



## TOURISM EDUCATION MANAGEMENT AND GOAL ATTAINMENT IN PRIVATE SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA.

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### Abstract

This research aims to examine the management of the Tourism Education curriculum and its impact on goal attainment in private secondary schools in Cross River State, Nigeria. A null hypothesis was formulated to guide the investigation. A review of relevant literature was conducted to examine the variables under study. The survey design was chosen as the most appropriate method, considering that the events being studied are currently ongoing and involve non-manipulated variables. The sample consisted of 300 principals randomly selected from a population of 491 private secondary schools. The survey questionnaire underwent face validation by the researchers' supervisors and professionals in measurement, evaluation, research, and statistics, who confirmed the validity of the items. The reliability of the instrument was assessed using Cronbach's alpha. Statistical analysis, including hypothesis testing at a 0.05 significance level, was employed to analyze the data. The results revealed that the management of the Tourism Education curriculum significantly influences goal attainment in private secondary schools.

**Keyword:** Management, Tourism Education, Goal Attainment, Private Secondary Schools.

### Introduction

Tourism is one of the world's largest and fastest-growing industries. Charles (2002) argued that many countries, both developed and developing have regarded tourism education as an investment for the future of their countries. South African policy reform in education during the post-apartheid era effected some changes through the introduction of a new curriculum. Nigeria has a 3-tier system of education starting with primary school, followed by high school and tertiary education in the form of academic universities and universities of technology. School life spans 13 years or grades although the first year of education, Grade R or "reception year", and the last three years, Grade 10, 11 and Grade 12 or Matric are not compulsory. Recently, great advances have been made in the introduction of tourism and new technology to the formerly disadvantaged schools which are mostly found in rural areas and townships.

So tourism as a new learning area was also one of those subjects that were construed by government officials as a trajectory for social justice and a new strategy to advance job opportunities in South Africa. It was also assumed and thought that tourism will benefit mostly learners from the previously disadvantaged communities (Goeldner and Richie, 2003). Teaching of tourism in Nigeria takes place in public and private high schools and universities. Most schools are funded by the state while private schools are funded by fees. 2.8% of the total school population is private equaling 340, 000 students.

The purpose and focus of the study is to investigate factors affecting effective teaching and learning of tourism in Township schools. The adoption of the Constitution of the Republic of Nigeria (Act 108 of 1996) provided a basis for curriculum transformation with the development of the Outcome-Based Education (OBE) forming the foundation for the curriculum (DoE 1996). A new curriculum also introduced new learning areas including tourism in the senior phase programs. Unfortunately, the advent of tourism in schools is stifled by many challenges that are related to the shortage of human resource and well-trained teachers as specialists.

The advent of tourism programs at senior secondary schools by the department of education was welcome and embraced by many social science teachers. The department officials thought and believed that the subject itself will meet the needs of tourism industry and broaden the scope of teaching. Dale and Robinson (2001) asserted that in an effort to meet the needs of the tourism industry, Business Enterprises for Sustainable Travel (BEST), comprised of educators and industry professionals, sought to develop a set of curriculum modules to teach students the relevance among principles of sustainable tourism and specific management techniques, and how to apply such knowledge. Unfortunately, the Nigeria government underestimated or overlooked the shortage of qualified teachers for tourism. A rush for the inclusion of tourism by the Nigeria department of education was also perpetuated by the perception that tourism has been a missed opportunity and the objective of wanting to meet the target of increasing the economy.

There is also evidence that the introduction of the learning area was also construed as one of the strategies to address and meet a rapid increase of human resource needs and skills shortage desperately needed to resolve joblessness. Tourism was therefore perceived to be one of those subjects intended to prepare learners right from school level and beyond. Unfortunately, and invariable the insufficiency of well-trained teachers in the field of tourism defeated the purpose. Literature search by the author revealed that there is a solid literature on the subject regarding factors affecting teaching and learning. However, the solidity of literature is only addressing tourism education in western countries meaning that the emphasis has given short shift to the teaching of the subject in the African continent both at university and specifically at school levels. There is a total disquiet with a particular literature in Nigeria on tourism education in schools. Nigeria literature in tourism education is so scarce that it's an area for concern for researchers interested in tourism as a field of study.

