

**CAREER PREFERENCE AND MOTIVATION AMONG MASS
COMMUNICATION STUDENTS IN NIGERIA**

BY

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DECLARATION

I hereby declare that this work is the product of my own efforts undertaken under the supervision of Professor Mustapha Nasir Malam and has not been presented and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.

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DEDICATION

This thesis is dedicated to the Glory & Wisdom of Allah (SWT)

And to my parents:

Alhaji Abubakar Mohammed & Hajiya Hauwa'u Aminu Salihu

And my beloved late wife, Sineenah Isah Salihu

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ABSTRACT

This study examines career choice pattern among students of mass communication in Nigerian universities and polytechnics. The study examines sources of career information and most preferred mass communication profession among students of mass communication in Nigeria. Equally, it investigates the socio-cultural, academic and labour-related factors that motivate career choice of students. The study also seeks to determine if the difference between university and polytechnic systems of mass communication education is a significant factor that motivates the career choice of students of mass communication in Nigeria. The study adopted quantitative survey research method to gather data from 11 sampled public higher institutions across Nigeria. It focused on the final year students of mass communication in Nigerian pioneer public universities and polytechnics that started mass communication academic programmes in the six geo-political zones. The data gathered were categorized into nominal and ordinal data and were presented in frequency and statistical tables. The Statistical Package for Social Sciences (SPSS) was used. The findings indicated that mass media, internet and ICTs and lecturers are the major sources of career information among students of mass communication in Nigeria. Broadcast journalism, advertising and public relations are found to be the major mass communication professions preferred by the students. Also, personal interests, fulfilling self esteem, and concern for public needs are the major socio-cultural factors that motivate career choice of the students. Equally, courses taught, lecturers and learning facilities are the major academic factors, while prospects of the profession, role models and working environment are the major labour related factors that motivate career choice in mass communication among the students. The study further discovered that the difference between university and polytechnic systems of mass communication education is a significant factor that motivates student's career choice. The study concluded that both intrinsic (autonomous) and extrinsic (controlled) types of motivation are significant in the career choice of the students. The communication contexts in which these factors are operating were intrapersonal communication, interpersonal communication, mass communication and public communication contexts. Part of the recommendations is that mass media, the internet & ICTs and lecturers are the major sources for career exploration that should be effectively utilized for career guidance of the students of mass communication in Nigeria. Also, the prospect of manpower development in mass communication industry in Nigeria is geared toward broadcast journalism, advertising and public relations professions. Therefore, the stakeholders of these professions should prepare to accommodate the teaming potential graduates that will build their career after graduation. Equally, government should make effort to address the various challenges faced by mass communication institutions, especially provision of adequate modern learning facilities for training students in order to prepare them to practice with the new innovations brought by digital revolution in the communication industry.

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CHAPTER ONE

INTRODUCTION

1.0 - Background to the Study

A profession is “a type of job that needs special training or skill, especially one that needs a high level of education” (Hornby, 2010, p.1120). In the same vein Odunewu (2003) defines it as “an occupation requiring advanced education and training, involving intellectual skills as in medicine, law, pharmacy, engineering e.t.c” (p.3). Similarly, it is also defined as “an occupation which has assumed a dominant position in the division of labour, so that it gains control over the determination and substance of its own work” (Friedson, 1970, cited in Piezka, 2002, p.301). In another definition McQuail (2010, p.507) noted that profession:

refers to members of a particular occupation that maintain certain standards of technical performance and of ethics by means of self regulatory pressure. Professions involved recognize training and control of entry to the profession is maintained by the responsible body of the profession.

Choosing a career is a significant decision facing students of tertiary institutions in various disciplines around the world. “Students career choices may fulfill their needs, values, and interest and hence influence their quality of life” (Guay, Ratelle, Senecal, Larose & Deschenes, 2006, p.235). Motivation for choosing a particular profession as a career is determined by complex socio-economic and political factors. Studies have shown that there are several factors that influence the career decision of students: Mutekwe et al, 2011; Gambo et al, 2012; Kinanee, 2009; Mudhovozi & Chireshe, 2012; Lee et al, 2000; Lavonen et al, 2008; Onoyase & Onoyase, 2009; Onojigin, 2009; Emenyeonu, 1991; Okunna, 1992; Ashong & Batta, 2011. Some of these factors start developing at the early stage of family and school life; some during interactions with peer groups and the larger society, while others develop at the stage of acquiring higher education and exposure to career information. Students get to know about the

world of careers through career exploration which enable them to understand the composition of various professions in the labour industry. According to Blustein et, al (1995) cited in Guay et, al (2006, p.235), career exploration is “a process wherein individuals seek out information not only about themselves but also about educational and career options in order to progress in career decision making”. This process is very wide as it covers adolescence as well as the entire higher education periods.

Guidance and counseling is one of the important channels of career exploration. According to Akinade (1996, p.5) guidance “refers to a more directive or prescriptive form of assistance”. Similarly, Idowu (1998, p.3) noted that guidance is a “family name for all the helping services within the general educational and community systems”. On the other hand counseling refers to a “more open and less directive method of helping in which alternatives are laid open before the client and final decision is left for him or her to take” (Akinade, Sokan & Osaremen, 1996, p.4). Also, UNESCO (2002, p.5) defines counseling as:

Actively listening to an individual story and communicating understanding, respect and empathy, clarifying goals and assisting individuals with the decision making process. Counseling is a mutual relationship between a counselor (a professionally trained helper) and a client (a consumer of counseling services).

Career guidance service is rendered to individuals in school and the community in general. Counseling practice is of two different types; individual and group counseling. Individual counseling refers to a one to one counseling that occurs between a counselor and counselee. While group counseling is that which takes place between a counselor and a group of seven to ten people (Victor & Etim, 2013). Guidance and counseling services in Nigerian’s educational system is carried out at the community, post primary and post secondary school levels. It seeks to advice youth on various significant issues that affect their career lives. The

career guidance or vocational guidance is a special counseling service rendered by guidance and counseling professionals in educational institutions and at community levels, with the aim of advising young people how to select most appropriate careers or vocations.

Career guidance was founded by Frank Parsons in 1909 in Boston, United States of America. The aim was to help individuals to overcome the challenges of social and economic changes taking place in that period (Jayasinghe, 2001). According to Parsons vocational guidance is an “aid to young people in choosing an occupation, preparing for it, finding an opening in it, and building up a career of efficiency and success” (Parsons, 1909, p.5, cited in Jayasinghe, 2001, p.3). Similarly, the Organization for Economic Corporation and Development (OECD) (2004, p.10) notes that:

Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public, in public employment services, in workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face – to – face or at a distance (including help lines and web – based services. They include career information provision (in print, ICT – based and other forms), assessment and self assessment tools, counseling interviews, career education, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.

Globally, higher educational institutions are playing a significant role in providing career guidance and counseling services to the students. Academic programmes in institutions of higher learning are designed to train professionals that will occupy important positions in various professions in the labour industry. The system of tertiary education policy in journalism and other communication field was started in the United States in the second half of the nineteenth

century (Weaver, 2003, cited in Josephi, 2009). This system was founded by Robert E. Lee in early 1869, he provided scholarship for journalism studies as a segment of liberal arts degree of Washington College, currently Washington & Lee university in Lexington Virginia. (Medsger, 2005, p.2005, Cited in Josephi, 2009). United States was not only the pioneer in journalism education, it was also the founder of news journalism practice (Josephi, 2009). “When the word mass communication was introduced in the 1940s it was used to refer to the entire field as well as to professional training for media-related fields other than journalism”(Namasinga,2011,p.13). These fields include public relations, advertising, film production, photography etc. Journalism training in Europe was carried out through on the job apprenticeship as practitioners graduated from different disciplines. Higher education journalism training was started in Europe in 1970s. Other parts of the world, particularly Africa and Asia adopted the American or European models that were transferred through colonialism and neocolonialism (Namasinga, 2011).

The first university journalism education programme in Africa was started in Egypt in the mid 1930s, where the American system was adopted. According to Murphy and Scotton (1987, p.15):

The American model of journalism training at the university level had gained an even earlier foothold on African continent. In 1935 journalism training was started at the American university in Cairo. Four years later nearby Cairo University began its own program. UNESCO adopted the same model and its first training courses in Africa for journalists was held at university of Dakar in 1961.

By 1958 Kwame Nkrumah established American system of journalism education at Ghana institute of journalism in Accra (Murphy & Scotton, 1987). UNESCO has also made a significant impact in the early development of journalism education in Africa. Through adoption of the American system, the commission organizes various series of training programmes for

journalist in different parts of Africa. Murphy and Scotton (1987,p.15) noted that “By 1970 there were UNESCO - supported journalism programme on university campuses in Algeria, Cameroun, Kenya, Nigeria, Senegal and Zaire, although not all were degree- level courses”.

Mass Communication as an academic field of study in Nigerian higher institutions is designed to train professional manpower in different professions in the communication industry (NUC/BMAS, 2007. NBTE,1989). Advance training and education in journalism and mass communication was started in Nigeria in 1954. The main aim was to transfer the European system of media and communication practice in to the colonized third world nations. It was also to provide the manpower that will serve the interest of the colonial administration. Akinfeleye (2008, p.101) noted that:

Until 1954, colonial rulers of Nigeria did not organize any local journalism training. However, towards the end of 1954, a two-week “vocation course in journalism” for working journalist was conducted at the University of Ibadan by the colonial rulers. In 1956, a two-year in-service journalism Training was organized for Nigeria Radio Broadcasters by the News Department of the Nigerian Broadcasting Corporation (NBC) now federal Radio Corporation of Nigeria (FRCN). Other significant early journalism Training in Nigeria includes the “journalism traveling workshop” which was sponsored in 1959 by the United State Information Services (USIS) and a “Nigerian Journalism course” which was conducted in 1960 by International Federation of Journalists (IFJ).

Early journalism and mass communication training in Nigeria and other third world nations was carried out in different ways. It has been categorized that “training of media professionals has taken three forms; the attachment of experts from industrialized countries to media in the third world, courses and attachments in industrialized countries and courses and training centers in the third world” (Golding: 1977, p.296). In the implementation of this policy of training in Nigeria the British Broadcasting Corporation (BBC) played a significant role as

well as other industrialized countries. During these training the main emphases was to provide requisite skills and manpower for print and broadcast media and government information units in central and regional governments. Other professional areas of mass communication particularly advertising and public relations were not properly considered in the initial trainings. However, this pattern of training changed completely with the establishment of formal mass communication education programme in Nigeria in the early 1960s. According to Jibril (2009, p.79);

Formal journalism and mass communication education programme at undergraduate Level in sub-saharan Africa started with the establishment of the Jackson Institute of journalism (now Department of Mass Communication) at the University of Nigeria Nsukka in 1960, the year Nigeria became independent.

The American system of journalism education was established in this university, because of the US role in the establishment of the university. This was as a result of the way Britain, which colonized Nigeria, considered journalism as a profession that don't require any formal higher education training. According to Akinfeleye (2008, p.101);

The profession of journalism suffered seriously in its development in Nigeria not only because of the low literacy rate, but also because Nigeria had been colonized by Britain, a country where formal Journalism Education and training developed very late.

The University of Lagos was the second to commence formal journalism and mass communication training in Nigeria in 1967. Later, some polytechnics also started offering Ordinary National Diploma (OND) and Higher National Diploma (HND) in mass communication. They include; Polytechnic Ibadan, Institute of Management and Technology (IMT) Enugu, Kaduna Polytechnic, Federal Polytechnic Bida e.t.c. The higher education training in journalism and mass communication in Nigeria and other African nations was mounted to provide professional training and skills in various communication professions.

Training programmes at most of the schools of Journalism and communication in Africa are development and research oriented. They are specifically designed to meet the demand for media institutions, radio and television stations, newspapers government ministries of information and independent public relations and advertising agencies (Williams, 2010, p.3).

Presently there are fifty six (56) public and private universities offering Bsc and B.A degree in mass communication and other media related programmes. Also, twenty six (26) public and private polytechnics are offering OND and HND programmes in mass communication and other media related programmes in Nigeria. (JAMB, 2012 .NBTE,2010). Out of these number, twenty eight (28) are public universities owned by the federal and states governments, while the remaining twenty eight (28) are privately owned by individuals and organizations. Also, twenty three (23) are public polytechnics owned by federal and states governments, while three (3) are private polytechnics owned by individuals and organizations. The main aim of all higher education programmes on journalism and mass communication in Nigeria is to provide a professional training for manpower career development in all the mass communication areas of specialization (NBTE: 1989, NUC/BMAS: 2007). According to National Universities Commission (NUC) B.sc mass communication programme is designed; “to offer an undergraduate professionally oriented programme for aspiring Nigerian journalist, communicators, broadcasters, public relations and advertising practitioners” (NUC/BMAS, 2007, p.108). Also, National Board for Technical Education (NBTE) stated the goal of Higher National Diploma (HND) programme in mass communication in Nigerian polytechnics and other similar institutions is;

aimed at giving students a high level technological education in furtherance of professional careers in the mass communication industry. The knowledge and skills acquired would enable graduates to work in various areas of mass communication such as newspaper, magazine, radio, television, public relations, advertising, news

agency, book publishing, film making, and government and corporate information services (NBTE, 1989, p.2).

The foregoing are the major professions available to mass communication graduates in Nigeria, although individuals may decide to build their career outside communication industry.

The various level of learning and training process that students of mass communication pass through in Nigerian higher institutions prepares them to acquire the knowledge and skills that will enable them to choose a career among various communication professions. It has been asserted that “choosing a career is an important step that affects the life course of students” (Gati & Asher, 2001, cited in Guay et, al 2006, p.235). The student’s choice of a career is generally determined by the level of motivations they has on a particular profession. “Motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal” (Brennen, 2006, p.4, cited in Pew, 2007, 14). In another definition “motivation is the study of why people think and behave as they do” (Graham & Weiner, 1994, p.63). Similarly, Broussard and Garrison (2004, p.106, cited in Lai, 2011, p.4) define it as “the attribute that moves us to do or not to do something”. Also, McDevitt (2006, p.1, cited in Pew, 2007, p.14) noted that “motivation energizes, directs and sustain behavior and can be either intrinsic or extrinsic”. Intrinsic motivation refers to inherent or internal factors, while extrinsic motivation refers to external factors which motivate individual to action for or against a particular phenomena or issue. According to Van den Broeck, Vansteenkiste & De Whitte, (2008, p.67);

Intrinsic motivation is defined as the engagement in an activity for its own sake, that is, for the satisfaction and enjoyment experienced during the course of the activity itself...Extrinsic motivation, in contrast, concerns the engagement in an activity to obtain an outcome that is separable from the activity.

Therefore, intrinsic motivation refers to the internal factors within individual that influences his action toward a particular issue, phenomena or activity. It’s related to decisions made based on

personal interest. While, extrinsic motivations are external factors that influence individual action toward a particular issue or phenomena. It's related to decisions made based on the influence of reward, sanction, peer group, and parents. Therefore, the main variables that are going to be examines in this study are categorize into these two types of motivation.

The first category of the study variables that are vital in the career choice of students are identified as socio-cultural factors. For this study, the socio-cultural factors comprises of both intrinsic and extrinsic motivational elements that influence the career choice of the students. The second category of the study variables are identified as academic factors. For this study, they are extrinsic motivational elements that are influencing the career choice of the students. Also, the third category of the study variables are identified as labour incentives factors. For this study, they are extrinsic motivational elements that are influencing the career choice of the students. Finally, mass communication education system is the fourth category of the study variables. For this study it comprises of the two extrinsic motivational elements (university and polytechnic) that constituted the higher education system of mass communication in Nigeria.

These systems were established under the supervision of a different government agency with unique policy of operations. The university system of mass communication education in Nigeria was under the supervision of National Universities Commission (NUC), while the polytechnic system of mass communication education in Nigeria was under the supervision of National Board for Technical Education (NBTE). Therefore, from the beginning to the terminal stage of higher education programmes in mass communication in Nigerian's tertiary institutions, these motivational factors influence the student's decision to choose a career from various mass communication professions. The concept of career refers to "the evolving sequence of a person's work experience over time" (Arthur et, al 1989 cited in Afam & Simpson, 2009, p.730). It is simply regarded as a transition through life achievement in a particular profession or occupation.

The major mass communication professions which are available to mass communication students in Nigeria to build their career around them include the following: journalism, public relations, advertising, film production and book publishing. These professions emerged and developed in Nigeria at different time and perspective.

Student's motivation in choosing a career is influenced by complex factors that can be either intrinsic or extrinsic type of motivation. However, there is a literature gap on how these motivational factors influence mass communication students in selecting career from various communication professions in Nigeria. Several studies conducted in other disciplines like library and information science, quantity survey, nursing science, tourism, psychology to mention but a few, have indicated how these types of motivation plays a significant role in determining the student's career choice. This study is interested in examining how intrinsic and extrinsic motivational factors determine career choice among students of mass communication in Nigeria. This is important because, several socio-economic and political factors in Nigeria have significant impact on the choice of higher education programmes and careers among Nigerian students. Also, Nigerian system of mass communication higher education is designed on two parallel system i.e. the university and polytechnic systems. Each is designed with different curriculum and structure of running the programme, which has a significant impact on the students that pass through it.

This thesis was prepared in five chapters with several sub-sections in each that provided the general overview on the purpose, structure, procedure and the findings of the study. The chapter one presents the general introduction of the study. It comprises of the statement of the problem, aim and objectives of the study, research questions, significance and contribution to the body of knowledge, scope and limitations of the study and the operational definition of terms. The chapter two presents the literature review and theoretical frame work for the study. It

comprises of the review of all the relevant studies and explanations provided by the scholars, practitioners and professional organizations, on communication education and the career choice and motivations by the students of various disciplines. The chapter three presents the methodology and the general research approach employed in the study. Chapter four presents the study data and analysis of the research findings. Finally, chapter five present the summary and conclusions of the key research findings and the recommendations to the mass communication education and industry sectors, and for further studies in the research area.

1.1 – Historical Development of Print and Broadcast Journalism

Journalism profession is a specialisation area in mass communication it involves gathering, production and dissemination of news and other information by media organization to the general public. According to Zelizer & Allan (2010, p.63);

Journalism refers to the organized and public collection, processing and distribution of news and current affairs materials. Implied has been a sense of the evolving crafts, routines, skills and conventions employed in news work, spanning the occupational roles of editors, reporters, correspondents and photographers among others.

The aforementioned can be applied to the print or broadcast media journalism practice. The practice of journalism profession in our contemporary society was carried out in these two distinctive forms. The print journalism comprises of the journalist that are working in a newspaper and magazine industries, while broadcast journalism comprises of the journalist working in radio and television organizations. Print media journalism was initiated with the emergence of newspapers and magazine as a real mass communication media in human societies.

This development was started in the middle of 1500, where the administration of Venice town in Italy produces a regular news sheets about the war in Dalmatia (Defleur & Dennis, 1996). Residents that wanted a copy “had to pay a ‘a gazetta’ a small coin, the word ‘gazette’

frequently used in newspaper titles, comes from that source”(Defleur & Dennis, 1996, p.75). Coranto was the second pioneer newspaper that was published in holland in 1609. The first modern newspaper in English is ‘Oxford Gazette’ that was published in 1665 in London. Also, ‘Daily Courant’ was the first daily newspaper that was published in London in 1702(Defleur & Dennis, 1996). The first newspaper in America was ‘publick occurrences both foreign and Domestick’ that was established by Boston printer Benjamin Harris in 1660. By 1674 another newspaper ‘Boston News Letter’ was established by John Campbell (Dominick, 2011). Missionaries, colonialist and nationalist had contributed in spreading the idea of newspaper publishing to other part of the world.

The first newspaper in Nigeria was, ‘Iwe irohin fun Awon Ara Egba ati yoruba’ (meaning newspaper for the Egba people and Yorubas), it was established by Christian missionary Reverend Henry Townsend in 1859 in Abeokuta (Ajibade, 2003). This marks the beginning of print media journalism in Nigeria. The emergence of the nationalist press in the late 1880s has also contributed to the development of print journalism in Nigeria. Some of earlier nationalist press includes, Lagos Times, Lagos Observer, The Mirror and The Eagle (Ajibade, 2003). Also the independence and post independence era saw the emergence of several newspapers such as; the Daily Times, New Nigeria, Guardian, Vanguard, Concord, Democrat, This Day, Weekly Trust, Daily Trust, Punch, Triumph etc. These newspapers have made a significant contribution in the development of print journalism in Nigeria.

Magazine journalism was started in London by Daniel Defoe with the establishment of the “The Review” magazine in 1704 (Defleur & Dennis, 1996). By 1709 Richard Steele established ‘The Tatler’ magazine in London, the name was later change to ‘The Spectator’ that appeared weekly. The first monthly magazine was ‘Gentlemen’s Magazine’ that was established by Edward Cave in 1731 in London. “Caves use of the term was appropriate because his

publication was a kind of printed 'store house' of reports, articles and treaties that had appeared in other journals" (Defleur & Dennis, 1996, p.115). Pioneer magazines in the United States include 'American Magazine' and 'General Magazine' that were established in 1741 by Andrew Bradford and Ben Franklin respectively (Dominick, 2011). These and many other magazines that was established in different parts of the world contributed significantly in the development of magazine journalism around the globe.

Magazine journalism in Nigeria was started during the colonial era with the emergence of 'Drum Magazine' in the early 1950s. It was produced abroad but publishing special editions for their audience in Nigerian and other African audience (Duyile, 1987). "The Drum grow in popularity to the extent that it dominated the Nigerian magazine market for several years unchallenged" (Duyile, 1987, p.499). The Daily Times group was the first to start indigenous magazine journalism in Nigeria, with the establishment of 'spear', 'Modern Woman', and Amber magazines in the early 1950s (Duyile,1987). By 1964, the daily times introduce other additional magazines; 'Home Studies' an educational magazine and the 'Headline' that present a monthly review of past memorable issues (Duyile, 1987). Other pioneer magazines include 'News breed', 'Top life', Trust'. In the early 1980s several news magazines was established in Nigeria; 'Fun Times', African Concord', 'African Guardian', Concord Magazine', 'This Week' and 'Management Outlook' (Duyile, 1987).These magazines has made a significant contribution to the development of magazine and print journalism in Nigeria.

Radio journalism was started with the establishment of the first public commercial radio station KDKA by Westing House Company in the United States (Defleur & Dennis, 1996). The station "aired national returns from the Cox- Harding presidential election on November 2, 1920 an event most historians consider the first professional broadcast" (Campbell, 1998, p.97). KDKA continue to broadcast varieties of programmes that attracted the attention of large

audiences in the United States. “The station continued to broadcast during the year, presenting music, religious services, sports information, political talks, and even markets reports (Defleur & Dennis, 1996, p.193). The establishment of other several public radio stations in Europe, Africa, Asia and middle East made a significant contribution in the development of radio journalism around the globe.

Radio broadcast journalism was introduced in Nigeria by colonial and regional governments. The real radio broadcasting was started in Nigeria in 1951 with the establishment of Nigerian Broadcasting Service (NBS) by the colonial government. The NBS initiated radio programmes that reflected the socio- political interest of Nigerians (Adams, 2005). The NBS name was later change to Nigerian Broadcasting Corporation (NBC) in 1956, under NBC some additional radio stations were established in each provincial headquarters. By 1959, the western regional government establishes its own radio station in Ibadan, under Western Nigerian Broadcasting Service (WNBS). Also, the eastern region, established its own radio station in Enugu in 1960, under Eastern Nigerian Broadcasting Service (ENBS). Moreover, by 1961, Northern regional government established its own radio station under, Broadcasting Company of Northern Nigeria(BCCN)

After independence in 1960 government retained NBC and took over all the three former regional radio stations. By 1962, the federal government established Voice of Nigeria (VON) as the external radio service of Nigeria. Also by 1979, the federal military government of General Olusegun Obasanjo promulgated a decree that established Federal Radio Corporation of Nigeria (FRCN). According to the provision of this decree, all state owned radio stations that transmit on short wave band was taken over by the federal government and FRCN was divided in to five zonal divisions, i.e Kaduna, Ibadan, Lagos, Enugu and the network headquarters as the fifth division(Adam, 2005).

Television journalism was started in the United States with the establishment of first television station in 1932 by RCA in New York and the stations went on air in 1936 (Defleur & Dennis, 1996). “In the late 1930s the National Television System Committee (NTSC) a group representing major electronics firms began meeting to outline industry wide manufacturing and technical standards” (Campbell,1998,p.122). The RCA television station began testing its transmission with “broadcasting two programs a week, by that time a few hundred enthusiasts in New York area had constructed or obtained T.V receivers and were able to pick up the transmission in their homes” (Defleur & Dennis, 1996.p.217). Later, television technology spread to other parts of the world growing from local to national and international system of transmission.

Television broadcasting was started in Nigeria in 1959 with the establishment of first television station in Nigeria, Western Nigerian Television (WNTV) in Ibadan (Akinfeleye, 2003). Within two years Eastern and Northern regions also established their television stations in 1960 and 1961 respectively. Under Eastern Nigerian Broadcasting Service in Enugu and Broadcasting Company of Northern Nigeria (BCCN) in Kaduna (Adam,2005). By 1962 federal government established its own television station, Nigerian Television Service (NTS) in Lagos. Also, mid-western region established its own television station in Benin City in 1973. By 1976, Benue Plateau state television was established in Jos, and became the first to start colour television broadcast in Nigeria. In the same year, Nigerian Television Service (NTS) name was changed to Nigerian Television Authority (NTA). The organization is responsible for television broadcast of the federal government. Therefore, most of the states owned television stations were taken over by the NTA (Adam, 2005). However, several states own television stations were established later by various states governments. This contributed significantly in the development of television journalism in Nigeria.

Government continues to exercise the monopoly of the broadcasting industry from its establishment to the early 1990s. The policy of deregulating the broadcasting industry was brought by the federal military government of General Ibrahim Babangida in 1992. Under decree No 38 of 1992, federal government established National Broadcasting Commission (NBC) as a body to regulate the broadcasting industry and make recommendations for private participation into the broadcasting industry (Enemaku, 2003). These led to the establishment of several private radio and television stations in different part of Nigeria. This development made a significant impact in the transformation of the Nigerian broadcast journalism industry. Journalism practice in both the print and broadcast media organizations involves performing different task and roles on daily basis. Hurst and Molsberry (2008, P.2) noted that:

Journalism is an incredibly diverse field that offers a variety of career possibilities ranging from investigative reporting to editorial review. Regardless of the specific job within journalism, the end result is the dissemination of information to a specific or general audience. This can be done through forms of print media, such as newspapers and magazines, or electronic media such as the internet, television or radio. Some of the specific fields within journalism are analyst, correspondents, writers and editors.

1.2 – Historical Development of Public Relations and Advertising

Public relations is a professional area of specialization in mass communication industry.

According to Johnson & Zawawi (2004, P.6) public relation is:

The ethical and strategic management of communication and relationships in order to build and develop coalitions and policy identify and manage issues and create and direct messages to achieve sound outcomes within a socially responsible framework.

The practice of modern public relations was started in the United States by a PR pioneer Ivy Lee in 1930 (Dominick, 2011). “During these early days, public relations specialists were called ‘publicity men’ or sometimes ‘press agents’” (Defleur & Dennis, 1996, p.358). Within short

period Ivy Lee became the press representative of companies in coal mining and railway sectors in the United States. “Lee is credited with humanizing business and demonstrating that public relations is most effective when it affects employees, customers, and community members”(Dominick,2011.p.326). Other pioneers of public relations are Edward Bernays, who wrote ‘Crystallizing Public Opinion’ in 1932 as the first public relations book, and Carl Byoir who establishes one of the largest public relations firms in 1930 (Domonick,2011).

Public relations practice was introduced in Nigeria by the colonial government. By establishing government information office in 1940, in order to enlighten the general public about the development in the World War II, the name was changed in 1944 to public relations office (Okoye, 2003). The UAC was the pioneer of public relations practice in the private sector, it established public relations department in 1949. Later other multinational corporations like PZ, Shell, and Mobil joined the trend (Okoye, 2003). As the number of public relations practitioners grew in Nigeria, they founded the Public Relations Association of Nigeria (PRAN) in 1963. By 1965, the association name was changed to Nigerian Institute of Public Relations (NIPR) (Okoye, 2003). The new body has contributed immensely in establishing professional practice of public relations in Nigeria. The professional practice of public relations can be found in both the public and private organizations. Public relations practitioners are image makers of their respective organizations. Ferguson and Patten (2001, p.68) noted that;

Public relations is a process of communication designed to build support, understanding, goodwill, and morale for a business, a person, a product, or an institution. A public relations professional develops a strategy that uses an array of communications techniques.

Advertising is another area of specialization in mass communication industry. It’s a form of marketing communication that is being used by both government and private organizations. According to Hoffmann (2007, p.9) advertising is “a paid media, form of communication from

an identifiable source, designed to persuade the receiver to take some action now or in the future”. In another definition advertising is: “A form of controlled communication that attempts to persuade an appropriate audience, through the use of a variety of appeals and strategies, to make a decision to buy or use a particular product or service” (Defleur & Dennis, 1996, P.320).

The practice of contemporary advertising was started in England in 1480 with the production of first printed handbill advertising message in English (Dominick, 2011). The pioneers of the advertising industry are Volney Palmer that introduces agency business through newspapers space broking in 1842, and later establishes N.W Ayer & Son in the late 19th century as a full pledge advertising agency that plan, create and execute advertising campaign for clients (Dominick, 2011). Also, Benjamin Franklin was the pioneer that “produced the first advertisement that appeared in the ‘Boston News Letter’ of April 24, 1704” (Abayomi, 2003.p.78).

Advertising practice was introduced in Nigeria by missionaries and multinational corporations, with the establishment of the first newspaper “Iwe irohin” in 1859. The paper use to carry some advertising messages of social events such as vacancies, church activities, weddings, obituaries e.t.c (Abayomi, 2003). However, the establishments West African Publicity (WAP) as the in-house advertising agency of UAC in 1928 is regarded as the beginning of modern advertising agency business and advertising through posters and pamphlets in Nigeria (Abayomi, 2003). Other pioneer agencies that were established in the early period include Olu Adekoya Press Agency, Adsell, PSN (Public Associates of Nigeria), RAP, Rod Publicity e.t.c (Abayomi, 2003).

By 1972, advertising practice was in the hands of Nigerians, the period saw the establishment of various professional advertising associations and regulatory agencies in Nigeria.

Association of Advertising Practitioners of Nigeria (AAPN) was established in 197?. Outdoor Advertising Association of Nigeria (OAAN) was established in 1985 as the body of all outdoor advertising practitioners, that regulate its practice in Nigeria. The Advertising Practitioners Council of Nigeria (APCON) was established in 1988 by government as an agency responsible for monitoring, controlling and regulating the operation of practitioners in the advertising industry in Nigeria. Advertisers Association of Nigeria (ADVAN) was established in 1992 as a body of corporate organizations and manufacturers that relied on advertising for their operations in Nigeria (Abayomi, 2003). These developments made a significant contribution in the transformation of advertising industry in Nigeria.

1.3 – Historical Development of Film Production

Film production is an area of specialization in the Nigerians mass communication industry. Film production industry was founded by Thomas Alva Edison and William Kennedy Dickson in the late 1800, with the invention of first movie camera called ‘Kintograph’ and a viewing system called the ‘kintoscope’ (Campbell, 1998). The system allows only one individual to peep through a hole and watch the tiny images. Later, Edison “manufacture a new large-screen system called the vitascope, which allowed film strips of longer lengths to be projected without interruption” (Campbell, 1998,p.184). This system contributed in improving the viewing where large audiences can watch a time. Therefore, by 1896 “Edison was projecting motion pictures to the public in New York City for the first time in United States” (Defleur & Dennis, 1996, p.151). Development in film technology and mass production of movies on varieties of topics in America and Europe has contributed significantly in making movies a real mass medium and its production a profession.

Film production in Nigeria was introduced by nationalists and Europeans with the commencement of the first film exhibition in 1903 (Ali, 2004). During the early period of film industry in Nigeria, only foreign films that were produced in America, Europe and Asia are available. Also foreigners dominate the film importation and distribution in Nigeria (Ali, 2004). This trend continues from pre to post independence era. By late 1960s indigenous films begin to appear in Nigeria. The practitioners of film industry in Nigeria today includes the producers, directors, script writers, editors and actors of the Nigerian film industry.

1.4 – Historical Development of Book Publishing

Book publishing is an area of specialization in mass communication industry in Nigeria. Book refers to “a collection of printed pages bound together, defined by UNESCO as having more than 49 pages” (Chandler & Munday, 2011:p.35). Also, publishing is a “the activity of mass producing and disseminating information either via the medium of print or electronically on the internet” (Chandler & Munday, 2011:p.345). According to Hoffmann (2007, p.232) a publisher is “the person in charge of the overall management of a publication especially as it relates to business and advertising decisions”. Therefore, book publishing is an occupation of producing books on varieties of topics.

Book is regarded as the oldest medium of mass communication, the idea to invent book as a medium of mass communication was developed out of the curiosity of man to have a portable media that will facilitate sending information across large and dispersed audiences (Defleur & Dennis, 1996). Egyptians were the pioneers for the invention of book during the early period. According to Campbell (1998, p.280) “As early as 2700 BC the Egyptians wrote in papyrus (from which the word paper derives) made from plant reeds found along Nile River. They rolled these writings in scrolls, much as builders do today with blue prints”. As a result of the scarcity

of papyrus in other parts of the world, tanned skin of animals called parchment was also used by the Romans as a writing material for the production of early books (Defleur & Dennis, 1996). The Chinese also, contributed in the early development of book publishing by inventing paper, moveable type and block printing technology by using pieces of wood that enable mass production of printed copies (Campbell, 1998). “The oldest printed book still in existence is Chinas Diamond Sutra by Wang Cheih from 868 A.D. It consists of seven sheets pasted together and rolled up in scroll” (Campbell, 1998, p.280). The moveable type of printing was modified by Johannes Gutenberg a German trained metal worker that invent a metal moveable type of printing technology in 1455 where individual letters are cast in metal and use in printing press (Defleur & Dennis,1996; Campbell,1998; Dominick,2011). Through this technology Gutenberg “printed two hundred copies of all pages needed for his famous 42 line Bible” (Defleur & Dennis, 1996, p.53).

Book publishing in Nigeria was introduced by missionaries and colonialist at the pre-independence period. The book publishing business was started by Church Missionary Society (CMS) that established it own bookshop (CMS) bookshop in 1913 in Lagos. The book shop distributes various religious and educational books across southern Nigeria (Lawal, 2003). The establishment of Nigerian Printing and Publishing Company in 1925 as a publisher of Daily Times newspaper and books, and Northern Nigerian Publishing Company in 1929 has contributed immensely in the development of book publishing industry in Nigeria (Lawal, 2003). Also, Challenge and Oniboje press that was established in 1951 and 1959 respectively contributed in the development of indigenouse book publishing in Nigeria. They produce a religious and general education books for primary and post primary school in Nigeria (Lawal, 2003) and several other cultural and literature books.

The practitioners of book publishing industry in Nigeria are working in public and private book publishing companies that are responsible for the production of various kinds of books in our society. Although, during the early post independence era the industry was dominated by the three European publishing companies Macmillan, Longman and Oxford University press (Lawal, 2003). However, the indigenization policy of government in 1970s contributed in encouraging Nigerians to the book publishing business. Despite the several challenges facing book publishing industry, there are many public and private book publishing organizations in Nigeria.

1.5 - Statement of the Problem

Literature available on career choice and motivations of students in various disciplines; (Kinanee,2009, Tan- Kuick & Ngee Nig, 2011, Shumba & Naong, 2012, David, 2011, Afzal et al, 2010, Lavonen et al, 2008, Onoyase & Onoyase, 2009, Onijigin, 2009, Gambo et al,2012, Lee et al, 2000, Mudhovozi & Chireshe, 2012, Haase & Lautenschlanger, 2011) have indicated that several intrinsic and extrinsic types of motivational factors such as; personal interest, altruism, gender, teachers and instructors, school environment, learning method, curriculum, parental guide, friends and peer group, working environment, remuneration, role models and family are some of the major factors that determine the career choice of students in various disciplines around the globe.

Mass communication academic programme is offered by several public and private universities, polytechnics and colleges in Nigeria. As an academic field of study, mass communication comprises some areas of specialization; print journalism, broadcast journalism public relations, advertising, film production and book publishing. Students are expected to build a career in one of these communication professions after graduation. One of the primary goals of mass communication education in Nigeria is to provide professional manpower to the communication industry (NUC BMAS 2007, NBTE 1989). However, mass communication

researchers in Nigeria do not focus much on examining the pattern of career choice and motivations behind such intention by the students. The few studies conducted in this area in Nigeria by Emenyeonu, 1991, Okunna, 1992 and Ashong & Batta, 2011, Ali, 2010, Diyo, 2015 focuses only on gender as a factor that influences the career choice of students of mass communication. Therefore, this study intends to examine how the various contextual motivational factors influence the career choice of mass communication students in Nigeria.

1.6 - Aim and Objectives of the Study

This research work examined career preference among students of mass communication in Nigeria's higher institutions. It examined the motivations behind choosing a particular mass communication professional area of practice as a career the students intends to build after graduation. The study will focus on the students of mass communication in Nigerian universities and polytechnics. Specifically, the study intends to achieve the following objectives:

- 1) Explore the sources of career information among students of mass communication in Nigeria.
- 2) Find out the most preferred profession among students of mass communication in Nigeria?
- 3) Find out the socio-cultural factors that motivate career choice among mass communication students in Nigeria.
- 4) Explore the academic factors that motivate career choice among mass communication students in Nigeria.
- 5) Explore the labour-related factors that motivate career choice of mass communication students in Nigeria.

- 6) Assess if the difference between university and polytechnic systems of mass communication education motivates the career choice among students of mass communication in Nigeria.

1.7 - Research Questions

The study sets out to answer the following questions:

- 1) What are the sources of career information among students of mass communication in Nigeria?
- 2) What is the most preferred profession among students of mass communication in Nigeria?
- 3) What are the socio - cultural factors that motivate career choice of mass communication students in Nigeria?
- 4) What are the academic factors that motivate career choice of mass communication students in Nigeria?
- 5) What are the labour-related factors that motivate career choice of mass communication students in Nigeria?
- 6) Is the difference between university and polytechnic systems of mass communication education a significant factor in motivating career choice of mass communication students in Nigeria?

1.8 - Significance and Contribution to the Body of Knowledge

This study is significant to the literature on mass communication education and practice in Nigeria. The study's outcome will provide bases for explaining whether students of mass communication are interested in building career within or outside mass communication professions. Similarly, the findings will provide explanation on characteristics of the prospective graduates of mass communication from Nigerian universities and polytechnics. Also, the

findings will enable stake holders in mass communication education and industry to identify the various intrinsic and extrinsic motivational elements that influence the career choice of the students of mass communication in Nigeria.

The study will provide important information to the mass communication researchers and practitioners on the prospects of various mass communication professions (print journalism, broadcast journalism, public relations, advertising, film production and book publishing) in relation to manpower development that will sustain its operation in Nigeria. Equally, the outcome of this study will serve as the basis for designing effective career guidance and counselling strategies that will enhance the student's interest in other mass communication professions. Finally, the findings will indicate the kind of interplay that exists between various contextual factors that guide mass communication education in Nigeria.

1. 9 - Scope and Limitations of the Study

This study was carried out on the final year students of mass communication in Nigerian public universities and polytechnics i.e. 400 level B.Sc/BA and HND II mass communication students in the six geo-political zones of the country. The justification for choosing this scope is that the public universities and polytechnics are the pioneer institutions that started mass communication education programmes in Nigeria. Also, the final year category of mass communication students have already passed through all the stages and processes of learning and training in various aspects of mass communication as an academic field of study. Thus, they are the potential manpower to the mass communication industry.

This study would be constrained by the following limitations. There is lack of available literature on mass communication student's career choice in Nigeria. However, there are other similar studies that were carried on the students of higher institutions in other disciplines in higher institutions and post primary schools in Nigeria, Africa and other parts of the world,

which will serve as a source for literature review. Secondly, the study will not focus on the students of mass communication at the lower levels of mass communication degree and HND programmes. Also, mass communication students in other academic programmes such as masters, Ordinary National Diploma (OND), professional diploma, university diploma and certificates programmes, will not be involved in this study.

Thirdly, mass communication researchers using survey method of communication research sometimes experience difficulty in establishing causal or non-causal relationship between independent and dependent variables. As a result of several intervening variables that can affect the study, however, this limitation will be minimized by complying strictly with scientific procedure for conducting survey in communication research and the ethical codes for conducting social science research in order to authenticate the findings of the study. Fourthly, mass communication researchers using survey method face the problem of selecting wrong individuals to participate in the study. This limitation will be addressed in this study by using a sampling frame, through the comprehensive list of all the final year students of mass communication in the sampled universities and polytechnics in Nigeria. Also, communication researchers using survey method experience the problem of unwillingness to participate by the population under study. This limitation was minimized by following all the legal and ethical procedures of conducting social science research, by informing the institutions management and students association on the purpose of the study. Also, biro was provided free to each respondent as incentive in order to fill the questionnaire effectively.

Finally, mass communication researchers using survey method face the risk of being bias by using inappropriate statement and arrangement of questions in designing the questionnaire. This limitation will be addressed by intensive consultation with experts, text books and journal

articles on the procedures of designing and administering a questionnaire for survey method of communication research.

1.10- Operational Definition of Terms

Career-: For this study, it refers to a particular mass communication profession such as public relations, advertising, broadcast journalism, print journalism, book publishing, and film production that mass communication students in Nigeria specialize and practice in the labour industry after graduation.

Preference: - For this study, it refers to the personal choice of a particular communication profession by the students of mass communication in Nigeria.

Motivation: - For this study, it refers to the several socio – economic, academic, labour related and mass communication education system factors that influence the students in making a career choice.

Mass Communication Students: - For this study, it refers to the final year B.Sc/BA and HND students of mass communication in the public universities and polytechnics in Nigeria.

Socio-cultural Factors: - For this study, it refers to the social and economic motivational factors that influence the career choice of the students. It comprises of the intrinsic and extrinsic types of motivation. The intrinsic motivational elements include personal interest, altruism and willingness of the students. The extrinsic motivational elements include family, peer group, gender, age, mass media, financial status and role model etc.

Academic Factors: - For this study, it refers to the academic related motivational factors that influence the career choice of the students. It comprises of various extrinsic motivational

elements that include the lecturers, curriculum, learning facilities, grades, lecturers, seminar, guidance & counselling services etc.

Labour related Factors: - For this study, it refers to the labour related motivational factors (extrinsic) that influence the career choice of the students. It comprises of various extrinsic motivational elements that include remuneration package, working environment, role model, job opportunity and working experience.

University and Polytechnic Education: - For this study, it refers to the university and polytechnic higher education system of mass communication in Nigeria. They comprises of extrinsic (controlled) motivational elements that produces manpower to the mass communication industry in Nigeria.

Communication contexts: - For this study, it refers to the six communication contexts in which the career motivational factors of the students are operating. They include intrapersonal communication, interpersonal communication, group communication, public communication, organizational communication and mass communication contexts.

Mass media: - For this study, it refers to the mainstream mass communication media i.e newspaper, magazine, book, radio and television.

Internet and ICTs: - For this study, it refers to the new media of mass communication i.e websites, BlogSpot, twitter and various social media platforms.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 - Introduction

This chapter presents the literature review and theoretical frame work for the study. The chapter was divided in to two segments, the first segment contained the literature review and theoretical frame work was presented in second segment. The literature review was presented in nine sections; it was started with the discussion on the motivation and students behaviour that focuses on the main concepts and issues on motivation and students action towards studies and career interest. The second section of the review presents empirical studies conducted on the career choice and motivation among the students of mass communication and those that are studying various disciplines in Nigeria, Africa and around the world. The third section of the review presents discussion on career choice factors and the communication contexts in which they operate in society. The fourth section of the review focuses on the major issues in the contemporary mass communication education in Nigeria, Africa and around the world. It contained empirical research findings and scholarly discussion on future prospects and challenges of mass communication education in the age of digital revolution.

