

Assessment of Journalism Pedagogy in Selected Journalism Training Institutions in Nigeria

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Abstract

There are multi-dimensional changes that trail journalism practice in the 21st century. Invariably, the current journalism pedagogy is envisaged to take cognizance of the changes evident in the journalism practice of today. This study examined the syllabi of selected Nigerian journalism training institutions to ascertain whether they reflect the demands of the profession nowadays. It x-rays the import of the changes for the mass media and the journalism trainees as well as trainers in contemporary Nigeria, with the country's policy to unbundle mass communication programmes. This was done at the backdrop of the trendy high-tech equipment and software which are prevalent in broadcast, print, and photo-journalism. The researchers adopted interview and Focus Group Discussion (FGD) as instruments for primary data collection. The data generated were subjected to a discourse analysis. The paper found that there are needs for re-training the journalism trainers on the rudiments of the new journalistic tools. The researchers recommend updating the syllabi of many journalism training institutions in Nigeria to reflect a true recipe for the best practices obtained in the 21st century media pedagogy. It is also recommended that, more time should be given to mass communication students for their industrial training.

Keywords: Journalism, Mass Media, New Technologies, Pedagogy, Trainees, Trainers, Training

Introduction

Journalism is one of the earliest professions that existed in Nigeria. The debut of its practice predated the establishment of the training institutions for the practitioners. So, the early practitioners probably learnt the practice as a craft from those who were trained in journalism institutions overseas. This is evident as the first journalism training institution established in Nigeria, Jackson College of Journalism, now Department of Mass Communication, University of Nigeria, Nsukka started in 1961. Meanwhile, journalism practice in Nigeria could be said to have dated back to 1859, when Reverend Townsend established the first newspaper, fondly called 'Iwe Irohin,' (Okunna & Omenugha 2012). This development portrays that early journalism practice in Nigeria kicked off without an aboriginal training institute. It means that there was no syllabus for grooming the prospective journalists then on the rudiments of the profession. Apparently, that was when little or no emphasis was placed on educational attainment as a criterion for one to be a journalist.

The way well organised educational qualification was somehow deemphasised in becoming a journalist in Nigeria prior to now was perhaps a global issue then. That fact could be, perhaps, better gleaned from the words of Patrick Campbell, cited by Agbese (2008, p.16) who notes that, "journalism is the only job that requires no degrees, no diplomas and no specialised knowledge of any kind." But that view is outmoded and could be far-fetched as regards ideal journalism of the present century. The profession virtually has no room for uneducated person going by the high professionalism requirements and specialisation that have become the lot of it. The role of education in enhancement of professionalism was underscored by Akinfeleye (n.d) who posits 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."

Moreover, the need for a good formal education to aspiring journalists was graphically captured in the words of Ojomo (2015) who likened the journalist to the physician. “The position of the journalist in society is similar to that of a physician. Without good training and strict professionalism, the client’s life is in danger of wrong diagnosis and therapy. An ill-educated journalist could be a problem than an asset to society,” (Ojomo, 2015, p.89). He further buttressed the point noting that, as early as 1964, Nnamdi had noted that:

...in order to live up to its highest standards and ethics, there is need in this country for journalists who will take pride in their profession and develop a sense of duty to the public.... An ill-educated journalist is a liability to the press and to the nation, but a professionally-trained journalist, who is armed with a background of sound university education... will transform the practice of journalism into an asset to the credit of our nation.

To be a journalist, Agbese (2008) recommends that, “a good formal education, not necessarily in journalism or mass communications, is a good first step up the ladder.” In essence, formal education is an essential requirement for anyone who wants to be in journalism. That is why Agbese (2008, p.16) further notes that, “people go into journalism with varied academic training or professional backgrounds. Journalism has a recent history as an academic discipline. Universities and polytechnics now offer formal academic discipline training in journalism in the more inclusive discipline of mass communications.” Formal education for aspiring journalists is not negotiable now for sustenance of high professional standards and worthwhile contributions to media contents.