Tourism education began as a development of technical/ vocational schools in Europe (Morgan 2014). These schools emphasized training in core competencies such as hospitality, hotel management and related business skills (Butler 2019; Morgan 2014). Interest and demand from the public and private sectors impelled rapid growth of tourism studies and the development, and establishment, of departments of tourism at institutions of higher education in addition to technical schools (Butler 2019). Although the development of tourism in the South African schools is gaining a momentum unfortunately the questionable qualification and competency of teachers impede teaching and learning to have the desired effects. The supply of tourism subjects and courses has grown considerable over a decade in South Africa. Such growth has been fuelled by the rapid expansion of the tourism industry in the post-apartheid era in South Africa ([http://www. Education.gov.za/ dynamic/dynamic.aspx](http://www.Education.gov.za/dynamic/dynamic.aspx)).

The democratic government has recognized that tourism in SA contributes significantly to local and national economies. Consequently, the supply of tourism courses has been met by an increasing student demand. This is also the case with the South African black township schools as they have begun to offer the subject.

According to Giroux 2003 and Gunn 2004 there has been much discussion over the past decade is to the provision and content of tourism education. Some have acknowledged, and raised concern, over rapid growth in tourism degree courses and competent teachers which is the focus of this study.

Goeldner & Ritchie (2002) stated that effective teaching and learning through formal education plays a critical role in developing a skilled and competent workforce. This will enable the curriculum of secondary school goal. According to Croy and Hall (2003) the tourism industry is comprised many different types and levels of work at a variety of organizational levels, which requires different types of skills to enhance social transformation through holistic education.

Eade (2000) is not differing from Jurowski's claim and assertion that many developing countries including South Africa face a problem of producing suitable tourism teachers who will be able to equip students with knowledge and training skills needed in the tourism industry. They both argue that the dilemma is virtually caused by a short supply of qualified teachers for tourism. It is even worse in Nigeria where tourism as an industry and a field of study is relatively new. The address of the aforesaid challenges by a number of researchers in Latin American countries is gaining momentum alarmingly (Gilbert 1995).

Goodenough & Page (2003) assert that both public and private schools adhere and adapt to new curriculum needs as a result some township high schools follow suits and do likewise to grab the opportunity to introduce tourism. Although the introduction of tourism as part of technology (TECH) learning area is a step towards a right direction, unfortunately the capacity of high schools to respond to the growing demand of tourism education is not inextricable linked with the supply of teachers. Cooper (2000) noted that in many developing countries including South Africa, the educational system has struggled to keep up with the demands of rapidly growing tourism industry.

Holloway (2005) argues that a teacher has to do several activities such as planning properly, providing effective instruction and evaluate the learning activities. He further suggests that being a specialist in the subject helps teachers to use appropriate methods and techniques that were acquired during professional training. This of course applies to tourism teachers as well who have to display wizardry. A tourism teacher is also expected to shine in class and even go an extra mile to perform a host of activities inside and outside the classroom as long as students benefit mentally and otherwise. According to King (2006) effective teaching and learning, class size also impacts on the teaching and learning environment, with larger classes performing poorly in comparison to classes with fewer learners. However, the study still insists that irrespective of all challenges faced by tourism teachers, commitment and competence is of utmost importance for tourism teachers. This research study is therefore emphasizing that management of curriculum and goal attainments are linked to national consciousness, civil

responsibility, skill acquisition and culture value orientation. A competent tourism teacher is expected to cover the five curriculums of tourism in order to attain the tourism goal.

