

## **The Status And Challenges Of Mass Communication Education In Nigeria**

Nnanyelugo Okoro  
Paul Martin Obayi  
Alexander Chima Onyebuchi

### **Abstract**

This study examines journalism training and mass communication education in Nigeria with the aim of pointing out the challenges that need to be addressed in order to improve on the quality of communication training and practice in the country. It argued that ever since the University of Nigeria, Nsukka pioneered journalism in 1961 at the Bachelor of Arts (B.A) degree level, journalism and mass communication education in Nigeria have witness tremendous recognition in terms of the number of institutions and institutes that now run mass communication and journalism training programmes in the country. The study noted, however, that the state of journalism education in Nigeria is in dilemma as a result of certain problems that have besieged both the profession and its training institutions. The study concluded that there is need for the revitalisation of journalism training and mass communication education at all levels in the country in order to raise the profession to world standard.

**Key words:** Journalism training and mass communication education

### **Introduction**

Over the years, scholars have argued that journalism and mass communication education in Nigeria needs serious attention in order to meet up with the developments in journalism practice all over the world. Harping on this issue, Akinfeleye (2009) noted that “it has now become a truism that a low degree of literacy rate contributes to a low degree of Journalism Education and training, while on the other hand, a high level of literacy tends to contribute to a higher degree of journalistic training and professional standards”. This means that more is needed on the part of instructors and institutions to pay attention to the practice of journalism in the country. In fact, the development of the economy has created need for the establishment of more media houses to provide the relevant information that would drive the economy. These media houses need manpower to survive and this has necessitated the creation of more departments of mass communication and journalism training institutions in the country.

For instance, Oyewo (2009) noted that about 50 of the universities offer degrees in Mass Communication and Journalism, apart from other institutions, such as Polytechnics, Monotechnics and Colleges of Technology. According to Ogundimu, Oyewo and Adegoke (2007: 18), “the Nigerian training programmes in communication

education have more than doubled.” However, adequate as this number might seem, it leaves a big unanswered question as to the quality of the training programmes. One big dilemma in mass communication and Journalism education in the country is that is partly domiciled in the Arts and partly domiciled in social sciences. This is contrary to what operates in a well developed curriculum for the training of professionals like law, medicine, engineering etc. The Joint Admissions and Matriculation Board presents the following profile in the 2009/2010 brochure: 15 institutions offer Communication/Journalism training in the Faculty of Arts/Humanities, while 24 are located in the Faculty of Social/Management Sciences. The issue of domicile is therefore one key area which the National University Commission (NUC) has to take a second look at.

In recent times, the Department of Mass Communication in Ajayi Crowther and Bowen Universities, Iwo, both private institutions, and Kogi State University, Anyigba (state owned university) had to be relocated to social sciences, as part of the accreditation procedure. Today, the University of Nigeria, Nsukka, Nigeria’s first indigenous university still has its department of mass communication in the faculty of arts, while its neighbouring institution, Nnamdi Azikiwe University, Awka runs her own programme in the faculty of social sciences. In fact, journalism training in the country is mired in a web of challenges which have affected both communication training and practice.

This study is an attempt to chronicle these challenges, using a historical procedure, in order to identify some methodological gaps that need to be filled, as well as pedagogical issues which call for urgent attention. Before delving into the subject-matter, it is pertinent to take a cursory glance at the geo-political entity called Nigeria.

### **Historical Development of Mass Communication Education in Nigeria**

Amenaghawon (2010: 5) states that “when journalism in Nigeria started, it had a foreign staff content, it was mostly run by missionaries”. However, Okunna (1987) notes that the University of Nigeria, Nsukka pioneered journalism education in 1961 at the Bachelor of Arts (B.A) degree level. The Department of mass communication, University of Lagos started in 1967 as a UNESCO backed institute of mass communication. The Institute of Management and Technology (IMT) in Enugu State was premier mass communication Department at the Polytechnic level as it commenced lectures in 1978.