In addition to adoption of formal education as a strict requirement to be in journalism, there is a recent phenomenon that has altered the order of activities in various areas of human life in the 21st century. The phenomenon is the information and communication technologies ICTs. The software and hardware gadgets of the ICTs have reshaped nearly all the ways of doing things in the world. Journalism is one of the professions that got a chunk of the tremendous influence of the ICTs. One cannot excel in either print or electronic media practice without being proficient in the ICTs. Thus, good journalism training institutions of nowadays ought to have pedagogy which provide their students with the requisite skills and knowledge to practice in the contemporary world. Journalism practice like many other professions in the 21st century is imbued with a lot of dramatic changes. This has serious theoretical and practical implications for the stakeholders in the profession. It is crucial to point out here that, in this paper, the term ‘Nigerian Journalism Institutes’ are used interchangeably with Departments of Mass Communication.

Statement of the problem

Over the years, journalism grows in both the genres and the specialisations. The growth may have subtle effects on the pedagogies in one way or the other, but obviously the invention of ICT devices (hardware and software) and their applications in journalism have overt effects. This is evident in the new facilities applied in journalism practice across the world now. The availability and usage of the facilities in journalism practice all over the world enhance efficiency and productivity. Their uses also improve and make the contents of the mass media more appealing. With these benefits, journalism institutes that worth their salt in this century have to fashion their pedagogy to include both the practical and theoretical fundamentals to offer the latest journalistic training.

Reputable media scholars have observed and bemoaned the proliferation of journalism training institutes in Nigeria in the present century unlike what is obtained in the yesteryears. In the words of Akinfeleye (2003, 2008), Momoh (2005), “while only two Journalism-training Institutions were established between 1962 and 1980, but in 2009, the number had risen to Sixty-three (63) – Some accredited others unaccredited or unaccreditable,” (Akinfeleye, nd). However, the challenge is whether the existing Nigerian Journalism Institutes have formulated their syllabi to portray good model that could offer world class journalism training as UNESCO (2002) provided for the profession in Africa. This study sought to empirically fathom that point.

That was considered imperative as it has been recommended earlier that the journalism curricular in Africa as a whole have to be reviewed owing to some changes. UNESCO (2002, p.1) express the view as they state that:

Communication training in Africa is at the crossroads. Political, social, economic and technological changes, as well as changes in education, and communication systems compel a re-appraisal of communication training in the region. Participants in Audience Africa, organised by UNESCO in Paris in February 1995, recognised the need for this re-examination when they called for a review of communication training curricula in Africa to bring them in line with emerging political, social, cultural and technological changes.

In somewhat corroboration of the foregoing, Odunlami (2014, p.45) notes that, “the speed of the adoption and diffusion of innovations in the contemporary media industry is posing a great challenge to media educators as the newsroom appears to be constantly ahead of the classroom, especially in the developing world.” This forms part of the snag in journalism pedagogy in Nigeria as the same scholar states that, “in Nigeria, ...Journalism/Mass Communication educators grapple with the challenge of ever-increasing innovations,” (Odunlami, 2014, p.45). Invariably, the pedagogy of journalism institutions goes far to portray the quality of training they provide to their students. Also, the nature of training which the institutions give to the aspiring journalists determines what the media give to their audience. Ojomo (2015, p.95) captures that better noting that, “the performance of the media in society is directly related to the performance of the individuals behind them in terms of their quality, competence and credibility.” This informs why assessment of the pedagogy of journalism training institutions in Nigeria has become quite necessary especially in the wake of the policy of unbundling of mass communication programme in Nigeria.

Objectives of the Study

This study was guided by the following objectives:

1. To assess the syllabi of journalism training institutions in Nigeria vis-a-vis UNESCO 2002 communication training model curricula
2. To ascertain the extent of practical training which Nigerian journalism institutions give as regards to the trends in the 21st century journalism
3. To find out the challenges facing journalism training in the Nigerian institutions

Review of related Literature

Various related literature to the study were reviewed with the focus on the following sub-headings below:

- a. Journalism training institutions in Nigeria
- b. Journalism in the 21st century
- c. Journalism and the pedagogy

Journalism training institutions in Nigeria

Journalism training in Nigeria is chiefly done in mass communication departments in various universities and polytechnics as well as in some special journalism training institutes. The post-colonial Nigeria witnessed establishments of formal journalism training in the various kinds of institutions aforementioned. The development took off with Jackson College of Journalism in 1961, now Department of Mass Communication, University of Nigeria, Nsukka, which is touted as the premier full-fledged journalism training institute in Sub-Saharan Africa. It was closely followed by the establishment of Nigerian Institute of Journalism Lagos in 1963 as one of the two experimental schools of Journalism in Africa established by the Zurich-based International Press Institute (IPI) in Lagos, Nigeria and Nairobi, Kenya respectively (NIJ, 2017). Thereafter, another journalism training programme in a university was kicked off by “the University of Lagos which floated a one-year practical diploma for working journalists in 1967. Candidates for this programme were required to be sponsored by an established media organisation, (Ojomo, 2015, p.88).