The fifth section of the review presents general overview on the structure of mass communication education in Nigeria. Section six focuses on the structure and mode of operation in major mass communication profession in the industry. It highlight peculiar issues on journalism, public relations, advertising, film production and book publishing. The seventh section of the review presents a discussion on career counseling services and practice. It also, focuses on the guidance and counselling practice and challenges in Nigeria. The section eight presents discussion from scholars and professionals on the fundamental changes brought by

digital revolution into mass communication professions. The review was concluded with analysis of some major theories of career choice and development that provides theoretical explanations on career choice and developments in the society. Finally, the second segments of the chapter, presents three theories that was used as theoretical framework for the study. These theories were used to explain the major findings of the study and the pattern of relationship with the variables of the study.

2.1 - Motivation and Students Behaviour in Institutions

Motivation is one of the most important elements that determine higher education student's performance and making career decision. "Motivation is a pervasive and important determinant of behaviour for students, teachers and administrators at all educational levels" (Pintrich & Schunk, 1996, cited in Elliot & Covington, 2001, p.73). Ryan & Deci (2000, p.3) note that "To be motivated means to be moved to do something". Motivation has been categorized into two major classes: the intrinsic and extrinsic motivation. Although, the process of human motivation begins from the stage of amotivation, "which is the state of lacking an intention to act, when amotivated, a person's behavior lacks intentionality and a sense of personal causation" (Ryan & Deci, 2000, p.61). Intrinsic motivation "refers to doing a task for the sake of doing it – for pleasure and satisfaction derive from the task", while extrinsic motivation "refers to a range of behaviours which are not engage for their own sake but for instrumental purposes" (Deci & Ryan, 1985, cited in Ahmed & Bruishima, 2006, p.555). Intrinsic motivation is the most autonomous and self - determined type of motivation (Kusurkar, Ten Cate, Van Asperen & Croiset, 2011). Students who are intrinsically motivated to carry a task give more attention and they withstand any challenges (Nilsen, 2009).

According to Ryan & Deci (2000) extrinsic motivation is divided in to four different categories; External regulation, Introjections, Identification and Integration. External regulation

refers to behaviours “performed to satisfy an external demand or obtain an externally imposed reward contingency” (p.61). The action is taken as result of external reward or regulation. Introjections refer to “internal type of regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego – enhancements or pride” (p.62). This action is taken to enhance self esteem and recognition in the society. Identification refers to a situation where individual “identified with the personal importance of a behavior and has thus accepted its regulation as his or her own” (p.62). This action is taken because of the personal benefits that individual will gain from the activity. Integrated regulation is a type of extrinsic motivation that “occurs when identified regulations have been fully assimilated to the self” (p.62). The action is carried out as a result of reconciliation between regulations and the needs and values of individual. These four stages constituted the different levels of self-determination of extrinsic motivation. External regulation is regarded as the least while integrated regulation is the most self-determined control of extrinsic motivation (Kusurkar, et, al 2011). Student’s motivation to learn and choose a career is associated with some challenges and it’s determined by complex factors. According to Christensen, Horn & Johnson (2010, p.1)

The challenge of student motivation is a pervasive and increasingly problematic barrier to improving students learning. Whether it is manifest as inattentive ennui on the faces of affluent suburban students, attendance and drop-out problems in inner-city schools, or simply “forgotten” homework assignments, making students excited to learn is a challenge that most have not cracked.

Moreover, William & Williams (2011) note that “the five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment” (p.1). Psychology scholars have indicated that human motivation is not emanating from single source. Ryan & Deci (2000, p.54) noted that:

People have not only different amounts, but also different kinds of motivation. That is, they vary not only in the level of motivation (i.e. how much motivation), but also in the orientation of that motivation (i.e. what type of motivation). Orientation of motivation concerns with underlying attitudes and goals that give rise to action – that is, it concerns the why of actions.

This forms the bases of variation in the way people choose or reject particular phenomena from the various alternatives or options provided.

2.2 - Career Choice and Motivations of Students and Youth

A prior literature has found that the career choice of higher education students is determined by several contextual factors and trends. The few studies conducted on career choice factors of mass communication students have revealed that gender disparity and other factors are important factors that determine the motivation level in choosing career by the students of mass communication in Nigeria.

Emenyeonu (1991) conducted a study on the motivation for choice of course and career preference of Nigerian female students of journalism. The findings indicate that majority of the respondents shied away from the more exerting areas of journalism. They prefer to choose careers in television and other less challenging professions like advertising and public relations. The study concludes that this pattern of career preferences would not provide the kind of leverage that women need to overcome the problems of their under-representation in the media in Nigeria and other developing nations.

Okunna (1992) conducted a study on female faculty in journalism education in Nigeria; the findings indicated that there is gross marginalization of women in journalism faculties and department in Nigerian higher institutions. Thus, out of the 92 academic staff in ten higher institutions she analyzed only six (6) are female while the remaining eighty six (86) academic staffs are males. The study concluded that the significant influence of mass media and the

absolute domination of male in teaching mass communication in Nigeria will continue to determine the status of women in Nigerian society.

Similarly, Ashong and Batta (2011) conducted a study on gender representation in communication education and practice in Nigeria. The findings indicated that majority of the students of mass communication in Nigerian universities are females with 60.06% while males constitute only 39.91%. However, males have dominated communication education practice with 78.65%, while females constitute only 21.35% of the academic staff. Also, males have dominated the practice of other various communication professions in the industry; out of the 34,872 mass communication practitioners 67.28% are males, while only 32.77% are females' communication practitioners in Nigeria. The study concluded that women are the mass majority of the Nigerian university students of mass communication however men have dominated the teaching of mass communication and practicing of other communication professions in Nigeria.

A study was conducted by Ali (2010) on the attitudes of female students of mass communication toward journalism as a career in Nnamdi Azikwe University Awka. The findings support the positive hypotheses that; female mass communication students have negative attitude towards journalism as a career, there is discrimination against the female journalist, female journalists are shy in carrying out their duties, there are wrong impressions about the female journalists, and female roles as mothers and wives are some of the problems facing journalists. The study concluded that majority of the respondents prefer teaching as the most suitable career for women as it provide chance for attending family issues and prevent them from discrimination and other difficulties experience by female journalists. Also, Nigerian cultural orientation and religious beliefs are major factors that contributed in the negative attitude of female mass communication students towards journalism.

Diyo (2015) conducted a study on career choice among female students of mass communication in Ahmadu Bello University Zaria. The findings indicated that absolute majority of the students are interested in building their career within mass communication professions, as only (3.8%) were not interested in practicing one of these professions. Broadcast journalism and public relations are the most preferred professions by the students. Also, personal interest and ambition are the major social factors that motivate the career choice of the female students of mass communication in ABU. The study concluded that the findings has reaffirm the existing literature that showed the kind of mass communication professions preferred by women, and culture, religion and family has very low influence in motivating career choice of the students.

In a study conducted by Alkazemi, Al Nashmi and Wanta (2013) on university student's attitude toward journalism in Kuwait in order to identify the influence of educational process on students in the emerging democracy. The findings indicated that majority of the students viewed mass communication as a highly respected field of study with good prospects, which will enable them to improve their communication skills and their family and friends support them in their choice. Also, gender and age are the major characteristics of the students that are taking major or minor in mass communication with females as the majority in a very young age. Equally, both the major and minor students of mass communication regard journalism as the ideal job. The study concluded that students that are taking major or minor in mass communication have strong believe in the field and the kind of knowledge they are acquiring. Also, the long educational process of mass communication education in Kuwait does not have negative influence on student's perception of journalism and the kind of education they acquired.

Equally, Nyondo (2010) conducted a study on the career choices for female students of mass communication in University of Zambia. The findings indicated that females students of mass communication at university of Zambia have stated their interest to become journalists after

graduation, explaining that being a journalist is their childhood dream and there are several role models that inspired them in journalism practice in Zambia. However, at the third year of the degree programme they started to look for alternative options in other mass communication professions such as public relations, advertising and academia. They mention the following as the reasons for changing their career choice; inability of their role models in journalism industry to rise up to the executive positions in their respective media organizations, employment opportunities, good remuneration, and discrimination against women in the news room.

At the fourth year and final year, the graduating students of mass communication stated that cultural norms, gender, roles, family responsibilities and good remuneration was among the reasons why they lost interest in practicing journalism as a career. Also, the main reasons why female journalists abandon journalism practice include poor remunerations and discrimination against women journalist and domination in media organizations. The study concluded that for the female journalists to survive in newsroom the society has to change attitudes towards female journalist, by adjusting some stereotypical gender roles and responsibilities on women in African societies such as child rearing and house hold handling. Moreover, the media organizations should redesign their working schedule for married women, and their condition of service should be enhanced with incentives such as baby care centers and introduction of serious penalties for sexual harassment of female journalist. Similar factors were identified by Domenico and Jones (2006) as obstacles to women career aspirations.

Equally, some studies conducted on female practicing journalists findings have corroborate with the above on why female don't like practicing journalism as a career. A study conducted by Hardin and Shain (2005) on female sports journalist's experiences and status in United States. The findings indicate that the study participants describe their passionate interest to practice sports journalism and desire to encourage other women to join the profession.

However, they stated that they are experiencing some difficulties during practice. On the issue of job satisfaction the participants described sports journalism as a source for gender discrimination and harassment they are experiencing both from their colleagues and audiences. Stating that systematic discrimination on salary and ranks is the major way that limits their promotion, coupled with the professional demands on time and family responsibilities. The study concluded that female journalists are facing various challenges such as discrimination and social harassment and frustration as a result of lack of incentives to motivate them from the sacrifices of time and family relationships they made. The study concluded that media managers to devise a strategy for retaining female sports journalist in their media organizations.

Moreover, the global trend of career choice among mass communication graduates is changing as a result of some socio-economic and political factors. According to the study conducted by Centre for International Media Assistance (CIMA) (2007); “Many journalism graduates around the world prefer to go into public relations instead of journalism and this account to some of the enrollment growth in journalism schools”(p.14). This pattern of career preference can be identified in many countries around the world. According to professor Ke Guo, cited in CIMA (2007, p.14);

There is a sharp increase in the number of journalism students in China but low recruitment rates by news organizations, even though Asia’s news job market is relatively robust. Only one-third of China’s 32,500 journalism graduates each year are getting jobs in China’s 2,199 newspapers, 1,900 TV and radio stations or 9,074 journals. The others choose to go into public relations, advertising, or unrelated jobs.

However, the situation in Nigeria is different where many mass communication graduates get jobs in the booming deregulated broadcasting industry. This development in Nigerian mass communication industry was started since the government permits private individuals to operate in the broadcasting industry. According to CIMA, (2007, p.15):

In Nigeria, the broadcast job market is booming because the government recently deregulated the airwaves. Twelve government controlled stations have now given way to 350 independent radio and television stations serving 140 million people. In the past, public relations and teaching were the top professions for journalism school graduates; now three-quarters become journalists.

However, the findings from many studies conducted on career choice factors of students in other disciplines have revealed similar and several other motivational factors that are influencing the career choice of the students.

In a study conducted by King, Madsen, Braverman, Peterson and Yancey (2008) on career decision making perspectives of low income urban youth in Los Angeles area of United States. Focus group discussion method was used to collect data from 91 participant representing African American, Latino, and Asian ethnic groups. The participant stated that school resources had minimal positive contribution to their career decision, they perceived school counselors, teachers, as not doing anything to help them in choosing a career despite their presumed roles in career guidance and information provision. Secondly, parents and family were identified by the participants as very influential in motivating their career decisions. They emphasized the relevance of parents and family members work and career experiences provide insights into their possible options.

Thirdly, mass media particularly television were mention by some of the participants as a source of indirect information about various careers. This is more common in areas such as sport and entertainment, where the viewers saw the practitioners as role models to them. Fourthly, the participants identified work experiences as very influential in their career decision making. The students who had previous work experience, it helps them to crystallize career path or eliminate possible consideration of some occupations. Fifthly, life experiences were also identified by the participants as an important source of career information and decision, that is normally achieve

through encounter with the practitioners such as medical doctors, lawyers, engineers e.t.c. Sixthly, peer influences was also identified by the participant as less important source for career decision, as majority prefer to hang out with friends rather than discussing concrete issues.

The seventh source of career decision influence identified by the participants is mentors and role models. They describe these as an important support and guidance that minimizes the risk of growing in a risky environment with several social problems such as violence, poverty, discrimination e.t.c. Finally, the perceived barriers to career and education were frequently mentioned by the participants as an obstacle to their career decision making process. Generally, the participants have indicated high interest in building a career on highly prestige profession, such as doctors and lawyers.

A study was conducted by Issa and Nwalo (2008) on factors affecting the career choice of undergraduates in Nigerian library and information science schools. The findings indicated that the reasons given by the respondents for the choice of library and information science as a priority programme are; library working experience (68.86%), prospects of well-secured jobs (15.68%), good working conditions (12.71%), bright future career prospects (12.50%), prospect of well paid jobs (11.02%) and high social status and respect (9.96%). The study concluded that there is evidence of improvement in the popularity of the course among the respondent. Nevertheless, library and information science is still unpopular among undergraduate students in Nigeria. As a result of the ignorance on the essence, utility and career prospects of the course than on inherent nature of librarianship. Therefore, effective enlightenment of the students on the structure of the programme, the profession and their prospects both to the society and as practitioners will instill positive impression of the programme.

Haase and Lautenschlager (2011) studied career choice motivations of university students in Germany. The study findings indicated that most German students preferred the following

modes of employment as their career intention after graduation. Medium sized firm 31.8%, large company 29.3% and small sized firm 12.4%. Also, among the self employment options, it was revealed that starting a business 2.3%, working as freelancer 2.5%, and business takeover 2.9% were ranked relatively low on the student's future job preference. The study concludes that the underlying motives for career choice are interlinked and can be grouped into three main components; status orientation, self realization, and self-determination which serve as the bases for various reasons for the students career choice.

In another study, Mudhovozi and Chireshe (2012) investigated the socio – demographic factors influencing career decision – making among undergraduate psychology students in South Africa. The findings indicated that several factors played significant role in determining the career choice of the students. Majority (22.1%) of the respondents stated that they were influenced by teachers, followed by those influenced by friends with (17.4%), mothers (16.3%), fathers (14.7%), media (12.1%), other relative (6.3%), member of community (5.8%), brother (3.2%), sister (1.6%) and foster parents (0.5%). On the time of making the career decision to study psychology the findings indicated that majority of the respondents (43.2%) stated that they choose to study psychology during secondary school, followed by those who decided at the university with (34.2%), than those decided after secondary school with (34.2%), those decided after secondary school with (18.1%).The study concluded that factors like, teacher, friend, family and media influenced career decision among the students. Also, majority of the respondents make their career choice decision at secondary schools, followed by those made during registration at university.

In the developed countries, students of higher institutions sometimes start searching for employment at their final year of the programme. A study conducted by Atfield and Purcell (2010) on job search strategies and employment preferences of higher education students in

United Kingdom made a clear reference to that strategy. The findings indicated that (50.6%) of the sampled population started searching for employment in the second half of their final year. Also, more than two thirds of the respondents intend to get a job related to their course of study, while just under a quarter said they had no preference and eight percent said that they intend to get a job not related to the course of their study as a result of not enjoying the course they are studying.

Lee, Kim and Lo (2000) conducted a study on the perception of hospitality and tourism students toward study motivations and preference among Hong Kong students. Their findings indicated that five motivational factors influence the student's choice of the hospitality and tourism management field. Job opportunity is the major elements with composite mean (5.01), followed by self actualization with composite mean (4.88), field attractiveness with composite mean (4.54), and ease of study with composite mean (4.36). These findings show that the students have inherent desire to choose their identities in the hospitality and tourism industry and that a favourable job market affected their decision to pursue a hospitality and tourism management university qualification. The study concludes that hospitality and tourism management education providers must take students study motivations into consideration in curriculum development.

In a study conducted by Mutekwe, Modiba and Maphosa (2011) studied factors affecting female student's career choice and aspirations in Zimbabwe. The findings indicated that teachers, parental occupations and those of their older siblings are the significant factors that determine the career choice of the majority of the respondents. Also, on the preferred careers majority (70.00%) of the respondents preferred to become teachers and lawyers after graduation. They mention long holidays, security, interest as some of the reasons for their choice. The study

concluded that gender roles orientations, coupled with parental and teacher influence has great impact on the career choice of female students in Zimbabwe.

Similarly, in a study conducted by Andoh, Bosiakoh and Afranie (2012) on motivation and career aspirations of female students studying science at Achimota school in Accra Ghana. The findings shows that majority (55.4%) of the respondents had siblings who studied or were studying science. Also, (49.2%) stated that they decide to study science because they are more comfortable with the science subjects. This implied that the educational background of family members is a vital source of motivation for career choice. Also, on who actually motivated them to study science, the respondents mention their parents (43.1%), self (23.1%), teachers (13.8%), role models (9.2%), and siblings (7.7%). This implied that parents and the entire family members play key roles in the career decision of the girls.

Moreover, majority (80.0%) of the respondents stated that they will continue studying science at tertiary level. They identified various science areas they intend to study. Majority want to study medicine (41.6%), nursing (7.7%), pharmacy, civil engineering, & biology (4.6% each), petroleum engineering, chemical engineering, animal science & architecture (3.1% each), those for electrical engineering, astrophysics & dentistry (1.5% each). When they were ask whether they will change their course of study, majority (67.7%) said they would not change, while (32.3%) said they will change if they get opportunity. This implied that with effective guidance and encouragement the females can choose career from male dominated professions. The study concluded that there is the need to enlighten the general public on the significance of female participation in science education. Also, parents should understand the area of interest of their daughters, in order to encourage them to build career in their area of interest.

In a review conducted by Adya and Kaiser (2006) on the factors influencing girls' choice of information technology careers, they noted that the existing literature has indentified specific social and structural factors influencing girls' career choice in information technology. The social factors comprise of role models, the media and gender stereotypes, while structural factors comprises of teacher /counselor influences, school technology, home technology, same sex versus co-educational schools. The paper concluded that information technology (IT) educators and policy makers should ensure effective sensitisation of teachers and parents on the ICTs and the career options for the students. This will contribute positively in clarifying all misconceptions about IT education and career options, and motivate girls to join IT careers.

Another study was conducted by Saleem, Hanan and Saleem (2014) on the role of parents' profession, the mass media and personal choice among university students in Pakistan. The findings indicated that parents' profession, the mass media and personal choice have significant role on career choice of students, as they exercise mutual influence in career choice of students. However, the mass media and personal choice exercise more influence in career choice than parents' profession on students' career choice in Pakistan. The study concluded that this outcome may perhaps be as a result of students' exposition to varieties of information they receive through the ICTs and the multimedia communication systems, and clear understanding of their parents profession. Also, the mass media plays a vital role in influencing student's perception and decision on various professions.

Similarly, a review was conducted by Sharma (2015) on the influence of the media on vocational interest of adolescents. She noted that several studies on the role of the mass media role in career choice of youth have indicated its significance in shaping the perception and interest of youth toward various professions, by presenting various text and visual information on career through portrayal of role models and real practices of various professions. Also, some

of the studies have emphasised the relevance of television in influencing career choice of youth due to the power of visual messages in presenting reality situations of career practice and development. Equally, other studies have showed that television, newspapers and the social media are mostly used by youth to gather information pertaining various professions and working industry. The review was concluded by highlighting the significance of mass media information in youth career choice and development.

A study conducted by Gambo, Osagies, Salihu and Ogungbemi (2012) on student's perception of career choice in estate management in Abubakar Tafawa Balewa University Bauchi. The findings indicated that majority (76.3%) of the respondents are informed about the course before gaining admission into university. Also, majority (57.6%) of the respondents chose estate management course based on personal interest. On the preference of estate management to other courses, majority (69.5%) of the respondents preferred estate management than any other course in the university. Majority (50.8%) of the respondents preferred to work in the private sector after graduation from the university. The study concluded that the students have already had a prior knowledge about the course and it was their personal choice to study estate management.

Equally, Kinanee (2009) has examined factors in career decision – making of nurses in Rivers state of Nigeria. The findings have shown that there is no significant relationship between external influence (parents, friends, rewards) and the choice of the nursing career, as the result showed that the X^2 – critical (3.84) was greater than X^2 - cal (0.086) at ($p < 0.05$). There is a significant relationship between internal influence (personal interest) and the choice of the nursing career, as the result showed that the X^2 – cal. (8.2) is greater than X^2 – crit. (3.84). Also, there is no significant difference between male and female nurses in the factors influencing the choice of the nursing career, as the result showed that the computed Z (0.35) was less than the

critical value (1.96). The study concluded that internal factors played more significant roles than external factors in influencing the career decision of nurses.

Another study was conducted by Tan- Kuick and Ngee Ng (2011) on the mediating effects of peer and parental encouragement on student's choice of a nursing education in Singapore. The findings indicated that the composite mean for education and career aspiration was (1.91) representing a high level of reliability showing that on average students considered factors as acceptable tertiary education ($m = 1.96$). Positive education and career advancement ($m = 1.99$ and 1.98 respectively). The composite mean for socio – economic status factor was (1.8) representing high level of reliability. Showing that the students believe positive socio – economic status such as nursing is a profession that exercise great autonomy ($m = 1.96$), commends respect and recognition ($m = 1.99$) and provides opportunity growth ($m = 1.89$) are important factors they consider in choosing nursing as their tertiary choice.

Moreover, on the peer and parental encouragement the following factors were identified as important influence of student's choice. Parents believe that nursing is a reliable and rewarding career ($m = 4.13$) friends consider it as appealing ($m = 4.11$) and participants friends believe that nursing is a female profession ($m = 2.49$). The study supported the hypothesis that education and career aspirations are positively correlated with student's choice and socio – economic status is positively correlated with student's choice. Also, peers and parental encouragement is positively correlated with student's choice. The paper concluded that peer and parental encouragement is a significant factor that should be utilized by the health care industry to enhance the existing enrollment into nursing education programmes.

In a study conducted by Bakshi, Gandhi, Shah and Maru (2012) on influences on career choices as perceived by youth in Mumbai India. The study uses quantitative and qualitative

survey method to examine Mumbai youth career choices and perception of influences on their choice and the level of satisfaction. The findings indicated that majority of the respondents had decided on a particular career they intend to build in their life. However, (38.5%) of the youth career decision was not stable as they once change their decisions. Gender plays a significant role in the chosen careers, as majority of men prefer engineering while women choose their career on counselling and education.

On the influences on their career choice, majority (80%) of the respondents stated that they themselves had played most important role in making career choice. The second source of influence is parents where (43%) of the youth rated their mother and father as having played a more or most important role with regard to their career choice. Also, other family members was mention as influencers of career in various ways, as family was identified by (67.7%) of the youth as having one of his family members play a significant role in chosen a career. Also, teachers were mention by (31%) of the youth as having more or most important influence in chosen a career. Moreover, majority (84.62%) of the youth stated that professional career guidance services play least role in making their career choice. This implied that this service is not effective among Mumbai youth. On their level of satisfaction with their career choice, majority (43.55%) of the youth were either very or extremely satisfied with their career choice. The concluded that professional career guidance practice is not functioning effectively in Mumbai and the career guidance practice must recognize the role of individual as an active player in his career development process.

Similarly, factors influencing students' career choice and aspirations in South Africa have been investigated by Shumba and Naong (2012). The findings indicated that majority of the respondents stated that family and personal ability of the students are the major factors affecting

their career choice with (30.83%) and (30.08%) respectively, followed by teachers with (20.30%) of the respondents. Also majority (36.84%) relate their career choice at universities to the subject choices in post primary schools. The study concluded that the family, teachers and personal interest are the significant factors that influence career choice of students in South Africa.

A study was conducted by David (2011) on the disposition of students towards sociology as a career in selected secondary schools in Abeokuta. The findings indicated that there is equal proportion of the gender distribution of the respondents where males (50.3%) and females (49.7%). Majority (62.8%) stated that parents are the most significant factor influencing their career choice. Also, majority (84.7%) of the respondents were ignorant of the sociology discipline against only (14.3%) that was aware. Majority (63.7%) of the respondents show no disposition toward sociology, while (35.5%) showed interest in the discipline. The study concluded that the students were ignorant of the sociology discipline as a result of lack of publicity and awareness about the discipline.

Another study by Kloster, Hoie and Skar (2009) on university nursing student's career preferences in Norway. Outcomes of the survey indicated that majority (91.8%) of the respondents were females and (66.9%) of the respondents had worked as nursing auxiliaries before starting their nursing education. Also, majority (83.7%) of the respondents agreed that experiences from practice influenced their choice of work area, and (79.0%) agreed that the main reason for choosing a work area was the nursing challenges it offered. Also, majority (16.6%) and (15.8%) of the respondents prefer to work in the area of medical/surgical nursing and midwifery respectively. While, operating nursing and aged care institution are the areas the students do not want to work with (3.6%) and (3.9%) of the respondents respectively. The study

concluded that educational programmes alone cannot change graduate nurses preferences for work areas, changes to the working conditions in nursing home must also occur. In order to encourage nurses to work in the less interested areas like aged care and operating nursing.

Afzal, Ali, Khan, and Hamid (2010) conducted a study on students' motivation and its relationship with their academic performance in Pakistan, the findings indicated that majority (82.4%) of the respondents were males while only (17.6%) were females. The regression analysis of the elements of students motivation and university performance shows that the value of $R - \text{Square} = 0.80$ and $F - \text{statistics} = 16.010$. The result reveals that the model is significant ($P < .10$) which shows strong relationship between students motivation with their performance. The main elements for extrinsic motivation identified by students were: rejection of alternative option, career qualification and social pressure. While intrinsic motivation is achieved through respect for altruism and self – exploration. Therefore, the student's academic performance will increase with (34%) due to intrinsic motivation and with (23%) to extrinsic motivation. The study concluded that there is reciprocal relationship between student's motivation and academic performance. Academic performance is positively influenced by the intrinsic motivation and negatively affected by the extrinsic motivation.

Equally, Chuang, Walker, and Caine-Bish (2009) conducted a study on student's perceptions of career choices: the impact of academic major. The study was conducted among students of three major academic programmes; hospitality management (HM), human development and family studies (HDFS), and nutrition and dietetics (ND) at a university in northeastern Ohio United States. The findings indicated that academic major of the student's play a significant role in their career choice, as there is significant difference in the career decision making of the respondents from the three academic programmes. The main areas of

differences are career decision self efficacy, career outcome expectation and commitment to career choices. Majority of the students stated that personal interest is the most influential factor in making their career choice. Also, they stated that they relied on faculty staff expertise to guide them to make well informed career choice. The study concluded that faculty members in the university have a vital role to play in the career development of their students.

A study was conducted in Denmark by Humlum, Kleinjans and Nielsen (2007) on the economic analysis of identity and career. It was designed toward identifying why people choose career and educational programmes with non-pecuniary identity pay offs. The findings indicated that two factors; career orientation and social orientation are specifically related to identity, which are vital for educational and career choices of individuals. The study concluded that policy makers and institutions of higher education need to give emphasis to identity related issues rather than just financial issues in attracting youth to various occupations.

In a comparative study was conducted by Petters and Asuquo (2009) on the awareness of occupational and labour market information among in – school youths in Calabar. The findings indicated that only (37.00%) and (48.00%) of the secondary school and university students respectively were aware of the concepts of occupational information. The study revealed that university students were more aware of the labour market trends than secondary school students with (40.00%) and (30.00%) of the respondents respectively. Also, friends/classmates and parents happen to be the most vital sources of occupational information with (65.00%) and (58.00%) of the respondents respectively. The study concluded that school counselors should be alerted to their responsibility of providing occupational information to students at both secondary and university levels.

In a similar approach, a comparative study was conducted by Lavonen et, al (2008) on students' motivational orientations and career choice of science and technology students in Finland and Latvia. The findings implied that boys' interest in technological career was neutral while girls had no interest in a career in technology. Both boys and girls had a neutral opinion about the role of school science courses in improving their career chances and in helping them to become familiar with new jobs. Also, the students in both countries were not interested in becoming scientists or getting a technology related job. On the students' motivational orientation towards the characteristics of occupation in Finland and Latvia, it was discovered that young people in Finland and Latvia feel that characteristics related to personally meaningful orientation, innovation orientation and social orientation are the most important determinants for their choice of future occupations. Also, the students in both countries highly valued the possibility to earn lots of money in future occupations. Boys on average are more oriented towards conventional technology than girls; therefore, this reflects the traditional role models and stereotypical views on gender roles. It has become clear that Latvian students have much stronger personally, leadership and innovation orientations than Finnish students. The study concluded that there is strong correlation between perceived difficulty and feeling of lack of competence and interest in a subject. Therefore, something should be done also with the curriculum and teaching styles towards enhancing students' interest in science and technology occupations.

Another investigation was carried out by Onoyase and Onoyase (2009) on the relationship between personality types and career choice of secondary school students in federal government colleges in Nigeria. Findings of the study indicated that there were no significant relationship between realistic personality type and career choice. Also, there is no significant relationship between the investigative personality type and career choice. It was also discovered

that there is significant relationship between artistic personality type and choice of career. Also, there is significant relationship between social personality type and career choice. Furthermore, there is significant relationship between the enterprising personality type and career choice. But this relation is between the wrong career and this type of personality because many students have chosen careers that were not in accordance with their personality type. It was also discovered that there is a significant relationship between the conventional personality type and career choice of the respondents. The study concluded that many students are ignorant of their personality type and subject combination for their career interest. This gap could be attributed to the lack of guidance and counselors in the colleges which are supposed to provide guidance to the students.

Onijigin (2009) studied financial benefit, prestige of the profession and job security as correlates of career aspiration of secondary school students in Ekiti state Nigeria. The findings indicated that there is a significant relationship between financial benefit and career aspiration of secondary school students in Ekiti. Also, there is a significant relationship between prestige of any profession and career aspiration. It was also discovered that there is significant relationship between job security and career aspiration of secondary school students in Ekiti. The study concluded that the career aspirations of secondary school students are influenced by financial benefits, occupational prestige and job security.

The geographical location where individual is residing can also be a factor that influences career choice. A qualitative study was conducted by Diab, Flack, Mabuza and Reid (2012) on the career aspirations of rural origin health science students in South Africa. The study was conducted on the students of two South African universities, to identify the motivations and factors influencing their career choice. The findings revealed that majority of the respondents

stated that role models such as teachers and principals are very instrumental to their choice of tertiary area of study as well as the career. They noted that they encouraged them to build career in health science, assist them during university application and continued support throughout their studies. Also, some of the respondents stated that their motivation to study health science was based on personal experience of the situation of the health system in their communities.

Also, the respondents have identified some of the unique challenges faced by tertiary students of rural origin. They include poor in academically related skills, language of instruction, technical issues like using computer and other devices for learning. Therefore, family, friends, religion, university mentors and financial aid play a significant role in alleviating these problems on the rural students. On their future career aspirations, majority of the respondents expressed their intention to return to their locality, so that they can serve their community. Although, the students mention job satisfaction, lifestyle options and career development as a discouraging factors for returning to work in rural community. But, they are motivated by their strong desire to bring positive change in their communities. The study concluded that in order to encourage students of rural origin in their studies. Universities should assists through support programmes that will help in addressing the challenges faced by the students.

Research have shown that lack of high quality higher education training and information on labour market and industry contribute in reducing the quality of graduates produce by higher institutions as revealed by a study conducted by Ramakrishnan and Yasin (2011), on employment issues among Malaysian information and communication technologies graduates and graduating students. Toward identifying the causes of unemployment among Malaysian graduates of information and communication technologies. The study use quantitative and qualitative research approach and the sample were drawn from graduates and current

undergraduate students of a public university. The findings identified several factors that are related to the unemployment issues among Malaysian ICTs graduates. The study discovered that mismatch of qualifications with employers needs as the first factor causing unemployment among ICTs graduates in Malaysia. Majority of the graduates strongly agreed that inadequate experience is the major reason with (mean = 1.08) followed by capacity to communicate fluently in English (mean = 1.94), than lack of interpersonal skills (mean = 2.93) and lack of ICT proficiency with (mean = 3.73). Moreover, majority of the fresh graduates stated that lack of ICT proficiency contribute the most to the unemployment with (mean = 1.64), followed by capacity to communicate fluently in English (mean = 2.50), than lack of interpersonal skills with (mean = 2.93), and few of the respondents strongly disagree with lack of experience as the cause for unemployment with (mean = 3.43). This shows that the graduating and graduates students of ICTs view this issue from different perspective.

Lack of demand and supply of information on labour market is another factor for unemployment among Malaysian ICTs graduates, as identified by the majority (89.19%) of the graduating and (87.1%) of the graduates students. Also, lack of students exposure to the real job market because of the disparity between institutions and industry, was identified by the majority (60.14%) of the graduating and (88.71%) of the graduates of ICTs students, as the factor causing unemployment. Lack of proper career guidance information was identified by the respondents. Majority (62.84%) of the graduating students stated that they choose their course based on their friends advices and only (4.39%) choose a course based on institution advice, and only (1.21%) of the graduates chose a course based on institutions advice. Lack of soft skills such as communication, management and leadership skills was identified by the respondents as the cause of unemployment among Malaysian graduates of ICTs. The result of soft skills testing shows that majority (mean = 3.03) are not confident about their soft skills. While, (60.48%) of the

graduating students strongly agreed that soft skills are important in securing a job in the labour market. Also, (50.40%) of the graduates students were not confident with their soft skills before they graduated.

Moreover, lack of exposure to real job market by the courses they offered was identified by graduate's students as the cause of unemployment. Only (27.42%) of the graduate students agreed that their university education curriculum are relevant to their present job, while (88.71%) agreed that they find difficulties in adapting themselves to the job they are doing as a result of poor exposure to the real job market. Another cause of unemployment identified by the respondents is lack of challenging course syllabus. Majority of the graduating students do not agree to the current mode of teaching and learning with (mean = 4.06), while the graduates students held similar view with (mean = 3.28) of the data analyzed. Moreover, (71.37%) of the graduates and (68.15%) of the graduating students strongly agreed that the students are memorizing huge theories rather than exploring and acquiring new information on the latest development in related to their ICT courses. Industrial training and internship was identified by the respondents as one of the factors that will contribute in enhancing the quality of ICT graduates in Malaysia. Majority (66.53%) of the graduate's students agreed that the industrial training suppose to be at least six month gaining experience in the relevant organization. Also, (85.48%) strongly agreed that internship training is very important in broaden the understanding of the student by enhancing their awareness about the world they are leaving.

Students' attitude to life was also identified by the respondents as the cause of unemployment among Malaysian ICTs graduates. Majority (65.73%) of the graduates stated that graduates are not committed to face challenges and risks in the society. The quality of lecturers and curriculum was also identified as a factor by the respondents. Majority (64.92%) of the

graduates strongly agreed that higher institutions should look in to the background and skills of the academic staff in their respective institutions, In order to maintain the quality of knowledge delivery. Also, (87.90%) stated that for the institutions to succeed in the 21st century, the students need to be self directed learners. Finally, teacher centered mode of higher education was identified by the respondents as the factor that reduces the quality of Malaysian ICTs graduates. Majority of the graduating students strongly agreed that their higher institutions are teacher centered not student centered. While majority (94.35%) of the graduates agreed that their learning environments were also teacher centered. The study concluded that the present students and graduates of ICTs in Malaysia are not certified with the standard of teaching and learning in their universities. As there are several factors that are causing unemployment problem among the graduates. Therefore, immediate action should be taken by the higher institutions to improve the curriculum and other learning infrastructure. In order to produce well trained graduate in to the labour market.

Ajiboye and Tella (2007) conducted a study on university undergraduate's student's information seeking behaviour in Botswana. The findings indicated that academic information is the major kind of information required by the students with (64.1%) and the main source of the information is through internet with (54.4%) of the respondents. Also, level of study, course of study, and gender of the respondents have significant influence on students information seeking behaviour. The study concluded that provision of information technology facilities in universities is a vital step for improving quality of higher education in Africa. Therefore, a concerted effort for the provision of ICTs facilities is required in African universities and make it accessible to the students.

Entrepreneurship education was incorporated in to the Nigerian higher education curriculum in 2004 in an attempt to influence the career aspirations of the student, toward alleviating the problem of unemployment among graduates. This policy is making a gradual impact on the students. In a study conducted by Ekpoh and Edet (2011) on entrepreneurship education and career aspirations of tertiary education students in Akwa Ibom and Cross Rivers states. The study was conducted in two universities of the two states, to identify the impact of entrepreneurship education on career intentions of the students. The findings indicated the career aspirations of the respondents where (29.6%) preferred employment, (21%) preferred employment and part time business, (15%) preferred further studies and part time business. This implied that most of the graduates prefer to be in employment of others. Also, on the level of skills the students acquire at the end of entrepreneurship course. Majority (47.2%) of the respondents said they acquire moderate skills, while (28.8%) high skills and (24%) low skills. This shows that entrepreneurship courses can contribute in enhancing the student's level of skills on entrepreneurial activities. Moreover, the study was carried out with the following two hypothetical statements to test the student's gains on entrepreneurship education and barriers for stating their own business.

The benefit of entrepreneurship education to student is not significantly high. The result discovered that the calculated t-value of 30.314 is greater than the critical t-value of 1.65 at 0.05, level of significance with 499 degrees of freedom. This implied that the benefit of entrepreneurship education to students is significantly high. Thus, the entrepreneurship education is creating awareness on entrepreneurial activities.

Students perceived barriers to starting a business venture are not high. The result discovered that the calculated t-value of 6.443 is greater than the critical t-value of 1.65 at 0.05 level of

significance with 499 degrees of freedom. This implied that a student perceived barriers to business start up is significantly high. This means there are factors that are militating against starting up a business by the students. The study concluded that the introduction of entrepreneurship education in Nigerian universities is creating a positive impact on the students.

Sometimes student's experiences a condition of indecision where they are expected to choose a particular career in their life. There are several factors that are related to career indecision as revealed by the study conducted by Talib and Aun (2009), on predictors of career indecision among Malaysian undergraduate students. Four Malaysian public universities were selected for the study to determine the level of academic achievement, career identity and the predictive factors of career indecision. The findings shows that majority (66.2%) of the respondents have moderate level of academic achievement with the mean score ($m = 2.99$ $SD = .446$). Also, majority of the respondents have high level of vocational identity with mean score ($m = 26$, $SD = 3.53$). However, the result indicate low occupational information among majority of the respondents with the mean score ($m = 4.24$, $SD = .634$) resulting in high career barriers with a mean score.

Moreover, the findings on career indecision showed that there is no significant relationship between age and career indecision among Malaysian undergraduates with ($r = -.029$, $p > .05$). Also, gender was significantly correlated with career indecision with ($r = -.156$, $p < .05$), as the t-test analysis indicated that there is a significant difference of career readiness among male and female undergraduates with $\{+ (.1159) = 5.39$, $p < .001\}$. Female undergraduates showed higher career indecision when compared to male undergraduate students.

Similarly, the result discovered that academic achievement was significantly correlated to career indecision among undergraduates with ($r = 0.71$, $p < .05$). This implies that undergraduate's

students with higher academic achievement have higher career indecision and less ready for a career. Equally, there is significant relationship between working experiences and career indecision among Malaysian undergraduates with ($r = -.076$, $p < .01$) and vocational identity was significantly correlated with career indecision among Malaysian undergraduates with ($r = -.339$, $p < .01$).

The result also, discovered that occupational information was significantly correlated with career indecision among Malaysian undergraduates with ($r = -.223$, $p < .01$). This implied that those who have adequate information on occupation and career are more decided in career choices and active in career decision. Also, career barrier and career indecision was significantly correlated among Malaysian undergraduates with ($r = -.199$, $p < .01$). Finally, controlling for gender, academic achievement, working experiences, vocational identity, occupational information and career barrier do not contribute significantly to career indecision among Malaysian undergraduates. The result discovered through multiple regression analysis of the factors indicates that gender (male = 1. $B = -.105$), academic achievement ($B = .086$), vocational identity ($B = -.264$) and occupational information ($B = -.142$) to be the predictors of career indecision. Thus, vocational identity ($B = -.264$) was the strongest predictor of career indecision among Malaysian undergraduates students. The study concluded that educators should take the necessary majors to provide effective career information through career guidance and counselling services specifically to female undergraduates. This will help them in making informed career decisions. Also, the career guidance services should be structured to apply multidimensional approach in providing relevant occupational information to serve various needs of the students.

Based on the literature reviewed, the main factors for career choice of the students of higher institutions can be identified from the following variables discussed in the review: Personal interest, Altruism, Gender, age, stereotype, Prestige and social status, role models, Friends and peer group influence, Family orientations and support, School environment, Lecturers, Examination grades, curriculum, Learning facilities, Working experience, Job opportunity in the labor market, Working experience, Remunerations package, Working environment, Educational system and policies.

2.3 – Communication Context of Students Career Motivation Factors

Information on career and work industry is communicated to the students of tertiary institutions through various communication channels. Communication is “a social process in which individuals employ symbols to establish and interpret meaning in their environment” (West & Turner, 2010, p.5). Similarly, Hoffmann, (2007, p.67) noted that communication is “a transaction involving the meaningful exchange of information between sender and receiver. It entails a process by which messages are encoded, transmitted and decoded and how the message is transformed by this process”. Therefore, communication is the life blood of any human action in the society. “Communication as a tool for self development, which in turn is human resource development, is the centre for all aspects of sustainable social development” (Iamnirun, 2010, p.1).

This study has categorized the career motivational factors of mass communication students in Nigerian tertiary institutions into four; socio-cultural, academic, labour related and communication education systems categories. The variables under these categories are operating under various communication contexts in the society. According to West and Turner, 2010, p.32), communication contexts “are environments in which communication takes place”. The

major contexts of human communication include: intrapersonal communication, interpersonal communication, small group communication, public/rhetorical communication, mass/media communication, cultural communication (West & Turner, 2010).

Intrapersonal communication context refers to “communication with oneself; dialogical thinking that may or may not be manifested externally” (Chandler & Munday 2011, p.225). Similarly, Watson & Hill (2006, p.140) noted that intrapersonal communication “takes place within ourselves; our inner monologues; our reflection upon ourselves, upon our relatives with others and with our environment”. Equally, Iamnirun (2010, p.2) noted that “intrapersonal communication means a communication within an individual to give meaning to various stimuli both inside and outside a person and to interpret them according to one’s own experiences”. Therefore, this context of communication involves “communication with oneself” (West & Turner, 2010, p.32). Intrapersonal communication occurs in different ways and processes as identified by Iamnirun, 2010, p.4);

Intrapersonal communication includes mediating, thinking, analyzing, reflecting, singing, e.t.c. Intrapersonal communication, it is important that the sender has to know oneself. The self is composed of body and mind. The body incorporates different nervous systems for sensual perception and as channels of communication to contact the mind. Mind is the knower of messages. Message in the form visual contact perceived by the mind it is understood as an image and can communicate the self. Message in the form audio contact that is perceived by the mind through ears is understood as sound.

This form of communication is very essential for self development of people in the society. Self development is “ the ability to change or improve oneself to the better level in order to pursue activities and behaviors that respond to needs, motivation and intended goals which benefit the others and to be able to live happily in a society” (Iamnirun, 2010, p.4).

Secondly, interpersonal communication context refers to “a method of communication in which one person interacts with another person without the aid of a mechanical device”

(Hoffmann, 2007, p.157). Similarly, Chandler and Munday (2011, p.221) noted that interpersonal communication “is the interaction between individuals typically one to one”. In another definition Dominick (2011, p.469) defines it as “a method in which one person (or group) without the aid of a mechanical device”.