Pine (2001) had placed an increasing emphasis on the basic areas of competence and effectiveness which include mastery of subject matter, understanding of human nature, interest in continued professional development, and knowledge to apply the principle of teaching and learning. The study raises critical questions that tourism education stakeholders need to acknowledge and address if tourism as a field of study at pre-university or high school level is to yield good results and sustain itself in the long term. It was envisaged that the study would find shortcomings and limitations on tourism education in the institutions of higher learning in Nigeria generally and at high school level specifically.

The situation in Nigeria concerning tourism challenges is also experienced in the Caribbean. Cooper (2000) asserts that the exposure of tourism at secondary school level in the Caribbean was confined primarily to the social studies curriculum and was not consistent from country to country. Nor did the emphasis reflect the economic importance of tourism to the region. What is claimed in Caribbean is exactly similar to the situation of Nigeria where tourism is grouped with geography and history in the township schools. Most secondary teachers in the township schools had little or no training in teaching tourism.

According to Eade (2000) there is a need for more tourism education at secondary levels in all Caribbean countries. Eade's assertion is supported by the author of this study as Eade (2000) argued that the need for tourism education at secondary is necessary because of the importance of tourism to the national economies of Nigeria. And for tourism to contribute substantially to the economy of the country, good and competent teachers are also needed. Tourism is also important because of the need to inculcate positive attitudes towards early age. Charles (2002) argued that there is a need for greater teacher training in tourism and for more textbook development in Nigeria.

They further argue that private-school education in tourism is seen as the beginning of public awareness. The importance of tourism is construed as a cornerstone of molding positive attitudes towards the industry. Unfortunately, some of these attitudes persist and continue to affect the perception of tourism and tourism education in the public-school system. The result is that too few students coming out of the private school system view tourism as a viable career option. This study also proposes that tourism education right from high school level to university level should become more of a specialist field in nature and emphasis on the careers associated with tourism need to be stressed.

Some scholars have raised serious concern, over the perception of government officials, principals and educators concerning their perception about teaching the subject at school level. Most studies also show solid evidence over educators who do not regard tourism as a discipline. This is testimony of the revelations of the study on principals who have allowed teachers to teach tourism in their schools without suitability and appropriate qualifications.

Choy (2005) is of the view that teachers need to understand a subject more than enough to convey its essence to students. He further shares that new instructional strategies put the teacher

more into the role of course designer, discussion facilitator, and coach while putting the student into the role of an active learner in discovering the subject of the course. In any case, the goal is to establish a sound knowledge base and skill set on which students will be able to build as they are exposed to different life experiences.

Amoah & Baun (2007) argued that good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that students can understand, retain and pass to others. Studies from US suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible.

Tourism discipline attributes tend to include the following: customer service skills, attention to detail, adaptability at work, relationship management skills, marketing and sales skills, management skills, and industry knowledge. According to A guide to flexible teaching for quality learning (Southern Cross University, 2006), students graduating from the School of Tourism and Hospitality Management demonstrate 11 attributes, including a substantial knowledge of tourism and hospitality industries within both local and international contexts, and a deep understanding of those skills relevant to working and managing in tourism and/or hospitality. These attributes are developed broadly and the researcher used industry knowledge instead.

According to Graduate Attributes Challenge Report (Palenthiran, Sharaku, Teddie, 2006) a well-rounded employee is a person who has a balance of all the important aspects. These aspects are academic achievements, technical and personal skills acquired at university, personal values through family upbringing, and any work experience. Work experience is highly regarded because it shows that an employee is well-equipped with knowledge and practical understanding of a particular job (Palenthiran *et al.*, 2006). Communication skills and good grades are the key to graduate employment (Graduate Career, Australia, 2007). These attributes, including relevant work experience, academic grades and practical skills, have also been added into the list.

Survey design was utilized as the research design for this research work. The independent variable examined in this study (Management of Curriculum Innovations) and the dependent variables (School Goals Attainment) exists in the presence. The design was therefore suitable because the researcher wanted to discover the relationship that exists between these non-manipulated variables.