The in-thing later was that both federal and state government owned universities and polytechnics as well as privately-owned similar institutions within Nigeria have mass communication departments or departments with similar nomenclature, like communication and language arts. They all offer related journalistic training to would-be journalists. Also, there are monotechnic institutions that offer journalism training in Nigeria such as, Federal Radio Corporation of Nigeria (FRCN) Training School, Nigeria Television Authority, Television College, etc. However, before the birth of these institutions of journalism training, aspiring journalists in Nigeria, nay Africa had little or no opportunity for formal training within the continent. Most of them were forced to learn on the job the basic skills of the profession. Few that had the benefit for formal education obtained that in professional institutions in Europe, especially in the United Kingdom (NIJ, 2017).

According to information from the Academic Planning Unit of National Universities Commission (NUC, 2017), as at the year 2016, Nigeria has 11 (eleven) federal universities; 20 state universities, and 36 private universities that offer mass communication and journalism training. Out of the 36 private universities offering mass communication, 20 has full accreditation as at 2016, while the remaining 16 either have interim or no accreditation at all. Also, 20 state universities that offer mass communication, 17 have accreditation, one university has no accreditation, while 2 others have interim accreditation. Similarly, there are 24 federal polytechnics/monotechnics; 41 state polytechnics/monotechnics; and 24 private polytechnics/monotechnics that equally provide journalism and mass communication education (NBTE, 2017).

The establishment of those various numbers of journalism institutions seemed to be a response to UNESCO call for more journalism training in Africa. Schiffrin and Behrman (2011, p.243) observe that “the need for training in African journalism has been discussed for decades...Andrew Hachten’s 1971 noted that a 1962 UNESCO meeting in Paris called for more training throughout the Third World.” Following the establishment of the journalism institutions in Nigeria, there were clamour for good training apparently to produce journalists that would uphold the lofty standards of the profession for the people. In that regard, Ojomo (2015, p.88) avers that “various interested parties have expressed concern on the need for quality in journalism education. This concern is informed by the strategic roles of journalists in society and governance” (Schiffin, 2011, p.12). Journalism training can make an important contribution to the quality of journalism and the ability of journalism to fulfil its basic missions.” In line with that view, the then Director of Nigerian Institute of Journalism Bojuwade (1987, p.iv) states clearly that, “mass communicators must be among our best educated...To this end, we felt the crying need to give the training of journalists a shot in the arm.” Therefore, to the scholar, mass communication professionals are not only to be given education merely for the sake of the certification, but they must be among the best educated. The observation is a good pointer to the non-negotiability of well organised formal education for the journalists.

Journalism in the 21st Century

Analysts have long variously described the 21st century as the era of information and communication technologies induced changes in all human sphere. This Amadi (2011) accepts noting that, the information, and communication technology...of the 21st century no doubt, are changing the world more radically than other devices introduced earlier. In a nutshell, the scholar succinctly asserts that, “it is not out of place for one to conclude that we are living in the world of ICTs,” (Amadi, 2011, p.142). Like many other fields of human endeavour, various aspects of journalism in the century have been altered in series of ways.

