourism teaching effectiveness. The result of the analysis is presented in Table 2.

Table 2: Pearson product moment correlation coefficient statistical analysis of the relationship between the use of television and Tourism teaching effectiveness (N= 300)

Variables	N	$\sum X$ / $\sum Y$	$\sum X^2$ / $\sum Y^2$	$\sum XY$	r-cal
The use of television	300	1488	8720	8140	0.570*
Tourism teaching effectiveness	300	1475	8810		

Significant at 0.05, df = 298, critical r-value = 0.136

The result from data analysis presented in Table 2 revealed that, the calculated r- value of 0.570 is greater than the critical r- value of 0.136 at 0.05 level of significance with 298 degree of freedom. Based on the result of the finding the null hypothesis was rejected while the alternate was retained. This implies that, there is a significant relationship between the use of television and Tourism teaching effectiveness in Calabar South Local Government Area of Cross River State, Nigeria.

Discussion of Findings

The study showed that there was a significant relationship between the use of computer and Tourism teaching effectiveness in the study area. This finding is in agreement with the findings of Asanye (2022) who carried out a study on teachers' utilization of information and communication technology (ICT) in terms of computer and internet aided facility and tourism teaching effectiveness in Akpabuyo Local Government of Cross River State, Nigeria which showed that, non-availability of computer and internet aided facility significantly influence tourism teaching effectiveness in Akpabuyo Local Government Area of Cross River State, Nigeria.

The results showed that there was significant relationship between the use of television and Tourism teaching effectiveness in the study area. The result of this finding is in line with the findings of Enyevi (2017) who carried out a similar study on the relationship between television and tourism teaching effectiveness in private secondary schools in Rivers State South Senatorial District of Port Harcourt, Nigeria. And found that there was a significant relationship between the use of television and tourism teaching effectiveness in secondary schools in the study area.

CONCLUSION

Tourism teaching effectiveness in secondary schools and teachers' utilization of ICT facilities cannot be over-emphasized. The introduction of tourism education into the Nigerian School Curriculum is to promote self-reliance and entrepreneurial skills development in the learners. To achieve this robust goal, the teaching of this subject need not to be thorough, but requires being effective and result oriented. This is why the use of ICT facilities in terms of the use of computer and television to achieve tourism teaching effectiveness is strongly supported by the findings of this study.

RECOMMENDATIONS

Based on the results of the findings, the following recommendations are made:

1. There is need for adequate provision of computer in public secondary schools in the area to facilitate effective teaching of Tourism.
2. The use of television in the teaching and learning of tourism should be encouraged; this will enhance effective and efficient instructional delivery.
3. Tourism software programs should be made available for students to make teaching and learning interesting and real.

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