### **Area of the study**

The study area is Cross River State. This is a coastal state in the south – south zone of Nigeria. The state shares boundaries with Benue State to the north, Ebonyi and Abia States to the west, Cameroon Republic to the East and Akwa – Ibom and Atlantic Ocean to the south. Present Akwa – Ibom State was created out of CRS in September, 1987 by General Ibrahim Babangida. The state is made up of 18 Local Government Areas with Calabar as the capital and nicknamed the “Peoples Paradise”. Cross River State lies between latitude  $4^{\circ} 27'$  and  $5^{\circ} 32'$  North of the equator and longitude  $7^{\circ} 50'$  and  $9^{\circ} 28'$  East of the Greenwich meridian and covers a land area of 23,074,425km<sup>2</sup>. According to 2006 National Population Census, the population of the state is

approximately 2,888,966 and located in the tropical rain forest region of Nigeria and has basically two seasons; wet and dry.

The state economy is predominantly agricultural in the private and public sectors. The private sector is dominated by local subsistence farmers while the public sector is run by government plantations and demonstration farms. The main crops are cassava, yams, rice, plantain, cocoyam, maize, cocoa, rubber, groundnut and palm produce. The people also engage in fishing and rearing of livestock. The mineral resources available in CRS are limestone, titanium, tin ore, ceramic raw materials and hard stone. The state is a tourism hub as evidenced by the rich festivals held in different localities, the tourism sites like the Agbokin Waterfalls, Obudu Cattle Ranch, Old Residency Slave Museums to mention a few.

The state has three education zones namely: Ogoja, Ikom, Calabar with 385 private secondary schools. This area is chosen for this study because the researcher resides and works in Cross River State. The researcher being a staff of the secondary school in the state is fairly familiar with some of the problems in the secondary education sector and the challenges secondary school students are confronted with especially the lack of functional Guidance Counsellors in most of the private secondary schools.

### **Population of study**

The research population comprised all private secondary schools in Cross River State, Nigeria in the 2018/2019 academic session. There were four hundred ninety-one (491) private secondary schools in the State by them.

### **Sampling technique**

The stratified sampling technique was applied in the selection of the sample of the study. Stratification was by Local Government Area. The number of the principals selected randomly from each of the Local Government Areas was obtained proportionately. This was to ensure fair representation of Principals across the eighteen (18) Local Government Areas of the State. Simple random sampling technique was used to select the Principals from each Local Government Area. To do this, pieces of papers with numbers identifying Principals in each Local Government Area were neatly folded and shuffled in a container prior to the unbiased selection without replacement of the required sample.

### **Sample**

The sample size comprised 300 private secondary schools in the eighteen (18) Local Government Areas of Cross River State. This sampling size represents 61% of the total population of the study, which is clearly in excess of a good minimum sample size of around 10% of any finite population as postulated by Sandelowski, (1995). The details are shown in table I

**TABLE 1** Distribution of the Population

Education Zone	LGA	No. of Principal
Calabar	Biase	12
	Akamkpa	16
	Akpabuyo	7
	Bakassi	2
	Calabar South	39
	Calabar Municipality	55
	Odukapani	4
Ikom	Yakurr	42
	Obubra	38
	Ikom	50
	Etung	7
	Boki	27
	Abi	11
	Yala	63
Ogoja	Ogoja	45
	Obudu	34
	Obanliku	11
	Bekwara	28
	<b>Total</b>	<b>491</b>

**Sources:** Planning research and statistics secondary education board

**Table 2** Distribution of the sample of the study

Education Zone	L.G.A	No of Principles	Sample
Calabar	7	135	85
Ikom	6	175	109
Ogoja	5	181	106
<b>Total</b>	<b>18</b>	<b>491</b>	<b>300</b>

### Hypothesis One:

Management of Tourism Education Curriculum does not relate with goals attainment in private secondary schools.