In broadcast journalism particularly, Agu (2011, p.138) observes that, “information and communication technologies (ICTs) have enhanced broadcasting business in its entire ramifications.” Through the ICT devices applied in broadcasting now, the broadcast media in the 21st century make unparalleled strides in human communication. That informs why Agu (2011, p.124) states that:

The use of information and communication technologies (ICTs) in broadcasting particularly the telephone and digital programming, known as digital automatic tracking (DAT) drawing on the

resources of the Internet, and using digital and satellite radio to exploring new possibilities in transcontinental transmission, is an attempt to increasingly globalize the communication environment. In the broadcast journalism for instance, ICTs bequeathed the world with such devices

The ICTs and their usage have ushered in metamorphosis across all dimensions of journalism in the 21st century. Hoggatt (1999) in Oyero (2007, p.173) avers that, “the new technology has changed the job pattern of media professionals. They now rely more on experience in and knowledge of practical uses of technology (technical literacy) in producing both traditional new media.” Oyero (2007, p.173) adds that, the nature of operations of the mass media generally has dramatically changed. “A newspaper editor no longer needs to carry papers all about in the process of editing. Since the computers are networked, s/he only sits at her/his office and accessed the stories in the reporter’s computer right from his own computer. Along with this is the disappearance of the dummy sheets, since the pages can easily and quickly be planned on the computer with far better quality.” The scholar further describes the similar changes which technologies occasioned in the operations of the broadcast media. According to him, “the new technology has brought ease and better quality in the production and distribution of programmes. The use of digital camera, digital recording and storage system have (sic) brought a new landscape into the pattern of media practice,” (Oyero, 2007, p.173).

In public relations, Wright (2001) cited in Oyero (2007) notes that the practitioner in the present century owns the world through the instrumentality of the net which enables him to reach out to millions of people through the use of different online sites. Such channels the scholar maintained afford the people ample opportunity to ask bugging questions directly and answers are provided accordingly. With that, the scholar argues further that, it becomes easier and cheaper to interact with customers. The whirlwind of changes which technologies have wrought on journalism in the 21st century are not did leave the field of advertising unaffected. Thus, “internet has also opened a new world for advertising. Advertisers now have greater opportunity to make their products and services known across the globe in a far cheaper means,” (Oyero, 2007, p.173).

Journalism and the Pedagogy

Journalism is a practical oriented discipline in all ramifications. Ideally, this has to reflect in its pedagogy, if their graduates are to be fully baked products especially in the 21st century. Prior to now, journalism pedagogy in virtually all the developing nations has been said to be deficient. The trends in journalism practice are envisaged to shape the pedagogy with the ICTs which are the vogue in the 21st century. The trend has brought series of metamorphosis into journalism practice, “digitization has resulted in great uncertainty for journalism, leading to disruption of business models, revenue streams, media distinctions, and production practices,” (Creech & Mendelson, 2015). Any good organised form of learning in a professional field entails a pedagogy that would entrench holistic training to ensure that the trainees are equipped with the skills for optimum performance in the field with multifaceted changes. This is a challenge which a scholar observed that lacks in some journalism training institutions noting that journalism training programmes are manifestly unready to respond to such deeply structural changes in the contemporary environment, (Mensing, 2010). The scholar provides a panacea to that snag while recommending that realignment of journalism education from the position of industry-centered model to a community-centered pattern as the way to re-engage journalism training for a more productive roles to reshape the journalism practice (Mensing, 2010).

The aforementioned is a clarion call for a paradigm shift in what journalism curriculum used to be. The vicissitudes in journalism means that re-designing curriculum has to be made a ‘decree’ for the pedagogy and sticking to it should not be negotiable as obtained in an ideal curriculum. UNESCO (2002, p. 2) notes that, “curriculum is not merely the systematic attention that is given to the selection and organisation of subjects into “required” courses, “electives” and “practicals.” The central concern in curriculum development is the establishment of a consistent relationship between general goals, on the one hand, and specific objectives to

guide teaching, on the other hand.” The stress remains in development of curriculum that the trainers have to utterly adopt the contents in the course of their teaching. This is unlike what Ojomo describes with regard to journalism education in Nigeria, noting that:

The absence of appropriate and modern infrastructure has been the bane of the journalism and mass communication training in Nigeria. Taking into account the practical nature of the field, it is clear that without training facilities products of our institutions might end up as misfits in the work place. Very often, several trainees do not get opportunities to see, much less interact with basic equipment until their internships. This leads to the production of graduates with theory knowledge and near zero practical base, (Ojomo, 2015, p.101).