Aside University and Polytechnic level journalism education, records showed that varying typologies of training had existed in Nigeria. Akinfeleye (2007) includes the Daily Times Training School established in 1965 formerly referred to as Times Journalism Institute (TJI). The Federal Radio Corporation of Nigeria (FRCN) training school commenced in 1959 primarily to provide on- the- job training for journalists and other broadcasting staff.

The Nigeria Institute of journalism (NIJ) started in 1971, while the International Institute of Journalism (IIJ) run by the Nigerian Union of Journalists (NUJ) was opened in 1995. These two offer diplomas and postgraduate diplomas in mass communication.

According to Akinfeleye (2007) in the pre-independence period, for instance, some semblance of journalism training has been witnessed in Nigeria. In 1954, a two week journalism programme was packaged for working journalists by the University

College of Ibadan. The Nigerian Broadcasting Corporation (NBC) also organized a two-year on-the-job training, for broadcasters in Nigeria. Also of mention was the United States Information Services (USIS) sponsored training organized by the international federation of journalism (IFJ) in 1960 (Amenaghawon, 2010: 6).

The brochure for entrance examinations into Nigerian Universities and Polytechnics has a list of 66 Journalism or communication schools. These schools offer certifications ranging from Diploma to PhDs. This is made up of twenty-three (23) Polytechnics and Monotechnics and forty-three Universities. Aside this, the Nigeria Union of Journalists (NUJ) had established the international institute of journalism (IJ) in 1995. There is the Nigeria Television College in Jos, among others. There are many tertiary institutions including universities and polytechnics who run journalism courses without the required accreditation from appropriate bodies. Yearly, thousands of students pass through these low standard institutions and are foisted on the larger society (Amenaghawon, 2010: 6).

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### **The Growth of Mass Communication Education in Nigeria**

Over the years, journalism and mass communication education in Nigeria has witnessed tremendous recognition in terms of the number of institutions that run mass communication programmes in the country, although one cannot say the increase in the number of institutions is commensurate with the quality of education given in journalism profession. However, it is hoped that the increase in the number of institutions should engineer good quality of journalism education in the country.

In terms of training, the country has only one institute for journalism training which is the Institute of Journalism, Lagos. There are other mass communication training institutes in the country that are neither polytechnics nor universities, institutes like National Television College, Jos, Lagos and Abuja rank high among these institutes.

The following is a list of polytechnics in Nigeria which are engaged in journalism and mass communication education:

**Table 1: List of Polytechnics Offering Mass Communication Education in Nigeria**

S/N	FEDERAL POLYTECHNICS IN NIGERIA INSTITUTIONS	STATE POLYTECHNICS IN NIGERIA INSTITUTIONS	PRIVATE POLYTECHNICS IN NIGERIA
1	Akanu Ibiam Federal Polytechnic, Unwana-Afikpo, Ebonyi State.	Abdu Gusau Polytechnic, Talata-Mafara, Zamfara State.	Allover Central Polytechnic, Sango-Ota, Ogun State.
2	Auchi Polytechnic, Auchi Edo State	Abia State Polytechnic, Aba, Abia State.	Crown Polytechnic, Ado-Ekiti
3	Federal Polytechnic, Ado-Ekiti.	Abubakar Tatari Ali Polytechnic, Bauchi.	Dorben Polytechnic, Bwari, FCT.
4	Federal Polytechnic, Bauchi, Bauchi.	Adamawa State Polytechnic, Yola.	Fidei Polytechnic, Gboko, Benue State.
5	Federal Polytechnic, Bida, Niger State.	Akwa-Ibom State College of Art and Science, Nung Ukum	Grace Polytechnic, Surulere, Lagos State.