However, development in ICTs and multi-media communication systems has facilitates the emergence of machine assisted interpersonal communication “is the sharing of personal messages through some form of interposed device” (Rodman, p.8, 2011). This form of interpersonal communication combines features of interpersonal and mass communication. Dominick (2011) highlight six characteristics of machine assisted interpersonal communication setting, it involve one or more individuals communicate by application of a particular mechanical device with single or multiple receivers. Secondly, the source in machine assisted communicated interpersonal communication can be one person or group of individuals that may likely know the receiver or not. Thirdly, channels in machine assisted interpersonal communication is limited, it usually rely on only one or two channel, such as telephone call that utilizes electrical energy and sound waves in delivering messages. Fourthly, messages in machine assisted interpersonal communication can be targeted for single receivers or group and it relatively not expensive to produce. Fifthly, decoding messages in machine assisted interpersonal communication can pass through one or several stages. Finally, the receiver in machine assisted interpersonal communication can be either at presence with the source or not.

Small group communication context is a “communication among at least three individuals” (West & Turner, 2010, p.35). Similarly, Chandler and Munday (2011, p.180) defines it as “the process by which verbal and nonverbal messages are exchanged between a limited number of people, usually from 3 – 20”. Fourthly, organizational communication context “pertains to communication within and among large, extended environments” (West & Turner,

2011, p.37). Fifthly, public/rhetorical communication context is “the dissemination of information from one person to a large group” (West & Turner, 2010, p.180). This context of communication is presented to the audience through speech, seminar, workshop and conference presentations.

Mass communication context is “the process by which a complex organization with the aid of one or more machines, produces and transmits messages that are directed at large, heterogeneous, and scattered audience” (Dominick, 2011,p.469). Similarly, Rodman (2011, p.8) noted that “mass communication is a mediated messages that are transmitted to large, usually widespread audiences”. It normally occurs “when a sender distributes messages to many people simultaneously” (Hoffmann, 2007, p.178). According to Watson and Hill (2006, p.160) mass communication is an “institutionalized forms of public message production and dissemination operating on a large scale, involving a considerable division of labour in their production process and functioning through complex mediations of print, film, recording tape, and photography”. Similarly, Campbell (1998, p.483) describe it as “the process of designing and delivering cultural messages and stories to diverse audiences through media channels as old as the book and as new as the internet”. Also, Defleur and Dennis (1996,p.633) noted that mass communication is a “multi-stage process in which professional communicators design and use media to disseminate messages widely, rapidly, and continuously in attempts to influence large and diverse audiences in a variety of ways”. According to Turow (1999, p.13):

The continually changing content of mass communication affects us every day. Mass media materials speak to the most personal parts of our lives. They also connect us to the world beyond our private circumstances. As a result, mass media industry are major force in society.

The mass media is a very significant component of mass communication process, “mass media are the technological vehicles through which mass communication takes place” (Turow,

1999, p.8). It refers to “the various technological means of producing and disseminating messages and cultural forms to large, widely dispersed, heterogeneous audiences” (Chandler & Munday, 2011,p.257). The main features that differentiate it with other communication context is that; mass media do not talk back to the audiences, gatekeepers determine which messages are sent, and mass media have wider impact on audiences (Rodman, 2011). However, development of ICTs and multimedia communication system has brought significant changes on the structure and operations of mass communication media in society. Dominick (2011, p.18) noted that it is;

a new arrangement that makes possible several different levels of communication, one source communicating with one receiver (email), one source communicating with many receivers (CNN.com), a few sources communicating with few receivers (chat rooms, blogs), and many sources communicating with many receivers (YouTube).

People use mass media basically to satisfy their own personal needs which revolve around the purpose of enjoyment, companionship, surveillance and interpretations (Turow, 1999). Also, the manner in which individual’s uses the mass media varies as they attempt to certify peculiar gratification, either for cognition, diversion, social utility, affiliation, expression and withdrawal (Dominick, 2011).

Cultural/intercultural communication context is a “communication between and among individuals whose cultural backgrounds vary”. According to Chandler and Munday (2011, p.218) intercultural communication is “interaction between people from different cultural or sub cultural backgrounds intended to lead to shared understandings of messages”. Similarly, Watson and Hill (2006, p.50) noted that “it occurs between individuals from differing cultural background”. Equally, Defleur et al (2002) described intercultural communication as “an exchange of messages that takes place between people of different social categories under conditions in which the cultures of these categories influence or change the process in some

significant ways”. Also, “whenever cultural variability influences the nature and the effects of communication, intercultural communication is at work” (Gamble & Gamble, 2002, p.35).

These contexts in which people communicate enable individuals to experience the roles of communication at an individual level which involves;

- To respond to physical needs of an individual which are basic necessities for human life. An individual will respond to his or her needs by way of different forms of communication.
- To respond to an individual needs to form his or her own identity by using communication as a means to construct personal image and identity that are different from the others.
- To respond to social needs by efficiently connecting and cooperating with the others.
- To respond to an individual career needs by using communication skills as tools for listening, reading, speaking and presenting (Iamnirun, 2010, p.2).

Symbolic Interaction theory (SI) theory is one of the sociological theories that describe the relevant of interaction among people and the kind of meaning they derived at various communication contexts of such interactions. The SI was founded by George Herbert Mead in 1934. However, it was Herbert Blumer that created the name Symbolic Interaction theory in 1969. The Symbolic Interaction theory was developed based on ideas about self and its relationship to society (West & Turner, 2010, p.76). Symbolic Interaction theory was built based on the following seven central assumptions:

- Humans act toward others on the basis of meanings those others have for them.
- Meaning is created in interaction between people.
- Meaning is modified through an interpretative process.
- Individuals develop self - concepts through interaction with others.
- Self – concepts provide an important motive for behavior.

- People and groups are influenced by cultural and social process.
- Social structure is worked out through interaction.

The above assumptions was summarized under three main themes by LaRossa & Reitzes (1993) cited in West & Turner (2010, p.79)

- The importance of meanings for human behavior.
- The importance of the self – concept.
- The relationship between the individual and society.

This theory provides a basis for explaining the pattern of interaction that occurred between mass communication students and the communication contexts of various motivational factors that influence their career choice.

2.4 – Contemporary Issues in Mass Communication Education Practice

Higher institutions of mass communication education programmes are providing a significant contribution to professional training, manpower provision and shaping career aspirations of the students in to various communication professions. The number of institutions for journalism and mass communication education has recorded a remarkable growth, recent statistics by regions has showed that Africa has (214) equivalents to (9%), Asia (641) equivalents to (28%), Europe (547) equivalents to (23%), North America (638) equivalents to (27%), South America (255) equivalents to (11%), and Oceanic (53) equivalents to (2%) of the institutions around the world (CIMA, 2015). “One key element of journalism education is that it is seen as laying the foundation for the attitudes and knowledge of future journalists. However, there are manifold views on what journalists should be taught. There are equally many ways that journalist are taught” (Joseph, 2009, p.42). The university, polytechnic, college and in-house training are the major systems of higher education training for journalism and mass communication around the world. These systems are operating with different curriculum and regulatory framework. Deuze (2006, p.22) analyses world journalism education into five distinctive types, based on the work of Gaunt (1992) and Frohlich and Holtz-Bacha (2003):

- Training in schools and institutes generally located at universities (e.g Finland, Spain, United States, Canada, South Korea, Egypt, Kenya, Argentina, the gulf states) increasingly in Great Britain and Australia: this is becoming the dominant mode of training journalists-to-be worldwide; some educators, particularly in Africa and Latin America, resist this model on the grounds that it has neo-colonial features, making local programs increasingly dependent on the global system.
- Mixed systems of stand-alone and university-level training (France, Germany, India, Indonesia, China, Brazil, Nigeria, Turkey, South Africa).
- Journalism Education at stand-alone schools (Netherlands, Denmark, Italy).
- Primarily on-the-job training by the media industries, for example through apprenticeship systems (Australia, Japan, Great Britain, and Austria stated this way, as this is a typical feature of the Anglo-Saxon model).

- All of the above, and particularly including commercial programmes at universities as well as in-house training by media companies, publishers trade unions, and other private or government institutions (Eastern Europe, Cuba, North and Central Africa, the middle East).

Moreover, Deuze (2006,p.22) noted that “the literature does suggest most if not all systems are moving towards the first or second model, indicating increasing levels of professionalization worldwide”. Although journalism and mass communication education system varies from one country to another due to socio-economic, political and cultural difference worldwide. Journalism education programmes anywhere around the world are specifically designed to include practical training and general knowledge on education and liberal arts (Deuze, 2006). Also, according to Deuze, (2009, p.23) research in journalism and mass communication education should be carried out in the following ten major areas:

1. Motivation: why journalism education?
2. Paradigm: what (set of) ideas guide journalism education?
3. Mission: what is the position of journalism vis-à-vis the profession and its publics?
4. Orientation: on what aspect (or aspects) of journalism is the education based (such as: the media, genres, or functions of journalism in society)?
5. Direction: what are the ideal characteristics of those graduating?
6. Contextualization: in what social context is journalism education grounded?
7. Education: is journalism education a socializing or an individualizing agent?
8. Curriculum: how is the balance between practical and contextual knowledge resolved?
9. Method: what is the structural or preferred pedagogy, and why?
10. Management and Organization: how is journalism education organized?

Similarly, he added that most of the current literature in journalism and mass communication education are based on categories 8 & 3. Therefore, studies should be design to address the remaining categories of journalism education.

One of the significant issues in journalism and mass communication education is the argument between journalism educators and practitioners. Fulton and Scott (2013, p.67) noted that:

The focus in such debate centers around the differences between pedagogical approaches that are 'doing; journalism and those that are 'about' journalism, some of the debate emerging from industry involves arguments and worth of courses programmes and journalism educators.

Zelizer (2009) discusses the relationship between journalism and academy, he describe it as an existential uncertainty relationship between journalism practice and the academy. He noted that:

In an era when journalism stretches from personalized blogs to satirical relays on late night television and its study appears in places as diverse as communication, literature, business and sociology, considering journalism's place in the academy from a new might seem like an unnecessary attempt to generate alarm about the future viability of a phenomenon that seems to be everywhere. However, in being everywhere, journalism and its study are in fact nowhere. On the one hand, journalism's development has produced a long line repetitive and unresolved laments over which form, practice or conversion might be better suited than their alternatives to qualify as news making convention. On the other hand, its study has not kept step with the wide- ranging and often unanticipated nature of its evolution over time (Zelizer, 2009, p.29).

As an area of study journalism was jointly held by three components; journalists, journalism educators and journalism scholars (Zelizer, 2009).However, there is augments among these groups on who exercise the right to speak on journalism. This can be identified around the world where journalism and mass communication academic programmes exist. Moreover, Zelizer (2009) noted that within journalism education there are five major types of enquiry; sociology, history, language studies, political science, and cultural analysis. These areas offer a perspective through which journalism can be viewed in the society. In order to harmonize the relationship between journalism practice and academy, Zelizer concluded that journalism should be

positioned as a combination of humanities and social sciences academic perspectives. Also, the curriculum for journalism education should combine craft, education and research together in order to enhance effective understanding of journalism.

In a study conducted by Pointer Institute for media studies on the state of journalism education (2013) the study was carried out among the journalism educators and media professionals toward seeking their views on the future of journalism education. The findings showed that majority ((96%) of the journalism educators believe that journalism degree is very important to extremely important when it comes to understanding the value of journalism. While, (57%) of the media professionals believe that a journalism degree is very important to extremely important to the value of journalism. Also, more than (80%) of the educators but only (25%) of media professionals said a journalism degree is extremely important when it comes to learning news gathering skills. Similarly, almost one in five media professionals' surveyed say a journalism degree is 'not at all important' or only 'slightly important' to learning news gathering. The (39%) of educators said journalism education is keeping up with industry changes, while (48%) of the news room leaders said the academy is not keeping up with changes in the field. Finally, there is no significant difference between educators and professionals on whether a journalism degree is important when it comes to getting a job. (53%) of the educators think journalism degree is very to extremely important to getting a job, while, (41%) of the professionals have the same belief.

Similarly, Center for International Media Assistance (CIMA) (2007) studied the condition of journalism education in higher institutions, toward identifying where international media assistance can be put to solve the challenges facing the institutions. The study describes the poor condition of institutions of journalism education as "too many journalism schools are old fashioned and entrenched. There is disparity between what is taught in the university

journalism programmes and what is needed professionally” (CIMA, 2007, p.14). The findings indicated that universities are very suitable entry level for journalism training, other centers and workshop may be more appropriate for on the job or mid career training in politically difficult nations. Secondly, the best journalism programmes established a balance between theory and practice. Thirdly relevant educational materials like books that reflect the mission, current practices and ethics of journalism are needed in most regions. Fourthly, student’s publications, an excellent way of hand- on training, is not available at many universities and should establish with adequate supervision. Fifthly, public relations training should be separated from the journalism curriculum, noting that it’s not a good practice to fuse these two different professions. Sixthly, university partnerships with media organizations may benefits both sides, but may not work well if it was narrowed to only one segment of the media. Seventhly, additional research is required to effectively understand how to meet the demand for equipment by journalism educators, as the problem persists even in developed nations like United States. Eighthly, journalism faculty required updated training of staffs which should comprises a combination of academically trained teachers and those with professional experience of media practice. Ninthly, the courses specified by the UNESCO model curricula are useful starting point for new journalism programmes. But, it does not offer entrepreneurial training for future journalists that may intend to operate independently. Finally, an additional curriculum is required on to get started as a journalists, the possible approaches and how to apply ICTs in journalism practice.

Moreover, the study made the following recommendations that will help in enhancing the journalism education worldwide. “Journalism education should emphasize the core skills of reading, reporting and writing, which can be taught even without up-to date equipment” (CIMA, 2007, p.22). Also, journalism programmes should establish cross – discipline partnerships within

universities such as joint degrees or projects in other disciplines like science, law, political science and economics. This will prepare journalists for handling critical issues in the society.

In a study conducted by Okoye, Pride, Corsy and Amobi (2015) on employers assessment of mass communication graduates of the Nigerian universities and polytechnics, the findings indicated that the employers rated the graduate high in terms of their ability to work well with others and acceptance of responsibility with 60% and 61% respectively. However, the ratings on numeracy (35%), critical thinking (30%), and critical writing (10%) were very poor. Equally, employer's ratings on written English (35%), spoken English (55%), news writing (50%), feature writing (30%), and editing (40%) was very low.

Moreover, the graduate's ratings on relevant computer skills like picture editing (15%), sound editing (14.3%), and animation tools (27.3%) are very poor. Similarly, the employers rated polytechnic graduate higher than university graduates in terms of their performance. Specifically, they rated the university graduates low in terms of press release writing (40%), advert copy writing (27%), public speaking (25%), ability to produce television programmes (35%) and ability to edit (40%) was very poor. The study concluded that considering the vital role of mass communication to the socio-economic, cultural and political life of the society. Mass communication education sector in Nigeria must adopt a new innovation of teaching and training of students in order to address these deficiencies in some critical aspects of mass communication practice.

Another study conducted by Rampal (2009) on the disparity between journalism education and practice in four Maghreb states. The findings showed that professional journalists trained in various higher institutions of journalism and mass communication in Algeria, Morocco, Tunisia and Libya face serious prostration and difficulty in applying the code of professional practice and ethics they have learnt from mass communication institutions as a

result of several political, legal, cultural and media structural factors. Consequently, many journalists in these countries have changed from journalism profession to public relations and advertising as they exercise more professional freedom and earn higher remuneration package. The study concluded that the curriculum for journalism and mass communication education in Algeria, Morocco, Tunisia and Libya should be redesigned toward teaching how to enhance the quality of journalism practice within the current political, legal and media structural constrains. The curriculum should also be focused on development journalism that will contribute positively in improving the socio-economic development in the society.

Melkote (2006) discusses the challenges facing the challenges facing schools of journalism and mass communication. He noted that the disconnection between the academy and media industry is one of the major challenges facing journalism and mass communication schools in different part of the world. There is lack of trust and mutual understanding between journalism practitioners and the academics on the structure of operational relationship that suppose to exist between journalism practitioners and the academics. According to Melkote, (2006, p.7):

Research on the changing roles of journalists in an increasingly multicultural world dominated by newer information and communication technologies, and effects research on how the craft of journalism can continue to be effective and relevant could be other useful contributions and mass communication schools to the media industry and its professionals.

Therefore, symbiotic relationships suppose to exist between the two sectors where their contributions will support one another. Melkote suggested for a better relationship and collaboration between journalism and mass communication educators and practitioners, and periodic reform of curricula and training strategies of journalism and mass communication students to the needs and challenges of the communication industry.

Issues related to the practice and mission of journalism and mass communication schools is another challenge identified by Melkote (2006). He noted that all the socio-economic and political developments and globalization that is taking place in every sector of human do human development has a direct implication on the media, communication industry and education sectors. This is because, journalism and mass communication schools are responsible for “(a) teaching and training new entrants to the field of mass media, and (b) research into to the process and effects of mass communication” (Melkote,2006,p.9). This requires a consolidated practice and mission of the journalism and mass communication schools. He provided three suggestions toward realizing this, journalism and mass communication schools should provide a strong foundational knowledge in the liberal arts and sciences to their students, in order to enhance their competencies in a multi-dimensional way.

Secondly, journalism and mass communication schools should introduce their students to the multicultural and diverse structure of the world. Through designing courses and short training opportunities that will enable them to understand the concept of diversity within their communities and the world over. This can be achieved through hiring or co-teaching with lectures from other faculties like education, law e.t.c. Also, journalism and mass communication schools should train their students to effectively understand the implications of the emerging information and communication technologies to the media and communication industry. The convergence in the media industry has change the pattern of sending and receiving media messages. “The audience today receives the news from newspapers, from television, from weblogs. This has implications of how we structure our curriculum, our pedagogical practices, and even how we train our faculty” (Melkote, 2006, p.11).

Finally, declining budgets in higher education is the third challenge identified by Melkote (2006). There is general decline in the budgetary allocation to the higher education sector in both the developed and developing nations.

The challenge then is how to provide first class education with an inadequate resources base. As journalism schools are usually technology intensive they are also saddled with the responsibility of maintaining up-to-date technologies on their premises. Meanwhile, the cost and complexity of technology escalates with every passing year (Melkote, 2006, p.12).

He suggested for alternative sources for generating funds, through fund raising support with alumni organizations, NGOs and private individuals. Also, proposals for grants and other faculty development initiatives should be submitted to the private and public agencies. The management of journalism and mass communication schools should device a strategy for prudent management of the kittle resources at their disposal.

Melkote (2006) concluded that these are just few out of several challenges facing journalism and mass communication schools around the world. He mention other factors such as: maintaining a high level of faculty collegiality, continually training faculty to meet the new demands of the industry and the academy, assessment of teaching instructions, curricula and research, assessment of students outcomes, connecting faculty performance to student outcomes, and maintaining the highest standards in teaching, research and service. These require a collective effort of all stakeholders in journalism and mass communication education and practitioners toward addressing these challenges.

Okebukola (2014) identified six major factors that prevent Nigerian educational system at the primary, post primary and tertiary levels to function effectively in promoting job creation and service delivery these factors include challenge of policy and policy implementation, the challenge of curriculum, the teacher challenge, students – related challenges, the challenge of facilities and challenge of curriculum delivery. Therefore, to tackle these

problems he suggested for two major ways curriculum reformatting and reformatting teacher education, which can be achieved through the following: reduction in the load of education courses, increase in the load of teaching subject courses, more time for teaching practice, avoiding early specialisation, limiting the number of sandwich/part time students, periodic training in modern methods of teaching, training in pedagogical skills, mentoring, teacher quantity and teacher licensing and revalidation of license.

Technological convergence in the media industry is another vital issue to the contemporary journalism and mass communication education sector. The concept of convergence within mass communication context was defined by several scholars. According to Chandler and Munday (2011, p.77) convergence is “the merging of formerly discrete communication technologies /media (notably broadcast media, the internet, and telephone) and of their functions and associated genres, facilitated by digitization”. Similarly McQuail (2011, p.553) noted that “It is usually applied to the convergence of media technologies as a result of digitization (computerization). The distinctive physical characteristics of media cease to matter, at least for the purposes of production, processing and transmission”. All the definitions attempted to describe the structure of merger of various traditional mass communication media and the technology into one platform of operation. Convergence was first coined by Pool (1983) he described what he called ‘convergence of modes’ as the process that eliminates the demarcation between communication media. He predicts the disappearance of variation between media institutions as a result of development of digital technology. This development has transformed the nature of learning and training in mass communication education, and also the nature of work in the communication industry. Therefore, communication educators were forced to redesign their curriculum for training communication professionals, while, practitioners are

trying to adopt the new changes brought by digital and multimedia revolution to the communication industry.

In a study conducted by Sheerin (2002) on media convergence in journalism and mass communication education, the study was designed to investigate how communication educators in the United States are preparing students to deal with the issue of convergence. Quantitative and qualitative survey research method was used in conducting the study. The findings from the qualitative survey showed that majority of the respondents define convergence from the technological perspective by describing it as the merger of various technological devices with the traditional mass communication media. Also, they agreed that media convergence has been occurring, but at different level and dimension in various sectors of the communication industry.

Moreover, the respondents views on the media convergence effects on the academia indicated that majority are of the view that the students must be train on how to operate in different media platforms and also, on the old basic fundamentals of journalism profession. Also, they believe that convergence is creating new roles on the way journalism is practice in the society, which requires changing the mode of educating journalism students. On their views on what academia is doing to address in issue of convergence in various institutions in the United States. Majority of the respondents stated that their journalism and mass communication faculties are taking various majors such as introducing various courses and projects, work, and review of their curriculum in order to adjust to the various challenges brought by media convergence.

Finally, the respondents were asked to identify any obstacles which they or their institutions encounter in an effort to address the issue of convergence. Majority stated that most of the problems are associated with the faculty. The faculties must make significant commitments to provide up to date hardware and software facilities. Also effort should be made to ensure that the senior faculty members are trained on various multimedia applications brought

by media convergence, as many lack knowledge on how to operate them. This will enable them to provide a lead role in adopting media convergence.

On the other hand, the findings from the quantitative survey indicated that majority of the respondents ($M=2.78, SD =.79$) agreed that convergence has occurred in the mass media industry at the rate of more than halfway to attain the level of complete media convergence in the United States. Also, the respondents were asked to assess their respective institutions on whether their curriculum is keeping pace with the changes brought by media convergence. Majority stated that ($M=2.10, SD= 1.07$) this implied that they don't agree that their curriculum is complying with the changes brought by media convergence. This was in line with the previous qualitative finding that shows convergence has occurred but not fully accommodated into the communication industry and education sector. Also, majority of the respondents ($M = 2.98, SD =1.04$) stated that it is necessary to comply with the changes brought by media convergence.

Moreover, on their views on the level in which their school of journalism and mass communication is training students for entry into professional world, majority of the respondents ($M=2.54, SD =.84$) stated that they are not sure if they are properly training their students. Also, the respondents were asked some questions in relation to their faculty. They were asked to indicate whether their school of journalism and mass communication is adequately trained to deal with media convergence, the response shows that ($M = 2.00, SD = 1.00$). They were also, asked to whether their school of journalism and mass communication has taken active role in updating their curriculum to adequately incorporate the role of media convergence in journalism and mass communication, the response shows that ($M = 2.51, SD =.95$). These two results implied that updating curriculum may not be the only problem faced by journalism educators in dealing with media convergence. Thus, the respondents feel that the faculty is not

properly trained and they are not sure if the faculty is taking effective role of updating their curriculum.

The communication educators were also asked some questions on obstacles encountered by the faculties in dealing with media convergence. On whether they encountered some obstacles in dealing with media convergence majority (82.9%) of the respondents answer in affirmative. Then all those with this view were asked to rank possible obstacles on a scale of one to six, starting with the most difficult obstacle to the least accelerated pace of change, faculty, funding student comprehension, unknown future of job skills, and other category which some of the respondents mention the following obstacles; time to train, administrative ignorance, administrative control over purchases, space, and AEJMC guidelines.

The study concluded that journalism and mass communication educator's belief that media convergence is present to some degree in the world of mass communication. However, the model of teaching media convergence is still in the development process. Thus, adopting the purpose /Audience/Medium model in teaching journalism and mass communication will enable students to effectively understand media convergence. Also, one of the major obstacles faced by journalism and mass communication faculties in dealing with convergence is funding, faculty and accelerated face of change of media convergence.

Social media is a byproduct of media convergence, it comprises of several applications such as face book, twitter, YouTube, Net ease, Wikipedia, BlogSpot etc. They are social networking sites that allow users to interact and exchange ideas in various forms through the internet. Through these platforms, the digital revolution made a significant impact on mass communication education and practice. According to Selwyn (2012, p.12) social media:

Are internet applications that rely on openly shared digital content that is authored, critique and re-configured by mass users. Social media applications therefore, allow users to converse and interact with and share new forms of

textual, visual and audio content; and to categorize label and recommend existing forms of content.

Similarly, Dominick (2011, p.25) noted that “social media are online communication that use special technique that involve participation, conversation, sharing, collaboration and linkage”. It provide opportunity for millions of people around the world to achieve varieties of communication goals with instant interaction between source and the receiver.

This sense of internet use now being a participatory and collective activity is reflected in the language used to describe social media applications. Social media use is often described in terms of collaboration, conviviality and creativity. Social media applications are seen to be open rather than close, bottom-up rather top down. Social media users go online to share and rate, mash-up and remix, friend and trend (Selwyn, 2012, p.1).

Presently, social media is a very essential means of communication among students of mass communication in higher institutions (Mohammed & Suleiman, 2012). It has also provide an avenue for reaching and teaching various aspects of journalism and mass communication education (Knight, 2003). Therefore, “many higher education institutions (and educators) now find themselves expected to catch up with the world of social media applications and social media users” (Selwyn, 2012, p.1). Understanding the significance of social media within the context of higher education can be viewed from three dimensions; social media and new types of learners, social media and new types of learning, and social media and new forms of higher education provision (Selwyn, 2012).

Social media and new types of learners refer to how social media applications have created an entirely new type of students in higher institutions around the world. This was facilitated by the social media qualities of high connection, collective and creativity. Social media give students chance to perform multiple tasks with flexible digital internet applications, it also enable them to have social autonomy to control their life activities (Selwyn, 2012).

Therefore, it is very important for the higher institutions to incorporate social media applications in teaching and enlightening the contemporary generation of students in higher institutions.

According to Ulbrich et al, (2011, cited in Selwyn, 2012, p.3):

Members of the next generation use the web differently, they network differently, and they learn differently. When they start at university, traditional values on how to develop knowledge collide with their values. Many of the teaching techniques that have worked for decades do not work anymore because new students learn differently too. The net generation is used to networking: its members work collaboratively, they execute several tasks simultaneously, and they use the web to acquire knowledge.

However, adopting this new type learning by the mass communication faculties in Nigeria and several other developing nations will be very difficult based on the various limitations affecting the mass communication institutions as identified by (Akinfeleye, 2008 & 2011; Melkote, 2006; Hume, 2007). Secondly, social media and new types of learning implies that social media have created new ways of knowledge consumption and construction that are entirely different to the learning process of traditional formal education (Selwyn,2012). This is a technology based system of learning that involve collaboration and exploration of information from various internet databases. “This ideas are reflected most explicitly in the notion of connectivism - the idea that learning in a social media age now rest upon ability to access and use distributed information on a just-in-time basis”(Selwyn,2012,p.4). However, this new mode of learning has several short comings as identified by various studies (Carr, 2010; Keen, 2007) that pointed out the negative effect of killing the intellectual skills of the students of higher institutions.

Thirdly, social media and new forms of higher education provision, this implied that social media platforms pose a great challenge to the traditional mode of formal education system as they are offering alternative ways for receiving higher education in the society. According to Selwyn, (2012, p.4):

At present, some of the more significant trends in social media supported learning are positioned outside - as opposed to within- the formal higher education system. Much has been made, for example, of the growth of social platforms from which universities can distribute learning content and courseware such as You Tube EDU, iTunes U and academic earth. At present, many of these spaces are at best, analogous to more formal modes of higher education provision.

Since the role of social media in higher institutions was viewed from positive and negative perspectives. Mass communication institutions and educators are in a better position to decide on the best way to utilize social media for learning and training professional communication practitioners. Selwyn noted that:

Clear lines need to be drawn between the immediate practical tasks of developing forms of social media use that better fit within the current 'grammar' of formal higher education systems, and addressing rather more difficult longer term issues of system-wide reform and redesign. In terms of this latter point, there is a clear need to thoroughly consider and discuss what higher education is, and what forms it should take in a 21st century digital age,

Furthermore, Selwyn concluded that higher institutions and educators should face the task of integrating social media in the examination and assessment of student's academic activities. They should also provide adequate training and support for the staff students on how to effectively utilize the internet facilities in varieties of ways. The innovations brought by the internet has completely transformed the teaching and learning environment in mass communication educational institutions. According to Mensing and Franklin (2011,p.8):

Students today are much less likely to stay in the same job for long periods, keep the same skills set for decades, or have opportunities delivered as easily as students from previous generations. Students face greater competition and more uncertainty, but also, arguably, more opportunity for creativity and meaningful work, some are growing up in environment where technology shapes their abilities to learn; some students lack the most basic standard of living. Educators face increasing pressure to be more productive with fewer resources, to teach students with widely differing expectations

and needs, and to provide leadership in a discipline that is undergoing significant transformation.

Finberg (2012) analyses the future of journalism education amidst digital technological

revolution. He noted that:

Obviously, I believe there is a future. However, it will be a very different and difficult future, a future that is full of innovation and creative disruption. And I believe, we will see an evolution and uncoupling between the value of a journalism education and journalism degree. This has both opportunities and challenges for journalism training organizations (Finberg, 2012, p.1).

Therefore, despite the challenges faced by the journalism and mass communication higher institutions particularly in Africa, It's imperative for all the stake holders in mass communication education sector to device strategy for dealing with the disruption brought by digital evolution into mass communication education. According to Eric Newton (2012) cited in Finberg (2013, p.13) four radical steps should be taking for the journalism and mass communication education to address the technological disruptions;

1. Innovate; create both new uses of software and new software itself.
2. Teach open, collaborative methods. No longer must student be lone wolf reporters or cogs in a company wheel.
3. Connect to the whole university. This can mean – teaching a science journalism class with actual scientist.
4. Expand their role as community content providers. University hospitals save lives. University law clinics take cases to the Supreme Court. University news labs can reveal truths that help us right wrongs.

Many other innovative ways is expected from mass communication educators, as failure to address this disruption will lead to the collapse of some journalism and mass communication academic programmes. Finberg (2012) in his conclusion on the future of journalism education that “journalism education is at inflection point, we are at the point at which we need true educational innovation. Some will do this, others will be left behind”(p.12).

In a similar study Hamdy and Auter (2011) conducted a comparative study on divergence on convergence between US and Egyptians journalism professionals and educators. The study was designed to examine how convergence is occurring within the media industry and mass communication education sectors in US and Egypt. The findings indicated that the response of Egyptians communication educators on the meaning of convergence showed that they have identified their various experience with convergence and describe it as a complex technological process, where various media perform same task. Also, very few of them have identified the economic dimension of media convergence. Majority of Egyptian communication educators attempt to define the concept of convergence, while majority of the professionals were not aware of the use of the term but, they are aware of it occurrence within the media industry. They both agreed that Egypt was at infancy stage of media convergence, although they acknowledge the progress made on the issue. They stated that there is lack of adequate resources that will allow Egyptian journalist to engage properly in convergent technology.

On the other hand, the response of the US communication educators and professionals indicated that there is variation on how they define media convergence. Some define it as a business concept that describes how larger media conglomerates were acquiring several media organizations. While, others view it as a technical phenomena that describe how newer technologies have created cross-platform programming and immediate information available everywhere. Also, few of the respondents stated that the industry was not converged, and there is nor any importance for convergence to be taught. However, it was describe by majority of the respondents as something necessary and inevitable.

The response of the Egyptians media professionals on the new skills required for professionals indicated that majority of the respondents mention issues that involved changes in the newsroom practices and that of relationship with audiences that require changing the entire

work culture. Also, they recognized the potentials that will be brought by adopting multimedia technology. However, they were concerned that the new convergent practices were reducing the quality of journalism provided by Egyptian media outlets.

On the other hand, the response of the US media professionals shows that it was very critical for the 21st century journalist to be able to know how to shoot video , write print, edit take photographs and upload them into the web. While, others stated that a journalist must have a strong journalistic values and solid writing skills. Some noted that writers must be able to prepare stories in multiple formats for various contents delivery systems.

The response of the Egyptian communication educators on the modifications in curriculum to address needs indicates that the educators have different view on the practice of media convergence in their institutions. The academicians from private universities show their full commitment to adopting the convergence approach to journalism education but they are not certain on the future and approaches that should be taken. The comments of academicians teaching in national universities did not indicate that there was a change in the curriculum but a belief that the emphasis should remain in basic journalism training since the new skills are available to anybody interested. However, there is agreement among Egyptian communication educators on the importance of teaching converging skills. Generally the findings indicates that the Egyptian journalist have identified several advantages and disadvantages of convergence. The advantages includes; global reach, higher freedom, competitive edge and service to their profession, while the disadvantages include fear of barriers such as lack of resources, lack of needed skills, the perceived lowering of journalistic standards, threat to personal career, and conflict that will be brought by the convergence on changes and differences between newsroom practices and cultures. Nevertheless, there is effective understanding of the advantages of media convergence among Egyptian academicians.

On the other hand, the response of the US communication educators showed that the university curriculum should be updated to address the issues of converging media of 21st century. Their view on curriculum review was in two dimensions; teaching students how to write for different media platforms and teaching students the technological skills to operate in different media. However, some respondent lamented that students must now be taught how to do everything, if they are to be trained for the new converged media industries. Also, they emphasized that students of journalism must be taught the writing and technological skills to work across multiple platforms.

Finally, the response of the journalism practitioners and educators in Egypt and United States on ranking of some important competencies that graduates of journalism studies should acquire during their studies shows that, the Egyptians and United States practitioners and educators had similar perceptions of the significance of those competencies. They includes; practical journalism skills, basic computer skills, knowledge of journalism ethics and law, community-oriented reporting, digital technical skills and leadership skills. Also, US respondents perceived the knowledge of a foreign language, involvement in cyber culture and knowledge of statistics as less important than the Egyptian respondents, while, the Egyptian respondents ranked the importance of analytical skills and problem solving higher than US respondents.

The study concluded that media convergence is a concept that has brought changes in the media environment globally. In the united states it is a topic of argument with various dimension such as; technical, economic and regulatory aspects of the perception of the phenomena. In Egypt the focus was basically on the technical dimension of the media convergence. The effects of convergence in both US and Egypt have included the changes in the mode of news rooms' practices, journalism profession, and system of training new journalist and practice of journalism education.

The mass communication academic programmes in African universities, polytechnics and colleges have some advantages over independent training and workshops. Hume (2007, p.12) identified six of these advantages:

- Journalism faculties are the main source for educating new professional journalists. Mid-career, in-house journalism is important, but emerging journalists come out of universities.
- Universities are established local entities, which addresses the need for training to have a strong local component.
- Long-term training in a university journalism programme provides a systematic and comprehensive exposure for trainees both in the theory and practice of journalism.
- Universities may have better political status and infrastructure to handle training contracts and grants than a nongovernmental organization (NGO).
- Universities may have institutional authority or influence with the government to help shape media policies. Journalism schools are often underutilized as sources of policy research and activism.
- Journalism faculties can influence the rest of the university, and thus the society, to value open media, good journalism, and public expression. This is the place to influence young people to build a constituency.

2.5 – Mass Communication Education Practice in Nigeria

The formal system of journalism and mass communication education training in Nigeria and other African nations has suffered serious neglect in the early beginning (Akinfeleye, 2008). This is because, “both colonial rulers in Africa and their succeeding ‘African Europeans’ regarded media education as an unnecessary undertaking” (Akinfeleye, 2008, p.98). That is why the pioneers of journalism and other communication professions are people from other disciplines that have develop interest in journalism practice, and they were mainly trained through on the job training. Ali (2005, p.105) noted that:

Journalism training in Nigeria is as old as journalism practice itself. When the ‘profession’ or practice was introduced into Nigeria, only a few practitioners, if any, had formal journalism education. The trend was that they entered into journalism with other qualifications and simply learnt the practice on the job from others who also learnt it from others who also learnt it under similar circumstances.

However, the development in socio-economic and political sector in Nigeria and Africa in general has contributed in transforming the journalism education system to the advance stage. “Today in Africa the number of journalism training institutions in English and French speaking African countries have doubled” (Akinfeleye, 2008, p.100). Mass communication education in Nigerian higher institutions is one of the several academic programmes that were designed toward realizing the main goals of the tertiary education in Nigeria. These goals were specified in the Nigerian national policy on education (2004, p.30):

- Contribute to national development through high level relevant manpower.
- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- Acquire both physical and intellectual skills which will enable individuals to be self- reliant and useful members of the society.
- Promote and encourage scholarship and community service.
- Forge and cement national unity.

- Promote national and international understanding and interaction.

In Nigeria, there are four different types of journalism education training: the university system; the diploma training; the in service training; and on – the – job - training (Akinfeleye, 2008). The university system of journalism and mass communication training was designed to trained professional mass communicators for B.sc/B.A, M.Sc, professional masters and PhD degrees. Presently, there are twenty eight (28) public and thirty (30) private universities offering B.sc/BA degrees in mass communication and other media related programmes (JAMB, 2012). Very limited number of these universities offers M.Sc, professional masters & PhD programmes.

The diploma type of journalism and mass communication education training was designed to provide mid-career communication practitioners. The programme can be found in polytechnics, monotchnics and some universities. Presently, there are twenty three (23) public and three (3) private polytechnics that are offering OND & HND mass communication programme in Nigeria (JAMB, 2012, NBTE, 2010). “Duration of the diploma programme varies from three – nine, and eighteen – months to two years, four years of intensive training in news reporting, editing and sometimes ethics and/or communication law” (Akinfeleye,2008,p.105). The polytechnic diploma programme comprises of Ordinary National Diploma (OND) and Higher National Diploma (HND) programmes in mass communication.

The in-service type of journalism and mass communication training refers to a policy of sending some staff of media organizations, communication department and units from various public and private organizations. To attend formal mass communication academic programmes in universities, polytechnics and other institutions, in order to enhance the capacity of manpower and skills in the organizations. On the job type of journalism and mass communication training refers to the kind of short term for the staff of media organizations and communication

department or unit. This type of training was normally conducted through of new or inexperienced staff with the experienced ones for a particular period of time. Sometimes, the management of a particular media or communication organization in collaboration with professional bodies organizes special training for their staff.

The Nigerian mass communication education sector was managed by two regulatory bodies established by the federal government. The National Universities Commission (NUC) and National Board for Technical Education (NBTE). The NUC is vested with the responsibility to approve and regulate all university based mass communication academic programmes. While, the NBTE is vested with the responsibility to approve and regulate all polytechnic and monotechnic based mass communication academic programmes. These agencies are responsible for setting out the goals, objectives, and curriculum of the mass communication academic programmes offered by these higher institutions.

The National Universities Commission (2007, p.108) has specified the major aims and objectives of B.sc degree programme in mass communication as:

- To offer an undergraduate professionally oriented programme for the aspiring Nigerian journalists, communicators, broadcasters, public relations and advertising practitioners.
- To train and /or retrain Nigerian journalists, broadcasters, public relations and advertising practitioners for leadership position in mass media organizations in Nigeria and the world.
- To raise and sustain the professional status of journalism in Nigeria.
- To bridge the divergent perspective of news gathering and dissemination.
- To provide the mass communication students with the opportunity to master the art of communicating with the masses that transcends all disciplines, whether in writing or broadcasting for an on-line website at 9.00 p.m daily newscast, or writing speech for the company chief executive officer (CEO), or writing Advertising or Public Relations copy to sell or promote a product to the masses.
- To instill in the mass communication students the ability to respect deadlines and work under constant pressure.
- To train and encourage Nigerian mass communicators to be effective communicators by being able to think quickly, research creatively and write or broadcast concisely to the mass audience.

- To train Nigerian media men and women that would act as the trustees of the public trust and that would be socially responsible to the communities they serve by being accurate, fair, balanced and objective in their reportage of social issues.
- To produce Nigerian mass communicators who will continue to protect the basic principles of the people's right to know as the fourth branch of government or the Fourth Estate of the Realm.
- It is expected that at the end of the degree programme in mass communication the mass communication graduate should be able to differentiate 'Soft News' from 'Hard News'. Truth from falsehood, responsible journalism from irresponsible journalism.
- At the end of the degree programme in mass communication: it is expected that the graduate should be equipped enough to establish his/her own newspaper, magazine, public relations and advertising agencies, or even his/her own radio and/or television stations.

Also, the National Board for Technical Education (NBTE) has specified the major objectives of HND programme in mass communication. The graduates are expected to;

- Gather, investigate and report news for the print media and electronic media.
- Select, edit, and prepare for publication news items, features, photographic and other graphic materials, and result investigations for print and electronic media.
- Produce, present and direct programmes for the electronic media.
- Plan, prepare and produce materials for public relations and advertising purposes (NBTE, 1986, p.2).

These goals and objectives of B.sc and HND academic programmes in mass communication by NUC and NBTE are in line with the goals of tertiary education as indicated in the national policy on education (2004). Moreover, the strategies and ways for realizing these goals and objectives in Nigeria were clearly identified by the national policy on education.

a)teaching;(b)research;(c)virile staff development programmes;(d)generation and dissemination of Knowledge;(e)a variety of mode of programmes including, full time, part time, block-release, day-release, sandwich, etc; (f) access to training funds such as those provided by the Industrial Training Fund(ITF); (g) Student Industrial Work Scheme (SIWES);(h) maintenance of minimum educational standard through appropriate agencies;(i)inter institutional co-operation;(j) dedicated services to the community through extra – mural and extension services (The National Policy on Education, 2004,p.31).

These are all incorporated in to the policies and control mechanisms for maintaining quality and standard of mass communication education used by the regulatory bodies and higher institutions of mass communication programmes in Nigeria.

Nigerian journalism and mass communication education sector was characterized with several problems that are hindering effective operation. Akinfeleye (2011 & 2008) identified six major barriers to the sector. Inadequate teaching staff is one of the major problems affecting mass communication education in Nigeria. This problem can be identified in all Nigerian universities, polytechnics and other institutions that were offering mass communication academic programmes. It is very difficult to find any of these institutions having required number of academic and technical staff, in relation to the number of students.

The consequence of this is that lecturers are overloaded with teaching and/or administrative responsibilities to the detriments of scholarship and excellence. It is common at most of the Nigeria mass communication department to find a lecturer teaching between 22 – 26 hours weekly in addition to his/her departmental responsibilities such as supervision of students thesis or project, serving as admissions officer, or time table officer, serving senate committees and many others. The result of these is that lecturers have little or no time to adequately carry out research for their own advancement (Akinfeleye, 2011, p.42).

Secondly, lack of adequate accommodation was also another problem affecting Nigerian mass communication education. There is serious shortage of class rooms, offices, and laboratories in all Nigerian mass communication departments.

It is common to find two or more lecturers sharing a 9×12 office space. Class-rooms which were originally designed to accommodate 35 students are now being used by more than 120 students usually crowding themselves together for lectures, practicum, tutorials etc. Laboratories originally designed to accommodate 15 to 20 students at time is now being used by between 80 – 160, students find themselves crowded in the laboratory for practical, etc. It is a common scene to find

students pushing, and /or struggling to carry chairs from one class room to the other (Akinfeleye, 2008, p.107).

The third problem is lack of adequate relevant textbooks for teaching and learning mass communication in Nigeria. Current mass communication text books are very expensive, as they were mostly imported from Europe and US. This makes it difficult for the lecturers and students to have all the relevant text of various mass communication courses. Also, most of the books available in the library are outdated.

At present time, most of the students in journalism and mass communication training institutions have to depend on their lecturers textbook and/ or handouts. This situation is unsatisfactory particularly in such a skilled professional discipline as mass communication (Akinfeleye, 2011, p.43).