The submission above bares the pedagogical lacuna that probably was the reason Mensing (2010) observes that there was a need for overhauling of journalism training in schools to match what is taking place in journalism beyond the university system. In a study, conducted in Sweden, Gardestrom (2017) explored the struggle in journalism field, between the journalism field and the academic field and some other interest groups, about the way journalists would be trained and by whom. The study according Gardestrom (2017) revealed the manner conflicts on journalism training inclines to migrate from who owns a journalism institution in the post-war years to the governmental investigations of the 1960s and the dominant internal divergence between theory and practice in their two national Journalism Institutes around 1970s.

A Nigerian scholar recommends that the panacea for blending classroom knowledge with the practical field experience would be adoption of internship programmes. Such programmes in journalism and mass communication training would create the platform for assessing the preparedness of the trainee for the field practice in the profession. Generally, internships are used to hone students’ relevant skills on practical aspects of their classroom training (Ojomo, 2015). The scholar notes that:

A major purpose of internship is to provide a planned transition from the classroom to the job. Movement from the theoretical disposition of the classroom work to the practical work world without internship could a technical and social dissonance with damaging effects on graduates. Internship provides a smooth crossable bridge to the student without work experience, (Ojomo, 2007, p.50).

The changes which the ICT devices have ushered into the 21st century journalism practice calls for a pedagogy that would ensure that some newsroom chores ought to reflect in classroom pedagogical procedure. This development prompts a thought-provoking poser from Emma-Okoroafor (2016, p.20) who probes, “how relevant is journalism curriculum in preparing the students to meet new challenges posed by the emergence of new media?” A scholar like Chibita (2010, p.2) observes that in many African journalism and or mass communication institutions, “one continues to hear complaints from industry that today’s graduates seem ill-prepared to work for today’s media.”

The mass media of today are deeply driven by the forces of the ICTs which cut across the various dimensions of journalism practice. Commenting on the bearing of the ICTs, Emma-Okoroafor (2016, p.20) avers that, “the pressures of communication revolution and the information revolution inthe mid-nineties compelled the journalism educators to debate alternate models of curriculum.” This submission was apparently to devise the pedagogy that would reflect the fad in the 21st century journalism. In that regard, Chibita (2010, p.2) suggests developing a curriculum that “brings to the fore the tension between courses that make graduates marketable in the mainstream media, and those that enable them to serve a ready and needy majority of minimally educated and socially disadvantaged citizens, while also giving them the versatility to fully exploit the communication opportunities offered by the new media.”

Schumacher (1973), cited in Mugari (2010, p.3), observes that the aim of all education “is to understand the present world, the world in which we live and make our choices.” Thus, the exigencies of the media industry of

the 21st century call for journalism education that would make the trainees to be fit for the present century mass media and or communication enterprise. That is why Chibita (2010, p.2) critically inquired, “what general education courses should students take in addition to the core journalism courses to be able to make sense of today’s complex media and communication environment and to be viable on the job market?”

Methodology

In this study we triangulated using library research method, interview and Focus Group Discussion (FGD). The population of the study comprises the 67 universities and 89 polytechnics which were gotten from the combined number of state, private and federal universities as well as their polytechnics counterparts which offer mass communication or journalism courses. Purposive and simple random sampling techniques were adopted in the selection of the institutions studied. Purposive sampling was used to select the institutions with full accreditation from either NBTE or NUC as applies to them.

From the purposively selected institutions, the researchers used simple random sampling (balloting) to select one university, each from federal, state and private universities in Nigeria. Similar process was repeated in the selection of polytechnics which curriculum was examined. The reason for the choice of only two institutions each from the private, state and federal institutions studied was because their regulatory bodies are the same, and use the same yardstick to measure the institutions that are qualified to teach mass communication or journalism. The institutions selected from the balloting are tabulated below:

Table 1: Sample of institutions offering mass communication/journalism in Nigeria

<i>S/N</i>	<i>Private Institutions</i>	<i>State Institutions</i>	<i>Federal Institutions</i>
1.	Bingham University, New Karu	Ebonyi State University, Abakaliki	University of Nigeria, Nsukka
2.	Madonna University, Okija	Kogi State University, Anyigba	University of Lagos, Lagos
3.	Fidei Polytechnic, Gboko	Kano State Polytechnic Kano	Auchi Polytechnic Auchi
4.	Lagos City Polytechnic Ikeja	Taraba State Polytechnic Jalingo	Federal Polytechnic Bida

Source: researchers’ field work, 2017

The researchers contacted the mass communication departments of the various selected institutions for consent to give out their curriculum as well as allow some of their lecturers and students to participate in the Focus Group Discussion. The request was granted, though it took a longer time to get from some of the departments. In the FGD conducted, 30 staff and 30 students of each department made up the discussion group. Also, letters were sent to the 5 (five) editors each from broadcast media and print media outfits in Lagos and Abuja for request to be interviewed and they obliged the requests.