6	Federal Polytechnic, Damaturu, Yobe State.	Akwa-Ibom State Polytechnic, Ikot-Osuru	Interlink Polytechnic
7	Federal Polytechnic, Ede, Osun State.	Benue State Polytechnic, Ugbokolo	Lagos City Polytechnic, Ikeja.
8	Federal Polytechnic, Idah, Kogi State.	Delta State Polytechnic, Ogharra	Lighthouse Polytechnic,
9	Federal Polytechnic, Ilaro, Ogun State.	Delta State Polytechnic, Ozoro	Our Saviour Institute of Science Agric and Technology, Enugu.
10	Federal Polytechnic, Kaura Namoda, Zamfara State.	Delta State Polytechnic, Ugwashi-Uku	Ronik Polytechnic, Lagos.
11	Federal Polytechnic, Mubi, Adamawa State.	Edo State Institute of Management and Technology, Usen	Universal College of Technology, Ile-Ife, Osun State.
12	Federal Polytechnic, Nasarawa, Nassarawa.	Gateway ICT Institute, Itori, Ewekoro, Ogun State.	Wolex Polytechnic, Ikeja, Lagos State.
13	Federal Polytechnic, Nekede-Owerri, Imo State.	Gateway ICT Polytechnic, Igbesa, Ogun State.	Heritage Polytechnic, Ikot Udota, Eket, Akwa Ibom State.
14	Federal Polytechnic, Offa, Kwara State.	Gateway ICT Polytechnic, Saapade, Ogun State.	Temple Gate Polytechnic Aba, Abia State

15	Federal Polytechnic, Oko, Anambra State.	Hassan Usman Katsina Polytechnic, Katsina.	Interlink Polytechnic, Ijebu-Jesa, Osun State.
16	Hussaini Adamu Federal Polytechnic, Kazaure, Jigawa State.	Imo State Polytechnic, Umuagwo	Tower Polytechnic Ibadan, Oyo State
17	Kaduna Polytechnic, Kaduna.	Institute of Management. & Technology, Enugu.	
18	Waziri Umaru Federal Polytechnic, B/Kebbi, Kebbi State.	Jigawa State Polytechnic, Dutse	
19	Yaba College of Technology, Yaba, Lagos	Kano State Polytechnic, Kano	

Source: [http://nbte.gov.ng/inst\\_02.html](http://nbte.gov.ng/inst_02.html)

On the part of universities in Nigeria, there are many of them that offer mass communication and journalism programmes in the country. Though, these universities offer journalism programmes, they, however, have different names for their programmes and offer different bachelor degrees. Hereunder is a list of universities in Nigeria, private, state or federal university that offer mass communication or journalism programmes in Nigeria:

**Table 2: List of Universities Offering Mass Communication Education in Nigeria**

S/N	NAME OF INSTITUTION	YEAR ESTABLISHED	TYPE OF OWNERSHIP	TYPE OF PROGRAMME OFFERED
1	University of Lagos. Dept of Mass Communication, Lagos,	1967	Federal Government	Diploma, B.Sc, PGD, M. PHIL, Ph.D.

	Lagos State.			
2	University of Nigeria, Dept of Mass Communication, Nsukka, Enugu State.	1962	Federal Government	B.A. M.A. PGD, Ph.D
3	Bayero University, Dept of Mass Communication, Kano , Kano State .	1978	Federal Government	Diploma B.A, M.A, Ph.D
4	University of Maiduguri, Dept. of Mass Communication, Maiduguri , Borno State .	1983	Federal Government	B.A, M.A
5	Enugu State University of Science and Technology, Dept. of Mass Communication, Enugu, Enugu State .	1986	State Government	B.A, M.A. PGD, Ph.D
6	University of Benin , Dept. of Theatre Arts/Mass Communication, Benin-City, Edo State	2005	Federal Government	B.A, M.A. PGD,
7	Ahmadu Bello University, Dept. of Mass Communication, Zaria , Kaduna State .	2003	Federal Government	B.A, M.A. PGD, Ph.D
8	University of Ilorin , Ilorin , Kwara State	2005	Federal Government	B.A, M.A.
9	Covenant University, Ota, Ogun State.	2002	Private	B.Sc, M.A. PGD, Ph.D
10	Delta State University, Dept. of Mass Communication, Abraka, Delta State.	1993	State Government	B.A, M.A.
11	Imo State University Dept of Mass Communication, Owerri, Imo State.	1992	State Government	B.A, M.A. PGD
12	Adekunle Ajasin University, Dept. of Mass Communication, Akungba, Ondo State.	1999	State Government	B.Sc, M.A.
13	Rivers State University of Science and Technology, Dept. of Mass Communication, Port Harcourt, Rivers State.	1979	State Government	B.Sc, M.A.
14	Nnamdi Azikiwe University, Dept. of Mass Communication, Awka, Anambra State.	1992	Federal Government	B.Sc, M.Sc, PGD, Ph.D
15	Lagos State University, School of Communication Studies, Lagos , Lagos State .	1983	State Government	B.Sc, M.Sc
16	Ebonyi State University, Dept of Mass Communication, Abakaliki, Ebonyi State.	2001	State Government	B.A, M.A., Ph.D
17	Kogi State University , Dept. of	2001	State Government	B.Sc, M.A. PGD,