Independent variable: Management of Tourism Education Curriculum

Dependent variable: Goals attainment by private secondary schools.

Statistic: One-Way Analysis of Variance (ANOVA).

### Presentation of results

This sub-section presents the result of statistical analysis of the hypothesis, the score of the sub-variety of management of Tourism Education curriculum was categorized on the basis of the observed mean ( $\bar{x}$ ) and standard deviation(SD), into three groups, such that a score represented “low effective management” if it fall in the range  $x < x - 5$ , “average effective management” if it fall in the range  $x - 5 \leq x \leq x + 5$  and “high effective management” if it falls in the range  $x > x + 5$ . The one-way analysis of variance (ANOVA) was then carried out on sub-variable of the dependent variable (goals attainment) with the categorized independent variable as factor. ANOVA was equally applied in testing the seventh hypothesis with education zone as factor. All decisions were taken at .05 level of significance such that a null hypothesis was rejected if the p-

value associated with the computed test statistic was less than .05 and retained if the p-value was greater than or equal to .05 goals attainment sub-variables as depending variable.

### Hypothesis one

Management of Tourism Education Curriculum does not significantly influence goals attainment by private secondary schools.

One way ANOVA was carried out in testing the hypothesis with categorized management of tourism education as factor and each of the goals attainment variables as dependent variable. The result obtained is presented in the table below.

Fisher's least significant difference (LSD) comparison of goals attainment variables by levels of effectiveness on the mgt of Tourism Curriculum.

Dependent Variable	Level of effectiveness of mgt. of Tourism Curriculum	Level of effectiveness of mgt. of Tourism Curriculum		
National Consciousness	High	23.882	1.147	2.882*
	Average	.213	22.735	1.735*
	Low	.012	.023	21.000
Civic Responsibility	High	23.765	1.113	4.611*
	Average	.259	22.652	3.498
	Low	.000	.000	19.154
Cultural Value Orientation	High	22.824	0.589	3.670*
	Average	.561	22.235	3.081*
	Low	.004	.000	19.54

\*Significant .05 level  $P < .05$ .

*Values along the main diagonal are group means, above it are mean differences and below it are corresponding p-values.*

One way ANOVA of goals attainment variables by level of effective management of Tourism Education Curriculum

Dependent variable	Effectiveness of Mgt. of Tourism Edu.	N	X	SD	Std Error
National Consciousness	High	17	23.882	3.316	.853
	Average	204	22.735	3.690	.258
	Low	26	21.000	3.262	.640
	Total	247	22.632	3.677	.234
Civic Responsibility	High	17	23.765	2.862	.694
	Average	204	22.652	3.956	.277
	Low	26	19.154	3.977	.780
	Total	247	22.360	4.043	.257
Skills Acquisition	High	17	19.765	5.007	1.214
	Average	20426	20.892	4.312	.302
	Low	247	20.808	4.099	.804
	Total		20.806	4.331	.276
Cultural Value Orientation	High	17	22.824	4.111	
	Average	204	22.235	4.043	
	Low	26	19.154	3.619	
	Total	247	21.951	4.107	



Dependent variable	Source of variation	Sum of squares	Df	Mean square	f-value	p-value
National Consciousness	Between groups	98.003	2	49.002	3.705*	.026
	Within groups	3227.471	244	13.227		
	Total	3325.474	246			
Civic Responsibility	Between groups	318.119	2	159.099	10.484*	.000
	Within groups	3702.733	244	15.175		
	Total	4020.931	246			
Skills Acquisition	Between groups	19.947	2	9.974	.530	.589
	Within groups	4594.725	244	18.831		
	Total	4614.672	246			
Cultural value orientation	Between groups	232.856	2	116.428	7.253*	.001
	Within groups	3916.561	244	16.051		
	Total	4149.417	246			

\*significant at .05 level  $P < .05$

In the above Table, level of management of tourism education significantly influence of goals attainment of private secondary schools in terms of national consciousness, civic education and cultural value orientation ( $P < .05$ ). Conversely, level of management of tourism does not significantly influence goals attainment of private secondary schools in terms of skills acquisition ( $P > .05$ ).