Research Question One: To what extent does the curricula of journalism training institutions in Nigeria conform to the UNESCO 2002 communication training model curricula?

The above research question was tackled by examining what the syllabus of each journalism training institutions in Nigeria contains comparing it with the 2002 model communication training curricula in Africa as prepared by United Nations Educational, Scientific and Cultural Organisation (UNESCO) as the standard. The UNESCO model communication curricula are available at: http://www.unesco.org/webworld/publications/_com_training_en.pdf. The journalism curricula used in Nigerian journalism training institutions were obtained from the universities and polytechnics under the study. A critical assessment of the curricula revealed that the contents were in line with the UNESCO model. The conceptual and practical provisions of the UNESCO model for communication studies in Africa were captured in the curricula used in the Nigerian mass communication/journalism institutions. The UNESCO stipulated courses for pre-degree communication programmes were the same with what is offered in the Nigerian pre-degree programmes as obtained in the

National Diploma courses offered in the polytechnics. Similarly, the course outline UNESCO developed for the degree programmes is what the degree awarding institutions in Nigeria adopt. Therefore, the standard communication programmes which UNESCO provides as the model for mass communication/journalism are what Nigerian institutions have in their curricula.

Research Question Two: To what extent do Nigerian journalism institutions give attention to practical training as regards to the trends in the 21st century journalism? Journalism in all dimensions is a practical field of study that is driven by innovations from time to time. The communication technologies of the 21st have added to the sophistications and the splendour of the practical aspects of journalism. This view was better expressed by Odunlami (2014, p.45) who states that, “the intervention of technology in media operations has altered, albeit in a positive way, the ecology of mass communication across the globe.” Lecturers and students participants said that they engage in the practical aspects of their pedagogy. A lecturer, Idris (surname withheld) noted that through their radio and television studios, students were taught the practical components of what they should learn in journalism of this century. Another lecturer named Fatima added that, they used to give practical assignments to students to augment “the avalanche of lectures on conceptual topics in the classes,” she noted. Many other lecturer participants corroborated those points. Some students who contributed in the discussions accepted the views their lecturers expressed pertaining to how practical courses were handled in the institutions.

However, some students from two institutions called one of the researchers that participated in the FGD and complained that some lecturers do not have a grip of the practical courses they teach. One of the students by name Progress (surname withheld) stated that their photojournalism lecturer does not know how to handle a photo camera. Another student, Charity (surname withheld) disclosed that, what they were taught in broadcasting and their studio equipment were far different from what she saw during her (industrial training) IT programme. She lamented that due to the short time-frame for their IT, she could not learn how to handle some of the equipment for broadcasting. The import is that the time given to mass communication students’ industrial training is not enough to enable them learn the important things in the field. Also, the practical training offered in some of the mass communication departments needs to be overhauled generally to ensure that those who teach practical courses know it to the core.

The students disclosed that they refused to mention these points during the discussion sessions to avoid victimization thereafter. Some of the editors interviewed corroborated the opinions of the students noting that, they had to spend time to train many graduates of mass communication they employed on the rudiments of the practice. One of the editors, called Raymond (surname not mentioned) observed that, he was dismayed to notice that many contemporary mass communication graduates do not know the latest vogue in journalism now. “There is a yawning gap between what we do in the field which reflects the realities today and what the students are taught in the classrooms,” Raymond stated.

Another editor, Yusuf added that, from the performance of many students who came for IT, there are a lot to be desired in the training of students who would be fully made journalists upon graduation. “Given the abysmal poor performance of many students who were sent for IT here, it seems that mass communication students do not partake in practical aspects of journalism courses.” We have had a lot of funny experiences with some students who were asked to do some of the simplest things in the newsrooms. “An IT student for instance was asked what a teleprompter is but, she said she has not heard of it before,” Yusuf said, adding that, you know the students have limited time to spend in their IT programmes with us. This is another reason for the time allotted to students’ industrial training to be extended for them to understand some of the important practical things in the practice. This would help students to understand the rudiments of the practice and have the desire to even practice journalism after graduation.