Large classes are the fourth problem affecting mass communication education sector in Nigeria. Mass communication programme is one of the social courses with large number of students. “It is very common to find one lecturer teaching a writing course of more than 125 students at one time. Often, this has neither a Graduate Assistant nor a public address system” (Akinfeleye, 2011, p.43).

Lack of modern communication equipment is the fifth problem affecting mass communication education sector in Nigeria. Absence of modern digital multimedia communication equipment such as internet facilities, computers, projectors, smart board and other studio facilities, is militating against teaching modern trend in mass communication. Sometimes international agencies and non-governmental organization like UNESCO, USAID, UNICO use to donate modern communication facilities to some departments of mass communication, however, poor maintenance culture and lack of spare parts in Nigeria make utilizing them very difficult (Akinfeleye, 2011).

Finally, poor remuneration package for journalism and mass communication educators is another problem affecting the sector in Nigeria. Many mass communication educators engage in

other extra work or change to other professions in order to meet the end means. Akinfeleye (2011,p.44) noted that: “When compared with their counter parts in other professions, poor salaries are often cited as major reasons journalism/communication lecturers often cross over to better paid jobs in the industries, corporations, banks, media houses and/or international agencies”. These are the major challenges facing mass communication institutions in Nigeria.

2.6 – Major Mass Communication Careers in Nigeria

Mass communication education academic programmes in Nigerian universities, polytechnics and monotechnics was designed with a curriculum aimed to impart knowledge and skills on the students for the professional practice in six (6) major mass communication professions; print journalism, broadcast journalism, public relations, advertising, film production, and book publishing (NUC, 1989,NUC/BMAS, 2007; NBTE 1989.2009). Career is “the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes” (Hornby, 2010, p.212). Similarly, it is “a series of related jobs within an organization or different various companies” (Gutek & Larwood, 1987, p.9).

Journalism profession is “the broad range of activities associated with news making” (Zelizer & Allan, 2010, p.62). It involves the work of news gathering, reporting and dissemination through various media of communication. According to Chandler & Munday (2011,p.229) journalism is “a profession in a democratic societies that acts as an intermediary between the public and government, informing the public about important issues enabling them to make informed choices as well as holding politicians and other powerful figures to account for their actions”. The practitioners of this profession are journalists “a broad label for the range of people who engage in activities associated with news making” (Zelizer & Allan, 2010, p.64).

Therefore, a journalist is “someone who works in the news gathering business, such as a photographer, editor or reporter” (Hoffmann, 2007, p.162).

A journalist is expected to perform political, entertainment, social, economic and record keeping functions in the society (Ferguson & Patten, 2001). The political function refers to proper monitoring government and general political activities. Entertainment function deals with the amusement and diversion created by some media messages on audience. Also, social function refers to the influence of some media messages in shaping and re-focusing of audience thinking on various issues in the society. The economic function perform by journalist refers to the presentation of various commercial issues from public and private sector and messages that persuade audience to patronize a particular product, service or idea. Finally, record keeping function refers to the way media through their reportage keep accurate record of various events that are taking place in the society.

A journalist performs these functions through varieties of roles assigned to him in a newspaper, magazine, radio or television media organizations. Among some of these roles include: editor, copyeditors, layout designers, publisher, analyst, graphic designer, columnist, editorial cartoonist, graphic designer, editorial writer, photographers, producer, director, script writers, newscasters, camera operators, news director, announcers, and graphic artist.

A typical newspaper organization comprises of three major department; business, production and news editorial departments. However, the number of staff and organizational structure may vary based on the size the newspaper organization (Dominick, 2011). Graduates of mass communication occupy various positions in these departments of the newspaper industry. The staffs of the business department are responsible for the newspaper marketing and advertising services to the general public. Those in the production department are responsible for

technical and physical work of producing the hard and electronic copy of the newspaper. Also, the staffs in the news and editorial departments are responsible for gathering news stories, writing editorials, editing and placement in the pages of hard and soft copies of the newspaper.

Mass communication education sector is making a significant contribution to the development of newspaper journalism. Nigerian universities and polytechnics that are offering various mass communication and journalism related academic programmes are offering various courses in newspaper production. They are designed to provide professional skills and training to the potential newspaper journalism practitioners. The following are the core and electives courses offered by Nigerian universities from 100 – 400 level of the Bsc mass communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, News Writing and Reporting, Critical and Review Writing, Editing and Graphics of Communication, Editorial Writing, Feature Writing, Foundation of Communication Research, Advanced and Specialized Reporting, Issues in Nigerian Mass Communication, Media History, Newspaper Management and Production, Science and Technology Reporting, Communication and Society, Photo Editing, Photojournalism Management, Economics of Mass News Reporting, Rural Community Newspaper, Mass Media Law and Ethics, Data Analysis in Communication Research, Media Attachment (NUC/BMAS, 2007).

Moreover, in the polytechnic and other colleges offering OND and HND programmes in mass communication the students are expected to undertake the following courses during their OND and HND period that will prepare them for a career in newspaper journalism. Introduction to Mass Communication, Introduction to Reporting and News writing, Intermediate Reporting and News Writing, Computer for Mass Communication, Graphic Arts and Design, Investigative and Interpretative Reporting, Mass Media and Society, Communication Research, Mass

Communication Law and Ethics, Photography and Photojournalism, Advanced Photojournalism, Newspaper Editing and Production, Critical Writing, Communication Theories, Sociology of Mass Communication, International Communication and World Press, Advanced Editing (Print), Newspaper Production, Interpersonal Communication, Mass Communication Research, Descriptive Statistics, Advanced Reporting, Editorial Writing, Introduction to Science Writing, Communication and National Development, Media Organization Management (NBTE, 2009; 1989).

A magazine organization comprises of four major departments, circulation, advertising and sales, production, and editorial departments (Dominick, 2011). They perform similar functions with the departments in a newspaper organization. Mass communication graduates occupy various positions in these departments of a magazine organization. The magazine are produce in various types; news magazines, sport magazines, intellectual magazines, business magazines, opinion magazines, consumer magazines, etc (Defleur & Dennis, 1996). Digital revolution has brought the online version of the magazines. The online magazines reach the audience through mobile media, user generated content and social media (Dominick, 2011). These channels enable interaction and linkages between magazine proprietor, news sources and audiences.

Mass communication education sector is making a significant contribution to the development of magazine journalism in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities, polytechnics and are offering various courses for print media, which was designed to provide professional training and skills to the potential journalist for magazine organizations in Nigeria. The following are the core and electives courses offered by Nigerian universities from 100 – 400 level of the Bsc mass communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for

Mass Communication, History of Nigerian Mass Media, News Writing and Reporting, Critical and Review Writing, Editing and Graphics of Communication, Editorial Writing, Foundation of Communication Research, Feature Writing, Editorial Writing, Precision Journalism, Advanced and Specialized Reporting, Issues in Nigerian Mass Communication Media History, Magazine Management and Production, Science and Technology Reporting, Communication and Society, Photo Editing, Photojournalism Management, Economics of Mass News Reporting, Mass Media Law and Ethics, Data Analysis in Communication Research, Media Attachment (NUC/BMAS,2007).

The polytechnic students of mass communication offered the following courses from OND to HND programme period in order to acquire knowledge and skills in magazine journalism; Magazine Editing and Production, Magazine Production, Feature and Magazine Article Writing (NBTE, 2009; 1989).

A radio organization comprises of five major departments, programmes, news and current affairs, sales or commercial, administration, and engineering (Dominick, 2011). Mass communication graduates occupy various positions in these departments of a radio organization. Government policy that allows private individual and organizations to establish radio stations in Nigeria has provided more job opportunity in the television industry.

Mass communication education system is making a significant contribution to the development of radio journalism in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities and polytechnics are offering various courses on radio broadcasting. The courses were designed to provide professional training and skills to the potential journalist for radio organizations in Nigeria.

The following are the core and electives courses offered by Nigerian universities from 100 – 400 levels for radio journalism students of the Bsc mass communication programme;

Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, News Writing and Reporting, Critical and Review Writing, Editing and Graphics of Communication, Editorial Writing, Feature Writing, Advanced and Specialized Reporting, Issues in Nigerian Mass Communication Media History, Foundation of Broadcasting, Science and Technology Reporting, Communication and Society, Photo Editing, Photojournalism Management, Radio and Television Operation, Radio Programme Writing, Economics of Mass News Reporting, Radio News Reporting and Production, Announcing and Performance, Broadcast Management and Programming, Foreign Correspondent, Public Affairs Broadcasting, Broadcast Commentary and Critical Writing, International and Foreign Broadcasting, Drama and Documentary Production, Educational Broadcasting, Rural Broadcasting, Stations Management and Operation Mass Media Law and Ethics, Media Attachment (NUC/BMAS, 2007).

The polytechnic students of mass communication offered the following courses from OND to HND programme period in order to acquire knowledge and skills in radio journalism. Introduction to Radio and Television I&II, Broadcast News Production, Advanced Radio and television Production Techniques, Community Journalism and Broadcasting (NBTE, 2009; 1989).

Television organization comprises of five major departments, sales or commercial, production/programming, news and current affairs, administration and engineering (Dominick, 2011). Mass communication graduates occupy various positions in these departments of a television organization. Government policy that allows private individual and organizations to establish television stations in Nigeria has provided more job opportunity in the television industry.

Mass communication education sector is making a significant contribution to the development of magazine journalism in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities and polytechnics are offering various courses on television production and news reporting and writing for broadcast media. They were designed to provide professional training and skills to the potential journalist for television organizations in Nigeria.

The following are the core and electives courses offered by Nigerian universities from 100 – 400 level of the Bsc mass communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, News Writing and Reporting, Critical and Review Writing, Editing and Graphics of Communication, Foundation of Communication Research, Theories of Mass Communication, Editorial Writing, Feature Writing, Advanced and Specialized Reporting, Issues in Nigerian Mass Communication, Media History, Foundation of Broadcasting, Science and Technology Reporting, Communication and Society, Photo Editing, Photojournalism Management, Radio and Television Operation, Radio Programme Writing, Economics of Mass News Reporting, Radio News Reporting and Production, Announcing and Performance, Broadcast Management and Programming, Foreign Correspondent, Television Programme Writing and Production, Public Affairs Broadcasting, Broadcast Commentary and Critical Writing, International and Foreign Broadcasting, Drama and Documentary Production, Educational Broadcasting, Rural Broadcasting, Stations Management and Operations, Data Analysis in Communication Research, Mass Media Law and Ethics, Media Attachment (NUC/BMAS, 2007).

The polytechnic students of mass communication offered the following courses from OND to HND programme period in order to acquire knowledge and skills in television

journalism. Introduction to Radio and Television I&II, Broadcast News Production, Advanced Radio and television Production Techniques, Community Journalism and Broadcasting (NBTE, 2009; 1989).

Career in journalism practice in any mass communication media is develop with the possession of some important qualities identified by Molsberry (2008, p.4):

- Excellent writing, editing, research, leadership and interpersonal skills.
- Ability to handle a heavy workload and stress.
- Journalism education and journalism experience.
- Knowledge of a diversity of political and social issues.
- Ability to work with tight deadlines in a team environment with people holding diverse perspectives.
- Willingness to travel extensively.
- Willingness to take risks.

These qualities are acquired by individual at two different levels; in the university or college through the courses he studied for the academic programme in journalism and mass communication, Industrial attachment, and after graduation through on the job working experience.

Literature has indicated that there is a significant change in the nature of work in the media industry. International Federation of Journalists (IFJ) conducted a study in (2006) on atypical work in the media industry, toward identifying the changing nature of work in the media industry. The survey was conducted in thirty eight (38) countries around the globe, in order to examine the nature of work and employment trend in the media organizations. The findings indicated that the average rate of pay for journalists had either decreased in real terms (39%) or

significantly decreased (14%) of the respondents in over the last five years. Only (14.6%) have reported increase in wages while, there is no respondents reported significant increase.

Also, on the nature of employment relationship majority of the respondents (56.1%) reported that the form of employment in the media organization had changed in their countries in the last five years. They stated that the main trend was away from collective bargaining and towards deregulation and individual negotiations/individual contracts. Also, there is increasing privatization of state owned media and employer preferences for younger, less qualified and cheaper journalists. This is more prominent in Australia, India, Argentina, Pakistan, Peru, Nicaragua, Greece, Mexico and Brazil. Finally, on whether the nature of employment relationship has impact on the editorial content. Majority of the respondents (57.6%) stated that it has affected a lot or somewhat by highlighting the following issues:

- Insecurity of employment leads to timid reporting.
- Employment changes dictate a decline in critical and investigative reporting.
- Media concentrations and government pressure leads to bland news.
- Media has been tamed by advertisers and government.
- Low wages lead to a decline in ethical reporting.

Equally, another study was conducted by Reich (2011) that compares reporters work across print, radio and online media in Israel, in order to identify similarities and differences in their mode of news gathering and reporting. A qualitative interview method was used in gathering the data from the staff members of nine leading Israeli national news media organizations. The findings indicated that there are differences in the reporting effort. Print media reporters have advantage over their counterparts in terms of number of sources they received information in each news item, while radio reporters initiate contacts in gathering news

more than their counterparts in print and online media, and they use telephone more frequently. However, in other media phone is used to facilitate agreement of sources version on the news story.

On whether print, radio, and online reporters maintain similar source relations. Majority of the respondents stated that print media reporters have more advantage than their counterparts in radio and online media. As they rely less significantly on PR subsidies and more leaks, but they don't use variety of sources this implied more selective and independent work which produce more newsworthy report. Also, on whether the three types of reporters view their sources with similar level of skepticisms. The result shows that there is not much difference in the mode of verifying or cross checking sources among the studied media. However, in radio there is high level of not attributing sources through anonymity. Although, less attribution indicates less trustworthy information, but in case of radio it shows their traditional style of using short and brief items in reporting.

Finally, on the differences in structure of news work in various media organization, the result shows that the separation between news discovery and gathering was higher in print media. This implied that the procedure of obtaining news information in print media is more settled than in radio and online media, which allow reporters to conceived the story and then choose additional sources diligently. The study concluded that despite the convergence between print, radio and online media in their mode of reporting news, there are also differences in reporting various elements such as photo, video, audio etc. Therefore, the studied media are not unique factories of news, but rather unique packaging and distribution houses of similarly obtained raw materials.

One of the issues of controversy among communication scholars is whether journalism is a craft, or a profession (Timber & Prentous, 2005). This debate has its genesis from the way two developed nations United Kingdom and United States, viewed journalism practice and how they influenced its establishment in other parts of the world. The system of training journalists through college or university education was initiated in the United States in the second half of the nineteenth century (Weaver, 2003, cited in Josephi, 2009). While, in the United Kingdom journalism was regarded as a craft for which the basic skills could be taught on the job (Esser, 2003, cited in Josephi, 2009). Therefore, many developing nations followed the British ideology, by adopting its system of journalism training. However, the US introduced and established its system of journalism training through foreign aid and development assistance to several countries that were colonized by Britain (Murphy & Scotton, 1987). Nigeria, Kenya and Ghana are some of these countries in Africa.

Several scholars have emphasized the significance of higher education training and other factors as criteria for regarding a particular occupation to be a profession. According to the sociological perspectives Olatunji (1991, cited in Olajide, Benjamin & Ogundeji, 2011, p.29) noted that for any job to qualify as a profession it must possess the following attributes. It must emphasize a unique and essential service. Secondly, it must perform a unique and essential service. Thirdly, it must have a long period of specialized training to acquire a systematic body of knowledge, based on research. Fourthly, it must be given a broad personal responsibility for their judgments and actions. Fifthly, it must place greater emphasis on service than on private economic gain. Sixth, it must develop a comprehensive, self-governing organization. Finally, it must have a code of ethics which has been clarified and interpreted by concrete cases. Similarly, Opubur cited in Akinfeleye (2011, p.30) noted that an occupation must certify the following

requirements before it can be regarded as a profession: systematic authority, professional authority, community sanction, ethical codes, and a professional culture.

The practitioners of any profession are people that acquire professional skills of the profession, thus, they are regarded as professionals. Odunewu (2000, p.3) identified some vital criteria for assessing a professional. They includes; “specialized educational preparation, dedication to public’s welfare, a distinct body of knowledge, an enforceable code of conduct, that is, a shared body of values and standard, and individual accountability”. The professionals play a vital role in the operation of any profession. “To constitute a profession, the members of an occupation have to be able control their own work, to have autonomy in their everyday practice” (Witschge & Nygren, 2009, p.39). Some of the ways identified by sociologist through whom professionals exercise control on their professions includes:

- A knowledge - monopoly: No one outside the profession has the knowledge and ability to do the work of the profession;
- A clear division of labour, and the power to keep others outside the profession;
- Strong professional education and research;
- Strong professional organizations with ethical rules and standards;
- An ideology that asserts greater commitment to doing good work than to economic gain and to qualify rather than economic efficiency of work (Selander, 1989; Freidson, 2001, cited in Witschge & Nygeren, 2009, p.39).

Therefore, in order to assess the status of journalism and other communication occupations based on the discussion above on the criteria set by scholars and experts on what constitute a profession. There are some fundamental issues that must be identified in relation to mass communication practice in Nigeria. Journalism and other communication jobs were established in Nigeria without any ethical codes conduct and proper regulations for practice. Print journalism was introduced in Nigeria to fulfill the missionary and nationalist political interest while, broadcast journalism was introduced to serve the interest of colonial

administration and regional political goals of the politicians. Also, public relations and advertising practice was introduced in Nigeria primarily to facilitate effective political and economic exploitations of Nigeria by the colonialist.

The ethical codes and regulations for practice of these communication occupations, was introduced several years after their establishment in Nigeria. Majority of the early practitioners lack adequate knowledge and skills for professional practice. They normally acquire some skills through on the job training, and this trend continues up to now. Despite the fact that, there are large number of higher institutions offering various mass communication academic programmes and huge number of mass communication graduates from these institutions. Presently, there are many people from social science and arts disciplines like political science, economics, public administration, sociology, history, languages that are occupying strategic positions in the mass communication industry.

Secondly, the mass communication professional bodies or associations in Nigeria like Nigerian Institute of Public Relations (NIPR), Nigerian Union Journalist (NUJ), Association of Advertising Practitioners of Nigeria (AAPN) are lacking strong administrative and legal support to effectively established and apply their ethical codes and regulations for practice in Nigeria. Thus, it's a common feature in various public and private organizations to come across administrative staff acting as a public relations or advertising executive. This incidence cannot happen in other profession like medicine, law, pharmacy or engineering. Finally, Nigeria is a country colonized by Britain, that considered journalism jobs as a craft or trade, that do not require a higher education knowledge in its practice. This philosophy has impacted on the way unqualified people are practicing mass communication occupations in various parts of Nigeria.

Therefore, it can be asserted that journalism can be regarded as professions. This is because; is providing special communication services to the society, based on some specified

regulations and ethics set by the professional bodies and government regulatory agencies. Also, print and broadcast aspects are taught professionally at various universities, polytechnics and colleges across Nigeria. However, the three fundamental issues raised above must be addressed properly for these occupations to attain the status of full pledge professions.

Public relations profession involved “a variety of skills and tactics developed to create favourable opinion for a person, event or product that ultimately support the firm’s bottom line” (Hoffmann, 2007, p.231). Similarly, Vivian (2011, p.270) noted that public relations “is a management tool for leaders in business, government and other institutions to establish beneficial relationships with other institutions and groups”. Also, world assembly of public relations define public relations as “the art and social science of analyzing trends, predicting their consequences, counseling organization leaders, and implementing planned programmes of action that serve both the organizations and the public interest” (Dominick, 2011,p.325). Public relations work is carried out through a private consultant or an in-house P.R department (Johnson & Zawawi, 2004). The public relations practitioner job comprises of several areas of specializations such as:

Coordinating community relations; writing editing and managing newsletters, magazines, and other publications for an organization; handling broadcast/video communication-scriptwriting, editing, production, and distribution; measuring public opinion; handling relationships with governmental officials- lobbying and public affairs; consumer relations; investor relations; issues management; speech writing; and managing special events (Ferguson & Patten, 2001,p.68).

These public relations activities are carried out in different segments of both public and private organizations. Such as: business, government and politics, education, hospitals, non-profit organization, professional organizations, entertainment and sports, international PR, politics, environment (Dominick, 2011). Public relations practitioner can operate internally under

a PR department or unit of a particular organization or through PR agency as an external consultant. The structure of running public relations affairs varies between internal and external PR practice. The PR departments in an organization is divided in to three major units; corporate communications, community relations, and press relations. While, an external PR firm comprises of five major departments; creative service, research, publicity and marketing, accounts, and administration departments (Dominick, 2011). Mass communication graduates occupy various positions in these departments/units of external or internal PR practice.

Mass communication education sector is making a significant contribution in the development of public relations practice in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities and polytechnics are offering various courses on public relations practice. That was designed to provide professional training and skills to the potential public relations practitioners for various organizations in Nigeria. The following are the core and electives courses offered by Nigerian universities from 100 – 400 level of the Bsc mass communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, Principles of Public Relations, Fundamental of Media Relations, Marketing Foundation for Advertising and Public Relations, Foundation of Communication Research, Theories of Mass Communication, International Communication, Communication and Society, Community Relations, Advertising and Public Relations Research, Economics and Social Issues in Advertising and Public Relations, International Public Relations, Organization and Management of Advertising and Public relations Agencies, Special topics in Advertising and Public Relations, Mass Media Laws and Ethics, Data Analysis in Communication Research Media Attachment (NUC/BMAS, 2007).

The polytechnic students of mass communication offered the following courses from OND to HND programme period in order to acquire knowledge and skills in public relations.

Principles and Practice of Public Relations, Public Opinion Research, Public Relations Copy and the Media, Public Relations Case Studies (NBTE,2009; 1989).

Advertising profession is a work of producing persuasive communication messages for marketing a product, service or idea to the general public. Advertising is “the structured and composed non personal communication of information usually paid for and usually persuasive in nature, about (products, services, and ideas) by identified sponsors through various media” (Arens, 2004, p.7). Similarly, Munday & Chandler (2011,p.5) define advertising as “the process and means by which products, services, ideas and brands are promoted through mass media messages with the intent to influence audience behaviour, awareness and/or attitudes”. Also, advertising is “a paid mediated, form of communication from identifiable source, designed to persuade the receiver to take some action, now or in the future” (Hoffmann, 2007, p.9). Advertising is performing five vital functions in the society; marketing, educational, economic, and social functions (Dominick, 2011).

The advertising industry comprises of three basic components; advertisers, agencies, and advertising media. Advertiser is “the manufacturer, service company, retailer, or supplier who advertises their product or service” (Hoffmann, 2007, p.9). Advertising agency is a “commercial organization that contracts with advertisers to developed and manage their advertising for a fee or commission” (Wiechmann, 2005, p.4). Advertising media are “the various means by which advertisements can be communicated to the public through images, the written or spoken word, and/or music through national, regional or local channels” (Hoffmann, 2007,p.10). The structure of a typical advertising agency comprises of four major departments; creative service, account service, marketing services, and administration departments (Dominick, 2011). Mass

communication graduates occupy various positions in these departments of the advertising agency.

Mass communication education system is making a significant contribution in the development of advertising practice in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities, polytechnics and are offering various courses on advertising practice. That was designed to provide professional training and skills to the potential advertising practitioners for various organizations in Nigeria. The following are the core and electives courses offered by Nigerian universities from 100 – 400 level of the Bsc mass communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, Foundation of Communication Research, Theories of Mass Communication, Introduction to Advertising, Advertising Sequence, Consumer Affairs, Financial Relations, Advertising Creative Strategies and Tactics, Marketing Foundation Advertising and Public Relations, International Communication, Communication and Society, Advertising and Public Relations Research, Economics and Social Issues in Advertising and Public Relations, International Public Relations, Organization and Management of Advertising and Public relations Agencies, Special topics in Advertising and Public Relations, International Advertising, Mass Media Laws and Ethics, Data Analysis in Communication Research, Media Attachment (NUC/BMAS, 2007).

The polytechnic students of mass communication offered the following courses from OND to HND programme period in order to acquire knowledge and skills in advertising; Principles and Practice of Advertising, Advertising Copy Writing and Layout Principles, Advertising Campaign Planning and Execution (NBTE, 2009; 1989).

Film production or motion picture industry produces various movies for entertainment, education, enlightenment and mobilization of audience on variety of issues. The structure of a

film production industry comprises of three major components; production, distribution, and exhibition (Dominick, 2011). “Firm that produces movies are involved in getting story ideas, finding script writers, hiring the personnel needed to make the movie and making sure the work is carried out on time and on budget” (Turow, 1999,p.249). The distribution firms “are responsible for finding theaters in which to show the movies around the world as well as promoting the films to the public” (Turow, 1999.p.249). Also, the exhibition refers to the theaters where and cinema where the movies are displayed to the general public (Dominick, 2011). Mass communication graduates occupy various positions in these segments of the film production industry.

The producer is the overall head of a film production organization. “It is the producer who carries the responsibility for most of the central decisions, other than technical ones about acting, editing and so on” (Defleur & Dennis,1996,p.168). The director is responsible for the shooting of the film. Other specialization areas include; makeup artist, projectionists, costumes, script writers, script supervisors, actors, film editors, art director, set director, composers, musicians etc (Defleur & Dennis, 1996).

Major conglomerates that dominate the global film production industry are; The Walt Disney Company, Time Warner, Paramount (via com), Sony, MGM, NBC Universal, and News Corporation (Dominick, 2011). The Nigerian film production industry was dominated by the Nollywood and Kannywood film industries. The Nollywood movies are produce in the southern part of the country, mostly in English, Yoruba and Igbo languages. While, Kannywood movies are produce in the northern part of the country, mostly in Hausa and English languages. The Nigerian movies are produce on various issues and topics; the industry has created job opportunity for many mass communication graduates. However, there are several criticisms

against the content of some Nigerian movies. Hausa Home Videos (HHVs) films were criticized for not portraying the actual Hausa culture in most of its production.

Being a relatively recent phenomenon of the 1980s and 1990s, HHVs represent a complete departure from earlier Hausa dramas in their thematic emphasis, contextual, setting, psychology of the actors, their dressing, language etc. For instance, actors in HHVs tend to portray foreign psychology (mainly Western or Indian) with respect to the settings in which they act (for example house styles); the polluted language they speak (Hausa interspersed with English words); their open display of love as a major theme, a behaviour not openly expressed in Hausa society and therefore alien to it (Malam, 2005, p.37).

Mass communication education sector is making a significant contribution in the development of film production industry in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities and polytechnics are offering various courses on techniques of film production. That was designed to provide professional training and skills to the potential film production practitioners in Nigeria. The following are the core and electives courses offered by Nigerian universities from 100 – 400 level of the Bsc mass communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, African Communication System, Critical and Review Writing, Editing and Graphics of Communication, Foundation of Communication Research, Theories of Mass Communication, Introduction to Film, Cinema and Literature, Television Programme Writing and Production, Film Theory and Aesthetics, Film Production, Issues in Broadcasting, Drama and Documentary Production, Documentary Film Production, Film Criticisms, Basics of Screenwriting, History of Motion Picture, Elements of Film Production, Screen Directing, Film Production for Television, Comedy Film Writing and Production, Film Animation Educational Broadcasting, Radio Television Operations, Data

Analysis in Communication Research, Communication and Society, Media Attachment (NUC/BMAS, 2007).

Book publishing profession is an occupation of producing various types of books. It is carried out through two major ways; self publishing and independent publishing. According to Jordan, cited in Fishberg (2011, p.14):

Self publishing is typically defined by a singular author publishing their own title or titles, with the assistance of organizations which provide publishing services. Independent publishing is more typically defined by an independently-owned company publishing multiple titles from multiple authors with existing infrastructure of services inclusive of editorial, sales, distribution, marketing, publicity.

Book publishing industry comprises of three main segments; publishers, distributors, and retailers (Dominick, 2011). The major work positions in a book publishing company includes: commissioning / acquisition editor, development editor, copyeditor, designer, production controller, marketing executive, sales representative, contract manager (The Publishing Training Centre, 2001). The structure of a typical book publishing organization comprises of four major departments; editorial, production, marketing, and general administration or business departments (Dominick, 2011). Mass communication graduates occupy various positions in these departments of a book publishing company.

Mass communication education sector in Nigeria is making a significant contribution in the development of book publishing in Nigeria. Mass communication and journalism related academic programmes in Nigerian universities and polytechnics offer various courses on book publishing practice. They are designed to provide professional training and skills to the potential book publishing practitioners for various organizations in Nigeria. The following are the core and electives courses offered by the Nigerian universities from 100 – 400 level of the Bsc mass

communication programme; Introduction to mass communication, Writing for the Mass Media, Computer for Mass Communication, History of Nigerian Mass Media, Foundation of Communication Research, Theories of Mass Communication, Editing and Graphics of Communication, Introduction to Book publishing, Layout and Design in Book Publishing, Manuscript Editing, Manuscript Assessment, University Press and Book Publishing Industry, New Techniques in Book Publishing, Book Publishing and the Law, Critical and Review Writing, Research in Book Publishing, Issues and Case Studies in Book Publishing, Colour Photography, Editorial Writing, International Communication, Communication and Society, Mass Media Laws and Ethics, Data Analysis in Communication Research, Media Attachment (NUC/BMAS, 2007).

The polytechnic students of mass communication offered the following courses related to book publishing from OND to HND: Graphics Arts and Design, Advance Editing (print), Critical Writing I & II (NBTE, 2009; 1989).

2.7 – Mass Communication Careers in a Digital Age

Mass communication as a mediated form of communication involves application of various complex technological devices and techniques in order to send information and messages to the large heterogeneous audience. Mass communication careers comprise of core mass media occupations and those that operate behind the scenes and uses the media to send persuasive messages to the target publics. The core media occupations includes journalism, film production and book publishing, while those that don't operate within the mainstream communication media are public relations and advertising. Digital technological revolution has brought significant changes in the structure and mode of practice of these professions, several modern innovations where developed that completely transformed the traditional mode of practice. This has raised some vital challenges to the mass communication education and industry.

As an academic discipline mass communication in Nigeria is taught at university, polytechnic and other colleges in order to provide a professional manpower in journalism, public relations, advertising, film production and book publishing (NUC/BMAS, 2007; NBTE, 1989). The students are expected to build a career in the communication industry in one of these professions after graduation from the higher institution. Mass communication industry is a sector that deals with the production, processing, packaging and distribution of information and messages on varieties of issues by several professional practitioners through various media of communication to the general public. Most of the scholar's definitions of mass communication are geared toward describing what is happening within the industry. According to Dominick (2011, p.3) mass communication is a "process by which a complex organization with the aid of one or more machines produces and transmits public messages that are directed at large heterogeneous and scattered audiences". Similarly, Turow (1999, p.8) define mass communication as "the industrialized production and multiple distribution of messages through technological devices". Also, Defleur & Dennis (1996,p.28) noted that "is a process in which professional communicators design and use media to disseminate messages widely, rapidly, and continuously in order to arouse intended meanings in large, diverse, and selectively attending audiences in an attempts to influence them in a variety of ways". In another definitions Watson & Hill (2006,p.160) define mass communication as "institutionalized forms of public message production and dissemination, operating in a large scale, involving a considerable division of labour in their production processes and functioning through complex mediations of print, film recording and photography".

The development in information and communication technologies (ICTs) and multimedia communication systems are the main drivers of digital revolution in the mass communication discipline, which brought significant changes in mode of training and practice of mass

communication in the society. Technological convergence is one of the major products of digital revolution in mass communication. According to Chandler and Munday (2011, p.77) technological convergence is “the merging of formerly discrete communication technologies/media (notably broadcast media, the internet, and the telephone) and of their functions and associated genres, facilitated by digitization”. Similarly, Baran (2009, p.52) convergence is “the erosion of the distinctions among media”. Equally, Deuze (2009,p.133) noted that convergence “the complex interaction and integration between work, life and play, all of which get expressed in, and facilitated by, the rapid development of new information and communication technologies”. The influence of convergence in mass communication is not only limited to the technological devices use in sending and receiving messages. It has also, transformed the pattern of work roles in various mass communication professions: journalism, public relations, advertising, film production, and book publishing.

Digital revolution in mass communication industry was spurred by the new innovations of digital technology. “A system that encodes information sound, text, data, video into series of on and off pulses that are usually devoted as zeros and ones” (Dominick, 2007,p.467). This process facilitates the development of information and communication technologies (ICTs) and multimedia communication systems.

The multimedia communication systems refer to “any media that combine text, graphics, sound and video” (Hoffmann, 2007, p.89). Chandler and Munday (2011, p.287) defines it as “digital technologies combining various media”. Therefore, multimedia is simply the combination of text, still and motion images, audio and video clips messages through different technological devices that facilitate effective interaction between encoder and decoder in a particular communication act. Mass communicators and computer scientists view multimedia from application dimension that involves, “the use of multiple modalities to their advantage including text, images, drawings (graphics), animation, video, sound (including speech) and most likely, interactivity of some kind” (Li & Dew, 2004,p.3). That enhances the process of sending and receiving feedback from the target audience.

The information and communication technology (ICTs) is a “term for all of the various media employed in communicating information. In an educational context ICT may include computers, the internet, television broadcast, and printed or handwritten notes” (Chandler & Munday, 2011, p.208). According to Brand and Ronald (2004, p.233) this “acknowledges that convergence of telecommunications and computer technologies has necessarily involved the blending of technology clusters that serve both information and communication functions”. Thus, ICTs is the combination of various technological devices that facilitate sharing information and messages between individuals or organizations. The applications of these technological innovations in mass communication industry spur the digital revolution where several fundamental changes occur in various aspects of the industry. According to Dominick (2011, p.12):

A combination of technological, economic, and social factors has made some traditional business models obsolete, and several media are struggling to re-invent themselves for the digital era. Other media are dealing with fundamental shift in the ways they reach their audiences.

The technological factor is referring to the power of internet and other new media of mass communication such as YouTube, Twitter, Face book, MySpace, Skype e.t.c. These operations have created high competition for the traditional mass communication media. The economic factor refers to the way in which presence of new media has cause drastic fall in advertising revenue to the traditional mass communication media. As a result several media organizations where force to lay off staff and cutback their expenses, while others abandoned the traditional mode of operation and went online completely. Also, the social factor is referring to the unique characteristics of active participation, collaborative, interactive and multitasking brought by the new media, which made it very popular among people in the developed and developing societies.

Therefore, the impact of these development have facilitates the emergence of several new trends in the mass communication practice in the industry. They includes: audience segmentation, convergence, increased audience control, multiple platforms, user generated content, multiple platforms, user generated content, mobile media, and social media (Dominick, 2011). However, these altered some of the major characteristics of mass communication that was

earlier identified by communication scholars; Gamble and Gamble (2002, 556); Dominick (2011, p.14):

- 1) Mass communication is capable of reaching tens of thousands- even millions of people.
- 2) Mass communication relies on technical devices, or intermediate transmitters to reach audience.
- 3) Mass communication message is for public consumption.
- 4) Mass communication organizations are highly competitive.
- 5) Feedback is typically minimal and more delayed than it is in other types of communication.
- 6) Mass communication is produced by complex formal organizations.
- 7) Mass communication organizations have multiple gatekeepers that controlled the messages.
- 8) Mass communication organizations require a large sum of money to operate.
- 9) Mass communication organizations exist to make profit.

The first four assertions are still valid in the contemporary mass communication industry while the remaining five were completely transformed by the new trends brought by digital revolution in mass communication industry. This has not only affected the mode of operation in the industry but, it has also transformed the structure of mass communication careers. As many occupational roles in the industry were modified while others were completely changed. According to Mensing and Franklin (2011,p.9) “The journalism industry is currently in extraordinary flux reflecting the impact of developments in digital media technologies, revised business models as well as shifting organisational and regulatory structures; such changes are rapid, seemingly accelerating, and global”.

Digital revolutions have brought fundamental changes in the newspaper industry, where several newspapers introduce online version apart from the printed hard copies. While others particularly in the developed countries stop producing the hard copies entirely and concentrate in the online version of the newspaper. According to Dominick (2011, p.96) online newspapers are of three different types “news aggregators, online websites associated with a local or national

print newspaper, and online only-sites”. News aggregators are web sites that provides news stories from various sources such as Google news, yahoo news etc. The online websites of newspapers are dedicated sites for a newspaper organization that produces both hard and soft online copies of the newspaper. Most of the Nigerian national newspapers are using this type of online services. Finally, online only sites are newspapers that produces only soft online version on the internet. They are usually owned by newspaper organizations that don’t produce printed hard copies or by individuals particularly ex journalist that formerly worked in some newspaper organizations. The online newspaper reach the target audience through mobile media, user generated content and social media (Dominick, 2011). These channels enable interaction and linkages between newspaper proprietor, news sources and audiences.

In the magazine industry, digital revolution has brought the online version of the magazines. The online magazines reach the audience through mobile media, user generated content and social media (Dominick, 2011). Also, digital revolution has brought soft copies of magazines on CD-ROMS & DVD it has also made online only magazines possible which are popularly known as ‘webzines’ or e-zine (Rodman, 2012). These channels enable interaction and linkages between magazine proprietor, news sources and audiences.

Digital revolution has transformed the mode of radio broadcasting from analog to digital system of transmission and, it has also brought online radio. Online radio comprises of the terrestrial radio stations on the web, internet radio, HD radio, satellite radio, and mobile radio broadcasting systems (Dominick, 2011). Online radio broadcasting reach the target audience through user generated content, social media and mobile radio (Dominick, 2011). These channels enable interaction and linkages between radio station, news sources and audiences. Moreover, webcasting is another innovation brought by digital revolution in to radio journalism.

Webcasting is “a process whereby sound and/or video broadcast online. The process can deliver live or prerecorded information” (Hoffmann, 2007, p.316). This technology is used by many broadcast radio stations operated by individuals (Rodman, 2012).

Digital revolution has transformed the mode of television broadcasting from analog to digital system of transmission and, it has also brought online television with high speed broadband transmission system. Online television reach the target audience through mobile TV, user generated content, and social media (Dominick, 2011). These developments have transform the television industry into digital and satellite television with several mode of delivering programmes to the audiences; basic cable, premium cable channels, pay per view channels direct broadcast satellite (Rodman, 2012).

Digital revolution has transform public relations practice, with several communication channels for reaching publics with various PR messages. Public relations practitioners can use websites to organize online media conference, online communication campaigns reach and inform online influencers (Brand & Roald, 2004). Also, PR practitioner can use various internet services such as ewatch, technocrati for receiving feedback from publics and conduct PR research on various issues (Dominick, 2011). Other online sources for sending information out by PR practitioner includes; database information aggregators, electronic news services, internet monitoring and clipping services, internet relay chat, and newsgroups (Brandt & Roald, 2004).

Moreover, Digital revolution has transformed the mode of public relations practice. There are various online communication channels that ensure efficient and timely deliverance of public relations messages to the target publics. A teleconference allows public relations executives to conduct a video conference with many journalists in various geographical locations (Rodman, 2012). The multimedia and ICTs communication systems that were used for various PR

communication are viewed from; the Internet, Global System for Mobile communication (GSM), and Local Area Network (LAN) (Brand & Roald, 2000). The internet based communication channels includes: email surveys, internet relay chat, internet monitoring and clipping services, website and web based surveys. Global system for mobile communication channels includes: short messages services (SMS), multimedia messaging service (MMS), wireless application protocol (WAP) (Mohammed, 2011).

Advertising profession is “the engine that allows the rest of the business world to flourish. It is also a constantly changing field, with advisers continually looking for the new techniques and media for selling products and services” (Rodman, 2011, p.370). The mode of advertising practice was modified by digital revolution with new innovations in the advertising industry. Online advertising has open up ways to send various advertising messages to the potential consumers via cell phones, email, blog spot, consumers are also allowed to interact through social media and user generated content (Dominick, 2011). The influence of new technology in advertising is dynamic and its impact is felt in different sections of the industry. Gates (1999, p. 56) noted that;

In the future, online and mobile ads will be even more ubiquitous than they already are. Whether we are walking down the street and reading an ad on our Face book News Feed, marketers will be finding more and more ways to reach us online. Perhaps, however, with the ability to customize ads to our actual interests, location and tastes, we will find the future of online advertising to be more useful and less annoying.

The film production industry was also transformed by digital revolution in different ways. Digital equipments are used in editing and distribution of movies to the theaters and marketers (Rodman, 2012). Dominick (2011) has identified some of the ways: Producing digital movies is one of the developments brought to the movie industry, where digital cameras special

effect and editing facilities are use in shooting and editing films. Secondly, digital distribution to theaters and home, where movies are copied in hard drives and distributed to various places and use in variety of devices, instead of printed celluloid films. Thirdly, digital projectors are use in theaters and cinema that provide a qualitative picture and sound. Fourthly, digital revolution has made movies mobile by inventing sophisticated portable DVD players that people use to watch movies at home, office or inside cars. Finally, social media is used by movie producers to advertise and promote various movies to general public, and it is also use as an avenue for interacting with the viewers. Moreover, digital revolution has made it possible for people to download films on the internet for free. Although, major films producers have developing movie on demand system like movie link that would make it possible to pay for movie download on the internet (Rodman, 2012).

The book publishing practice was also transformed by digital revolution. The invention of digital book or eBooks and transformation of the technological process of book publishing are the major developments brought to the book industry (Dominick, 2011). The major devices for reading eBooks are Amazons Kindle and Sony's Reader (Rodman, 2012). Other developments includes printing on demand, where the publisher sent the electronic copy of the book to the retailer and he print only when an individual buyer is interested in the copy of a particular book. Mobile books are portable book reader device where eBooks are downloaded and read. Also, book publishers use social media to advertise various books and interact with their readers (Dominick, 2011).The major advantages of ebooks are many of them are available online free, and one ebook reader device can replace several traditional books. Also, ebook technology can make books less expensive to produce and distribute (Rodman, 2012). Moreover, digital revolutions have brought audio books. These are books on tape, disc and downloadable podcast

that enable people especially those with vision problem to listen to the recorded audio version of a book (Ibid).

The convergence brought by internet and the ICT into mass communication industry has created significant changes in the employment trends in various mass communication professions. According to the data of Bureau of Labor and Statistics cited in Dominick (2011, p.22) there are changes in the numbers of employees in some selected mass communication professions in the United States for the year 2007 to 2008. Newspaper organizations have 352.9 thousand employees in (2007) and 311.2 thousand in (2008) with -12 percentage change. Radio organizations have 109.8 thousand employees in (2007) and 102.1 thousand in (2008) with -7 percentage change. Magazines organizations have 144.6 thousand employees in (2007) and 137.8 thousand in (2008) with -8 percentage change. Broadcast TV organizations have 127.4 thousand staff in (2007) and 121.9 thousand in 2008 with -4 percentage change. Cable TV organizations have 88.8 thousand employees in (2007) and 86.9 thousand in (2008) with -2 percentage change. Advertising agencies have 182.3 thousand employees in (2007) and 181.8 thousand in (2008) with less than 1 percentage change. Public relations have 47.3 thousand employees in (2007) and 51.3 thousand in (2008) with +8 percentage change. Internet companies have 66.1 thousand employees in (2007) and 82.2 thousand in (2008) with +22 percentage change. The data above indicates the unfavorable prospects of traditional mass media and advertising, and favourable prospects of the internet and public relations sector in the employment trends of mass communication industry in the United State of America.

Although, adopting these numerous changes brought by ICTs and multimedia communication systems in mass communication professions is very slow in developing nations like Nigeria. It is very imperative to incorporate teaching these new innovations into the

curriculum of mass communication education at various levels in order to produce professional manpower that can fit the contemporary communication industry.

2.8 – Career Guidance and Counseling Practice

Career counselling is a professional service of guiding people on their career aspirations and development in the society. According to Herr and Cramer (1996, cited in UNESCO, 2002

P.5) career counseling is:

A largely verbal process in which a counselor and counselee(s) are in a dynamic and collaborative relationship, focused on identifying and acting on the counselees goals, in which the counselor employs a repertoire of diverse techniques and process, to helping bring about self – understanding, understanding of behavioural options available, and informed decision making in the counselee, who has responsibility for his or her actions.