	Mass Communication, Ayingba, Kogi State			Ph.D
18	Benue State University, Dept. of Mass Communication, Makurdi, Benue State.	2000	State Government	B.Sc, M.Sc, Ph.D
19	Niger Delta University, Dept. of Mass Communication, Wilberforce Island, Bayelsa State.	2004	State Government	B.Sc
20	Anambra State University, Dept of Mass Communication, Igbariam, Anambra State.	2000	State Government	B.Sc, M.A.
21	Olabisi Onabanjo University, Ago-Iwoye, Ogun State.	2000	State Government	B.Sc, M.A.
22	Cross River University of Science and Technology, Calabar.	2004	State Government	B.Sc, M.Sc.
23	Madonna University, Okija, Anambra State .	2003	Private	B.Sc
24	Babcock University, Dept. of Mass Communication Ilishan – Remo, Ogun State.	2000	Private	B.Sc
25	Citep City University, Sabo-Yaba, Lagos , Lagos State .	2005	Private	B.Sc
26	Lead City University, Ibadan , Oyo State .	2005	Private	B.Sc
27	Ajayi Crowther University, Oyo, Oyo State.	2005	Private	B.A
28	Rev. Joseph Babalola Memorial University, Ikeji, Osun State.	2005	Private	B.A
29	Redeemers University, Dept. of Mass Communication, Mowe, Ogun State.	2005	Private	B.A
30	Benson Idahosa University , Dept. of Mass Communication, Benin , Edo State	2003	Private	B.A
31	Igbinedion University, Okada, Edo State.	2002	Private	B.A
32	Abti American University, Yola, Adamawa State.	2004	Private	B.A
33	Abia State University, Uturu, Anambra State.	2002	State Government	B.A
34	Charitas University, Amorji-Nke, Enugu , Enugu State .	2005	Private	B.A
35	Bowen British University, Iwo, Osun State.	2004	Private	B.A
36	University of Abuja, Dept. of Communication Arts, Abuja, Federal Capital Territory.	1988	Federal Government	B.A, M.A. PGD, Ph.D

37	University of Uyo , Dept of Mass Communication, Uyo, Akwa Ibom State	1991	Federal Government	B.A, M.A. PGD, Ph.D
38	University of Calabar, Dept. of Theatre Arts, Calabar, Cross River State.	1975	Federal Government	B.A
39	University of Ibadan, Dept. of Communication Arts, Ibadan, Oyo State.	1948	Federal Government	B.A, M.A. PGD, Ph.D
40	University of Jos, Dept. of Theatre Arts, Jos, Plateau State.	1975	Federal Government	B.A, M.A. PGD
41	Akwa Ibom State University, Obio Akpa Campus, Abak.	2012	State Government	B.A