### Management of Tourism Education Curriculum and goal attainment

The null hypothesis that, management of tourism Education does not significantly influence the goal attainment, the outcome of the data disclosed a relevant effect of the management by principals on the natural consciousness, civic responsibility, skills acquisition and cultural value re-orientation. Based on the outcome, the null hypothesis was not accepted and an alternate hypothesis retained. The outcome showed that teachers who perceived their principals' management of tourism Education curriculum as being counterparts from other groups. This finding suggests that teachers who operate with principals on strict compliance with the government directive of management of tourism education actually preformed significantly better in natural consciousness civic responsibility, skills acquisition and cultural value re-orientation than their counterparts from the other two groups.

It signifies the existence of a relevant effect of management of tourism education curriculum on goal attainment in terms of national consciousness, civic responsibility, skill acquisition and cultural value re-orientation. The findings of this study also suggests that principals who successfully complied with the government directives have applied the administrative management theory of Henri Fayol by having audacity to give instructions/instill discipline to motivate his or teacher to excel. Tourism education which is quite new in private secondary system, requires the principal to use both supportive and administration rules to help build up and motivate the teaches to perform their task.

The present study is in line with that of Bossed et al (2006), Choy (2005) and Amoan and Baun (2007) who found a significant impact of management of curriculum education on goal

attainment that natural consciousness, civic responsibility, skill acquisition and cultural value re-orientation at their different levels one of the cited works found that effectiveness of management of curriculum innovation has raised the consciousness of students in view of self-employment.

## Conclusion

This study reveals the existence of a relevant effect of management of tourism education curriculum on goal attainment in terms of national consciousness, civic responsibility, skill acquisition and cultural value re-orientation. The findings of this study also suggests that principals who successfully complied with the government directives have applied the administrative management theory of Henri Fayol by having audacity to give instructions/instill discipline to motivate his or teacher to excel. Tourism education which is quite new in private secondary system, requires the principal to use both supportive and administration rules to help build up and motivate the teachers to perform their task.

## 5.3 Recommendations

Based on the findings of the study the following recommendations were made:

The federal and state government should make frantic efforts to provide technology workshops and in-service training in the various private secondary schools to help technology teachers for update on emergent issues and development in technology courses.

The Teachers Restriction Council of Nigeria (TRCN) should ensure that only trained technical teachers with increase professional teaching qualification should be employed.

- (1) The Ministry of Education should as a matter of urgency employ various strategies to ensure that proprietors of schools employ professional teachers in their respective schools to teach the students.
- (2) The private schools principals should comply effectively to the application of the implementation of the curriculum innovations to ensure sustainable development.
- (3) The private school proprietors and principals should give necessary support to teachers in carrying out practical in different subjects.
- (4) Government in collaboration with secondary school proprietors and proprietress should endeavor to provide adequate materials and resources that promote students self-reliance.
- (5) Students should be encouraged to set up small business enterprises after graduation.
- (6) Private schools owners should provide students with specialized skills for effective and efficient development of the country.
- (7) The secondary Education board and the ministry of Education should, organized development programmes in administration for principals in private schools to update their knowledge and minimize the present administrative lapses in private schools and thereby facilitate the attainment of educational goals in Cross River State.
- (8) The Ministry of Education should equip all students including private with adequate instructional materials and facilities for improved output and success of the schools.

## Suggestions for further research

The following suggestions were made for further studies:

- (1) A replica of this study using a representative sample from all the state in Nigeria.
- (2) A replica of this study both public and private schools in Cross River State, Nigeria.

- (3) Research studies in the area of curriculum innovations in Education should be intensified as related literature in it Nigeria is very scarce.

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