According to Herr (2001) the factors that led to emergence of vocational guidance in late nineteenth and early twentieth century's in the United States emanates from socio-economic, political and technological issues. The transformation of national economy from agriculturally based to industrialized one. This has resulted in rapid urbanization and occupational diversity, thus, necessitating the need for vocational education on how to prepare and access the new jobs in various sectors. Secondly, there is high movement of immigrants from countries with poor economic opportunities to the US seeking for better leaving condition. Also, people within US are moving from rural to urban societies. Thirdly, there is concern about appropriate kind of education for young ones and adult that will prepare them into the new and rapidly changing occupational structure. Finally, there is also concern on the ways to address the issue of changing family structures, especially the increasing number of girls and women joining work place together with their traditional home making roles, as a result of urbanization and industrialization. These are the factors that motivate pioneers in the field of career counseling;

Parson (1909), Brewer (1942) Cremin (1904), Bornev (1964) to produce foundational literature on vocational guidance.

Contemporary trend in career counselling is not only limited to students, youth and unemployed in the society. It also encompasses the entire career transition of individuals throughout their lifetime period (Zunker, 2008). Therefore, career counselling is:

the process of attaining the maximum compatibility between the resources, requirements aspiration or interests of an individual and the real offer in the field of education, training, social and vocational integration. Career counseling is a social service initiating a holistic, continual, flexible approach of individuals, throughout all the phases of their lives (formal, community involvement, continuing professional development, changing jobs, family status, requalification's, retirement etc) and under all the significant aspects of life and the roles taken on in school profession, social and community life, family, leisure, etc which is represented by information, counseling and guidance provided by authorized counsellors. (Jigau, 2003, cited in Jigau, 2007, p.16).

Career counselling practice was developed based on some fundamental assumptions identified by UNESCO (2002, p.4):

- People have the ability and opportunity to make career choices for their lives. The amount of freedom in choices is partially dependent upon social, economic, and cultural context of individuals.
- Opportunities and choices should be available for all people, regardless of sex, socio economic class, religion, disability, sexual orientation, age, or cultural background.
- Individuals are naturally presented with career choices throughout their lives.
- People are generally involved in a wide range of work roles across their lifespan. These roles include both paid and unpaid work.
- Career counsellors assist people to explore, per sue and attain their career goals.
- Career counselling basically consists of four elements: (a) helping individuals to gain greater self- awareness in areas such as internet, values, abilities, and personality style. (b) connecting students to resources so that they can become more knowledgeable about jobs and occupations, (c) engaging students in the decision-making process in order that they can choose a career path that is well suited to their own interest, value, abilities and personality style, and (d) assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan.

- The reasons why individuals enter particular occupations vary according to the amount of importance placed on personal preferences, such as interest, or external influences, such as labour market trends or parental expectations.
- Career decisions making is not something that happens only once in a person's life but, rather, it is an ongoing process that might take place at any age.
- All forms of work are valuable, and contribute to the success and well being of a society.

Therefore, career guidance activities is more than interpersonal interview between counselor and client, it comprises of several activities. As identified by Guidance in educational settings UK (1992) and Ford (2001) cited in Plant (2001, p.4 - 5) that career guidance involves the following activities:

- Informing
- Advising
- Assessing
- Teaching
- Enabling
- Advocating
- Networking
- Feed back
- Managing
- Innovating/ System change
- Signposting
- Mentoring
- Sampling work experience or learning testers
- Following up

Career guidance service is very important to the socio economic and political development of any nation. According to Education Policy Analysis of OECD (2003, p.43) career guidance is vital to the public policy in three ways:

- It can improve the efficiency of labour markets and education systems.
- It supports key policy objectives ranging from lifelong learning to social equity.
- It enables people to build human capital and employability throughout their lives.

The growing impact of ICTs and multimedia communication systems to the education and labour industry, make it necessary for the cotemporary higher education institutions to have a functional

career counselling centre. That will guide the students on the various issues on career trends and prospects. UNESCO (2002) outlines the basic structure and features to consider in establishing a career counselling centre in a higher institutions. Although:

There may be variations depending on whether the centre is in a university, a college, a technical school, or other higher education facility. It is important to take into consideration the specific needs of the student population. Regardless of the context, it should be beneficial for the centre to be affiliated with the mainstream of university/college/technical school activity. This would facilitate dialogue between members of the centre and broader institutional community, to the benefit of both (UNESCO, 2002, P.7).

Furthermore, the career counselling centre in a higher institution should have the following basic resources: Books, Video clips, Well- classified information on careers/job, Career test assessment facilities, College and University calendars, Computer based information i.e access to internet, websites,& databases, Academic journals, Also, through the normal procedure the centre should assists the students in the creation of self awareness, labour market information, Decision making/ setting goals procedure and job search strategies (UNESCO, 2002).

Moreover, Herr (2001) noted that in our contemporary world the practice of career guidance and counselling is facing great challenges as a result of the transformation of the working environment with advance technology in every occupation which minimizes the level of human physical engagement, and the need for additional requirements for individual to occupy various positions in the labour industry. This has led to the emergence of the new trend in career guidance and counselling, which includes;

- Growth in the practice of career development as a worldwide phenomenon. As various nations are making effort to design ways in which career development will meet their peculiar needs.
- The practice of career development as an instrument of individual human dignity. It will serve as a way of bringing hope and respects for individuals in the labour industry against other problems such as inadequate skills, poor condition of service, discrimination e.t.c.

- The practice of career development as an instrument of personal flexibility. Current trends in career development practice will enable them to be more effective in choosing their occupation and ready to adapt to any changing situation.
- Career counsellors will take on expanded roles. As a result of the development in science and technology, career counsellors will serve as behavioural scientists and technologists. As they apply computer and various ICTs in providing guidance and counselling services to their clients.

A study was conducted by the institute for workforce development of Ferris state university (2002) on career guidance and decision making among American youth. The study was focused on the university students, the findings indicated that majority of the respondents perceive lack of career guidance, stating that they are receiving little or no career guidance outside the home and not enough from parents. Only (10%) said school personnel had play vital role in their career guidance, while majority (78%) stated that their parents are the key influencers in their career choice. Also, majority of the students career was based on interest rather than opportunity, as (84%) states their reasons for choosing a career as ‘something I like’ ‘personal growth’, ‘always been interested’ and ‘want to help people’ only (3.7%) receiving ‘good money’. The study concluded that the following ways should be use to enhance quality career guidance system; increase partnerships between educators and industry, realigned career recruitment and image campaigns, better utilization of summer months, improved credit transfer among educational institution, integration of career development systems nationwide and promotion of the career pathways concepts.

Similarly, Watts and Sultana (2004) reviewed the career guidance policies in 37 countries, in order to identify the similarities and differences of practice. The study focused on the career guidance policies initiated by OECD, EU and World Bank. They noted that the major differences identified are:

Differences between educational systems with strong early streaming and tracking mechanisms and those with more flexible pathways: guidance services tend to play a more important role in latter than in former. They also include differences between countries in which most public services – including career guidance services are delivered by the state or state agencies, and countries in which there has been strong policy to deliver services through the private and voluntary sectors wherever possible: the latter tends to leads to a greater diversity of services provision....the importance of level of economic development...and the relationship of career guidance services to the development of market economies and democratic political institutions. (Watts & Sultana, 2004, p.108).

There are also, some key common issues related to career policies that where identified in the review, they were presented in five major themes: rationale, evidence, delivery, resourcing and leadership. On rationale it was discovered that all the countries consider career guidance as something very essential to both public and private organizations, as it helps in addressing problems related to education, labour and socio-economic and political issues in the society. Secondly, evidence implied that there is indication that individual learns a lot from career counselling and intervention services which underscore the actual role of career guidance in helping individual to acquire knowledge, attitude and skills that will enable them to make informed decisions and choices.

Thirdly, on delivery it was discovered that actually there is no any country that developed lifelong career counseling service. But, there is evidence of good practices in several countries with unique mode of career counselling practice. Fourthly, resourcing focus on the quality of career, two key issues are identified. There is the need for stronger occupational structure in the field of career guidance. Also, funding is need to be decentralized to regions, localities or through individual institutions. Finally, on leadership government is to play a significant role in providing strategic leadership role in collaboration with other stake holders such as trade unions, community agencies, educational and training providers, students, parents and career guidance

practitioners. The review was concluded with identification of ten features through which policy makers can use to assess their career counseling programme based on life long career counselling service.

- Transparency and ease of access over lifespan, including a capacity to meet the needs of a diverse range of clients.
- Attention to key transition points over life span.
- Flexibility and innovation in service delivery to reflect the differing needs and circumstances of diverse clients groups.
- Processes to stimulate individuals to engage in regular review and planning.
- Access to individual guidance by appropriately qualified practitioners for those who need such help, at times when they need it.
- Programmes for all young people to develop their career-management skills.
- Opportunities to investigate and experience learning and work options before choosing them.
- Access to service delivery that is independent of the interests of popular institutions or enterprises.
- Access to comprehensive and integrated educational, occupational and labour market information.
- Active involvement of relevant stakeholders.

Career counselling professional practice is a well established field in developed world and many western countries. However, in Nigeria career counselling is offered under guidance and counselling services in schools that were established under the country's national educational policy. Although, this system creates risk of marginalizing career guidance in schools under wider guidance and counseling service (Watts & Sultana, 2004). According to Etim and Gilean, (2003, p.43) Educational guidance:

Is a process of assisting students achieved the self-understanding and self direction necessary to make informed decisions and move toward the achievement of their individual objectives. Guidance focuses on the complete development of individual students through a series of services designed to maximize school learning, stimulate career development, and respond to the personal and social concern that inhibit individual growth.

According to Okon (1984) and Idowu (1998) guidance and counseling service has eleven principles:

- Guidance and counseling is for everyone. The service is not only for those with special handicaps but it is also meant for all 'normal', developing children and adults.
- Guidance and counselling activities should therefore be based on the need and total development of every person. It is the duty of all personnel in a setting to identify the needs of individual so that programme activities can be designed to meet such needs.
- Guidance and counselling must be provided in a way that ensures human dignity and worth. The full and adequate development of the individual must be given preference. It should be seen as encouraging individuals to attain maximum satisfaction, to realize their potentials and to be aware of self. No one who has gone through counseling should feel inadequate.
- Guidance and counselling is a sequential, continuous and developmental process, which starts from birth to death. This means that guidance and counselling runs from the nursery school through the primary, secondary to the tertiary institutions. It is not a once and for all event but a process which is an integral part of the total educational programme throughout the school life of an individual.
- There is a close relationship between counselling activities and the instructional process, each contributing to the other. Counselling can help to make the instructional activities to be more relevant and meaningful to the needs of students while the instructional activities can help to give necessary information and direction to a student in planning his/her life goals.
- All guidance activities must emphasis the will for each student to learn more about himself in an accurate and systematic manner. Through the use of well planned instructional strategies and appraisal techniques, individual can become more knowledgeable about themselves and about the world around them. Without such knowledgeable an individual cannot exercise intelligently the rights to free choice in educational, vocational and personal social goals.
- Every member of staff in a school and non-school setting should assume responsibility for guidance activities. The principal, teachers and counsellors are all members of the guidance team and each member has prescribed functions and roles.
- Effective leadership is the watchword for any effective guidance and counselling programme. Guidance counsellors who are qualified, well trained and competent are expected to function in schools and other settings. Such professionals would be able to enlist the support of staff members in effecting guidance activities.
- The practitioners should practice within ethical and moral limits. The ethical and moral guidelines should be such that clients would feel secure and confident in using the services provided. This also guarantees that counsellors will not use techniques and/or approaches for which they do not have competence; and

- The objectives of counselling should be based on clients needs and not on the needs of the counselor, in pursuing such needs of the clients, the counselor must presents a positive image.
- It must be confidential, counselor must keep secret.

Thus, comparing the above principles of guidance and counselling and the pattern of it practice in Nigeria it can be understand that it is contrary to the assertion of most of the principles. This was as a result of several problems militating against effective operation of guidance and counselling services for various categories of schools in Nigeria. Bulus (2001); NTI (2009) has identified the following as the main problems of guidance and counselling in Nigeria:

- Paucity of trained counsellors.
- Relative newness of guidance and counselling in Nigeria.
- Doubt about the efficacy of guidance and counselling.
- Blurred role of the guidance and counselling.
- Feeling of suspicion of the role/integrity of counsellors.
- Resistance by colleagues and principals.
- The issue of confidentiality is pertinent in counselling.
- Lack of committment of government officers.
- Inadequate funding.
- Lack of counselling office/rooms.
- Some parents dictate to school counsellors the courses/ careers their children/wards should pursue in life.
- The counselor to students' ratio is still discouraging.
- Counsellors throughout the country lack solid motivation for the job

2.9 - Career Theoretical Postulations

Scholars in education and psychology disciplines have propounded several theories of career choice and development as well as career guidance and counseling. These theories have provided a significant contribution in the literature on career choice and development in our contemporary society. Among some of the most prominent of these theories reviewed includes: The Holland's Theory of Vocational Personalities in Work Environment, Supers Self – concept Theory of Career Development, Social Learning Theory of Career Decision Making (SLTCDM), Learning Theory of Careers Choice and Counselling (LTCC), Career Learning Theory, Gottfredson's Theory of Circumscription and Compromise and Theory of Work Adjustment (TWA).

The Person - Environment Theory of career choice and development was founded by John Holland in 1985. He postulated that people seek a career environment that lets use their skills and abilities, express their attitude and values, and undertake satisfying problems and roles (Spokane, 1996, cited in Allison & Cossette, 2007). Moreover, he noted that people are more satisfied if their work is congruent with their personality. Also, it is incomplete to focus on personal characteristics and neglect environmental characteristics of the work place. Each environmental type attracts its associated personality type. Consistency of the environmental pattern promotes stability of vocational choice (Allison and Cossette, 2007). The theory has three main characteristics. It characterizes people by their resemblance to six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). When a person closely resembles a type he/she will show traits and behaviours associated with the type. Secondly, environment in which people work and live can also be characterized by their resemblance to six model environments: Realistic, Investigative, Artistic, Social, Enterprising,

and Conventional. Finally, the pairing of persons and environments leads to predictable outcomes. Holland (1997) cited in Allison & Cossette (2007,p.2) noted that “these outcomes include vocational choice, vocational stability and achievement, personal competence, social behavior, and susceptibility to influence”.

According to Smart, Feldman, & Ethington (2006,p.12) Holland developed the theory with three main assumptions that are related its three major components:

The self-selection assumption assumes that individuals (e.g college students) choose occupational and educational environment (e.g major fields of study) that are compatible with their personality types because such environment afford them with opportunities to take on agreeable roles to engage in preferred activities, and to respect and reward their values, self- perception, and personality traits. The socialization assumption is that the model environments (e.g clusters of academic majors) require, reinforce, and competencies that are consistent with the attitudes, values, interest and competencies of the personality types who dominate the respective environments. Finally the congruence assumption suggest that vocational and educational stability, satisfaction and achievement are a function of “fit” or congruence between individuals and their environments.

Holland described and analyzed the personality and environmental types through four concepts. They are: consistency, differentiation, identity and congruence. According to Allison & Cossette (2007) consistency refers to “the degree of relatedness or internal coherence between personality types or between environmental models” (p.3). Differentiation refers to “the degree to which a person or environment is well define. A person or environment that closely resembles a single type is defined as highly differentiated” (p.3). Identity refers to “the degree of clarity and stability of a persons or environments identity” (p.3). Holland viewed personality from personal and environmental perspectives. Personal identity is possession of specific idea of one’s goals

and interest, while environmental identity is a situation where an environment or organization has specific goals and rewards that are in existence over long period of time (Holland, 1997 cited in Allison & Cossette, 2007). Congruence refers to “the degree of correspondence of personality types with different environment, this is also referred to as degree of fit” (p.3). The concept of congruence is used by Holland to refer to the status of person – environment relationship (Leung, 2008). Holland illustrated his assumption of person and environment type in a hexagonal model as type next to each other is most congruent and those opposite each other are least congruent (Allison & Cossette, 2007).

Self – concept Theory of career development was founded by Super D.E in 1990. He postulated that career choice and development is essentially a process of developing and implementing a person’s self – concept (Leung, 2008). According to Super, 1990, cited in Leung, 2008) self concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and maturation. A relatively stable self – concept showed emerge in late adolescence to serve as a guide to career choice and adjustment. However, self concept is not a static entity and it would continue to evolve as the person encounters new experiences and progress through the developmental stages. Life and work satisfaction is a continual process of implementing the evolving self concept through work and other life roles.

Super proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance, (or management), and disengagement. In each stage one has to successfully manage the vocational developmental tasks that socially expected of persons in the given chronological age range. The main focus of Supers theory is the postulation of life roles and life space. Life at any moment is an aggregate of roles that one is assuming, such

as child, student, leisurite, citizen, worker, parent, and homemaker. The salience of different life roles changes as one progresses through life stages, yet at each single moment, two or three roles might take a more central place, while other roles remain on the peripheral (Leung, 2008).

The Social Learning Theory of Career Decision Making (SLTCDM) is another theory of career choice and development. The theory was founded by Krumboltz, J.D., Mitchell, A.M and Jones, G.B in 1976; it explains the rationale behind people's interest on various jobs and basis of career preference among individuals in the society. SLTCDM was developed from the perspective of Albert Bandura's Social Learning Theory, which identifies three major types of learning experiences; instrumental, associative, and vicarious modes of learning, that individual learn various experiences in the society. SLTCDM describe the origin of career choice of individuals in the society. Gikopoulou (2008, p.24) noted that;

It focuses on teaching clients career decision – making alternatives and makes use of the concept of the “triadic reciprocal interaction” (learning as the interaction with environment and genetic endowment) and emphasizes the role of instrumental and associative learning. Consequently, key concepts tools for the practitioner are reinforcement and modeling.

Moreover, he added that Social Learning Theory of Career Decision Making was developed to answer three main questions; “why people enter particular educational course or jobs, why they may change direction during their lives, and why they may express various preferences for different activities at different point in their lives” (p.24). The theory identifies some key elements that are playing a significant influence in the career learning process (Gikopoulou, 2008).

The first category of these elements are influential factors that was divided in to four classes; genetic endowment and special abilities, environmental conditions and events, learning

experiences, and task approach skills. Genetic endowment and special abilities comprises of certain inherited attributes (i.e race gender, and physical appearance and characteristics) that creates differences on the way individuals benefit from learning experiences in social context. The environmental conditions and events are social life issues that are beyond human control, (i.e social, cultural & political, economic and natural forces & natural resources) there operation in society can be planned or unplanned. Learning experiences are the differences in the history of learning experiences of individuals in the society. The theory recognizes two major types of learning experience; instrumental and associative learning experiences. Instrumental learning experience includes; preceding circumstances/stimulus, behavioural responses (overt & covert), and consequences. While associative learning experiences refer to individual perception of a relationship between two or more sets of stimuli in the society (Gikopoulu, 2008).

Finally, a task approach skill is the fourth influential factor that comprises of personal standards of performance, work habits, and emotional responses. It emanates from the interaction between the three above influential factors, i.e. genetic endowment and special abilities, environmental condition and events, and learning experiences.

The second category of SLTCDM main assumptions is the resulting cognitions, beliefs, skills and actions. According to Krumboltz et, al it refers to the complex interaction that exist between the four influential factors. The outcome of this interaction creates a particular kind of understanding, beliefs and skills on individuals about themselves and working career, which motivate them to decide on a particular issue. “These beliefs about themselves and the world of work influence their approach to learning new skills and ultimately affect their aspirations and actions” (Gikopoulu, 2008, p.25). The third category of SLTCDM main assumptions is task

approach skills and career decision making. The theory proposes a seven stages career decision making model that was summarized in an acronym DECIDES.

- Define the problem: recognizing the decision.
- Establish the action plan: refining the decision.
- Clarify the values: examining (self- observation and world – view generalisations)
- Identify alternatives: generating alternatives.
- Discover probable outcomes: gathering information.
- Eliminate alternatives: assessing information.
- Start action: planning and executing this step sequence of decision – making behaviours.

Learning Theory of Careers Choice and Counselling (LTCC) is a theory of career counselling, that was founded by J.D Krumboltz and A.M Mitchell in 1996. The theory was considered as the improve version of SLTCDM (Gikopoulu, 2008). Mitchell and Krumboltz (1996, p.234) noted that;

While the two theories were published at different times, they can be regarded as one theory with two parts. Part one (SLTCDM) explains the origins of career choice and part two (LTCC) explaining what career counsellors can do about many career related problems.

LTCC was build based on four fundamental trends which people must acknowledge when making career choices in modern society and with which career practitioners must assist (Mitchell & Krumboltz, 1996).

- People need to expand their capabilities and interest: Practitioners should assist clients to explore new activities, rather than routinely directing them on the basis of measured interests that reflect limited past experiences.

- People need to prepare for changing works tasks: Learning new skills for the changing labour market can be very stressful for clients. Practitioners have a role to play in helping them to help them cope with stress as they learn to develop new skills on an ongoing basis.
- People need to be empowered to take action: Many issues relevant to career decisions are often overlooked in guidance practice (for example, a family reaction to taking a particular job). This could cause a fear of the decision making process (referred to by Krumboltz as ‘zeteophobia’) or cause delay in making a decision. Practitioners need to be prepared to help with these issues as well as providing effective support during the exploration process.
- Career practitioners need to play an extended role: Career and personal counselling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work roles are together with its effect on other life roles are examples of potential problems that should attract the support of the careers practitioner.

Career learning theory was founded by Bill Law (2010), the theory examine how individuals perceives, analyses and pay attention to various factors that influences people choice of career. According to Law (2010,p.ii) career learning theory is “an account of critical thinking in career management- feeling – processing stage by stage – leading to readiness for action”. The theory was developed based on ten propositions:

1. Some career-development activities depend upon relatively ‘basic’ capacities, in the sense that these capacities are innate, or are easier to acquire, or can be acquired without the benefit of much prior learning.

2. Other activities depend on more ‘developed’ capacities, in the sense that they are needed to deal with more complex, dynamic, abstract or emotionally laden experiences.
3. Whether basic or developed, these capacities include both intellectual and behavioural elements, but they also include capacities to acknowledge and manage one’s own and others feelings
4. The more basic activities require that a person is able to sense career related information and impressions, and to sift that can become the basis for action.
5. The more developed activities require that a person to focus the material require that a person to focus the material more tightly (for example, by differentiating elements in terms of point of view or ascribed value) and to understand it (for example, by being able to identify causes and probable effects in specific scenarious).
6. Some career development activities require no more than the basic capacities: such activities can be characterized as a ‘sense, sift and act’ type, used by everyone will in more or less routine situations.
7. But everyone will, from time to time, need to engage more developed capacities, where the action is critical or its ramifications are extensive. Here sensing and sifting need to be extended into a ‘focus, understand and act’ type.
8. The more developed capacities cannot be engaged unless some basic capacities have been successfully developed to support them. In simple terms, a person cannot concentrate upon and properly grasp information she or he has not first sensed and sifted. In more complex terms the capacity to focus and understand requires a foundation of prior learning.
9. Where prior learning has not been accomplished, or has been accomplished in a form which distorts rather than represents the information further development may be hindered. Put, specifically: a person is likely to misunderstand on the basis of flimsy or misperceived evidence. Put generally: the sifting of knowledge into stereotyped, or other habitually biased frames, will distort further development.
10. Like other learning, career development can be educated. A programme which builds a cycle or cycles of learning, developing from sensing through sifting and focusing to understanding, will equip a person with an educated repertoire of capacities to support career- development actions (Law ,2010, p.6).

Moreover, Law categorize the theory into a progression steps of four sections of career learning process in inverted pyramid format, with eight sub - stages two at each of sections. The

first section is **sensing** that comprises of gathering information and assembling sequences as sub – stages 1 & 2. The second section is **sifting** that comprises of making comparisons and using concepts as sub – stages 3 & 4. The third section is **focusing** that comprises of dealing with points of view and taking one’s own view as the sub – stages 5 & 6. The section four is **understanding** that comprises of developing explanations and anticipating consequences as sub – stages 7 & 8. The career learning occurred inform of transition that starts from sensing, sifting, focusing and understanding. This enable individual to make decision on their career choice.

Theory of Circumscription and Compromise was founded by Linda S. Gottfredson in (1981). Later, she refines the theory in 1996, 2002, 2005, but it basic assumptions remain unchanged. “The theory focuses on explaining the kind of and level of occupational aspirations that individuals develop and try to implement” (Gottfredson, 1996, p.182). She developed the theory based on two vital components of circumscription and compromise. Circumscription is “the delineation of one’s self – concepts and associated social space (the zone of acceptable vocational alternatives)” (Gottfredson, 1996, p.189). At this stage the individual career choice and development is “a process of elimination or circumscription in which a person progressively eliminates certain occupational alternatives from further considerations” (Leung, 2008, p.123). This process is guided by some salient features that manifest at various levels of human growth from infancy to adulthood. It was at this process of circumscription individual development in self images and career aspirations occurred (Gottfredson, 1996). According to Gottfredson (1996, p.) this process is categorized into four stages.

Stage one is called “orientation to size and power (ages three to five)”. At this stage the child identify and perceive occupations and social roles perform by the adult around him in the society. The second stage is called “orientation to sex roles(ages six to eight)”.At this stage the

children start to think critically and make simple identification and recognition of occupations and cultural issues based on gender and identify it as good or bad. The third stage is called “orientation to social valuation (ages nine to thirteen)”. At this stage the youngsters start assessing social issues based on gender and status or levels of individuals in the society. The fourth stage is called “orientation to the internal self (ages fourteen and above)”. At this stage the young adolescent begin to know their social status in the society. “They have also become better able to apprehend and integrate highly abstract, complex information” (Gottfredson, 1996, p.194). This will enable “the young adolescent considers occupations from the remaining pool of acceptable occupations according to their suitability or degree of match with ones internal self” (Leung, 2008, p.124).

Compromise is the second components of Gottfredson theory; it refers to “adjusting aspirations to accommodate an external reality” (Gottfredson, 1996, p.195). That will enable individuals to accommodate the social realities of labour market and socio-economic issues in the society. According to Leung (2008, p.124) “compromise is a very complex process in which compatibility with ones interest is often compromised first so as to maintain a greater degree of correspondence with ones preference for prestige and sex – type”. In this process social factors play a vital role in the career aspiration of individuals in the society. According to Gottfredson (1996, p.189);

Forming occupation aspirations is a process of comparing ones self – image with images of occupations and judging degree of match between the two. This is a demanding cognitive process, which requires perceiving and understanding properties of self, occupations, and the place of both in the social world. However, young children hold only primitive images of themselves and the world around them. They nonetheless begin to draw conclusions about which kinds of work are suitable- and distinctly unsuitable – for them. Simplistic or not, their conclusions can have lasting consequences because they lead youngsters to rule out from further consideration progressively

more sectors of the occupational world. Young people circumscribe their options before they fully understand them.

Gottfredson theory provides an important contribution toward understanding the relevance of prestige and gender in relation to career choice by individuals in various cultures around the globe.

Theory of Work Adjustment (TWA) or Person Environment Correspondence Theory was founded by Rene Dawis, George England and Lloyd Lofquist in 1964. Later the theory was refined by Dawis and Lofquist in 1984, 1994, 2002, & 2005 (The Careers Group). The theory was developed based on individual orientation to variations on vocational behaviour. The theory argued that:

Career choice and development as continual process of adjustment and accommodation in which: (a) the person (P) looks for work organization and environments (E) that would match his/her 'requirements' in terms of needs, and (b) E in turn looks for individuals who have the capabilities to meeting the 'requirements' of the organization (Leung, 2008.p.116)

The values or requirements that individual seek to satisfy are: achievements, comfort , status, altruism, safety and autonomy (Careers Group). The theory considered career choice and development as an ongoing process of work adjustment by dissatisfaction and dissatisfactoriness (Leung, 2008). The adjustment made by individuals is carried out in four different ways: flexibility, activeness, reactiveness, and perseverance (Leung, 2008).Therefore, the theory has recognized that the relationship between person and environment cannot be permanent. As a result of a situation where individual or person choose a wrong career or the organization choose a wrong person (The Careers Working Group).

2.10 - Theoretical Framework

A theory in communication research “is an abstract system of concepts with indications of the relationships among these concepts that help us to understand a phenomenon” (West & Turner, 2010, p.46). Similarly, Defleur & Dennis (1990,p.640) define theory as “a set of propositions that, taken together to provide an explanation of how antecedent conditions or event lead to specific consequences”. Also, in another definition Kerlinger (1986, p.9) noted that;

A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena.

Also, Wimmer & Dominick, (2011) have the same view with Kerlinger (1986), they define theory as “a set of related propositions that presents a systematic view of phenomena by specifying relationship among concepts” (p.13). The main purpose for adopting a particular theory as a theoretical framework in a communication research is to certify the systematic and cumulative characteristics of a scientific research. This study used three theories as the theoretical framework for the study: Self Determination Theory of motivation (SDT), Rotters Social Learning Theory of motivation and Social Cognitive Career Theory (SCCT). These theories have effectively provide the framework that described all the variables that this study intends to examine as the motivational factors that are playing a significant role in the career decision of mass communication students in Nigeria.

2.10.1 – Self-Determination Theory (SDT)

Self – Determination Theory (SDT) is a macro theory of human motivation founded by Edward L. Deci and Richard M. Ryan in 1985, the theory has passed through several stages of refinement by its founders. The theory postulates that human beings have a natural tendency to develop towards self – determination (Deci & Ryan 1985, cited in Kusurkur, et, al 2011). SDT focuses on the issues like life goals and aspirations, self regulation, personality development, universal psychological needs e.t.c. According to Deci & Ryan (2008,p.182);

Self – determination theory (SDT) is an empirically based theory of human motivation, development, and wellness. The theory focuses on types, rather than just amount, of motivation, paying particular attention to autonomous, controlled motivation, and amotivation as predictors of performance, relational, and well-being outcomes. It also addresses the social conditions that enhance versus diminish these types of motivation, proposing and finding that the degrees to which basic psychological needs for autonomy, competence, and relatedness are supported versus thwarted affect both the type and strength of motivation. SDT also examines people’s life goals or aspirations, showing differential relations of intrinsic versus extrinsic life goals to performance and psychological health.

SDT focuses on the volitional behavior of individuals in the society; it categorizes motivation into autonomous and controlled types of motivation. Autonomous motivation includes intrinsic motivation and some kind of extrinsic motivation in which individuals developed interest and internalized the activity within them. On the other hand, controlled motivation is influenced by external factors such as reward or punishment, avoidance of shame, ego – involvements (Deci & Ryan, 2008, p.182). “Many studies have combined intrinsic motivation, integrated and identified regulation as autonomous motivation and introjected and external regulation as controlled motivation” (Ryan & Deci , 2000, cited in Kusurkar et, al 2011, p.243). The autonomous motivation enables people to make their choice freely without

pressure, while controlled motivation limit individuals' freedom in making choice. "Both autonomous and controlled motivation energize and direct behavior, and they stand in contrast to amotivation, which refers to a lack of intention and motivation" (Deci & Ryan, 2008, p.182). Also, the theory postulated three basic human psychological needs of autonomy, competence and relatedness. Fulfillment of this needs predict the effective functioning of human being in society. According to Kusurkur et, al (2011, p.243)

The need for autonomy or self – determination is related to the feeling of volition in one's actions. The need for competence is related to one's feelings of capability in achieving the target. The need for relatedness concerns the desire to relate to the significant others in one's life through work and achievement. Significant others could be parents, teachers, colleagues, peers or others.

Moreover, SDT have identified the determinants of individual differences that measure the level in which the above psychological needs are satisfied. "Specifically, within the SDT there are two general individual difference concepts, causality orientations and life goals" (Deci & Ryan, 2008, p.183). The identification of these concepts is determined by the individual satisfaction level of the basic psychological needs of competence, autonomy and relatedness. Which are the building blocks of intrinsic motivation on individuals (Kusurkur et, al, 2011). Therefore, "motivation is a continuum with intrinsic motivation at one end of the spectrum and amotivation (lack or absence of motivation) on the other" Kusurkur et, al (2011, p.243).

There are some criticisms that were raised against SDT. The theory was criticized on it postulations on the strong influence of rewards on human behaviour and it generalization that people function effectively only when their behaviour is autonomous irrespective of their cultural orientations and gender distribution (Ryan, 2009). However, there are studies that confirmed these arguments of SDT, such as the study by Chirkov, Ryan, Kim, & Kaplan,

(2003). Therefore, Self- determination theory is a relevant motivational theory that will provide frame work for explaining the main variables that this study intends to examine on their influence on the career choice of the students. This theory will help in describing the role of autonomous and control motivations and the basic psychological needs of autonomy, competence and relatedness on the career choice of mass communication students in Nigeria.

2.10.2 – Rotters Social Learning Theory

Rotters Social Learning Theory of motivation is one of a process motivational theory propounded by Julian Rotter in 1954. It was developed in line with the expectancy value perspective of human motivation that focuses on “the choices that individuals make when confronted with a number of possible alternative ways of behaving” (Graham & Weiner, 1996, p.70).

The main idea in Julian Rotters social learning theory is that personality represents an interaction of the individual with his or her environment. One cannot speak of a personality, internal to the individual that is independent of the environment. Neither can one focus on behaviour as being an automatic response to an objective set of environmental stimuli. Rather, to understand behaviour, one must take both the individual (i.e his or her life history of learning and experiences) and the environment (i.e those stimuli that the person aware of and responding to) in to account. Rotter describes personality as a relatively stable set of potentials for responding to situations in a particular way (The Social Learning Theory of Julain B. Rotter, <http://psych.fullerton.edu/jmearns/rotter.html>).

Rotter noted that motivation is a function of expectancy (E) and reinforcement value (RV) (Cited in Graham & Weiner, 1996,p.70).Also, He explained that reinforcement value (RV) is “the degree of preference for any reinforcement..if the possibility of their occurring were all equal” (Rotter, 1954,p.107, cited in Graham & Weiner, 1996p.71). On the determinants

of expectancy Rotter stated that “expectancies for success were primarily determined by ones past history in the specific situation under consideration as well as by expectancies in similar circumstances” (Cited in Graham & Weiner, 1996, p.71). Rotters social learning theory of motivation has four main components behaviour potentials, expectancy, reinforcement value, and psychological situation.

Behaviour potentials refer to “the likelihood of engaging in a particular behaviour in a specific situation” Cited from (The Social Learning Theory of Julian B. Rotter, <http://psych.fullerton.edu/jmearns/rotter.html>) that is the tendency of individual to show interest on a particular behaviour or issue in a situation. Secondly, expectancy refers to “the subjective probability that a given behaviour will lead to a particular outcome, or reinforce” (Ibid). Individuals with high expectancy shows that they are certain and confident that their behaviour will bring positive outcome; while, those with low expectancy shows that they are not certain about their behaviour. Thirdly, reinforcement value refers to “the desirability of these outcomes. Things we want to happen, that we are attracted to, have a high reinforcement value. Things we don’t want to happen, that we wish to avoid, have a low reinforcement value”. (Ibid). The social environment and social outcomes around individual play a significant role as influencers of behaviour. Finally, psychological situation refer to the “Rotters idea that each individuals experience of the environment is unique” (Ibid). This is because; different people interpret similar situation differently. Therefore, “different people will have different expectancies and reinforcement values in same situation differently” (Ibid).

Finally, Graham & Weiner (1996) noted that the theory has identified the individual differences in perceiving situations based on internal and external locus of control. Internal locus of control refers to “the individual who thinks of herself as completely responsible for her

behavior and reinforcements” (p.71). On the other hand, external locus of control refers to “the individual who sees powerful others, luck, or circumstances beyond his or her control as responsible for behavior and reinforcements” (p.71).

There are some criticisms raised by scholars against Rotters social learning theory. The theory was criticized for its failure to explain wither the relationship between expectancy and reinforcement value is multiplicative or additively. Also, the nature of reinforcement value was not adequately explained by the theory (Graham & Weiner, 1996). However, this theory is a relevant motivational theory that will provide explanations on some of the variables the study will examine. Rotters theory postulations on expectancy and internal and external locus of control is significant in explaining the determining factors of career choice of mass communication students in Nigeria.

2.10.3 – Social Cognitive Career Theory (SCCT)

Social Cognitive Career Theory (SCCT) was propounded by Robert W. Lent, Steven D. Brown, and Gail Hackett in 2002. The theory was developed from the ideas of Albert Bandura’s social learning theory (SCT). SCCT provides three interlocking process models of career development. “The interest development model was concerned with childhood and early adolescence; the choice model covers late adolescence and early adulthood; and the performance model covers primarily the time from a person’s first job to later in life” (Allison, 2007, p.2). According to Leung, (2008, p.125) the models attempts to explain: “(a) the development of academic and vocational interest, (b) how individuals make educational and career choices, and (c) educational and career performance and stability”. These three segment models were centered on three major constructs self-efficacy, outcome expectations, and goals (Allison, 2007). They form the basis by which people are capable to exercise personal will and interest

(Lent, Brown & Hackett, 2002). Thus “SCCT posits that career self-efficacy, outcome expectation, and goals interact with person, contextual, and learning factors to explain academic and career choices and attainment” (Rojewski,2003,p.91).

Self-efficacy is “a dynamic set of beliefs that are link to particular performance domains and activities” Lent (2005, p.104). Self efficacy expectations determine the conception of specific behavior and the retention of behavior in response to limitations and difficulties (Leung, 2008). SCCT postulated that self-efficacy expectation are shaped by four primary information sources or learning experiences, which are mastery experiences, verbal persuasion, vicarious learning, and physiological responses (Allison, 2007). Mastery experiences are personal performance and accomplishments of individuals when they perform a particular task that creates feelings of success or failure (Allison, 2007). Verbal persuasion refers to the kind of feedback that individual receives from sources such as teachers, family members, in relation to his interest and views that serve as a positive or negative reinforcement (Allison,2007). Vicarious experiences is an indirect way of learning from other peoples experiences (role models) which can be through observing or reading their experiences in a particular task (Allison, 2007). Finally, physiological responses refer to the emotional condition such as anxiety, composure and individual reaction on liking or disliking a particular task (Allison, 2007).

Outcome expectations are “personal beliefs about the consequences or outcomes of performing particular behavior” (Lent, Brown and Hackett, 2002, p.262). It “includes beliefs about extrinsic reward associating with performing the target behavior, self-directed consequences and outcomes derived from task performance” (Leung, 2008, p.125). Also, outcome expectation can be positive or negative and is of three categories ‘i) physical rewards,

like money. ii) social rewards such as approval or status. iii) self evaluative rewards, such as satisfaction or fulfilling values” (Allison, 2007,p.5).

A personal goal refers to one’s intention to engage in certain activities or to generate a particular outcome (Lent 2005). Similarly, Allison (2007, p.5) describe it as the “expressed career intentions” of individuals. The SCCT choice model views the development of career goals and choice as functions of the interaction among self-efficacy, outcome expectation and interest over time (Leung, 2008).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0- Introduction

This chapter describes the research method and techniques employed in conducting the study. The chapter started by presenting the research design and the population of the study. It provided a detailed explanation on the communication research approach and the category of mass communication students which the study will be conducted. Also, the chapter presented the sampling technique adopted and the number of sample size that will be use in the study. The data collection instrument, presentation and measurement techniques were also presented in this chapter. The chapter was concluded with the explanation on the reliability and validity of the measurement techniques employed in the study.

3.1 - Research Method

This study used a quantitative research approach, Stacks & Hocking (1999, p.435) define quantitative research approach as “when research questions focus on many related events as ways of describing the events”. It comprises the communication research methodologies that were developed from a positivist, empirical social scientific approach to measurement (Gunter, 2000, p.23). This study was carried out using a survey method of communication research. It is a research method used to gather information on opinion and views of people about various issues and events in the society (Rubin, Rubin, Haridakis & Piele, 2010). Gunter (2000) defines survey method “as form of quantitative research that involve asking large number of people questions about their behaviors, attitude, beliefs, personality characteristics and other personal details”.

Also, Stacks & Hocking (1999, p.235) noted that “when we speak about surveying people, we are talking about questioning individuals about their attitude, emotions, beliefs and behaviors”.

In this study a descriptive type of survey was used, Wimmer & Dominick (2011, p.185) defines a descriptive survey as “attempts to describe or document current conditions or attitude that is to explain what exists at the moment”. This type of survey method of communication research intend to gather information about demographic factors of the population and relate it with their opinion or beliefs towards a particular phenomena or issue under study (Berger, 2000). This study intends to describe the motivational elements that are influencing career choice of the students of mass communication in Nigeria. Therefore, the variables that are going to be examined in this study are categorized in to six:

- Career information source: which comprise guidance & counseling services, parents, library resources, mass media, internet & ICTs, lecturers, friends
- Mass Communication Careers: which comprise print journalism, broadcast journalism, public relations, advertising, film production, book publishing.
- Socio-cultural factors: which comprise of personal interest, altruism, gender, age, stereotype, prestige and social status, role models, cultural norm and values, friends & peer group influence, Family orientations and support, spouse, geographical location, financial status, mass media
- Academic factors: which comprise school environment, lecturers, examination grades, curriculum, learning facilities, excursion

- Labour related Factors: which comprise of working experience, Job opportunity in the labor market, role models, Remunerations package, Working environment, prospects of the profession
- Mass communication education factors: which comprise of university and polytechnic systems of mass communication education in Nigeria that are offering B.sc/B.A and HND mass communication academic programmes in Nigeria.

3.2 - Population of the Study

Population in communication research refers to “the theoretically specified aggregation of the elements in a study” (Babbie, 2008, p.210). It refers to group of “people or objects that have some common characteristic” (Rubin et al, 2010, p.288). Similarly, it is “a group or class of students, variables, concepts or phenomena” (Wimmer & Dominick, 2011, p.87), that is going to be investigated in a study. Stacks and Hocking (1999, p.435) defines population as “a group of people, objects, events, or things that a researcher is interested in studying that share some characteristic”. The population for this study was drawn from the entire final year students of B.sc and HND mass communication of the pioneer Nigerian public universities and polytechnics that started mass communication academic programme in each geo-political zone of the country.

The population of the final year students of mass communication from the eleven pioneer higher institutions is two thousand two hundred and forty six (2,246) students (refer to appendix 3). Since all the large populations that make-up the final year students of mass communication in the pioneer Nigerian universities and polytechnics cannot be studied due to resource and time constraints, the researcher will use a sampling theory to select a representative sample from the population under study.

Presently, there are twenty eight (28) public universities that are offering B.Sc and B.A degrees in mass communication programme across Nigeria (JAMB, 2012). Also, there are

thirteen (13) public polytechnics that are offering HND in mass communication across Nigeria (NBTE, 2007, 2010). This makes a total number of forty one (41) public higher institutions offering bachelors degree Bsc/BA and HND in mass communication in Nigeria (refer to appendix 1).

3.3 - Sampling Technique

Sampling technique is a procedure for selecting representative number of the population under study. According to Stacks & Hocking (1999, p.209), sampling is “a way of obtaining a group of people or objects to study that were representatives of a larger population or universe of interest”. Therefore, a sample refers to “a sub group of a population that is examined in a research study” (Rubin et, al. 2010, p.289). Similarly, Wimmer & Dominick (2011, p.87) defines sample as “a subset of the population that is representative of the population”. The concept of representativeness in communication research refers to “that quality of a sample of having the same distribution of characteristics as the population from which it was selected” (Babbie, 2008, p.210).