Source: Nigerian Press Council, <http://presscouncil.gov.ng/institutions>; NUC

### **Current State of Mass Communication Education in Nigeria**

The question of training journalists and educating media professionals has often raised debates among scholars. Golding (1983: 295) noted that “in industrialised countries, though most notably in Britain, media occupations very often eschew formal training and education. The creative skills associated with journalism and productions are deemed innate, though the technical skills are recognised as requiring tuition, not necessarily of a formal kind.” This assumption has not succeeded in preventing journalism training and mass communication education, world over. Nigeria is one of the countries of the world where journalism training and communication education is seen as imperative for effective practice. Writing about the state of journalism education in Nigeria, Ashana (2012, para. 1) noted as follows:

The state of journalism education is in dilemma as a result of certain ailments that have besieged the profession... Going by the available sources and record, Nigeria started its early training in journalism in the year 1954. Today, Nigeria has more than 150 universities and polytechnics that offer a degree and diploma in journalism education. These include: Bayero University, University of Nigeria, Nsukka, University of Lagos, University of Maiduguri and so on.

Akinfeleye (2003, 2008) and Momoh (2005), noted that the number of journalism schools in Nigeria had doubled. While only two Journalism-training Institutions were established between 1962 and 1980, in 2009, the number had risen to sixty-three (63) – some accredited others unaccredited or unaccreditable. Akinfeleye (2009) further noted that “the proliferation of Journalism-Institutions without the accompanying human and financial capital as prerequisites, inadequate funding, powerful regulatory bodies, proper accreditation benchmarks and enforcement of a few existing legal frameworks – inability for the Journalists to ‘police’ their own ranks, abandonment of journalistic integrity, left-footed professional ethical codes and their enforcement to mention a few, have negatively affected good and enduring professional standards”.

In most cases, these problems can be narrowed down to the degree of attention paid to journalism training in the country. There is no doubt that the average

undergraduate programme is three or four years in Nigeria. At the end of these years, the general expectation is that a journalism student must have taken courses in media history, ethics, writing, editing, graphics, analytical thinking and research methods before they graduate. These are usually categorised as knowledge and skills courses i.e. “category A”. What about a journalist looking at practising in an African context? How will he/she understand community problems and dynamics if taught only “category A” courses in the university? What about applying their understanding of the workings of the media to poverty, maternal and infant mortality, HIV/AIDS, energy, environmental degradation, unemployment, governance, etc? How about making sense of how people diagnose and seek solutions to these problems in their local context and explaining the role the media can play in making this possible? The latter set of knowledge and skills, which can be called “category B”, has been treated as peripheral in many journalism programmes, but increasingly, it is becoming very clear that there is a growing need there. This is partly because communities now do have some access to a wide range of media. Technologies like the mobile phone, for instance, can be used to bridge the gap between rural people and previously inaccessible “mainstream” media. What do journalism training institutions do to equip a journalist with both type A and type B knowledge and skills within the limited space of three or four years (Chibita, 2009)?

The peripheral attention paid to “category B” knowledge has really limited the level of knowledge received by most students of journalism and mass communication education in the country. This has also affected the practice of the profession in the country. Most graduates of mass communication leave school looking for white-collar jobs and failure to get one makes them redundant at home because the quality of “category B” knowledge in them is shallow. Unlike other professions in the country, if a doctor does not get a job for himself, he/she can practise. The same thing is applicable to lawyers, engineers, pharmacists, etc.

Still lamenting about the state of journalism training in Nigeria, Taylor, Nwosu and Mutau-Kombo (2004: 1) opined that journalism and mass communication education “elsewhere has experienced widespread growth in human communication specialties in such areas as intercultural communication, speech communication, interpersonal communication and others...” They argue, inter alia: “the time is ripe for the discipline at African/(Nigerian) universities to expand by shifting towards emphasis on human communication. Such a transformation would permit better understanding of the African/Nigerian communication environment as well as enable scholars to better respond, from a communication perspective, to the challenges of development in such areas as conflict resolution and, interethnic disputes among others”.