Research Question Three: What are the contemporary challenges facing journalism training in the Nigerian institutions? This poser was a subject the students and the staff participants in the FGD poured out a litany of

problems. A lecturer, who preferred anonymity pointed out that there is a need for a periodic “re-training of the lecturers especially on the ABC of the latest practical equipment used in journalism today, you know a Latin adage says, ‘nemo dat quod non habet,’ no one gives what he has not,” the lecturer stated. He added that, there were new tools of journalism that come into the newsrooms yearly and you don’t expect a lecturer to teach them without knowing about them, he argued. A student, Jude (surname not disclosed) in corroboration noted that the equipment they saw during their IT programmes were different from what were available in their school. Another lecturer who pleaded for anonymity noted the population of students in the classrooms is beyond manageability of the lecturers. “Most often, we just ensured that we lecture the students according to the course outline, but very often we don’t have time to monitor the number of students who actually knew it,” she said. Also, she added that, “after examinations, lecturers would have piles of scripts to mark, grade and submitted within a deadline, how do you expect optimum performance under such a condition?” She queried.

A lecturer by name James (surname withheld) observes that, “we need a total overhauling of the status quo in the communication training in Nigeria, if we would produce graduates who shall all be fully baked journalists, in the real sense of the word.” He added that, “journalism of today is quite different from journalism of yesteryears. With the technologies in vogue, there are more chances of producing self-reliant journalists, but unfavourable teaching conditions would not allow that. Inadequate classrooms, studios, modern communication training facilities are unavailable, and there is a perennial lack of fund to cater for all that, these are the problems,” he said. Many other lecturer participants affirmed the position of Mr James on the lack of funds as well as conducive learning environment. In their views, student participants revealed that many of their lecturers were visiting staff from other institutions. “They have limited number of time to teach us, many of them just inundate us with home assignments I doubt whether they have the time to read,” Joy stated.

Summary of Research Findings

1. The results of this enquiry show that there are good communication training curricula in Nigerian journalism institutions. However, the institutions lack adequate manpower to deliver efficiently on the contents of the curriculum. So, the available manpower manages to teach as they could since the number of students is beyond their manageability.
2. There is a paucity of modern practical pedagogical facilities in the journalism training institutions in Nigeria. This was evident as some editors pointed out that many a student does not know simple modern journalism equipment. Another evidence of that was a disclosure from the lecturers who averred that they require re-training on the up-to-date journalism facilities.
3. There is also a lack of good physical structures for conducive learning like classrooms were said to be insufficient in some schools. Some lecturers said there were no conducive studios for teaching the students. All these form the challenges militating communication training in Nigerian journalism institutions.

Conclusion

The communication training curricula of Nigerian journalism institutions are in line with the UNESCO 2002 model. That notwithstanding, there is still much to be desired for optimal communication training to be given to the students. The results of this study have shown that there are some important factors that hinder journalism training in the country. One of the fundamental factor as pointed out earlier is lack of modern practical pedagogical facilities in the journalism training institutions. With this, the staff are ill-equipped vis-a-vis the what is obtainable in the modern journalism field of practice, so, that would affect the students knowledge of the latest trend in journalism. An evidence of that was portrayed in the opinion of some editors who expressed dismay that some IT students posted to them were ignorant of some simple and popular modern communication equipment like teleprompter. The finding gives credence to the view of Odunlami (2014, p.45) who opines that, “the speed of the adoption and diffusion of innovations in the contemporary media industry is posing a great challenge to the media educators as the newsroom appears to be constantly ahead of the classroom, especially in the developing world.”

Other issue revealed that affects journalism pedagogy in Nigeria was lack of adequate manpower. Even if up to date facilities were provided without adequate human resources, the optimum training desired would not be realised. Lack of conducive classrooms was another factor pointed out as to be hampering journalism training. These material facilities are contributing factors for acquiring of knowledge and skills, so their shortage or unavailability would likely spell doom for learning in institutions with the best of curricula.

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