In order to draw a representative sample, a probability sampling type was used in this study. According to Babbie (2008, p.207) probability sampling is “the general term for samples selected in accordance with probability theory, typically involving some random-selection mechanism”. Similarly, Rubin, et al (2010, p.288) noted that probability sampling is “the random selection of numbers of a population for a sample”. It “insures that the chance for selecting a member of a population is known” (Stacks & Hocking, 1999, p.214). Also, a systematic random sampling procedure was used to select the number of students that participated in the survey from each tertiary institution. Systematic sampling is “a procedure to select every nth subject for a study, such as every tenth person in a telephone directory” (Wimmer & Dominick, 2011, p.446). Also, Stacks & Hocking (1999, p.438) noted that systematic sampling is “a form of

random sampling that selects units, people, or items based on some systematic criteria, every 6th occurrence for example”. This will enable the researcher to “select every nth person from a current and complete list, or sampling frame” (Rubin et, al 2010, p.201). A sampling frame “is the list or quasi list of elements from which a probability sample is selected” (Babbie, 2008, p.220). It is simply “a list of the members of a particular population” (Wimmer & Dominick, 2011.p.446). The researcher will choose the starting number through a raffle draw of one to ten (1 – 10) numbers on the sampling frame that serve as the nth person or fixed interval for selecting the sample population of the study. The sampling frame for this study is the comprehensive list of all the final year students of B.sc and HND mass communication from the selected universities and polytechnics where the study will be conducted in the six geo political zones across Nigeria.

Also, the researcher used a purposive sampling technique in selecting the number of universities and polytechnics where the study was conducted in each of the six geo – political zones of Nigeria. According to Wimmer & Dominick (2010, p.94), purposive sampling is a kind of sampling procedure “which includes respondents, subjects or elements selected for specific characteristics or qualities and eliminates those who fail to meet these criteria”. Also, it is “a nonprobability technique in which a sample is chosen to represents respondents who possess a certain trait” (Rubin et al, 2010, p.288). Therefore, the criteria for selecting universities and polytechnics will be based on the pioneer or oldest institutions that started B.sc and HND mass communication programme in each of the six geo - political zones of Nigeria (refer appendix 1).

In the North-East geo political zone, the research was be conducted in one (1) higher institution, University of Maiduguri which is the oldest that started degree programmes in mass communication in the region. The region has two (2) public universities offering B.sc degree in

mass communication and there is no any public polytechnic offering HND programme in mass communication as at the time of collecting data for this study (refer to appendix 1).

In the North West geo political zone the research was conducted in two (2) higher institutions. Bayero University Kano and Kaduna polytechnic which are the oldest that started degree and HND programmes in mass communication in the region. The region has three (3) public universities and polytechnics that are offering B.sc and HND programmes in mass communication respectively (refer to appendix 1).

In the North Central geo political zone, the research was conducted in two (2) higher institutions. Benue State University, Makurdi and Federal Polytechnic, Bidda which are the oldest that started degree and HND programmes in mass communication in the region. The region has eight (8) public universities offering B.sc mass communication; this is the highest number among the six geopolitical zones of the country. Also, only one (1) public polytechnic is offering HND programme in mass communication in the region (refer to appendix 1).

In the South East geo political zone, the research was conducted in two (2) higher institutions. University of Nigeria Nsukka and Institute of Management Technology, Enugu, which are the oldest that started degree and HND programmes in mass communication making the in the region. The region has seven (7) public universities and three (3) public polytechnics offering B.sc and HND programmes in mass communication respectively (refer to appendix 1).

In the South West geo political zone, the research was conducted in two (2) higher institutions. University of Lagos and Moshood Abiola Polytechnic, Abeokuta, which are the oldest that started degree and HND programmes in mass communication in the region. The region has the highest number of five (5) public polytechnics offering HND programme in mass communication and four (4) public universities offering Bsc in mass communication in the region (refer to appendix 1)

Finally, in the South South geo political zone, the research was conducted in two (2) higher institutions. University of Uyo and Federal Polytechnic Auchi, which are the oldest that started degree and HND programmes in mass communication in the region. The region has four (4) public universities and one (1) public polytechnic offering B.Sc and HND programmes in mass communication respectively (refer to appendix 1). Therefore, this study will be conducted in six (6) universities and five (5) polytechnics, making the total number of eleven (11) higher institutions across Nigeria.

3. 4 - Sample Size

The sample size for this study was drawn from six (6) sampled pioneer public universities and five (5) polytechnics that were the oldest offering B.Sc and HND mass communication programmes in Nigeria respectively. In each institution, fifty percent (50%) of the total number of final year students was randomly selected for the survey by taking 1:2 ratio. This provides the total number of one thousand one hundred and twenty five (1,125) final year students of mass communication from the eleven tertiary institutions, which constitutes the sample size of the population for the study (see appendix 3). The justification for selecting this size of the sample is based on the work of Meyer, (1973) Cited in Stacks & Hocking, (2009, p.218) and Gunter, (2000).

Meyer (1973) worked out the different modalities of selecting sample sizes with the 95 percent confidence level for different populations category from 1000 to 500,000 which the sample sizes was ranged from 278 – 384. Also, Gunter (2000) identified the procedure for selecting sample sizes. He noted that in selecting sample size for small population of 1000 the researcher should take a larger sample of 30 percent of the population. While in selecting sample for moderate population like 10,000 and above, the researcher should select the sample of 10 percent. Then, for a large population of over 150,000 a sample size of 1,500 can be accurate

representative of the population under study. Therefore, for this study a sample size of one thousand one hundred and twenty three (1,123) final year students will adequately represent the two thousand two hundred and forty six (2,246) population of the study. This is because, “the larger, the more representative of the population the sample will be and the smaller your error will be” (Stacks & Hocking, 1999, p.218).

3. 5 - Instrument of Data Collection

Questionnaire was adopted as a primary instrument of collecting data for the study. Stacks & Hocking (1999, p.435) define questionnaire as “a measurement instrument that contains the exact questions and measures an interviewer uses to survey through the mail, in person, or by telephone”. Similarly, Gunter (2000) defines questionnaire research as “an instrument used by researchers to measure key variables in a survey. It comprises a series of questions that cover various topics of relevance to the investigation”. The questionnaire for this study was administered in the eleven (11) sampled tertiary institutions, where the study was conducted in the six geo-political zones of Nigeria. Thus, fifty percent (50%) of the final year students of mass communication was administered with the questionnaires in each of the eleven (11) tertiary institutions where the study was conducted across Nigeria. The questionnaires were administered through group administration, where the selected samples were given the questionnaires in a classroom setting. The justification for using this type of administering questionnaire was to enhance the level of response rate and also to clarify any problem that might be encountered by students in filling the questionnaire (Wimmer & Dominck, 2011).

The questionnaire was designed in two sections, section A comprises nine (9) questions pertaining to demographic and background information about the student. Section B comprised forty (40) questions on the socio-economic, academic, labour incentives, and communication education motivational factors that influence the career choice of the respondents (see appendix

2). The questions in this section were developed in Likert Scale type of composite measurement. “An equal appearing scale that asks participants to react to the statement on a range of responses from favourable to unfavourable” (Stacks & Hocking, 1999, p.432). Similarly, Babbie (2008, p.189) noted that likert scale was developed “in an attempt to improve the level retain of measurement in social research through the use of standardized response categories in survey questionnaires to determine relative intensity of different items”. The questionnaire was designed based on the procedures and guidelines provided by the mass communication research scholars; Babbie, (2008), Wimmer & Dominick, (2011), Stacks & Hocking, (1999), Rubin et al (2010), Gunter, (2000) and Berger, (2000).

3.6 – Data Presentation and Measurement Techniques

The study used descriptive statistics in the presentation and analysis of the data that was gathered in the field. This is a form of statistics that reduce and summarize data for easier interpretation (Stacks & Hocking, 1999; Wimmer & Dominick, 2011). The nonparametric and parametric statistics were applied in the description of data. Non-parametric statistics refers to the “statistical procedures used with variables measured at the nominal or ordinal level” (Wimmer & Dominick, 2011, p.443). Nominal measure is “a level of measurement describing a variable with attributes we rank-order along some dimension” (Babbie, 2008, p.150). While, ordinal measures refers to the “data that differentiate between groups based on someone or thing having more or less of whatever is being measured than some other person or thing”(Stacks & Hocking,1999,p.434). The data that was gathered on career preference of the students of mass communication was categorized on these two modes of measurement.

Parametric statistics “is a statistical procedure appropriate for variables measured at the interval or ratio level” (Wimmer & Dominick, 2011, p.444). Equally, Stacks and Hocking (1999, p.434) noted that it is a “statistical analysis that were resulting from interval and ratio measures

are described, and inferences from samples to the population are made”. In this study the interval measurement will be used, it refers to “a level of measurement describing a variable whose attributes are rank-ordered and have equal distances between adjacent attributes” (p.150). Similarly, Wimmer and Dominick (2011, p.442) define it as “a measurement system in which the intervals between adjacent points on a scale are equal”. Therefore, the study will work with the nominal, ordinal and interval types of data.

The data was analyzed with multivariate analysis “the analysis of the simultaneous relationships among several variables” (Babbie, 2008, p.463). Also, the Statistical Package for Social Sciences (SPSS) software was employed for data analysis and interpretation in contingency table to establish the pattern of relationship between the study variables. Contingency table is “a format for presenting the relationships among variables as percentage distributions” (Babbie, 2008, 462).

3.7 – Reliability and Validity of Measurement Techniques

The concept of reliability in social science research refers to the “quality of measurement method that suggests that same data would have been collected each in repeated observation of the same phenomenon” (Babbie, 2008, p.157). Also, Wimmer & Dominick (2011, p.445) noted that it is “the property of measurement that consistently gives the same answer at different times”. Equally, Rubin et al (2010, p.203) noted that reliability “refers to how dependable, stable, consistent, and repeatable measures are in a study across several studies”. Reliability allows social science researchers to eliminate subjectivity in the data gathering procedure. Social science researchers have developed several ways of verifying reliability in the study measurement (Babbie, 2008).

Therefore, for this study the reliability of measurement was verified by adopting the four factors identified by Stacks and Hocking (1999) that ensures reliability of using self-

administered questionnaires as instrument of measurement in communication research. They noted that the researcher should avoid making ambiguous statements that can be interpreted differently by the respondents, by ensuring that “researchers attempt to write instructions and questions as clearly and unambiguously as possible”(p.125). This will ensure elimination of all inappropriate words, sentences and instructions from the questionnaire. Secondly, they noted that “reliability can be improved by increasing the number of specific measures of the same variable” (p.126). This can be achieved by asking several questions and providing options to individual questions in the questionnaire. This will increase the level of randomness on the respondent’s answers to the questions in the questionnaire.

Thirdly, the researcher should follow the ethical procedure of conducting communication research. By ensuring that “participants should feel free to choose to participate in the research, or not” (p.126). This will ensure gathering of true and authentic data from the population under study. Finally, they noted that “questionnaires should be administered under standardized and well-controlled circumstances” (p.126). Thus, all the guidelines, instructions and environment of distribution and filling the questionnaires should be the same. This will ensures uniformity in the questionnaire administration procedure.

Moreover, the data collected from the pilot study was statistically analyzed for the purpose of reliability co-efficient. The Cronbachs reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.916 was obtained. This reliability co-efficient were considered adequate for the internal consistency of the instrument. This was based on test of reliability work by Spiegel (1992), Olayiwola (2010) and Stevens (1986). According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated

reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main study (refer to appendix 19).

The concept of validity in social science research refers to “measuring what one intends to measure” (Rubin, et al 2010, p.291). Also, it “refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration” (Babbie, 2008, p.160). In another definition, Wimmer and Dominick (2011) noted that validity is “the degree to which a test actually measures what it purports to measure” (p.447). Similarly, Stacks and Hocking (1999, p.440) describe it as “the extent that scale or questions do measure what they are thought to measure”.

In order to ensure that the final copy of the questionnaire is valid for the study, the researcher developed the questionnaire based on the variables which the study intends to examine. Also, available literature on career choice and past research instruments used in conducting similar studies in other disciplines was consulted in designing the questionnaire. Based on these inputs, a draft of the questionnaire was submitted to the supervisor for validation. On the basis of their expert inputs, a well structured questionnaire with two sections was developed. Section A comprises of 3 demographic and 6 background information on students career intentions, while section B consisting of forty structured likert scale questions. Ten percent (10%) of the one thousand one hundred and twenty three (1,123) total questionnaires for the study was used in conducting the pilot study. A total number of one hundred and twelve (112) copies of the questionnaires were administered to the final year students of mass communication in two tertiary institutions: Ahmadu Bello University Zaria and Nuhu Bamalli Polytechnic Zaria. These institutions were not among the sampled tertiary institution that was used for the final study, but they share similar characteristics in almost all respects. The

questionnaires was personally administered and retrieved by the researcher during the pilot study.

Therefore, for this study, the validity of the instrument for measurement of the variables was verified through face, concurrent and content types of validity. According to Wimmer and Dominick (2011, p.60) face validity “is achieved by examining the measurement device to see whether, on the face of it, it measures what it appears to measure”. This was achieved by presenting the questionnaire to my supervisor and several experts in mass communication education and educational psychologist to critically assess the relevance and suitability of the questions on each of the study variables.

Content validity refers “to how much a measure covers the range of meanings included within a concept” (Babbie, 2008, p.161). This was achieved by ensuring that the questions pertaining each independent and dependent variables is exhaustive in relation to various aspects of its meaning. Experts were used to verify each of the questions and options that were provided to the respondents.

Finally, concurrent validity is used when “the measuring instrument is checked against some present criterion” (Wimmer & Dominick, 2011, p.60). This is achieved when the measurement instrument clearly discriminates between the study population and other populations. Therefore, during the pilot study, the researcher administers the questionnaires to both the final year students of mass communication and those in other social science disciplines in order to establish concurrent validity. Thus, the study used the above processes to determine the internal and external validity of the study findings. According to Wimmer and Dominick (2011) internal validity is “a property of a research study such that results are based on expected conditions rather than on extraneous variables” (p.442). While external validity refers to “the degree to which the results of a research study are generalizable to other situations” (p.440).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter presents the data analysis and discussion gathered from eleven (11) sampled departments of mass communication in public tertiary institutions in Nigeria, where the study was conducted. The data was analyzed with Statistical Package for Social Sciences (SPSS) 20th edition. A total number of one thousand one hundred and twenty three (1,123) copies of questionnaire were administered to the sampled population. Nine hundred and sixty one (961) copies were completed and returned (refer to Appendix 3).

The discussion and analysis of findings were presented based on each research question, relevant contingency tables were attached to each in order to guide the answers to the research questions. There is also discussion on the relationship between major findings of the study and existing literature and theoretical frame work. Finally, data that with cross tabulation tables are summarized in prose form for better comprehension. However, the raw SPSS analysis tables were presented as appendix 4 – 19 at the end of chapter five.

4.1 – Data Analysis and Discussion

Table 4.1.1 - Demographic Data of the Respondents

GENDER	FREQUENCY	PERCENT %
Male	452	47.0
Female	509	53.0
Total	961	100.0
AGE GROUP	FREQUENCY	PERCENT %
18 – 23 yrs	401	41.7
24 – 29 yrs	465	48.4
30 – 35 yrs	78	8.1
36 yrs & above	17	1.8
Total	961	100.0
MARITAL STATUS	FREQUENCY	PERCENT %
Single	747	77.7
Married	188	19.6
Divorced	20	2.1
widow	6	.6
Total	961	100.0
INSTITUTION	FREQUENCY	PERCENT %
University	483	50.3
Polytechnic/Monotechnic	478	49.7
Total	961	100.0

The demographic data of the respondents in Table 4.2.1 above shows the gender distribution of the respondents. The majority (509), (53.0%) are females, while (452) representing (47.0%) are males. Moreover, the age distribution indicates that majority (465) representing (48.4%) are within the age group of 24 – 29 years, while those within 18 – 23 years are second with (401) representing (41.7%). Respondents within the age group of 30 – 35 years and 36 and above are very minimal with (78) representing (8.1%) and (17) representing (1.8%) of the respondents respectively. Equally, the distribution of marital status shows that majority are singles with (747) representing (77.7%); this is followed by those that are married with (188) representing (19.6%). The divorced and widows are very few with only (20) representing (2.1%) and (6) representing (.6%) of the respondents respectively (refer to appendix 4). Finally, the distribution of institutions of the respondents indicates that majority are from the university that is (483) representing (50.3%); this is followed by those from the polytechnic with (478) representing (49.7%). The findings on age and marital status clearly reflect the characteristics of higher institutions in Nigeria where the young youth are with majority and many of them singles.

Research question one – What are the sources of career information among students of mass communication in Nigeria?

The data in tables 4.1.1 and 4.1.2 that presents various sources of career information, and cross tabulations of the sources with the institutions of the respondents were used to answer this research question.

Table 4.1.2: Sources of Career Information among Students of Mass Communication

s/n	Items	Response category		N=
		Yes	No	
1	Guidance and counseling services	10.1%	90.0%	961
2	Parents	10.5%	89.5%	961
3	Library Resources	29.7%	70.3%	961
4	Mass Media	55.8%	44.2%	961
5	Internet & ICT	49.3%	50.7%	961
6	Lecturers	36.4%	63.6%	961
7	Others (friends)	5.5%	94.5%	961

The Table 4.1.2 above shows the various sources of career information and labour industry of the students of mass communication in Nigeria. It was revealed that the students received career information from varieties of sources. However, the most important source is the mass media with (55.8%). Internet and ICTs are the second source with (49.3%) of the respondents, while, the third source is lecturers with (36.4%). The fourth source of career information for the respondents is the library resources with (29.7%).

Meanwhile, parents are the fifth source of career information with (10.5%) of the respondents. that receives information through this source. The sixth and seventh sources are

guidance and counselling services and friends were the least with (10.1%) and (5.5%) of the respondents respectively. The findings indicate that the major sources of career information of mass communication students in Nigeria are the mass media, the Internet & ICTs and the lecturers. Moreover, cross tabulations of the respondent's institution of learning and major sources of career information in Table 4.1.3 has reaffirmed these findings. This is contrary to the findings of King, Madsen et 'al (2008) and Peters & Asuquo (2009) that concluded the teachers, parents, family, friends and classmate are major sources of career information to students. However, it was in line with the findings of Tella (2007) that Internet is the major source of information for the students.

Table 4.1.3 – Cross Tabulation Summary - Institutions and Major Sources of Career Information

	University Students %	Polytechnic Students %	Total N / %
Career Information Sources	50.3%	49.7%)	483 + 478 = 961 (100%)
Mass Media	56.7%	54.8%	55.8%
	43.3%	45.2%	44.2%
Internet & ICT	46.7%	49.0%	49.3%
	50.3%	51.0%	50.7%
Lecturers	36.2%	36.6%	36.4%
	63.8%	63.4%	63.6%
Library resources	28.9%	30.4%	29.7%
	71.1%	69.6%	70.3%
Parents	16.1%	5.0%	10.5%
	83.9%	95.0%	89.5%
Guidance & Counseling services	11.3%	8.9%	10.1%
	88.7%	91.1%	89.9%
Others (Friends)	7.1%	3.9%	5.5%
	92.9%	96.1%	94.5%

Table 4.1.3 above presents the summary of cross tabulations of the respondent institution of learning and the major sources of career information (refer to appendix 5). The data reveal that majority of the university and polytechnic students of mass communication receive career information through the mass media with (56.7%) and (54.8%) of the respondents respectively, while, those that do not receive career information through mass media are (43.3%) and (45.2%) for the university and polytechnic respondents respectively. The university and polytechnic students that receive career information through the Internet and ICTs are (49.7%) and (49.0%) of the respondents respectively, while those that do not receives career information through this

source are the simple majority with (50.3%) and (50.2%) for the university and polytechnic students respectively. Only (36.2%) and (36.6%) of the university and polytechnic students of mass communication, receive career information through their lecturers, while those that do not receive career information through this source are the majority with (63.8%) and (63,3%) for the university and the polytechnic students.

Moreover, the university and the polytechnic students that receive career information through library resources are (138), (28.9%) and (147), (30.4%) of the respondents respectively. Those that do not receives career information through this source were absolute majority with (71.1%) and (69.6%) for the university and the polytechnic students respectively. The university and polytechnic students that receive career information through parents are (16.1%) and (5.0%) respectively. Those that do not receives career information through this source are absolute majority with (83.9%) and (95.0%) for the university and the polytechnic students respectively.

The university and polytechnic students that receive career information through guidance and counseling services are (11.3%) and (8.9%). Those that do not receive career information through this source are absolute majority with (88.7%) and (91.1%) for the university and the polytechnic students. Finally, the university and polytechnic students that receive career information through their friends are very few with only (7.1%) and (3.9%) of the respondents respectively. Those that do not receives career information through this source were absolute majority with (92.9%) and (96.1%) for the university and the polytechnic students.

The chi-square tests of the major sources of career information of mass communication students and their institution of learning has indicated that there is no significant difference between students institution of learning and sources of career information for the students. The P-values are (.550), (.820), (.903), (.595), (.218) and (.031) respectively. These are greater than (0.05). However, only one chi-square test result have indicated that there is a significant

difference between institution and parents as a source for career information for the students as the P-value is (.000) which is less than (0.05) (refer to appendix 11).

Therefore, based on the data presented in tables 4.1.1 and 4.1.2 it's evident that the major sources of career information among students of mass communication in Nigeria are mass media, internet & ICTs and lecturers. Also, there is no significant difference between institution of the students and their main sources of career information: mass media, internet & ICTs and lecturers.

The outcome of the study on the sources of career information for mass communication students in Nigeria is a reflection of the social reality of our contemporary society. The choice of mass media as the first major source of career information by the students is connected to the fact that it is the main source of information to the students of higher institutions in Nigeria on varieties of issues that affect students. This is evident in the manner in which large numbers of students gathered in campus common rooms and other social centers to watch various local and international television programmes. Also, majority of the students possess radio set receivers which enable them to listen to various programmes from many local, national and international radio stations. There are also other students that read many local, national and international newspapers and magazines from libraries and other sources. Moreover, the new trend of establishing in-house broadcast and print media outfit by the department of mass communication in Nigerian universities and polytechnics for effective training has to engage the students actively in the production and consumption of mass media messages for various purposes.

The identification of Internet and ICT as the second major source of career information by the respondents can be viewed from the significance of Internet and multimedia communication systems in the academic and social life environment. Students use the internet and ICTs to access various academic resources such as journals, textbooks, and conference /

seminar papers. Also, through the Internet they may utilize various social media platforms to interact with family and friends and access many mass media messages online. The Increasing accessibility of the Internet services through mobile phones, modems and wireless services in many higher institutions in Nigeria has contributed positively in enhancing the level of Internet use among students of higher institutions.

The identification of lecturers as the third major source of career information by the students of mass communication in Nigeria can be discussed from the significant role of lecturers that teach and instruct students on various academic engagements in higher institutions. Thus, the students spend most of their time on campus with their lecturers. Therefore, students learn many things from the theory and practice of mass communication. Moreover, the indication of library resources, parents, guidance and counseling, and friends as the fourth, fifth, sixth and seventh sources of career information by the students respectively. Reading culture is rapidly diminishing among the students that is why their attitude towards library is very poor, as many students go to the library only when assignment is given or during examination period. Again, the libraries in some Nigerian higher institutions are in a deplorable condition with outdated reading materials, inadequate furniture and lack of Internet facility for e-library.

Similarly, the vital role of parents as an important source of career information to the students of higher institution is very weak. As a result of modernisation and globalisation, the traditional African family life was abandoned and replaced with the predominantly Western popular culture. Therefore, in many families in Nigeria parents do not have enough time to discuss some vital issues like career prospects with their children. Hence, this makes it very difficult for the students to receive any information on career from their parents.

Equally, guidance and counseling services is a very weak source of career information for students of mass communication in Nigeria. This was as a result of the poor condition of

guidance and counseling services at both community and schools levels. In other words, in adequate guidance and counselling services in schools and communities have failed to provide the most vital career information needed by the students. Finally, friends as a source for career information to the students is very weak, as a result of the fact that very few of the Nigerian youth have adequate knowledge about career and labour industry so they provide vital information to their friends.

Research Question Two – What is the most preferred profession among students of mass communication in Nigeria?

The data on following tables that present mass communication student’s responses on various mass communication professions they intended to build their careers and other basic details about the respondent’s career preference.

Table 4.1.4: Most Preferred Profession among Students of Mass Communication

Most Preferred profession	Frequency	Percent
Print journalism	136	14.2
Broadcast journalism	247	25.7
Public relations	158	16.4
Advertising	206	21.4
Film production	73	7.6
Book publishing	25	2.6
Undecided	115	12.0
Other professions (teaching)	1	.1
Total	961	100.0

Table 4.1.4 above shows that the majority of the respondents (247), (25.7%) preferred broadcast journalism as the most preferred profession after graduation. Advertising is the second with (206), (21.4%) of the respondents, this is followed by public relations with (158), (16.4%)

of the respondents. The fourth most preferred profession is print journalism with (136), (14.2%) of the respondents. Film production is the fifth with (73), (7.6%) of the respondents, while book publishing is the sixth with (25),(2.6%) of the respondents. One hundred and fifteen (115) respondents could not decide their career path after graduation; they constitute (12.0%) of the total respondents. One respondent intended to build his career outside mass communication professions. These findings are in accordance with the findings of CIMA (2007) that mass communication graduates in Nigeria preferred to build career in the broadcasting industry and they preferred public relations than core journalism practice. Also, in line with the findings of Atfield and Purcell (2010) and Alkazemi et' al (2013) which reported that students of higher institutions preferred to build career in their area of study. Moreover, the students' interest to build a career in broadcast journalism, advertising and public relations as their first, second and third most preferred mass communication professions has reaffirm the argument of self determination theory (SDT) that human beings have natural tendency to develop towards self determination. Since the students of mass communication in Nigeria have their individual life goals and aspirations which they intend to achieve after graduation. Similarly, it is an indication of high personal goals by the students of mass communication as postulated by Social Cognitive Career Theory (SCCT). The choice of broadcast journalism and public relations as the preferred professions by the students was in line with the findings of Diyo (2015).

Table 4.1.5: Type of Career Indecision

Career Indecision Type	Frequency	Percent
Lack of adequate information on your personality and working industry.	110	96.0
Feeling of anxiety, confusion and inability to make decision on the career of your choice.	5	4.0
Total	115	100.0

Moreover, the respondents that are undecided on their choice of profession after graduation explains the state of skepticism abound among these students. Table 4.1.5 above shows that majority of the respondents (110), (96.0%) of the respondents state that lack of adequate information on their on their personality and working industry are reasons for their career indecision; while, (5) students which is (4.0%) of the respondents indicate anxiety and confusion as their weakness to choose a career. The former is what the scholars describe as developmental career indecision, while the later is chronic career indecision. This finding is in accordance with the findings of Talib and Aun (2009) which stated that lack of adequate information is the major cause of career indecision among students. These students that are undecided are at the stage of amotivation as it was postulated by self determination theory (SDT). Table 4.1.6 and Table 4.1.7 show the pattern of respondents' choice on the most preferred profession between university and polytechnic students of mass communication. It reveals that there is variation on the mass communication professions the students intend to build their career after graduation.

Table 4.1.6: University Students most Preferred Profession

Most Preferred Profession	Percent
Print journalism	14.5
Broadcast journalism	21.1
Public relations	21.7
Advertising	13.5
Film production	6.4
Book publishing	2.3
Undecided	20.5
Total	100.0

The data in Table 4.1.6 shows the university students of mass communication most preferred profession. Majority of the respondents (105), (21.1%) preferred public relations as the profession they intend to build a career after graduation. Broadcast journalism is the second most preferred profession among university students of mass communication with (102), (21.1%), while print journalism is the third with (70), (14.5%) of the respondents. Also, advertising, film production and book publishing are the fourth, fifth and sixth most preferred profession among university students, with (65), (13.5%); (31), (6.4%) and (11), (2.3%) of the respondents respectively. The undecided respondents among the university students of mass communication were (99) representing 20.5%) of the respondents.

Table 4.1.7: Polytechnic Students Most Preferred Profession

Most Preferred Profession	Percent
Print journalism	13.8
Broadcast journalism	30.3
Public relations	11.1
Advertising	29.5
Film production	8.8
Book publishing	2.9
Undecided	3.3
Other (Teaching)	.2
Total	100.0

Similarly, Table 4.1.7 above shows the polytechnic students of mass communication most preferred profession. Majority of the respondents (30.3%) preferred broadcast journalism as the profession they intend to build a career after graduation. Advertising is the second most preferred profession with (29.5%) of the respondents. Also, print journalism is the third with

(66), (13.8%) of the respondents. Public relations, film production and book publishing are the fourth, fifth and sixth most preferred professions with (11.1%); (8.8%) and (2.9%) of the respondents respectively. The undecided among polytechnic students are (3.3%) of the respondents, only one respondent preferred teaching as his career after graduation. The variation in career choice between university and polytechnic students of mass communication is an indication of psychological situation components as stated by Rotters social learning theory.

Table 4.1.8 - Type of Employment Intended After Graduation

Employment Type	Frequency	Percent
Self employment	333	38.7
Employment in public or private sector	490	58.9
Others (All of the above)	23	2.4
Total	846	100.0

The kind of employment the respondents would like to gain for the practice of their career varies as indicated in Table 4.1.8. Majority (490), (58.9%) of the respondents preferred to get employed in public or private sector of the communication industry. Those that preferred self employment were second with (333), (38.7%) of the respondents. While, those that falls within other category are very few. They preferred to combine the first two options this is only just (23) students which is (2.4%) of the respondents. This is in line with the findings of Ekph and Edet (2011) that students prefer to be on the employment of public or private sectors. Also, it is an indication of behaviour potentials on the students of mass communication as postulated by Rotters social learning theory.

Table 4.1.9: Respondents Ability to use Internet and Multimedia Communication Systems

Levels	Frequency	Percent
High	304	35.3
Average	507	61.1
Low	11	1.1
Not at all	24	2.5
Total	846	100.0

The significance of the internet and multimedia communication systems in contemporary mass communication education and practice cannot be underestimated as a result of the major transformation brought by technological innovation as indicated by Dominick (2011), Rodman (2012) and Sheerin (2002). The respondents were asked to rate their ability to apply their knowledge and skills of the internet and multimedia communication systems in practicing their chosen career. The data on Table 4.1.9 above shows that majority of the respondents (507), (61.1%) has average knowledge and skills to use the internet and multimedia communication systems. Those with a high level of knowledge and skills are second with (304), (35.3%) of the respondents; this is followed by those that do not have any skills and those with low skills on the internet and multimedia communication systems in this order: (25), (2.5%) and (11), (1.1%) of the respondents respectively. This is in accordance with the assertion of Sheerin (2002) and findings of Hamdy and Auter (2011) that knowledge of the internet and multimedia communication would enable the students of mass communication to practice in a converged communication. Thus, findings from the study imply that the respondents would need to acquire relevant skills to optimize the internet and multimedia communication systems for the effective discharge of their profession.

Table 4.1.10: Cross Tabulations Summary - Most Preferred Profession by Gender

Preferred Profession	Male	Female	N =
Print Journalism	57.4%	42.6%	100% n= 136
Broadcast Journalism	36.0%	64.0%	100% n=247
Public relations	38.6%	61.4%	100% n=158
Advertising	48.5%	51.5%	100% n=206
Film Production	72.6%	27.4%	100% n=73
Book Publishing	16.0	84.0%	100% n=25
Others (Teaching)	00	100%	100% n=1
Undecided	58.3%	41.7%	100% n=115
Total n =	452	509	961

The cross tabulations of the most preferred profession and demographic data of the respondents (i.e. gender, age group and marital status) provided additional information to the career choice pattern of the students of mass communication in this study. Table 4.1.10 above provide the summary of the cross tabulations of the most preferred profession and gender distribution of the respondents. The data shows that among the total number of the respondents that preferred print journalism (136) students of the majority (57.4%) are males and (42.6%) are females. The respondents that preferred broadcast journalism are (247) and the majority (64.0%)

are females while (36.0%) are males. The respondents that preferred public relations are (158) of which the majority (61.4%) are females and (38.6%) are males. These were in accordance with the findings of Emenyeonu (1991) that women shied away from core journalism work. However it is contrary with the findings of Ali (2010), Nyondo (2010), Hardin & Shain (2005) and Dominico & Jones (2000) that women have negative attitude towards journalism. The decision of the students of mass communication to choose broadcast journalism, advertising and public relations as the most preferred professions is an indication of reinforcement value as postulated by Rotters social learning theory.

Equally, among those that preferred advertising (206), majority (51.5%) are females and (48.5%) are males. The respondents that preferred film production are (73), majority (72.6%) are females and (27.4%) are males. Among the respondents that preferred book publishing (25), the majority (84.0%) are females and (16.0%) are males. Only one female respondent preferred to build her career in other profession (teaching). While, among respondents that are undecided (115), the majority (58.3%) are males, and (41.7%) are females. Based on the above data it is evident that there is major difference between gender and the preferred career of the respondents. Thus, the chi square tests result indicated is a significant difference between preferred profession and the gender of the respondents, since the p-value is (.000) which is less than (0.05) (refer to Appendix 12).

Table 4.1.11: Cross Tabulation Summary – Most Preferred Profession by Age group

Preferred Profession	18 – 23 years	24 – 29 years	30 – 35 years	36 and above	N=
Print journalism	36.0%	44.1%	16.9%	2.9%	100% n=136
Broadcast journalism	37.7%	59.9%	1.6%	0.8%	100% n=247
Public relations	36.1%	55.9	8.2%	00	100% n=158
Advertising	60.2%	37.9%	1.9%	00	100% n=206
Film Production	21.9%	65.8%	12.3%	00	100% n=73
Book Publishing	60.0%	28.0%)	12.0%	00	100% n=25
Others (Teaching)	00	100%	00	00	100% n=1
Undecided	40.9%	30.4%)	19.1%	9.6%	100% n=115
Total n =	401	465	78	17	961

Table 4.1.11 above presents the summary of cross tabulations between preferred profession and age group of the respondents. Among the respondents that preferred print journalism (136), the majority which is (44.1%) are within the age group of 24 – 29 years, this is followed by those within 18 – 23 years with (37.7%) of the respondents. Those that are within

age group of 30 – 35 years are third with (16.9%). Those within age group of 36 years and above are the least with (2.9%). The respondents that preferred broadcast journalism (247), the majority which is (59.9%) are within age group of 24 – 29 years, this is followed by those within 18 – 23 years with (37.7%). Those within age groups of 30 – 35 years and 36 years above are third and fourth with (1.6%), and (0.8%) of the respondents respectively.

Equally, the respondents that preferred public relations (158), majority (55.7%) are within age group of 24 – 29 years, this is followed by those within age group of 18 – 23 years with (36.1%), while those within age group of 30 – 35 years are the least with (8.2%) of the respondents. The respondents that preferred advertising were (206), the majority (60.2%) are within the age group of 18 – 23 years, this is followed by those within age group of 24 – 29 years with (37.9%), while those within 30 – 35 years are the least with only (1.9%) of the respondents. The respondents that preferred film production are (73), and the majority (65.8%) are within 24 – 29 years, followed by those within 18 – 23 years with (21.9%), while those within 30 – 35 years were the least with (12.3%) of the respondents. Those that preferred book publishing are (25), majority (60.0%) are within the age group of 18 – 23 years, followed by those within 24 – 29 years with (28.0%), while those within the age group of 30 – 35 years were the least with (12.0%) of the respondents. Only one respondent that is within the age group of 24 – 29 years that preferred other profession (teaching), while the undecided respondents are (115), of which the majority (40.9%) are within the age group of 18 – 23 years, this followed by those within 24 – 29 years with (30.4%) of the respondents. The respondents within the groups of 30 – 35 and 36 years and above are the third and fourth with (19.1%) and (9.6%) respectively.

Therefore, the data indicated major difference between most preferred profession and the age group distribution of the respondents, as absolute majority are within 18 – 23 and 24 – 29 years. Thus, the chi – square test results have showed a significant difference between preferred

profession and age group distribution of the respondents, as the p - value is (.000) which is less than (0.05) (refer to appendix 13).

Table 4.1.12: Cross Tabulations Summary – Most Preferred Profession by Marital Status

Preferred Profession	Single	Married	Divorced	Widow	N=
Print Journalism	68.4%	27.9%	1.5%	2.2%	100% n=136
Broadcast Journalism	87.9%	12.1%	00	00	100% n=247
Public relations	74.1%	23.4%	2.5%	00	100% n=158
Advertising	81.4%	18.4%	00	00	100% 206
Film Production	76.7%	15.1%)	8.2%	00	100% n=73
Book Publishing	80.0%	20.0%	00	00	100% n=25
Undecided	65.2%	25.2%	7.0%	2.6%	100% n=115
Total n =	747	188	20	6	961

Finally, Table 4.1.12 above shows the summary of the cross tabulations between most preferred profession and the marital status of the respondents. Among the total respondents that preferred print journalism (136), of which the majority (68.4%) are singles, this group is followed by married respondents with (27.9%), those that are divorced and widow are very few

with (2.2%) and (1.5%) of the respondents respectively. The respondents that preferred broadcast journalism are (247), of which the majority (87.9%) are single, followed by married respondents (12.1%), while there is nobody in the divorced and widow categories. Those that preferred public relations are (158), majority (74.1%) are singles, the group is followed by married with (23.4%), while divorced ones are very few with only (2.5%) and there is nobody in widow category.

Equally, the respondents that preferred advertising are (206), of which the majority (81.6%) are single, followed by married with (18.4%) of the respondents, while there is nobody within divorced and widow categories. Those that preferred film production are (73), majority (76.7%) are single, followed by married with (15.7%), while divorced are very few with (8.2%) and there is nobody in widow category. Also, the respondents that preferred book publishing as a career are (25), majority (80.0%) were single, followed by married with (20.0%) of the respondents. Only one respondent that is single preferred teaching as a career against mass communication professions. While, among those that are undecided (115), majority (65.2%) are single, followed by married students with (25.2%). Those that are divorced and widow were very few with (7.0%) and (2.6%) of the respondents respectively. The findings indicated major difference between students preferred profession and their marital status, because absolute majority are single. Also, the chi-square test results in show that there is significant difference between preferred career and marital status of the respondents, as the p value is (.000) which is less than (0.05) (refer to appendix 14).

Therefore, based on the data presented in the above tables it is evident that the major professions preferred by the students of mass communication in Nigeria, to build their career after graduation are broadcast journalism, advertising and public relations. However, the university students preferred public relations, broadcast journalism and print journalism, while the polytechnic students preferred broadcast journalism, advertising and print journalism. The

students preferred to work in public or private sector of the mass communication industry, and they have average knowledge and skills for applying the Internet and multimedia communication systems in their chosen careers. Equally, there is significant difference between most preferred profession and gender, age and marital status of the students of mass communication in Nigeria.

The outcomes of the study on the most preferred profession among students of mass communication in Nigeria are reflections of some of the current trends of career development in the mass communication industry. The choice of broadcast journalism as the most preferred profession by the students can be said to be influenced by remarkable development and expansion that is taking place in the Nigerian broadcasting industry. Presently, several new public and private broadcast stations have been established in different parts of the country, has created a lot of jobs to many graduates of mass communication from universities and polytechnics. This is in tandem with the findings of other studies which have revealed that majority of the students of mass communication in Nigeria are women and they preferred to build career in broadcast journalism profession after graduation.

Moreover, the identification of advertising, public relations, and print journalism as the second, the third and the fourth most preferred professions by the students of mass communication in Nigeria are representations of the most common and prominent mass communication professions that can be easily identified in public or private organizations. The last two most preferred professions represented in film production and book publishing are less attractive to the students as they are the least preferred professions in this study. This can be viewed from the problem of piracy that is killing the initiative of the practitioners coupled with other socio-economic and cultural challenges.

Similarly, the interest of the majority of mass communication students to work in public or private sector, followed by those that want to be self employed in the communication industry

is a representation of domination of public and private sector in the Nigerian mass communication industry. However, as a result of the economic challenges facing the country, minimal number of the students are interested in establishing their own communication business, despite the fact that mass communication professions are technically trained to be self employed without necessarily been employed by public or private sector organizations.

The findings of the study on most preferred profession by respondents gender shows that the majority of the male students prefer to build career in print journalism, film production and advertising, while the females prefer broadcast journalism, public relations, advertising and book publishing. These preferences reflect the pattern of career interest based on gender as it was discovered by previous studies that were conducted in Nigeria and other parts of the world.

Therefore, the study's outcome on most preferred professions by age group of the students indicated absolute majority within (18 – 23 and 24 – 28) age groups. This result implies that they are at youthful age which is a clear reflection of the characteristics of mass communication students in Nigeria, because those that are within (29 – 35 and 36 and above) are very few. Also, the findings on most preferred profession and marital status of the students showed that the absolute majority are singles. This is a clear reflection of the mass communication students' characteristics where the majority are single and a very few were married.

Research Question Three – What are the socio – cultural factors that motivate career choice of mass communication students in Nigeria?

Table 4.1.13: Socio - cultural Factors that Motivate Career Choice of the Students

S/ n	Items	Response categories					N=
		SA	A	N	D	SD	
1	The career you prefer was motivated by your personal interest in the profession	70.5%	23.4%	0.71%	3.2%	2.3%	846
2	The career you prefer was motivated by your need to fulfill self esteem	42.2%	40.9%	7.0%	6.4%	3.6%	846
3	The career you prefer was motivated by your concern for public needs in the profession	39.8%	30.9%	14.1%	10.2	5.1%	846
4	The career you prefer was motivated by your gender	14.1%	18.7%	15.8%	26.2%	25.2%	846
5	The career you prefer was motivated by your age	8.9%	12.9%	11.3%	36.3%	24.4%	846
6	The career you prefer was motivated by your parents	11.6%	10.0%	7.9%	33.4%	36.6%	846
7	The career you prefer was motivated by your relatives	8.9%	12.8%	4.1%	30.3%	44.0%	846
8	The career you prefer was motivated by your cultural norms and values	8.0%	8.2%	8.9%	29.0%	86.0%	846
9	The career you prefer was motivated by the location of your institution	7.3%	8.5%	10.6%	36.3%	37.2%	846
10	The career you prefer was motivated by your course mate in campus	7.6%	12.3%	5.8%	36.5%	37.8%	846
11	The career you prefer was motivated by your friends	10.6%	10.9%	4.7%	32.6%	41.1%	846
12	The career you prefer was motivated by your spouse	9.3%	7.5%	10.0%	35.5%	39.8%	846
13	The career you prefer was motivated by your financial status	12.5%	15.5%	11.2%	27.3%	33.5%	846
14	The career you prefer was motivated by message from communication media	20.8%	44.3%	5.1%	16.3%	13.5%	846

The data in Table 4.1.13 above indicates the fourteen socio – cultural factors that motivate career choice of mass communication students. The contents of the table provide answer to the third research question. The findings show that out of the (846) respondents, majority stated that the career they preferred was mainly motivated by personal interest. The detail of the response indicate that (70.5%) of the respondents strongly agreed and (23.4%) agreed as against (0.71%) respondents that neither agreed nor disagreed, while (3.2%) respondents disagreed and (2.3%) strongly disagreed with personal interest as a factor that motivates their career choice. The need to fulfill self esteem is the second socio cultural factor. The detail of the responses indicates that (42.2%) respondents strongly agreed and (40.9%) agreed, against (7.0%) that neither agreed nor disagreed, while (6.4%) respondents disagreed and the rest (3.6%) strongly disagreed with the need to fulfill self esteem as a factor that motivates their career choice. Moreover, concern for public needs in the profession is the third socio – cultural factor. The detail of the responses indicate that (39.8%) respondents strongly agreed and (30.9%) agreed, against (14.1%) that neither agreed nor disagreed, while (10.2%) respondents disagreed and (5.1%) strongly disagreed with concern for public needs as a factor that motivates their career choice.

The message from communication media is the fourth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicate that (20.8%) strongly agreed and (44.3%) agreed against (5.1%) that neither agreed nor disagreed, while (16.3%) respondents disagreed and (13.5%) strongly disagreed with mass media messages as a factor that motivates their career choice. Gender is the fifth socio-cultural factor. The detail of the responses indicates that (14.1%) strongly agreed and (18.7%) agreed against (15.8%) that neither agreed nor disagreed, while (26.2%) respondents disagreed and (25.2%) strongly disagreed with gender as a factor that motivates their career choice. Financial status is the sixth socio-cultural factor

that motivates the career choice of the students. The detail of the responses indicates that (12.5%) strongly agreed and (15.5%) agreed against (11.2%) that neither agreed nor disagreed, while (27.3%) respondents disagreed and (33.5%) strongly disagreed with financial status as a factor that motivates their career choice.