In the quest to improve journalism training in Nigerian institutions, some departments of Language Art have introduced some variations in their master’s programme. Ogundimu, Oyewo and Adegoke (2007: 18) as cited in Oyewo (2009) noted that “a practical internship programme was required for all undergraduates in the third of their four-year programme, students for the Masters Degree in Communication Arts (MCA) are required to serve a 3 – 6 month internship with a professional media organization... many of the courses ... are primarily skill focused”. This underscores the dual nomenclature of the department. Courses in Communication and Language Arts

such as listening, reading, writing and speaking are recommended to be taken by the students. More of this type of improvement is required in all aspects of the academic development of the profession.

### **Issues in Mass Communication Education in Nigeria**

Despite little improvements in some universities in the country, at the moment, media education is still battling with some major problems which bring about a chaotic situation in media training. Almost all centres and higher institutions of journalism and mass communication education which are responsible for the training of journalists are being turned into "ghosts" of what they used to be. Major barriers to effective media education in these institutions include: inadequate teaching staff, shortage of class rooms, theatres and auditorium, un-conducive atmosphere for learning and research, shortage of modern and relevant journalism text books and journals, and electricity. Even first generation universities recognised "champions" in producing quality mass communication graduates, are now in dire need of modern equipments. Lack of modern, automatic and highly sophisticated communication gadgets for production and transmission creates a serious obstacle to professional development. This negatively affects the dream of both lecturers and student respectively (Ashana, 2012).

Lack of advanced journalism institutes is of course, another problem of journalism and mass communication education. There is a dire need for advanced institutes and centres solely designed for journalism study at expertise level. This will, no doubt, provide numerous job opportunities which will include: Professional photographers, media/opinion analysts, computer operators, video camera operators, designers, lecturers, commentators, media researchers, and top-notch broadcasters (Ashana, 2012).

Chibita (2009) observed that "the media industry has in the last decade grown in the various areas of Print Journalism, Broadcasting, Photojournalism and lately Online Journalism. Even though the Mass media are spreading to the rural areas, access remains limited due to socio-economic and other factors. Both the need for, and means of, communication have become more sophisticated and varied. More importantly, with increased dominance of computers in the industry, the media are converging, which implies an obliteration of the traditional divisions between, for instance, the print and broadcast media, and between the traditional mass media and the telecommunications sector. There have been experiments with mediating communication at the grassroots (as in the case of community radio and tele-centres) but these have been largely unguided, and have not been the central focus of journalism training", at least in Nigeria, with a few exceptions.

Traditionally, "journalism training focused primarily on the print media. However, the African context for journalism training in most parts of the continent has been typified by a poor reading culture. This has been related to access to information as well as (newspapers and magazines) being unaffordable. As a result, media like radio and... television have been more relevant to the needs of the majority of Africans.

However, this has not been reflected in journalism curricula. This situation is now compounded by technological threats to the very existence of the newspaper as newer distribution platforms like the computer and the telephone occupy centre-stage” (Chibita, 2009).

Chibita (2009) further observed that in recent discussions on journalism education in Africa, suggestions have focused on equipping journalism training in Africa/Nigeria to (at the very minimum) be on:

- Appreciating the political, economic and social context within which contemporary journalism/communication occurs;
- Being technically savvy and versatile;
- Gathering information quickly, ethically and efficiently in a relatively faster and more complex world;
- Analyzing, evaluating and processing information from vast and technologically sophisticated sources;
- Writing well on a variety of topics and in different formats;
- Writing clearly and meeting deadlines; and
- Being accurate (because “audiences” are better equipped to cross-check, counter and even originate information);

However, the realities on ground show that “resource constraints have forced many of them to get into the ‘numbers game’. As entry points have been lowered to accommodate more ‘clients’ leading to a crop of relatively weaker students from the outset, the final products appear to be deteriorating in quality. The latter may of course have as much to do with the quality of students admitted as with other factors such as the teacher-student ratio and often inadequate teaching resources. In any case one continues to hear complaints from industry that today’s graduate seems ill-prepared to work for today’s media” (Chibita, 2009).