Age of the respondents is the seventh socio-cultural factor that motivates the career choice of the students. The detail of the responses indicated that (8.9%) strongly agreed and (12.9%) agreed against (11.3%) that neither agreed nor disagreed, while (36.3%) respondents disagreed and (24.4%) strongly disagreed with age as a factor that motivates their career choice.

Parents of the respondents are the eighth socio-cultural factor. The detail of the responses indicates that (11.6%) strongly agreed and (10.0%) agreed against (7.9%) that neither agreed nor disagreed, while (33.4%) respondents disagreed and (36.6%) strongly disagreed with parents as a factor that motivates their career choice.

Friends of the respondents are the ninth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that (10.6%) strongly agreed and (10.9%) agreed against (4.7%) that neither agreed nor disagreed, while (32.6%) respondents disagreed and (41.1%) strongly disagreed with friends as a factor that motivates their career choice.

Course mates of the respondents is the tenth socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that (7.6%) strongly agreed and (12.3%) agreed against (5.8%) that neither agreed nor disagreed, while (36.5%) respondents disagreed and (37.8%) strongly disagreed with course mate as a factor that motivates their career choice.

The spouses of the respondents are the eleventh socio-cultural factor that motivates the career choice of the students. The detail of the responses indicates that (9.3%) strongly agreed and (7.5%) agreed against (10.0%) that neither agreed nor disagreed, while (33.5%) respondents disagreed and (39.8%) strongly disagreed with spouse as a factor that motivates their career

choice. Location of institution of the respondents is the twelfth socio-cultural factor. The detail of the responses indicates that (7.3%) strongly agreed and (8.5%) agreed against (10.6%) that neither agreed nor disagreed, while (36.3%) respondents disagreed and (37.8%) strongly disagreed with institution location as a factor that motivates their career choice. Relatives of the respondents are the thirteenth socio-cultural factor. The detail of the responses indicates that (8.9%) strongly agreed and (12.8%) agreed against (4.1%) that neither agreed nor disagreed, while (30.3%) respondents disagreed and (44.0%) strongly disagreed with relatives as a factor that motivates their career choice. Cultural norms and values of the respondents is the fourteenth socio-cultural factor. The detail of the responses indicates that (8.0%) strongly agreed and (8.2%) agreed against (8.9%) that neither agree nor disagree, while (29.0%) respondents disagreed and (46.0%) strongly disagreed with cultural norms and values as a factor that motivates their career choice.

All the findings above are in line with the findings of Gambo et al (2012), Chuang et al (2009), Lavonen et al (2008), Shumba and Naong (2012), Kinanee (2009), Lee et al (2000), Bakhshi et al (2012), Diab et al (2012) and Diyo (2015) that personal interest, internal factors, need for self actualization and concern for the community needs by the students are very relevant in their career choice. However, it is contrary to the findings of Tan Kuick and Ngee Ng (2011), David (2011), Shumba and Naong (2012), King et al (2008), Mudhovozi, Chireshe (2012) and Andoh (2012) that reported that peer group, parents and family have strong influence in the career choice of the students. The findings are also contrary to the findings of Mutekwe et al (2011) that submitted that gender roles have significant influence on the career choice of the students. Similarly, the study's findings on the vital role of personal interest and mass media in motivating students career choice are in accordance with the findings of Saleem et al (2014), Sharma (2015) and Adya and Kaiser (2006) as discussed in the literature review.

Moreover, the responses by the students of mass communication on the influence of various socio-cultural factors that motivate their career choice are the indication of the SDT argument on autonomous and controlled types of motivation. Thus, personal interest, fulfilling self esteem and concern for public needs are all forms of autonomous motivation, while the remaining eleven socio-cultural factors were forms of controlled motivation. Similarly, the indication of autonomy and competence in the mass communication student's career choice as postulated by SDT was identified by the influence of personal interest, fulfilling self esteem and concern for public needs. Equally, the arguments of Supers self concept theory of career development, theory of work adjustment (TWA) and Godfredson theory of circumscription and compromise as discussed in the literature review have provides relevant explanations on the significance of personal interest, fulfilling self esteem and concern for the public needs of the students in the process of career choice. The findings on significance of personal interest, fulfilling self esteem and concern for public needs as factors that motivate career choice of the students is an indication of the function of internal locus of control as postulated by Rotters social learning theory.

Equally, the findings on socio-cultural factors are an indication of expectancy and reinforcement components of Rotters social learning theory. The indication of high self efficacy through verbal persuasion source of information as postulated by SCCT was identified by the study's findings on media and gender socio-cultural factors. However, the findings on parents, course mate, friends and spouse are indications of very low self efficacy through verbal persuasion as it was postulated by SCCT. The findings on gender, age, fulfilling self esteem and concern for public needs are indications of influential factors under genetic endowment and special abilities as it was postulated by social learning theory of career decision making (SLTCDM). Similarly, the findings on parents, relatives, cultural norms and values, location of

institution, spouse and financial status are indication of influential factors under environmental condition and events class as postulated by SLTCDM and discussed in the literature review.

Therefore, based on the above findings in Table 4.1.13 it is evident that personal interest, self esteem, concern for public needs (altruism), mass media and gender are the main socio – cultural factors that motivate career choice of the students of mass communication in Nigeria. The first three factors; personal interest, self esteem and concern for public needs are elements of intrinsic type of human motivation, and they operate within the context of intrapersonal communication as it was asserted by Watson and Hill (2006), West and Turner (2010) and Iamnirun (2010) in the literature review. Thus, the fourth factor mass media is an element of extrinsic type of human motivation and is operating within mass communication context as described by Dominick (2011), Hoffmann (2007), Rodman (2011), Campbell (1998) and Turow (1999) in the literature review, while the fifth factor gender is an element of extrinsic type of human motivation and is operating within interpersonal context of communication as asserted by Hoffmann (2007), Chandler and Munday (2011) and Rodman (2011) as discussed in the literature review. Moreover, the students rate of disagreement is higher than agreement with the socio-cultural factors influence on their career choice, because the cumulative mean (2.794) is less than decision mean (3.000), this shows the level of disagreement is higher than agreement with the factors by the respondents (refer to Appendix 6).

The study's findings on influence of socio-cultural factors in motivating career choice of the students of mass communication in Nigeria implied that personal interest, need to fulfill self esteem, concern for public need and messages from mass media have high influence in motivating the career choice of the students. This is because, the rate of agreement is higher than that of disagreement on their influence in motivating career choice of mass communication students in Nigeria. The remaining 10 socio-cultural factors have very low influence in

motivating career choice of the students, this is because, the rate of disagreement is higher than that of agreement with their influence in motivating career choice of the students. These factors can be attributed to the influence of modernisation and globalisation that transformed the social system.

Research Question Four – What are the academic factors that motivate the career choice of mass communication students in Nigeria?

Table 4.1.14: Academic factors that motivate career Choice of the Students

s/no	Items	Response categories					N =
		SA	A	N	D	SD	
1	The career you prefer was motivated by the courses you have been taught at school	39.8%	34.4%	5.0%	13.8%	7.0%	846
2	The career you prefer was motivated by your teachers / lecturers	19.0%	32.6%	9.7%	21.9%	16.8%	846
3	The career you prefer was motivated by the learning materials and facilities available in your institution	19.2%	21.8%	10.5%	28.3%	20.3%	846
4	The career you prefer was motivated by the grades you scored in courses related to it	15.0%	21.6%	14.3%	27.3%	21.8%	846
5	The career you prefer was motivated by the excursion to mass communication organization you participated in	11.4%	15.5%	13.6%	31.8%	27.8%	846
6	The career you prefer was motivated by activities of the guidance and counselling office in your institution	10.4%	12.4%	15.1%	31.3%	30.7%	846
7	The career you prefer was motivated by the public lectures or seminars you attended in your institution	17.9%	22.8%	13.5%	29.1%	16.8%	846

The data in Table 4.1.14 that shows the seven academic factors that motivates career choice of the students of mass communication in Nigeria was used to answer the fourth research question. The findings indicate that out of the total number of (846) respondents, majority stated that the career they preferred is motivated by several academic factors, but the courses taught at school are the major academic factors that motivate career choice of the students. The detail of the responses shows that (39.8%) of the respondents strongly agreed and (34.4%) agreed, against (5.0%) that neither agreed nor disagreed. But (13.8%) of the respondents disagreed while (7.0%) strongly disagreed with courses taught as a factors that motivate their career choice. Lecturers are the second academic factor. The detail of the response shows that (19.0%) respondents strongly agreed and (32.6%) agreed, against (9.7%) that neither agreed nor disagreed, while (21.9%) disagreed and the remaining (16.8%) strongly disagreed with lecturers as a factor that motivates their career choice.

Learning materials and facilities in the institution is the third academic factor that motivates career choice of the students. The detail of the responses shows that (19.2%) respondents have strongly agreed and (21.8%) agreed, against (10.5%) that neither agreed nor disagreed, while (28.3%) disagreed and (20.3%) respondents strongly disagreed with learning facilities as a factor that motivates their career choice. Public lectures and seminars is the fourth factor. The detail of the responses shows that (17.9%) respondents have strongly agreed and (22.8%) agreed, against (13.5%) that neither agreed nor disagreed, while (29.1%) disagreed and (16.8%) strongly disagreed with public lectures as a factor that motivates their career choice. Grade scored in courses taken by students is the fifth academic factor. The detail of the responses shows that (15.0%) respondents have strongly agreed and (21.6%) agreed, against (14.3%) that neither agreed nor disagreed, while (27.3%) disagreed and (21.8%) strongly disagreed with grade scored as a factor that motivates their career choice. Excursion to mass communication

organization is the sixth academic factor. The detail of the responses shows that (11.4%) respondents have strongly agreed and (15.5%) agreed, against (13.6%) that neither agreed nor disagreed, while (31.8%) disagreed and (27.8%) strongly disagreed with excursion as a factor that motivates their career choice. Guidance and counseling activities is the seventh academic factor. The detail of the responses shows that (10.4%) respondents have strongly agreed and (12.4%) agreed, against (15.1%) that neither agreed nor disagreed, while (31.3%) disagreed and (30.7%) strongly disagreed with guidance and counselling as a factor that motivates their career choice.

These findings are in line with the findings of Afzal et al (2010) that explained a reciprocal relationship between student's motivation and academic performance. Also, they are in accordance with the assertion of William and William (2011) on students' motivation and findings of Onoyose and Onoyose (2009) and Bakoshi et al (2012) that guidance and counselling services is not significant factor in the career choice of students. They are similar to the findings of Mudhovozi and Chireshe (2012), Shumba and Naong (2012), Mutekwe et al (2011), Chuang et al (2009) who said teachers, academic major and faculty staff have significant influence on the career choice of the students. Similarly, the findings here are in the same light with the findings of Adya et al (2006) on the significance of teacher in motivating career choice of students.

Moreover, the indication of need for relatedness as postulated by SDT can be identified from the influence of the major academic factors that motivate career choice of the students of mass communication in Nigeria. The findings on major academic factors that motivate career choice of the students are indications of the function of external locus of control as postulated by Rotters' social learning theory. Similarly, the findings on courses taught at school and lecturers are indications of high self-efficacy through verbal source of information, while the findings on learning facilities and excursion are indications of high self-efficacy under mastery experiences

source of information as postulated by SCCT. The findings on guidance and counselling services and public lecture are indications of very low self-efficacy under verbal persuasion as postulated by SCCT. The findings on courses taught in school, learning facilities, grades scored guidance and counselling services and public lectures are indications of influential factors under learning experiences category postulated by social learning theory of career decision making (SLTCDM).

Therefore, based on the findings above in Table 4.1.14 it is evident that the major academic factors that motivate career choice of mass communication students in Nigeria are courses taught at school, teachers/lecturers, learning facilities in the institution and public lectures/seminars. The variables are all elements of extrinsic type of human motivation and are operating within interpersonal and public communication contexts, as discussed in the literature review. Thus, the cumulative mean (3.093) is higher than decision mean (3.000) which shows that the respondents rate of agreement with the academic motivational factors is higher than disagreement (refer to appendix 7).

Therefore, the study's findings on influence of academic factors in motivating career choice of the students of mass communication showed that courses taught at school and lecturers are the academic factors with high influence in motivating student's career choice. This is because the rate of agreement is higher than that of disagreement with these factors by the respondents. On the other hand, learning facilities, public lectures,/seminar, grade scored in courses, excursion and guidance and counseling services have low influence in motivating career choice of the students. This is because, the rate of disagreement is higher than that of agreement with their influence in motivating career choice of mass communication students in Nigeria.

Research Question Five – What are the labour related factors that motivate career choice of mass communication students in Nigeria?

Table 4.1.15: Labour related Factors that Motivate Career Choice of the Students

s/no	Items	Response categories					N =
		SA	A	N	D	SD	
1	The career you prefer was motivated by the past working experience you had in the communication industry (internship or work experience)	21.0%	27.8%	12.3%	19.0%	19.9%	846
2	The career you prefer was motivated by the kind of salary and allowances package in the profession	14.2%	20.5%	9.2%	25.2%	31.0%	846
3	The career you prefer was motivated by the work setting of the profession	22.2%	33.3%	9.5%	15.5%	19.1%	846
4	The career you prefer was motivated by the job opportunity in the labour market	18.4%	24.5%	12.8%	23.9%	20.5%	846
5	The career you prefer was motivated by the prospects of the profession	25.8%	36.3%	10.8%	16.6%	10.6%	846
6	The career you prefer was motivated by the prominence of some practitioners of the profession (role models)	28.7%	33.7%	7.1%	17.6%	12.9%	846

The data in Table 4.1.15 shows the six labour related factors that motivate career choice of the students of mass communication in Nigeria. The data provides answer to the fifth research question. The findings indicate that out of the total (846) respondents, majority of them stated that the career they preferred is motivated by several labour related factors, but prospects of the profession is the major labour related factor that motivates career choice of the students. The detail of the responses shows that (25.8%) respondents strongly agreed and (36.3%) agreed, against (10.8%) that neither agreed nor disagreed, while (16.6%) respondents disagreed and

remaining (10.6%) strongly disagreed with prospects of the profession as a factor that motivates their career choice. The prominence of some practitioners in the profession (role models) is the second labour related factor. The detail of the responses shows that (28.7%) respondents strongly agreed and (33.7%) agreed, against (7.1%) that neither agreed nor disagreed, while (17.6%) respondents disagreed and the remaining (12.9%) strongly disagreed with role models as a factor that motivates their career choice.

Moreover, the work setting of the profession is the third labour related factor that motivates career choice of the students. The detail of the responses shows that (22.2%) respondents have strongly agreed and (33.7%) agreed, against (9.5%) that neither agreed nor disagreed, while (15.5%) disagreed and the remaining (19.1%) have strongly disagreed with work setting of the profession as a factor that motivate their career choice. Past working experience is the fourth labour related factor. The detail of the response shows that (21.0%) respondents have strongly agreed and (27.8%) agreed, against (12.3%) that neither agreed nor disagreed, while (19.0%) respondents disagreed and the remaining (19.9%) strongly disagreed with past working experience as a factor that motivates their career choice. Job opportunity is the fifth labour related factor. The detail of the responses shows that (18.4%) respondents strongly agreed and (24.5%) agreed, against (12.8%) that neither agreed nor disagreed, while (23.9%) respondents disagreed and the remaining (20.5%) strongly disagreed with job opportunity as a factor that motivates their career choice. Salary and allowances package are the sixth labour related factors. The detail of response shows that (14.2%) respondents strongly agreed and (20.5%) agreed, against (9.2%) that neither agreed nor disagreed, while (25.2%) respondents disagreed and the remaining (31.0%) strongly disagreed with salary and allowances as factors that motivates their career choice.

These findings are in line with the findings of King et al (2008), Issa and Nwalo (2008), Tan-kuick et al (2011), Kloster et al (2009), Diab et al (2012), Lee et al (2000) and Adya and Kaiser (2006) who noticed that role models, working experience, profession attractiveness, work setting, occupational prestige, job security and positive socio economic status play a significant role in the career choice of the students. However, they are contrary to the findings of Lee et al (2000) and Onijigin (2009) that job opportunity and financial benefits play a significant role in the career choice of the students. Moreover, the indication of need for relatedness as postulated by SDT can be identified from the influence of the major labour related factors that motivate career choice of the students of mass communication in Nigeria. The findings on major labour related factors that motivate career choice of the students are indications of the function of external locus of control as postulated by Rotters' social learning theory.

The major findings on labour related factors are an indication of expectancy and reinforcement components of Rotters' social learning theory. The findings on relevance of working experience are indications of very low self efficacy through mastery experiences source of information as postulated by social cognitive career theory (SCCT). The findings on prominence of some practitioners (role models), prospects of the profession and work setting are indications of very high self-efficacy through vicarious learning source of information as postulated by SCCT. The findings on job opportunity and salary and allowances are indications of very low outcome expectation through physical rewards among the students as postulated by SCCT. The findings on significance of personal interest, fulfilling self esteem and concern for public needs are indications of high outcome expectations under self evaluative reward and social reward categories as postulated by SCCT. All the findings on labour related factors are indications of influential factors under learning experiences category as postulated by social learning theory of career decision making (SLTCDM).

From the foregoing, the findings above in table 4.1.15 it is evident that the major labour related factors that motivate career choice of mass communication students in Nigeria are prospects of the profession, prominence of some practitioners in the profession (role models) and work setting of the profession. These factors are all elements of extrinsic type of human motivation and they operate within mass communication, public communication and interpersonal communication contexts, as discussed in the literature review. Thus, the students get to know about the career prospects, prominent practitioners and work setting either through mass media, interaction with the practitioners or by attending public lectures and seminars in their respective institutions. Moreover, the respondents are in agreement with the majority of labour related factors, as only two factors (salary and allowances package and job opportunity) where the rate of disagreement are higher than agreement. The cumulative mean is (3.133) which is greater than decision mean (3.000) which confirm the level of agreement of the respondents with most of the labour related factors (refer to Appendix 8).

Therefore, the study's findings on influence of labour related factors in motivating career choice of mass communication students in Nigeria shows that prospects of the profession, role models, work setting, and working experience are the most influential labour related factors that influence career choice of the students. This is because, the rate of agreement is higher than that of disagreement with their influence in career choice of mass communication students. While job opportunity and salary and allowances are the labour related factors with low influence in motivating career choice of the students, as the rate of disagreement is higher than agreement with their influence in motivating career choice of mass communication students in Nigeria.

Research Question Six – Is the difference between university and polytechnic systems of mass communication education a significant factor in motivating career choice among mass communication students in Nigeria?

Table 4.1.16: University System of Mass Communication Education Factors

S/n	Items	Response categories					N =
		SA	A	N	D	SD	
1	The career you prefer was motivated by the core and elective departmental courses you took from 100-400 level in the university	28.2%	21.5%	13.0%	15.7%	9.7%	846
2	The career you prefer was motivated by the core and elective general studies courses you took from 100-200 level in the university	16.8%	28.2%	13.5%	18.2%	11.2%	846
3	The career you prefer was motivated by the elective courses you took from other department / faculties	18.4%	16.8%	12.4%	25.1%	15.5%	846
4	The career you prefer was motivated by the two month SIWES you attended at the end of 300 level	24.7%	18.2%	10.8%	24.0%	11.0%	846
5	The career you prefer was motivated by field trip in a particular course you participated in	11.2%	22.0%	18.6%	24.6%	11.8%	846
6	The career you prefer was motivated by your level coordinator in the university.	20.0%	14.5%	12.0%	29.8%	12.0%	846

The data in Tables 4.1.16 and 4.1.17 indicate the main factors that differentiate university and polytechnic systems of mass communication education in Nigeria, were used to answer the

sixth research question. The data in Table 4.1.16 above show six university system of mass communication education factors that motivate career choice of the students. The findings show that out of the total number (483) respondents majority stated that the core and elective departmental courses they took from 100 – 400 levels in the university were the main university mass communication education system factor that motivate their choice of career. The detail of the responses shows that (28.2%) respondents strongly agreed and (21.5%) agreed, against (13.0%) that neither agreed nor disagreed, while (15.7%) respondents disagreed and the rest (9.7%) strongly disagreed with core and elective departmental courses as a factor that motivates their career choice.

Equally, the core and elective general studies took by the students from 100 – 200 level in the university was the second university system factor. The detail of the responses shows that (16.8%) respondents strongly agreed and (28.2%) agreed, against (13.5%) that neither agreed nor disagreed, while (18.2%) respondents disagreed and the rest (11.2%) strongly disagreed with core and elective general studies courses as the factor that motivates their career choice. More so, the two months SIWES attended by the students at the end of 300 levels is the third university mass communication education system factor. The detail of the responses shows that (24.7%) respondents strongly agreed and (18.2%) agreed, against (10.8%) that neither agreed nor disagreed, while (24.0%) disagreed and the rest (11.0%) strongly disagreed with two month SIWES as a factor that motivates their career choice.

Level coordinator of the students is the fourth university mass communication education system factor. The details of responses shows that (20.0%) respondents have strongly agreed and (14.5%) agreed, against (12.0%) that neither agreed nor disagreed, while (29.8%) disagreed and the rest (21.0%) strongly disagreed with level coordinator as a factor that motivates their career choice. Elective courses from other faculties and departments are the fifth university mass

communication education system factor. The detail of the responses shows that (18.4%) respondents have strongly agreed and (16.8%) agreed, against (12.4%) that neither agreed nor disagreed, while (25.1%) disagreed and the rest (15.5%) strongly disagreed with elective courses from other faculties and departments as the factors that motivate their career choice. Field trip participation is the sixth university mass communication education system factor. The detail of the responses shows that (11.2%) respondents have strongly agreed and (22.0%) agreed, against (18.6%) that neither agreed nor disagreed, while (24.6%) disagreed and the rest (11.8%) strongly disagreed with field trip as a factor that motivates their career choice. Moreover, the respondents are in agreement with the majority of university mass communication education system factors. Thus, the cumulative mean is (3.131) which is greater than decision mean (3.000) this confirms the level of agreement of the respondents with most of the university system factors (refer to Appendix 9).

Table 4.1.17: Polytechnic System of Mass Communication Education Factors

s/no	Items	Response categories					N =
		SA	A	N	D	SD	
1	The career you prefer was motivated by the courses you offered during OND programme	29.5%	172	0.0%	11.1%	10.5%	478
2	The career you prefer was motivated by the courses you are offering in HND programme	30.3%	35.6%	12.1%	7.5%	9.8%	478
3	The career you prefer was motivated by the kind of practical's you participated in various courses for OND programme	29.9%	25.5%	13.8%	12.8%	4.2%	478
4	The career you prefer was motivated by the kind of practical's you participated in various courses for HND programme.	21.1%	34.7%	4.2%	16.7%	11.1%	478
5	The career you prefer was motivated by the four (4) months SIWES training you attend at the end of ND I programme	23.6%	33.5%	0.0%	12.6%	18.2%	478
6	The career you prefer was motivated by the one year industrial training (IT) you attended after completing your OND programme.	24.7%	40.0%	0.0%	14.3%	8.8%	478
7	The career you prefer was motivated by your course coordinator in the polytechnic / Monotechnics	11.1%	20.1%	10.3%	16.7%	29.7%	478

The data in Table 4.1.17 above show the seven polytechnic mass communication education system factors that motivate the career choice of the students of mass communication in Nigeria. The findings indicate that out of the total (478) respondents, majority of them indicated that the HND courses they offered are the main polytechnic mass communication education system factor that motivates their career choice. The detail of the responses shows that

(30.3%) respondents strongly agreed and (36.0%) agreed, against (12.1%) that neither agreed nor disagreed, while (11.9%) respondents disagreed and the remaining (10.5%) strongly disagreed with HND courses as the factors that motivate their career choice.

The kind of practicals courses taken by the students at OND level were identified as the second polytechnic mass communication system factor. The detail of the responses shows that (29.9%) respondents strongly agreed and (25.5%) agreed, against (13.8%) that neither agree nor disagree, while (12.8%) disagreed and the remaining (4.2%) strongly disagreed with OND practicals as the factors that motivate their career choice. The courses offered by the students at OND level were identified as the third polytechnic mass communication education system factor. The detail of the responses shows that (29.5%) respondents strongly agreed and (36.0%) agreed, while (11.9%) disagreed and (10.5%) strongly disagreed with OND courses as the factor that motivates their career choice. Similarly, the one year industrial training (IT) attended by the students after OND was identified as the fourth polytechnic mass communication education system factor. The detail of the responses show that (24.7%) strongly agreed and (40.0%) agreed, while (14.3%) disagreed and (8.8%) strongly disagreed with one year IT as a factor that motivates their career choice.

Practical courses in HND programme were identified as the fifth polytechnic mass communication education system factor. The detail of the responses show that (21.1%) strongly agreed and (34.7%) agreed, against (4.2%) that neither agreed nor disagreed while, (16.7%) disagreed and remaining (11.1%) strongly disagreed with HND courses practicals as the factor that motivate their career choice. Four month SIWES attended by the OND students was identified as the sixth polytechnic mass communication education system factor. The detail of the responses shows that (23.6%) strongly agreed and (33.5%) agreed, while (12.6%) disagreed and (18.2%) strongly disagreed with four month SIWES as a factor that motivates their career

choice. Course coordinator was identified as the seventh polytechnic mass communication education system factor. The detail of the responses shows that (11.1%) respondents strongly agreed and (20.1%) agreed, against (10.3%) that neither agreed nor disagreed, while (16.7%) respondents disagreed and the remaining (29.7%) strongly disagreed with course coordinator as a factor that motivates their career choice. Moreover, the respondents are in agreement with the majority of polytechnic mass communication education system factors. Thus, the cumulative mean is (3.392) which is greater than decision mean (3.000) this confirms the level of agreement of the respondents with all polytechnic system factors (refer to Appendix 10).

The findings are in line with the assertion of Ryan and Deci (2000) on variation of human motivation among people. Equally, the findings on university and polytechnic systems of mass communication education as factors that motivate career choice of the students are indications of the function of external locus of control as postulated by Rotters social learning theory. The findings on university and polytechnic systems factors are an indication of expectancy and reinforcement components of Rotters social learning theory.

Table 4.1.18: Cross Tabulation Summary: Most Preferred profession by Institution

Preferred Profession	University Students %	Polytechnic Students %	N /%
Print Journalism	14.5%	13.8%	136 (14.2%)
Broadcast Journalism	21.1%	30.3%	247 (25.7%)
Public relations	21.7%	11.1%	158 (16.4%)
Advertising	13.5%	29.5%	206 (21.4%)
Film Production	6.4%	8.8%	73 (7.6%)
Book Publishing	2.3%	2.9%	25 (2.6%)
Undecided	20.5%	3.3%	115 (12.0)
Others (Teaching)	00	.2%	1 (.1%)
Total N	483 (100%)	478 (100%)	961 (100%)

Table 4.1.18 presents the cross tabulation summary between preferred profession and the institution of the respondents, the findings show that the total number of the respondents from university and polytechnic were (483) and (478) respectively. Out of these number the university students of mass communication that preferred print journalism as a career are (14.5%) against (13.8%) of the polytechnic students. The university students of mass communication that preferred broadcast journalism as a career are (21.1%) against (30.3%) of the polytechnic students. Those that preferred public relations among university students are (21.7%) against (11.1%) of the polytechnic students of mass communication. The university students that preferred advertising as a career are (13.5%) against (29.5%) of the polytechnic students. The university students that preferred film production are (6.4%) against (8.8%) of the polytechnic students of mass communication. The university students that preferred book publishing are (2.3%) against (2.9%) of the polytechnic students of mass communication. The respondents that are undecided from university are (20.5%) against (3.3%) of the polytechnic students of mass communication while only one respondent among the polytechnic students that preferred teaching as a career. Finally, the cross tabulation result of chi-square tests of the preferred career and institution of the respondents indicates that there is a significance difference between most preferred career and institution of the students of mass communication in Nigeria, because the p - value is (.000) which is less than (0.05) (refer to Appendix 15).

Tables 4.1.19, 4.1.20 and 4.1.21 provide additional detail on the distribution of the students of mass communication in Nigeria based on their institution and demographic data.

Table 4.1.19: Cross tabulation Summary: Institution and Gender

INSTITUTION	MALE %	FEMALE %	TOTAL
University	47.6%	52.4%	100%
Polytechnic	46.4%	53.4%	100%
TOTAL	47.0%	53.0%	100%

Table 4.1.19 presents the summary of the cross tabulation between institution and gender distribution of the respondents. The data indicate that majority of the respondents from university (52.4%) are females and (47.6%) are males. Majority of the respondents from polytechnic (52.4%) are females and (46.4%) are males. The total shows that majority of the university and polytechnic respondents (53.0%) are females, and (47.0%) are males. This implies that females students are the majority of mass communication students in Nigeria with simple majority. This is in accordance with the findings of Ashong and Batta (2011) that reported that females are the majority of mass communication students in Nigeria. The chi – square tests result has indicated that there is no significant difference between institution and gender distribution of the respondents because, the P- value is (.715) which is greater than (0.05.) Also, the margin of the number of respondents in female and male categories is very minimal (refer to Appendix 12).

Table 4.1.20: Cross tabulation Summary: Institution and Age Group

INSTITUTION	18 -23	24 - 29	30 - 35	36 & Above	TOTAL
University	42.7%	43.3%	11.4%	2.7%	100%
Polytechnic	40.8%	53.6%	4.8%	0.8%	100%
TOTAL	41.7	48.4%	8.1	1.8%	100%

Table 4.1.20 above shows the cross tabulation summary between institution and age group of the respondents. The data indicate that majority of the university respondents (43.3%) and (42.7%) were within the age group of 24 – 29 and 18 – 23 respectively, this is against the very few that are within the age groups of 30 – 35 and 36 and above with (11.4%) and (2.7%) respectively. Majority of the polytechnic respondents are within the age groups of 24 – 29 and 18 – 23 with (53.6%) and (40.8%) of the respondents respectively which is against very few that are within age groups of 30 – 35 and 36 and above with (4.8%) and (0.8%) respectively. The total shows that majority of the university and polytechnic respondents are within the age groups of 25 – 29 and 18 – 23 with (48.4%) and (41.7%) of the respondents respectively. Which is gainst very few that are within age groups of 30 -35 and 36 & above with (8.1%) and (1.8%) of the respondents respectively, these show that absolute majority of the respondents are within age groups of 24 – 29 and 18 – 23, against very few that are within 30 – 35 and 36 and above. The chi-square tests result indicates that there is significant difference between institution and age group of the respondents, as the p - value is .000 which is less than 0.05 (refer to Appendix 13).

Table 4.1.21: Cross Tabulation Summary: Institution and Marital Status

INSTITUTION	SINGLE	MARRIED	DIVORCED	WIDOW	TOTAL
University	74.1%	21.5%	3.3%	1.2%	100%
Polytechnic	81.4%	17.8%	0.8%	00	100%
TOTAL	77.7%	19.6%	2.1%	6 (0.6%)	100%

Table 4.1.21 above shows the cross tabulation summary between institution and marital status of the respondents. The data indicate that majority of the university respondents (74.1%)

are singles, followed by (21.3%) that are married. While, (3.3%) and (1.2%) of the respondents are divorced and widow respectively. Majority of the polytechnic respondents (81.4%) are single, followed by (17.8%) that are married; while, only (0.8%) are divorced and there is nobody in the widow status. The total number indicates that majority of the university and polytechnic respondents (77.7%) are single, followed by (19.6%) that are married, while very few (2.1%) and (0.6%) are divorced and widow respectively. This shows that absolute majority of the respondents are within single status, against few that are married, divorced and widows. The chi – square tests result indicates that there is significant difference between institution and marital status of the respondents, as the p-value is .001 which is less than 0.05 (refer to Appendix 14).

Based on the findings above it is evident that the difference between university and polytechnic mass communication education system is a significant factor that motivates the career choice of the students of mass communication in Nigeria. This is because, in all the factors for university and polytechnic mass communication education systems the rate of agreement is higher than that of disagreement. Only two factors in the university system (elective courses from other department/faculties and field trip) and one in the polytechnic system (course coordinator) have higher rates of disagreement than that of agreement. The cumulative mean of the response is (3.131) and (3.392) in the tables 4.1.16 and 4.1.17 respectively is higher than the decision mean (3.000) which indicate the high level of students agreement with all the university and polytechnic mass communication education systems factors in the two contingency tables. The results of the chi square tests indicate that there is a significance difference between most preferred career and institution of the students as the p - value is (.000) which is less than (0.05) this indicates significant difference between the variables (refer to Appendix 15).

Therefore, the findings from this study on assessing the significance of university and polytechnic systems of mass communication education in motivating career choice of the students of mass communication in Nigeria show the vital relevance of these factors in motivating students' career choice. Responses from the university students have revealed that core and elective departmental courses, core and elective general studies courses, and the two month SIWES are the most influential factors. This is because, the rate of agreement is higher than disagreement with their influence on career choice of university students of mass communication. On the other hand, the university mass communication education system factors with low influence on students' career choice are level coordinator, elective courses from other department, and field trip, as the rate of disagreement is higher than agreement with their influence on career choice of university students.

The polytechnic students have revealed that courses offered in HND, practicals in OND courses, courses offered in OND, one year industrial training (IT) after completing OND, practical's in HND courses, and four month SIWES training at the end of ND1 are the polytechnic mass communication education systems factors with high influence on the career choice of the students. This is because, the rate of agreement is higher than disagreement with their influence in motivating students career choice. Only course coordinator has low influence, as rate of disagreement is higher than agreement on its influence on motivating career choice of the polytechnic students of mass communication.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter sums up of all the main issues discussed in the previous chapters (1 - 4), and the summary of the major findings of the study. The chapter includes the conclusion of the study based on the relationship between the findings of the study and existing literature in the study area. Finally, the chapter ends with some recommendations on vital issues that enhance the career prospects of the students of mass communication, mass communication education and industry in Nigeria. It also, makes some recommendations for further research in the area.

5.1 Summary

This study examined the factors that motivate career choice of the students of mass communication in Nigerian public universities and polytechnics. The major findings of the study indicated that the main sources of career information among students of mass communication in Nigeria are the mass media, the Internet and information and communication technologies (ICTs) and lecturers of mass communication in universities and polytechnics. There is no significant difference between students' institutions of learning and the main sources for receiving information on mass communication careers and industry.

The most preferred profession in which the students of mass communication in Nigeria intend to build their career after graduation is broadcast journalism, followed by advertising and public relations professions as the second and third most preferred professions respectively. However, there was difference on the pattern of the most preferred profession between university and polytechnic students of mass communication in Nigeria. It was discovered that the most preferred profession among university students of mass communication is public relations, followed by broadcast journalism and print journalism as the second and third respectively. The

most preferred profession among polytechnic students of mass communication is broadcast journalism, followed by advertising and print journalism as the second and third respectively.

The type of employment intended by the students of mass communication in their preferred career is in the public or private sector and self employment. Most of the students have average ability to apply the Internet and multimedia communication systems in their chosen career.

It was also found that there were significant difference between gender, age and marital status of the students of mass communication and their preferred career. The cross tabulation of gender and most preferred career of the students showed that there was significant difference, as majority of the male students preferred to build their career in print journalism, film production and advertising professions. Majority of the female students preferred to build their career in broadcast journalism, public relations and advertising professions. The cross tabulation of age and most preferred career of the students showed that there was significant difference, as majority of the students across all professions were within 18 – 23 and 24 - 29 age groups, while very few were within 30 – 35 and 36 and above age groups. Similarly, the cross tabulation of marital status and most preferred career of the students showed that there was significant difference, as majority of the students were single while very few of them were married, divorced and widows.

The study discovered that the major socio-cultural factors that motivate career choice of the students of mass communication in Nigeria were personal interest, desire to fulfill self esteem, concern for public needs in the profession, mass media messages and gender. It was found that the major academic factors that motivate career choice of the students of mass communication in Nigeria were course taught at school, lecturers and learning facilities available in the institution. Again, it was discovered that the major labour related factors that motivate

career choice of the students of mass communication in Nigeria were prospects of the profession, prominence of some practitioners (role models), and the work setting of the profession.

The study equally found that the difference between university and polytechnic systems of mass communication education is a significant factor that motivates career choice among students of mass communication in Nigeria. Majority of the university students agreed with almost all the factors that reflect the core features of university system of mass communication education as a motivating factors for their choice of a career. Among some of these factors are core and elective departmental courses, core and elective general studies courses and two month SIWES attended at the end of 300 level. Equally, majority of the polytechnic students agreed with almost all the factors that reflects the core features of polytechnic system of mass communication education as factors that motivate their choice of a career. Among some of these factors were courses offered at HND programme, practicals in various OND courses and course offered for OND programme.

Finally, the study discovered that demographic characteristics of the students of mass communication in Nigeria showed that simple majority were females (53.0%) and males (47.0%), while absolute majority (48.4%) and (41.7%) were within age groups of 24 – 29 and 18 – 23 respectively. Equally, absolute majority were single (77.7%) in their marital status.

5.2 Conclusion

This study examined the motivational variables for choosing a career path among students of mass communication in Nigeria. It was evident that the students have high career expectations on the major mass communication professions; print journalism, broadcast journalism, public relations, advertising, film production and book publishing. However (115), (12.0%) were undecided to practice one of these communication professions as a career after graduation. Therefore, the most preferred careers among students of mass communication in

Nigeria are broadcast journalism, public relations and advertising. The students preference was motivated by both intrinsic (autonomous) and extrinsic (controlled) types of human motivation through several socio-cultural, academic, labour-related and university and polytechnic systems of mass communication education factors. Which operate within intrapersonal, interpersonal, mass communication and public communication contexts. The mass media, the Internet & ICTs and the lecturers were the major sources for career exploration that should be effectively utilize for career guidance and counseling of the students of mass communication in Nigeria. The prospect of manpower development in mass communication industry in Nigeria is geared toward broadcast journalism, advertising and public relations professions.

5.3 Recommendations

The findings of this study have identified some areas that require necessary action from the stake holders in the Nigerian mass communication education and industry. Therefore, the researcher makes the following recommendations.

- 1) Mass media organizations as an important tool for career exploration among the students of mass communication should continue to play a vital role of providing relevant career information to the students. This can be achieved through production of information and messages that will educate and enlighten the students about mass communication careers and industry.
- 2) Mass communication institutions should utilize their in house media services to design strategic messages that will provide relevant career information to the students to enable them to make informed career choice.
- 3) Institutions of mass communication in Nigeria should establish modern career counselling services through the Internet and ICTs, since interpersonal guidance and counselling services are not effective in motivating career choice of mass communication

students. This can be achieved by providing dedicated Internet facilities that will enable the students browse various web sites and blog spots, which will educate and guide the students with relevant information on current trend in mass communication careers.

- 4) Mass communication educators should develop comprehensive courses that will train the students on the real application of ICTs and multimedia communication systems in the practice of mass communication careers (print journalism, broadcast journalism, public relations, advertising, film production and book publishing). This will enhance the skills of the students to practice effectively in a transformed communication industry with several digital innovations.
- 5) Mass communication institutions should recognize the relevance of lecturers as an important source for career exploration. They should be properly engaged to give career talk to their students during lectures and other academic events.
- 6) The stake holders in broadcast journalism, advertising and public relations in Nigeria should make a concerted effort towards continuing expansion of their professional practice in the communication industry in order to accommodate the teeming prospective graduates of mass communication interested in building a career in these professions.
- 7) Institutions of mass communication in Nigeria should collaborate with the regulatory and professional organizations to be organizing series of symposia each semester. This will create an avenue for enlightening the students of mass communication on the prospects of various communication professions.
- 8) Mass communication institutions should be inviting some prominent practitioners of various mass communication professions to share their experience in the industry with the students, this will enable them to make informed decision about their career choice.

- 9) Government and management of mass communication tertiary institutions in Nigeria should make effort to provide modern facilities in studios, resource centers and laboratories. This will enable the students to be familiar with modern work setting of various mass communication professions before graduation.

5.5 Recommendations for Further Studies

- 1) A comparative study of career preference and motivation among students of mass communication in Nigerian public and private tertiary institutions need to be conducted in order to determine whether there is difference in the pattern of career choice between these categories of mass communication students.
- 2) A study should be conducted on career preference and realization among mass communication graduates in Nigeria, to find out the extent to which the graduates have actualized practicing the communication profession of their choice.

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APPENDICES

Appendix - 1

LIST OF PUBLIC UNIVERSITIES AND POLYTECHNICS OFFERING BACHELORS DEGREE AND HND PROGRAMMES IN MASS COMMUNICATION IN NIGERIA.

NORTH CENTRAL GEOPOLITICAL ZONE

Universities

- University of Ilorin, Ilorin
- University of Jos, Jos
- Benue State University, Makurdi
- Kogi State University, Ayigba
- Nassarawa State University, Keffi
- Ibrahim Babangida University, Lapai
- Kwara State Universty, Malete, Ilorin
- Plateau State University, Bokkos

Polytechnics

- Federal Polytechnic, Bidda

NORTH WEST GEOPOLITICAL ZONE

Universities

- Bayero University, Kano
- Ahmadu Bello University, Zaria
- Kaduna State University, Kaduna

Polytechnics

- Kaduna polytechnic, Kaduna
- Nuhu Bamalli Polytechnic, Zaria
- Hassan Usman Katsina Polytechnic, Katsina

NORTH EAST GEOPOLITICAL ZONE

Universities

- University of Maiduguri, Maiduguri
- Taraba State University, Jalingo

Polytechnic

- Nil

SOUTH EAST GEOPOLITICAL ZONE

Universities

- University of Nigeria, Nsukka
- University of Benin, Benin City
- Nnamdi Azikiwe University, Awka
- Enugu State University of Science and Technology, Enugu
- Anambra State University, Ulli
- Ebonyi State University, Abakaliki
- Evan Enwerem University, Owerri

Polytechnics

- Federal Polytechnic, Oko
- Federal polytechnic, Nekede
- Institute of Management and Technology, Enugu

SOUTH WEST GEOPOLITICAL ZONE

Universities

- University of Ibadan, Ibadan
- University of Lagos, Akoka
- Lagos State University, Ojo
- Olabisi Onabanjo University, Ago – Iwoye

Polytechnic

- The Polytechnic, Ibadan
- Nigerian Institute of Journalism, Ikeja
- Lagos State Polytechnic, Ikorodu
- Moshood Abiola Polytechnic, Abeokuta
- Oshun State Polytechnic, Iree

SOUTH SOUTH GEOPOLITICAL ZONE

Universities

- University of Uyo, Uyo
- Delta State University, Abraka
- Rivers State University of Science and Technology, Port – Harcourt
- Cross River University of Technology, Calabar

Polytechnic

- Auchi Polytechnic, Auchi

Source: JAMB 2012, NBTE, 2010

Appendix - 2



**BAYERO UNIVERSITY KANO
DEPARTMENT OF MASS COMMUNICATION**

CAREER INTENTIONS AND MOTIVATION QUESTIONNAIRE

**Research Questionnaire for the Final Year Students of Bsc/BA &
HND Mass Communication in Nigerian Universities and
Polytechnics**

**By
Shamsuddeen Mohammed - SPS/10/PMC/00002**

This questionnaire has been designed for PhD research purpose only. All the data collected remain confidential and only aggregated results will be used. Your response is anonymous. The researcher is a PhD candidate at the Department of Mass Communication, Bayero University Kano. The research intends to study career choice and motivation pattern of mass communication students in Nigeria. Your participation is highly appreciated. In case of any enquiry or comments concerning this survey you can contact the researcher through the following phone numbers: 08028405254; 08038494202 or email (shadeenmohd@yahoo.com).

PLEASE ANSWER THE FOLLOWING QUESTIONS BY TICKING INSIDE THE BOX THE RELEVANT ANSWER OR WRITE YOUR ANSWER IN THE SPACE PROVIDED FOR EACH QUESTION

Example on how to complete this questionnaire:
In which institution are you studying mass communication?

University	1√
Polytechnic/Monotechnics	2

SECTION A – DEMOGRAPHIC AND BACKGROUND INFORMATION

This section of the questionnaire covers background information about the respondents in relation to the issue of the study. You are assured that your answers will be kept entirely anonymous.

{1}. What is your gender?

Male	1
Female	2

{2}. What is your age group?

18 – 23	1
24 – 29	2
30 – 35	3
36 & above	4

{3}. Marital status

Single	1
Married	2
Divorced	3
Widow	4

{4}. In what type of institution are you studying mass communication?

University	1
Polytechnic/Monotechnics	2

{5}. Where do you get information about communication careers and industry? (*You can choose more than one option for this question*)

Guidance and counselling services	1
Parents	2
Library resources	3
Mass media	4
Internet & ICTs	5
Lectures	6
Others specify:	7

{6}. What type of employment do you intend to engage in after graduation?

Self employment	1
Employment in public or private sector	2
Others specify:	3

{7}. Which mass communication profession do you prefer to build a career in after graduation?

Print journalism	1
Broadcast journalism	2
Public relations	3
Advertising	4
Film production	5
Book publishing	6
Undecided	7
Other professions, specify:	8

If you tick UNDECIDED option in question seven (7) above, then answer only question eight (8), but, if you chose any of the professions above then skip question eight (8) and continue from question (9) onward.

{8}. Which of the following statements do you think explains your condition of career indecision?

Lack of adequate information on your personality and	1
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working industry.	
Feeling of anxiety, confusion and inability to make decision on the career of your choice.	2
Others Specify:	3

{9}. How can you rate your ability to use internet and multimedia communication systems in your intended career choice?

High	1
Average	2
Low	3
Not at all	4

SECTION B - CAREER CHOICE MOTIVATION FACTORS

This section of the questionnaire explores your views on the socio – cultural, academic, and labour and communication education system factors that motivate your intended career after graduation. Please indicate how strongly you agree or disagree with the following statement about what motivates your career choice, by ticking inside the box provided for each statement. The rating is in the extent of {5. Strongly Agree – SA; 4. Agree – A; 3. Neither agree nor disagree – N; 2. Disagree – D; 1. Strongly Disagree – SD}.

<i>S/N</i>	<i>STATEMENT</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
1	The career you prefer was motivated by your personal interest in the profession.	5	4	3	2	1
2	The career you prefer was motivated by your need to fulfill self esteem.	5	4	3	2	1
3	The career you prefer was motivated by your concern for public needs in the profession.	5	4	3	2	1
4	The career you prefer was motivated by your gender.	5	4	3	2	1
5	The career you prefer was motivated by your age.	5	4	3	2	1
6	The career you prefer was motivated by your parents.	5	4	3	2	1
7	The career you prefer was motivated by your close relatives.	5	4	3	2	1
8	The career you prefer was motivated by your cultural norms and values.	5	4	3	2	1
9	The career you prefer was motivated by the location of your institution.	5	4	3	2	1
10	The career you prefer was motivated by your course mates	5	4	3	2	1

	in campus.					
11	The career you prefer was motivated by your friends.	5	4	3	2	1
12	The career you prefer was motivated by your spouse.	5	4	3	2	1
13	The career you prefer was motivated by your financial status.	5	4	3	2	1
14	The career you prefer was motivated by messages from communication media.	5	4	3	2	1
15	The career you prefer was motivated by the courses you have been taught at school.	5	4	3	2	1
16	The career you prefer was motivated by your teachers/lecturers.	5	4	3	2	1
17	The career you prefer was motivated by the learning materials and facilities available in your institution.	5	4	3	2	1
18	The career you prefer was motivated by the grades you scored in courses related to it.	5	4	3	2	1
19	The career you prefer was motivated by the excursion to mass communication organizations you participated in.	5	4	3	2	1
20	The career you prefer was motivated by the activities of the guidance and counselling activities in your institution.	5	4	3	2	1
21	The career you prefer was motivated by the public lectures or seminars you attend in your institution.	5	4	3	2	1
22	The career you prefer was motivated by the past working experience you had in the communication industry (e.g internship or work experience).	5	4	3	2	1
23	The career you prefer was motivated by the kind of salary and allowances package in the profession.	5	4	3	2	1
24	The career you prefer was motivated by the work setting of the profession.	5	4	3	2	1
25	The career you prefer was motivated by the job opportunity in the labour market.	5	4	3	2	1
26	The career you prefer was motivated by the prospects of the profession.	5	4	3	2	1
27	The career you prefer was motivated by the prominence of some practitioners of the profession.	5	4	3	2	1

Please note that questions 28 – 33 are specifically for the B.sc/BA students of mass communication in the university, while questions 34 – 40 are for the HND students of mass communication in the polytechnic and monotchnic.

		<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
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28	The career you prefer was motivated by the core and elective departmental courses you took from 100 – 400 level in the university.	5	4	3	2	1
29	The career you prefer was motivated by the core general studies courses you took from 100 – 200 levels in the university.	5	4	3	2	1
30	The career you prefer was motivated by the elective courses you took from other departments/ faculties.	5	4	3	2	1
31	The career you prefer was motivated by the two month SIWES you attended at the end of 300 level.	5	4	3	2	1
32	The career you prefer was motivated by field trip in a particular course you participated in.	5	4	3	2	1
33	The career you prefer was motivated by your level coordinator in the university.	5	4	3	2	1
///	////////////////////////////////////	///	//	//	//	///
///	////////////////////////////////////	///	//	//	//	///
///	////////////////////////////////////	///	//	//	//	///
34	The career you prefer was motivated by the courses you offered during OND programme.	5	4	3	2	1
35	The career you prefer was motivated by the courses you are offering in HND programme.	5	4	3	2	1
36	The career you have chosen was motivated by the kind of practical's you participated in various courses during OND programme.	5	4	3	2	1
37	The career you have chosen was motivated by the kind of practical's you participated in various courses for HND programme.	5	4	3	2	1
38	The career you have chosen was motivated by the four (4) months SIWES training you attend at the end of ND1 programme.	5	4	3	2	1
39	The career you have chosen was motivated by the one year industrial training (IT) you attended after completing your OND programme.	5	4	3	2	1
40	The career you prefer was motivated by your course coordinator in the polytechnic/monotechnics.	5	4	3	2	1

Thank you for participating in this survey

Appendix - 3

FIELD SURVEY DATA BREAKDOWN

Geo-political Zone	Institutions	Academic Session	Population of Final Year Students	Sample Population of Final Year Students (50% on 1:2 ratio)	Total Questionnaires Administered	Total Questionnaires Retrieved	Percentage of the Questionnaires Retrieved
North West	BUK	2013/2014	160	79	79	70	88.6%
///////	KADPOLY	2012/2013	84	42	42	37	88.1%
North East	UNIMAID	2013/2014	63	33	33	33	100%
North Central	BENSU	2014/2015	500	250	250	209	83.6%
///////	FEDPOBID	2012/2013	78	39	39	34	87.2%
South West	UNILAG	2013/2014	145	73	73	58	79.5%
///////	MOAPOLY	2013/2014	515	258	258	217	82.1%
South East	UNN	2013/2014	97	49	49	44	89.8%
///////	IMT	2014/2015	100	50	50	45	90%
South South	UNIUYO	2013/2014	104	52	52	47	90.4%
///////	FEDPOAU	2013/2015	400	200	200	167	83.5%
Total	11	11	2,246	1,123	1,123	961	84.5%

Appendix 4

Mean, Standard deviation & Ratings of Sources of Career Information among Students of Mass Communication

S/N	Items	Response category		Mean	Std.dev	Rating of Sources
		Yes	No			
1	Guidance and counseling services	97	864	0.1009	.301	6
2	Parents	101	860	0.1051	0.306	5
3	Library Resources	285	676	0.2966	0.456	4
4	Mass Media	536	425	0.5578	0.496	1
5	Internet & ICT	474	487	0.4932	0.500	2
6	Lecturers	350	611	0.3642	0.481	3
7	Others (friends)	53	908	0.055	0.228	7

Appendix 5

Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	452	47.0
Female	509	53.0
Total	961	100.0

Distribution of Respondents by Age Group

Age Group	Frequency	Percent
18 - 23 Yrs	401	41.7
24 - 29 Yrs	465	48.4
30 - 35 Yrs	78	8.1
36 Yrs and above	17	1.8
Total	961	100.0

Distribution of Respondents by Marital Status

Marital Status	Frequency	Percent
Single	747	77.7
Married	188	19.6
Divorced	20	2.1
Widow	6	.6
Total	961	100.0

Distribution of Respondents by Type of Institution of Mass Communication

Institutions	Frequency	Percent
University	483	50.3
Polytechnic / Monotechnic	478	49.7
Total	961	100.0

Appendix 6

Frequency, Mean, Standard Deviation & Ranking of Socio - Cultural Factors that Motivate Career Choice of Mass Communication Students

S/ n	Items	Response categories					MEAN	STD	Rankings
		SA	A	N	D	SD			
1	The career you prefer was motivated by your personal interest in the profession	596	198	6	27	19	4.576	0.839	1
2	The career you prefer was motivated by your need to fulfill self esteem	357	346	59	54	30	3.994	1.029	2
3	The career you prefer was motivated by your concern for public needs in the profession	337	261	119	86	43	3.794	1.146	3
4	The career you prefer was motivated by your gender	119	158	134	222	213	2.737	1.307	5
5	The career you prefer was motivated by your age	75	109	95	307	260	2.408	1.216	7
6	The career you prefer was motivated by your parents	98	84	67	287	310	2.347	1.288	8
7	The career you prefer was motivated by your relatives	75	108	35	256	372	2.227	1.282	13
8	The career you prefer was motivated by your cultural norms and values	68	69	75	245	389	2.148	1.227	14
9	The career you prefer was motivated by the location of your institution	62	72	90	307	315	2.228	1.770	12
10	The career you prefer was motivated by your course mate in campus	64	104	49	309	320	2.253	1.213	10
11	The career you prefer was motivated by your friends	90	92	40	276	348	2.271	1.295	9
12	The career you prefer was motivated by your spouse	79	63	84	283	337	2.234	1.227	11
13	The career you prefer was motivated by your financial status	106	131	95	231	283	2.527	1.332	6
14	The career you prefer was motivated by message from communication media	176	375	43	138	114	3.375	1.265	4
	Cumulative mean						2.794		

Decision mean= 3.000

Appendix 7

Frequency, Mean, Standard Deviation & Ranking of Academic factors that motivate career Choice of the Students

s/no	Items	Response categories					MEAN	STD	Ranking
		SA	A	N	D	SD			
1	The career you prefer was motivated by the courses you have been taught at school	337	291	42	117	59	3.831	1.223	1
2	The career you prefer was motivated by your teachers / lecturers	161	276	82	185	142	3.759	1.249	2
3	The career you prefer was motivated by the learning materials and facilities available in your institution	162	184	89	239	172	3.134	1.268	3
4	The career you prefer was motivated by the grades you scored in courses related to it	127	183	121	231	184	2.922	1.303	5
5	The career you prefer was motivated by the excursion to mass communication organization you participated in	96	131	115	269	235	2.567	1.313	6
6	The career you prefer was motivated by activities of the guidance and counselling office in your institution	88	105	128	265	260	2.475	1.351	7
7	The career you prefer was motivated by the public lectures or seminars you attended in your institution	151	193	114	246	142	2.963	1.294	4
	Cumulative mean						3.093		

Decision mean = 3.000

Appendix 8

Frequency, Mean, Standard Deviation & Ranking of Labour related Factors that Motivate Career Choice of the Students

s/no	Items	Response categories					MEAN	STD	Ranking
		SA	A	N	D	SD			
1	The career you prefer was motivated by the past working experience you had in the communication industry (internship or work experience)	178	235	104	161	168	3.097	1.358	4
2	The career you prefer was motivated by the kind of salary and allowances package in the profession	120	173	78	213	262	2.662	1.371	6
3	The career you prefer was motivated by the work setting of the profession	188	285	80	131	162	3.214	1.358	3
4	The career you prefer was motivated by the job opportunity in the labour market	156	207	108	202	173	2.969	1.340	5
5	The career you prefer was motivated by the prospects of the profession	218	307	91	140	90	3.440	1.247	1
6	The career you prefer was motivated by the prominence of some practitioners of the profession (role models)	243	285	60	149	109	3.420	1.319	2
	Cumulative mean						3.133		

Decision mean =3.000

Appendix 9

Frequency, Mean, Standard Deviation & Ranking of University System of Mass Communication Education Factors

S/n	Items	Response categories					MEAN	STD	Ranking of Factors
		SA	A	N	D	SD			
1	The career you prefer was motivated by the core and elective departmental courses you took from 100-400 level in the university	136	104	63	76	47	3.426	1.307	1
2	The career you prefer was motivated by the core and elective general studies courses you took from 100-200 level in the university	81	139	65	88	54	3.215	1.242	2
3	The career you prefer was motivated by the elective courses you took from other department / faculties	89	81	60	121	75	2.975	1.3336	5
4	The career you prefer was motivated by the two month SIWES you attended at the end of 300 level	117	88	52	116	53	3.207	1.338	3
5	The career you prefer was motivated by field trip in a particular course you participated in	54	106	90	119	57	2.960	1.177	6
6	The career you prefer was motivated by your level coordinator in the university.	96	70	58	144	58	3.004	1.312	4
	Cumulative mean						3.131		

Decision mean = 3.000

Appendix 10

Frequency, Mean, Standard Deviation & Ranking of Polytechnic System of Mass Communication Education Factors

s/no	Items	Response categories					MEAN	STD	Rankings
		SA	A	N	D	SD			
1	The career you prefer was motivated by the courses you offered during OND programme	141	172	00	57	50	3.587	1.342	3
2	The career you prefer was motivated by the courses you are offering in HND programme	145	170	58	36	47	3.690	1.250	1
3	The career you prefer was motivated by the kind of practical's you participated in various courses for OND programme	143	122	66	61	28	3.608	1.202	2
4	The career you prefer was motivated by the kind of practical's you participated in various courses for HND programme.	101	166	20	80	53	3.380	1.289	5
5	The career you prefer was motivated by the four (4) months SIWES training you attend at the end of ND I programme	113	160	00	60	87	3.297	1.446	6
6	The career you prefer was motivated by the one year industrial training (IT) you attended after completing your OND programme.	118	191	00	69	42	3.527	1.286	4
7	The career you prefer was motivated by your course coordinator in the polytechnic / Monotechnics	53	96	49	80	142	2.661	1.374	7
	Cumulative mean						3.392		

Decision = mean 3.000

Appendix 11

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
In which institution are you studying Mass Comm * Mass Media	961	100.0%	0	0.0%	961	100.0%
In which institution are you studying Mass Comm * Internet & ICT	961	100.0%	0	0.0%	961	100.0%
In which institution are you studying Mass Comm * Lecturers	961	100.0%	0	0.0%	961	100.0%

In which institution are you studying Mass Comm * Mass Media

Crosstab

			Mass Media		Total
			No	Yes	
In which institution are you studying Mass Comm	University	Count	209	274	483
		% within In which institution are you studying Mass Comm	43.3%	56.7%	100.0%
		% within Mass Media	49.2%	51.1%	50.3%
		% of Total	21.7%	28.5%	50.3%
In which institution are you studying Mass Comm	Polytechnic / Monotechnics	Count	216	262	478
		% within In which institution are you studying Mass Comm	45.2%	54.8%	100.0%
		% within Mass Media	50.8%	48.9%	49.7%
		% of Total	22.5%	27.3%	49.7%
Total		Count	425	536	961

	% within In which institution are you studying Mass Comm	44.2%	55.8%	100.0%
	% within Mass Media	100.0%	100.0%	100.0%
	% of Total	44.2%	55.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.358 ^a	1	.550		
Continuity Correction ^b	.284	1	.594		
Likelihood Ratio	.358	1	.550		
Fisher's Exact Test				.559	.297
Linear-by-Linear Association	.358	1	.550		
N of Valid Cases	846				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 211.39.

b. Computed only for a 2x2 table

In which institution are you studying Mass Comm * Internet & ICT

Crosstab

			Internet & ICT		Total
			No	Yes	
In which institution are you studying Mass Comm	University	Count	243	240	483
		% within In which institution are you studying Mass Comm	50.3%	49.7%	100.0%
		% within Internet & ICT	49.9%	50.6%	50.3%
		% of Total	25.3%	25.0%	50.3%
		Polytechnic / Monotechnics	Count	244	234

Total	% within In which institution are you studying Mass Comm	51.0%	49.0%	100.0%
	% within Internet & ICT	50.1%	49.4%	49.7%
	% of Total	25.4%	24.3%	49.7%
	Count	487	474	961
	% within In which institution are you studying Mass Comm	50.7%	49.3%	100.0%
	% within Internet & ICT	100.0%	100.0%	100.0%
	% of Total	50.7%	49.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.052 ^a	1	.820		
Continuity Correction ^b	.027	1	.870		
Likelihood Ratio	.052	1	.820		
Fisher's Exact Test				.847	.435
Linear-by-Linear Association	.052	1	.820		
N of Valid Cases	846				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 235.77.

b. Computed only for a 2x2 table

In which institution are you studying Mass Comm * Lecturers

Crosstab

		Lecturers		Total		
		No	Yes			
In which institution are you studying Mass Comm	University	Count	308	175	483	
		% within In which institution are you studying Mass Comm	63.8%	36.2%	100.0%	
		% within Lecturers	50.4%	50.0%	50.3%	
		% of Total	32.0%	18.2%	50.3%	
		Polytechnic / Monotechnics	Count	303	175	478
		% within In which institution are you studying Mass Comm	63.4%	36.6%	100.0%	
Total		% within Lecturers	49.6%	50.0%	49.7%	
		% of Total	31.5%	18.2%	49.7%	
		Count	611	350	961	
		% within In which institution are you studying Mass Comm	63.6%	36.4%	100.0%	
		% within Lecturers	100.0%	100.0%	100.0%	
		% of Total	63.6%	36.4%	100.0%	

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.015 ^a	1	.903		
Continuity Correction ^b	.003	1	.956		
Likelihood Ratio	.015	1	.903		
Fisher's Exact Test				.947	.478
Linear-by-Linear Association	.015	1	.903		
N of Valid Cases	846				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 174.09.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
In which type of institution are you studying mass communication * Library Resources	961	100.0%	0	0.0%	961	100.0%
In which type of institution are you studying mass communication * Guidance and counselling services	961	100.0%	0	0.0%	961	100.0%
In which type of institution are you studying mass communication * Others (friends)	961	100.0%	0	0.0%	961	100.0%
In which type of institution are you studying mass communication * Parents	961	100.0%	0	0.0%	961	100.0%

In which type of institution are you studying mass communication
*** Library Resources**

Crosstab

		Library Resources		Total	
		No	Yes		
In which type of institution are you studying mass communication	University	Count	340	138	478
	% within In which type of institution are you studying mass communication	71.1%	28.9%	100.0%	
	% within Library Resources	50.3%	48.4%	49.7%	
	% of Total	35.4%	14.4%	49.7%	
	Polytechnic / Monotechnics	Count	336	147	483
	% within In which type of institution are you studying mass communication	69.6%	30.4%	100.0%	
	% within Library Resources	49.7%	51.6%	50.3%	
Total	% of Total	35.0%	15.3%	50.3%	
	Count	676	285	961	
	% within In which type of institution are you studying mass communication	70.3%	29.7%	100.0%	
	% within Library Resources	100.0%	100.0%	100.0%	
	% of Total	70.3%	29.7%	100.0%	

Chi-Square Tests

	Value	df	Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.282 ^a	1	.595		
Continuity Correction ^b	.212	1	.645		
Likelihood Ratio	.282	1	.595		
Fisher's Exact Test				.621	.323
Linear-by-Linear Association	.282	1	.596		
N of Valid Cases	961				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 141.76.

b. Computed only for a 2x2 table

**In which type of institution are you studying mass communication *
Guidance and counselling services**

Crosstab

		Guidance and counselling services		Total
		No	Yes	
In which type of institution are you studying mass communication	University	Count 424	54	478
		% within In which type of institution are you studying mass communication 88.7%	11.3%	100.0%
		% within Where do you get information about communication careers and industry in Guidance and counselling office services 49.1%	55.7%	49.7%

	% of Total	44.1%	5.6%	49.7%
	Count	440	43	483
	% within In which type of institution are you studying	91.1%	8.9%	100.0%
	mass communication			
Polytechnic / Monotechnics	% within Where do you get information about	50.9%	44.3%	50.3%
	communication careers and industry in Guidance and counselling office services			
	% of Total	45.8%	4.5%	50.3%
	Count	864	97	961
	% within In which type of institution are you studying	89.9%	10.1%	100.0%
	mass communication			
Total	% within Where do you get information about	100.0%	100.0%	100.0%
	communication careers and industry in Guidance and counselling office services			
	% of Total	89.9%	10.1%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.518 ^a	1	.218		
Continuity Correction ^b	1.265	1	.261		
Likelihood Ratio	1.520	1	.218		
Fisher's Exact Test				.239	.130
Linear-by-Linear Association	1.516	1	.218		
N of Valid Cases	961				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 48.25.

b. Computed only for a 2x2 table

In which type of institution are you studying mass communication
*** Others (Friends)**

Crosstab

		Others (Friends)		Total	
		No	Yes		
In which type of institution are you studying mass communication	University	Count	444	34	478
	% within In which type of institution are you studying mass communication		92.9%	7.1%	100.0%
	% within Others		48.9%	64.2%	49.7%
	% of Total		46.2%	3.5%	49.7%
	Polytechnic / Monotechnics	Count	464	19	483
	% within In which type of institution are you studying mass communication		96.1%	3.9%	100.0%
Total	% within Others		51.1%	35.8%	50.3%
	% of Total		48.3%	2.0%	50.3%
	Count		908	53	961
	% within In which type of institution are you studying mass communication		94.5%	5.5%	100.0%
	% within Others		100.0%	100.0%	100.0%
	% of Total		94.5%	5.5%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.660 ^a	1	.031		
Continuity Correction ^b	4.070	1	.044		
Likelihood Ratio	4.718	1	.030		
Fisher's Exact Test				.034	.021
Linear-by-Linear Association	4.655	1	.031		
N of Valid Cases	961				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.36.

b. Computed only for a 2x2 table

In which type of institution are you studying mass communication
*** Parents**

Crosstab

		Parents		Total
		No	Yes	
In which type of institution are you studying mass communication	Count	401	77	478
	% within In which type of institution are you studying mass communication	83.9%	16.1%	100.0%
	University			
	% within Level or course coordinator	46.6%	76.2%	49.7%
	% of Total	41.7%	8.0%	49.7%
	Count	459	24	483
Polytechnic / Monotechnics	% within In which type of institution are you studying mass communication	95.0%	5.0%	100.0%

Total	% within Level or course coordinator	53.4%	23.8%	50.3%
	% of Total	47.8%	2.5%	50.3%
	Count	860	101	961
	% within In which type of institution are you studying mass communication	89.5%	10.5%	100.0%
	% within Level or course coordinator	100.0%	100.0%	100.0%
	% of Total	89.5%	10.5%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	31.698 ^a	1	.000		
Continuity Correction ^b	30.525	1	.000		
Likelihood Ratio	33.143	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	31.665	1	.000		
N of Valid Cases	961				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.24.

b. Computed only for a 2x2 table

Appendix 12

Which mass communication profession do you prefer to build a career in after graduation * Your Gender

Crosstab

		Your Gender		Total
		Male	Female	
Which mass communication profession do you prefer to build a career in after graduation	Count	78	58	136
	% within			
	Which mass communication profession do you prefer to build a career in after graduation	57.4%	42.6%	100.0%
	% within Your Gender	17.3%	11.4%	14.2%
	% of Total	8.1%	6.0%	14.2%
	Count	89	158	247
	% within			
	Which mass communication profession do you prefer to build a career in after graduation	36.0%	64.0%	100.0%
	% within Your Gender	19.7%	31.0%	25.7%
	% of Total	9.3%	16.4%	25.7%
Public relations	Count	61	97	158

	% within			
	Which mass			
	communicatio			
	n profession	38.6%	61.4%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
	% within Your	13.5%	19.1%	16.4%
	Gender			
	% of Total	6.3%	10.1%	16.4%
	Count	100	106	206
	% within			
	Which mass			
	communicatio			
	n profession	48.5%	51.5%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
Advertising	% within Your	22.1%	20.8%	21.4%
	Gender			
	% of Total	10.4%	11.0%	21.4%
	Count	53	20	73
	% within			
	Which mass			
	communicatio			
	n profession	72.6%	27.4%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
Film production	% within Your	11.7%	3.9%	7.6%
	Gender			
	% of Total	5.5%	2.1%	7.6%
	Count	4	21	25
Book publishing				

	% within			
	Which mass			
	communicatio			
	n profession	16.0%	84.0%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
	% within Your	0.9%	4.1%	2.6%
	Gender			
	% of Total	0.4%	2.2%	2.6%
	Count	67	48	115
	% within			
	Which mass			
	communicatio			
	n profession	58.3%	41.7%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
Undecided	% within Your	14.8%	9.4%	12.0%
	Gender			
	% of Total	7.0%	5.0%	12.0%
	Count	0	1	1
	% within			
	Which mass			
	communicatio			
	n profession	0.0%	100.0%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
Other professions specify	% within Your	0.0%	0.2%	0.1%
	Gender			
	% of Total	0.0%	0.1%	0.1%
Total	Count	452	509	961

	% within			
	Which mass			
	communicatio			
	n profession	47.0%	53.0%	100.0%
	do you prefer			
	to build a			
	career in after			
	graduation			
	% within Your			
	Gender	100.0%	100.0%	100.0%
	% of Total	47.0%	53.0%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.034 ^a	7	.000
Likelihood Ratio	60.239	7	.000
Linear-by-Linear Association	5.329	1	.021
N of Valid Cases	961		

a. 2 cells (12.5%) have expected count less than 5. The minimum expected count is .47.

Appendix 13

Crosstabs

Which mass communication profession do you prefer to build a career in after graduation * Age Group

Crosstab

		Age Group				Total	
		18 - 23 Yrs	24 - 29 Yrs	30 - 35 Yrs	35 Yrs and abov e		
Which mass communication profession do you prefer to build a career in after graduation	Count	49	60	23	4	136	
	% within Which mass communication profession do you prefer to build a career in after graduation	36.0%	44.1%	16.9%	2.9%	100.0%	
	% within Age Group	12.2%	12.9%	29.5%	23.5%	14.2%	
	% of Total	5.1%	6.2%	2.4%	0.4%	14.2%	
	Broadcast journalism	Count	93	148	4	2	247

	% within				
	Which				
	mass				
	communica				
	tion				
	profession	37.7%	59.9%	1.6%	0.8
	do you				%
	prefer to				
	build a				
	career in				
	after				
	graduation				
	% within				11.8
	Age Group	23.2%	31.8%	5.1%	%
	% of Total	9.7%	15.4%	0.4%	0.2
					%
	Count	57	88	13	0
	% within				
	Which				
	mass				
	communica				
	tion				
	profession	36.1%	55.7%	8.2%	0.0
	do you				%
	prefer to				
	build a				
	career in				
	after				
	graduation				
	% within				0.0
	Age Group	14.2%	18.9%	16.7%	%
	% of Total	5.9%	9.2%	1.4%	0.0
					%
	Count	124	78	4	0
Advertising					206
Public relations					

	% within				
	Which				
	mass				
	communica				
	tion				
	profession	60.2%	37.9%	1.9%	0.0
	do you				%
	prefer to				
	build a				
	career in				
	after				
	graduation				
	% within				0.0
	Age Group	30.9%	16.8%	5.1%	%
	% of Total	12.9%	8.1%	0.4%	0.0
					%
	Count	16	48	9	0
	% within				
	Which				
	mass				
	communica				
	tion				
	profession	21.9%	65.8%	12.3%	0.0
	do you				%
	prefer to				
	build a				
	career in				
	after				
	graduation				
	% within				0.0
	Age Group	4.0%	10.3%	11.5%	%
	% of Total	1.7%	5.0%	0.9%	0.0
					%
	Count	15	7	3	0
Book publishing					25
Film production					

	% within Which mass communica tion profession do you prefer to build a career in after graduation	60.0%	28.0%	12.0%	0.0 %	100.0 %
	% within Age Group	3.7%	1.5%	3.8%	0.0 %	2.6%
	% of Total	1.6%	0.7%	0.3%	0.0 %	2.6%
	Count	47	35	22	11	115
	% within Which mass communica tion profession do you prefer to build a career in after graduation	40.9%	30.4%	19.1%	9.6 %	100.0 %
Undecided	% within Age Group	11.7%	7.5%	28.2%	64.7 %	12.0 %
	% of Total	4.9%	3.6%	2.3%	1.1 %	12.0 %
Other professions specify	Count	0	1	0	0	1

Total	% within Which mass communication profession do you prefer to build a career in after graduation	0.0%	100.0%	0.0%	0.0%	100.0%
	% within Age Group	0.0%	0.2%	0.0%	0.0%	0.1%
	% of Total	0.0%	0.1%	0.0%	0.0%	0.1%
	Count	401	465	78	17	961
	% within Which mass communication profession do you prefer to build a career in after graduation	41.7%	48.4%	8.1%	1.8%	100.0%
	% within Age Group	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	41.7%	48.4%	8.1%	1.8%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	162.917 ^a	21	.000
Likelihood Ratio	154.039	21	.000
Linear-by-Linear Association	1.689	1	.194
N of Valid Cases	961		

a. 12 cells (37.5%) have expected count less than 5. The minimum expected count is .02.

Appendix 14

Which mass communication profession do you prefer to build a career in after graduation * Marital Status

Crosstab

		Marital Status				Total
		Single	Married	Divorced	Widow	
Which mass communication profession do you prefer to build a career in after graduation	Count	93	38	2	3	136
	% within					
	Which mass communication profession do you prefer to build a career in after graduation	68.4%	27.9%	1.5%	2.2%	100.0%
	Print journalism					
to build a career in after graduation	% within Marital Status	12.4%	20.2%	10.0%	50.0%	14.2%
	% of Total	9.7%	4.0%	0.2%	0.3%	14.2%
	Broadcast journalism					
	Count	217	30	0	0	247

	% within Which mass communi cation professio n do you prefer to build a career in after graduatio n	87.9%	12.1 %	0.0 %	0.0%	100.0%
	% within Marital Status	29.0%	16.0 %	0.0 %	0.0%	25.7%
	% of Total Count	22.6%	3.1%	0.0 %	0.0%	25.7%
		117	37	4	0	158
	% within Which mass communi cation professio n do you prefer to build a career in after graduatio n	74.1%	23.4 %	2.5 %	0.0%	100.0%
Public relations	% within Marital Status	15.7%	19.7 %	20.0 %	0.0%	16.4%
	% of Total Count	12.2%	3.9%	0.4 %	0.0%	16.4%
Advertising		168	38	0	0	206

	% within Which mass communi cation professio n do you prefer to build a career in after graduatio n	81.6%	18.4 %	0.0 %	0.0%	100.0%
	% within Marital Status	22.5%	20.2 %	0.0 %	0.0%	21.4%
	% of Total Count	17.5%	4.0%	0.0 %	0.0%	21.4%
		56	11	6	0	73
	% within Which mass communi cation professio n do you prefer to build a career in after graduatio n	76.7%	15.1 %	8.2 %	0.0%	100.0%
Film production	% within Marital Status	7.5%	5.9%	30.0 %	0.0%	7.6%
	% of Total Count	5.8%	1.1%	0.6 %	0.0%	7.6%
		20	5	0	0	25
Book publishing						

	% within Which mass communi cation professio n do you prefer to build a career in after graduatio n	80.0%	20.0 %	0.0 %	0.0%	100.0%
	% within Marital Status	2.7%	2.7%	0.0 %	0.0%	2.6%
	% of Total Count	2.1%	0.5%	0.0 %	0.0%	2.6%
		75	29	8	3	115
	% within Which mass communi cation professio n do you prefer to build a career in after graduatio n	65.2%	25.2 %	7.0 %	2.6%	100.0%
Undecided	% within Marital Status	10.0%	15.4 %	40.0 %	50.0%	12.0%
	% of Total Count	7.8%	3.0%	0.8 %	0.3%	12.0%
Other professions specify		1	0	0	0	1

Total	% within Which mass communication profession do you prefer to build a career in after graduation	100.0%	0.0%	0.0%	0.0%	100.0%
	% within Marital Status	0.1%	0.0%	0.0%	0.0%	0.1%
	% of Total	0.1%	0.0%	0.0%	0.0%	0.1%
	Count	747	188	20	6	961
	% within Which mass communication profession do you prefer to build a career in after graduation	77.7%	19.6%	2.1%	0.6%	100.0%
	% within Marital Status	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	77.7%	19.6%	2.1%	0.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77.693 ^a	21	.000
Likelihood Ratio	76.577	21	.000
Linear-by-Linear Association	8.777	1	.003
N of Valid Cases	961		

a. 18 cells (56.2%) have expected count less than 5. The minimum expected count is .01.

Appendix 15

Crosstabs

**Which mass communication profession do you prefer to build a career in after graduation * In which institution are you studying Mass Communication
Cross Tabulation**

		In which institution are you studying Mass Communication		Total
		University	Polytechnic / Monotechnics	
Which mass communication profession do you prefer to build a career in after graduation	Count	70	66	136
	% within Which mass communication profession do you prefer to build a career in after graduation	51.5%	48.5%	100.0%
	% within In which institution are you studying Mass Comm	14.5%	13.8%	14.2%
	% of Total	7.3%	6.9%	14.2%
	Count	102	145	247
	% within Which mass communication profession do you prefer to build a career in after graduation	41.3%	58.7%	100.0%
Broadcast journalism	% within In which institution are you studying Mass Comm	21.1%	30.3%	25.7%

	% of Total	10.6%	15.1%	25.7%
	Count	105	53	158
	% within Which mass communication profession do you prefer to build a career in after graduation	66.5%	33.5%	100.0%
Public relations	% within In which institution are you studying Mass Comm	21.7%	11.1%	16.4%
	% of Total	10.9%	5.5%	16.4%
	Count	65	141	206
	% within Which mass communication profession do you prefer to build a career in after graduation	31.6%	68.4%	100.0%
Advertising	% within In which institution are you studying Mass Comm	13.5%	29.5%	21.4%
	% of Total	6.8%	14.7%	21.4%
	Count	31	42	73
	% within Which mass communication profession do you prefer to build a career in after graduation	42.5%	57.5%	100.0%
Film production	% within In which institution are you studying Mass Comm	6.4%	8.8%	7.6%

	% of Total	3.2%	4.4%	7.6%
	Count	11	14	25
	% within Which mass communication profession do you prefer to build a career in after graduation			
Book publishing	% within In which institution are you studying Mass Comm	44.0%	56.0%	100.0%
	% of Total	2.3%	2.9%	2.6%
	Count	1.1%	1.5%	2.6%
	Count	99	16	115
	% within Which mass communication profession do you prefer to build a career in after graduation			
Undecided	% within In which institution are you studying Mass Comm	86.1%	13.9%	100.0%
	% of Total	20.5%	3.3%	12.0%
	Count	10.3%	1.7%	12.0%
	Count	0	1	1
	% within Which mass communication profession do you prefer to build a career in after graduation			
Other professions specify	% within In which institution are you studying Mass Comm	0.0%	100.0%	100.0%
	% of Total	0.0%	0.2%	0.1%

Total	% of Total	0.0%	0.1%	0.1%
	Count	483	478	961
	% within Which mass communication profession do you prefer to build a career in after graduation	50.3%	49.7%	100.0%
	% within In which institution are you studying Mass Comm	100.0%	100.0%	100.0%
	% of Total	50.3%	49.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	115.655 ^a	7	.000
Likelihood Ratio	123.822	7	.000
Linear-by-Linear Association	19.780	1	.000
N of Valid Cases	961		

a. 2 cells (12.5%) have expected count less than 5. The minimum expected count is .50.

Appendix 16

In which institution are you studying Mass Comm * Your Gender

Crosstab

		Your Gender		Total	
		Male	Female		
In which institution are you studying Mass Comm	University	Count	230	253	483
	% within In which institution are you studying Mass Comm		47.6%	52.4%	100.0%
	% within Your Gender		50.9%	49.7%	50.3%
	% of Total		23.9%	26.3%	50.3%
	Polytechnic / Monotechnics	Count	222	256	478
	% within In which institution are you studying Mass Comm		46.4%	53.6%	100.0%
Total	% within Your Gender		49.1%	50.3%	49.7%
	% of Total		23.1%	26.6%	49.7%
	Count	452	509	961	
	% within In which institution are you studying Mass Comm		47.0%	53.0%	100.0%
	% within Your Gender		100.0%	100.0%	100.0%
	% of Total		47.0%	53.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.133 ^a	1	.715		
Continuity Correction ^b	.090	1	.764		
Likelihood Ratio	.133	1	.715		
Fisher's Exact Test				.747	.382
Linear-by-Linear Association	.133	1	.715		
N of Valid Cases	961				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 224.82.

b. Computed only for a 2x2 table

Appendix 17

In which institution are you studying Mass Comm * Age Group

Crosstab

		Age Group				Total
		18 - 23 Yrs	24 - 29 Yrs	30 - 35 Yrs	35 Yrs and above	
In which institution are you studying Mass Comm	Count	206	209	55	13	483
	% within In which institution are you studying Mass Comm	42.7%	43.3%	11.4%	2.7%	100.0%
	% within Age Group	51.4%	44.9%	70.5%	76.5%	50.3%
	% of Total	21.4%	21.7%	5.7%	1.4%	50.3%
Polytechnic / Monotechnics	Count	195	256	23	4	478
	% within In which institution are you studying Mass Comm	40.8%	53.6%	4.8%	0.8%	100.0%

Total	% within Age Group	48.6%	55.1%	29.5%	23.5%	49.7%
	% of Total Count	20.3%	26.6%	2.4%	0.4%	49.7%
	Count	401	465	78	17	961
	% within Institution are you studying in	41.7%	48.4%	8.1%	1.8%	100.0%
	% within Age Group	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	41.7%	48.4%	8.1%	1.8%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.920 ^a	3	.000
Likelihood Ratio	23.575	3	.000
Linear-by-Linear Association	3.562	1	.059
N of Valid Cases	961		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.46.

Appendix - 18

In which institution are you studying Mass Comm * Marital Status

Crosstab

		Marital Status				Total
		Single	Married	Divorced	Widow	
In which institution are you studying Mass Comm	Count	358	103	16	6	483
	% within					
	In which institution are you studying	74.1%	21.3%	3.3%	1.2%	100.0%
	University					
	Mass Comm					
	% within Marital Status	47.9%	54.8%	80.0%	100.0%	50.3%
	% of Total	37.3%	10.7%	1.7%	0.6%	50.3%
In which institution are you studying Mass Comm	Count	389	85	4	0	478
	% within					
	In which institution are you studying	81.4%	17.8%	0.8%	0.0%	100.0%
	Polytechnic / Monotechnics					
	Mass Comm					
	% within Marital Status	52.1%	45.2%	20.0%	0.0%	49.7%
	% of Total	40.5%	8.8%	0.4%	0.0%	49.7%
Total	Count	747	188	20	6	961

% within In which institutio n are you studying Mass Comm	77.7%	19.6%	2.1%	0.6%	100.0%
% within Marital Status	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	77.7%	19.6%	2.1%	0.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.184 ^a	3	.001
Likelihood Ratio	19.014	3	.000
Linear-by-Linear Association	13.298	1	.000
N of Valid Cases	961		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.98.

Appendix 19

RELIABILITY TEST ANALYSIS OF THE QUESTIONNAIRE

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	112	100.0
	Excluded ^a	0	.0
	Total	112	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.902	45

Item Statistics

	Mean	Std. Deviation	N
Where do you get information about communication careers and industry	.5578	.49691	112
What type of employment do intend to engage in after graduation	1.6368	.52861	112

Which mass communication profession do you prefer to build a career in after graduation	3.3881	1.83548	112
Which of the following statements do you think explains your condition of career indecisions	1.0395	.19498	112
Rate your ability to use internet and multimedia communication systems in your intended career choice	1.7086	.61612	112
The career you prefer was motivated by your personal interest in the profession	4.5765	.83954	112
The career you prefer was motivated by your need to fulfill self esteem interest	3.9844	1.02914	112
The career you prefer was motivated by your concern for public needs in the profession	3.7940	1.14619	112
The career you prefer was motivated by your gender	2.7378	1.30780	112
The career you prefer was motivated by your age	2.4089	1.21633	112
The career you prefer was motivated by your parents	2.3476	1.28854	112
The career you prefer was motivated by your relatives	2.2279	1.28253	112
The career you prefer was motivated by your cultural norms and values	2.1488	1.22718	112
The career you prefer was motivated by the location of your institution	2.2289	1.17066	112

The career you prefer was motivated by your course mate in campus	2.2539	1.21366	112
The career you prefer was motivated by your friends	2.2716	1.29507	112
The career you prefer was motivated by your spouse	2.2341	1.22743	112
The career you prefer was motivated by your financial status	2.5276	1.33210	112
The career you prefer was motivated by message from communication media	3.3757	1.26548	112
The career you prefer was motivated by the course you have been taught at school	3.7596	1.22367	112
The career you prefer was motivated by your teachers / lecturers	3.1342	1.31327	112
The career you prefer was motivated by the learning materials and facilities available in your institution	2.9220	1.35137	112
The career you prefer was motivated by the grades you scored in courses related to it	2.8314	1.30332	112
The career you prefer was motivated by the excursion to mass communication organization you participated in	2.5671	1.26817	112
The career you prefer was motivated by activities of the guidance and counselling services in your institution	2.4755	1.24903	112

The career you prefer was motivated by the public lectures and seminars you attended in your institution	2.9636	1.29491	112
The career you prefer was motivated by the past working experience you had in the communication industry (internship or work experience)	3.0978	1.35816	112
The career you prefer was motivated by the kind of salary and allowances package in the profession	2.6629	1.37112	112
The career you prefer was motivated by the work setting of the profession	3.2144	1.35855	112
The career you prefer was motivated by the job opportunity in the labour market	2.9698	1.34014	112
The career you prefer was motivated by the prospects of the profession	3.4402	1.24700	112
The career you prefer was motivated by the prominence of some practitioners of the profession	3.4204	1.31979	112
The career you prefer was motivated by the core and elective departmental courses you took from 100-400 level in the university	3.2487	1.21688	112

The career you prefer was motivated by the core and elective general studies courses you took from 100-200 level in the university	2.9781	1.21387	112
The career you prefer was motivated by the elective courses you took from other department / faculties	2.7086	1.28145	112
The career you prefer was motivated by the two month SIWES you attended at the end of 300 level	3.1290	1.27475	112
The career you prefer was motivated by field trip in a particular courses you participated in	2.9667	1.18802	112
The career you prefer was motivated by your level coordinator in the university.	2.8658	1.30131	112
The career you prefer was motivated by the courses you offered during OND programme	3.6649	1.33390	112
The career you prefer was motivated by the courses you are offering in HND programme	3.6712	1.25337	112
The career you prefer was motivated by the kind of practical's you participated in various courses for OND programme	3.7034	1.22410	112

The career you prefer was motivated by the kind of practical's you participated in various courses foe HND programme.	3.4797	1.29174	112
The career you prefer was motivated by the four (4) months SIWES training you attend at the end of ND I programme	3.4766	1.38433	112
The career you prefer was motivated by the one year industrial training (IT) you attended after completing your OND programme.	3.6285	1.27164	112
The career you prefer was motivated by your course coordinator in the polytechnic / Monotechnic	3.1280	1.43660	112

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.718	.055	4.576	4.521	82.981	.947	45