In order to understand further issues in journalism and mass communication education in Nigeria, some of the responses from practising journalists as provided by Ijnet (2011) will be of importance. Ijnet (2011) noted thus:

Most of what i know as a professional journalist is based on my desire to offer my service and learn as a freelance young journalist. I was trained at the Federal Radio Corporation of Nigeria Training School in Lagos, i realized that what i was taught in school was just theory. The challenges are out there on the street when you have to do a report, interview people and source materials for a program. I just finished with some intern from different schools posted to my station and they bared their minds on what they also face as young budding and intending journalists. IT is a luxury in some media organization, for me i have to purchase a service provider that i use in working. If not i will be behind time. Its only passion that keep most young journalist to continue in the profession. The future of journalism profession lies with us but the challenges are overwhelming with lack of adequate work

tool, to insufficient training opportunity and the zeal burning in the bones of the upcoming journalists.

Lamenting the low level of journalism and mass communication in Nigeria, Dayo Aiyetan, the Executive Director, International Centre for Investigative Reporting, Abuja in 2011 noted inter alia:

Journalism training in Nigeria, like any other kinds of training, is at an abysmal level. Journalism is taught in universities only as a course in Mass Communication departments in universities. However, most of those who practice professionally never studied Mass Communication. Unfortunately, there are no Journalist training institutions to train, retrain and update skills of reporters and editors. There is a Nigerian Institute of Journalism, NIJ, where I lectured briefly in the mid-nineties but the quality of training there is nothing to write home about. Also, unfortunate, is that media houses never ever organize capacity building programs for journalists. Nigeria is a place where a reporter can rise to become editor - in - chief of a newspaper over a period of two decades without the benefit of one single training opportunity. The evidence of the lack of capacity building manifest in the quality of news produced, even in the unpardonable mistakes that "grace" the pages of our newspapers. Some of these problems are what the International Centre for Investigative Reporting, ICIR, Abuja, was set up to tackle. Hopefully, the Centre, in a couple of years, would have succeeded in bridging some of the gaps that exist in journalism training in Nigeria (cited in Ijnet 2011).

Ijnet (2011) also noted that "there is only one Journalism training school in Nigeria apart from Mass Communication departments in tertiary institutions. Media houses over the years hardly send their staffs for trainings or organise in-house training to develop staff in ICT and new media technology... most go to Federal Radio Corporation of Nigeria (FRCN) and Voice of Nigeria (VON) where trainings are periodically done. For the rest of the others, its a far cry. Private TV houses are springing up every day in Lagos and yet its owners have never thought of the need to train its staffers. Newspapers and magazines are the worst off, they have nonchalant attitude towards staff growth and career development". Such is the sorry state of journalism training and mass communication education in a country that has her first newspaper "Iwe Irohin", one hundred years back before she gained political independence from the British raj!

### **Conclusion**

From the foregoing, it is crystal clear that there is need for the revitalisation of journalism training and mass communication education at all levels in Nigeria. Institutes, monotecnics, polytechnics and universities should design appropriate curricula for the teaching of journalism and mass communication in the country. This change in curricula should engineer a common standard that would better the quality of knowledge at the disposal of a graduate of journalism and mass communication. This will include the fact that, every graduate in journalism would go for attachment in media, advertising, public relations, publishing organisation so as to have exposure to media facilities and activities.

This will also go a long way in improving the quality of media training in the country. There should also be among others, provision of enough teaching aids and equipments to all educational institutes of journalism and a better take-home package for lecturers as necessary incentives. Professional groups like Nigerian Union of Journalists should work hand-in-hand with the university and polytechnic regulatory bodies to ensure that the quality of education in these institutions is maintained. If the necessary changes are put in place, Nigerian institutions of journalism and mass communication will be better equipped to produce knowledgeable and highly skilled journalists that can practise journalism and communications anywhere in the world.

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