

Evaluation of Mass Communication Curriculum for Master's Degree Programme of the University of Lagos

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Abstract

Mass communication as a subset of communication has lots of benefits such as; encouragement of peaceful coexistence among man, serves as watchdog over the governments, enlightens the people about the government's policies and programmes and how it affects them and lots more. Recently, the speed at which the contemporary media industry adopts innovations like new media technologies, is posing a great challenge to media educators especially in the developing world. In Nigeria, Journalism and Mass communication educators are concerned about how to ensure an effective blend of Mass communication curriculum with the changing needs of the media industry. Many researches have been done to evaluate Mass communication curriculum for undergraduate studies; however, this study evaluated Mass communication curriculum at the postgraduate level and its impact on its recipients in terms of their job performances. The study used concurrent mixed method design; two hundred (200) students participated in the study. Three validated instruments and interviewer guide were used to gather information for this study. These are: Students' Assessment of Teaching Effectiveness Scale ($r = 0.97$); Inventory for Mass Communication Facilities (IMCF); Students' Assessment of Mass Communication's Curriculum Effectiveness Scale ($r = 0.80$). Three research questions were raised and answered. The data obtained were analyzed using descriptive statistics of frequency and percentage count. The study concluded that Mass communication curriculum planners should periodically review the existing curriculum to reflect the requirements in the world of work.

Key words: Mass communication, Facilities, Skill-acquisition, Journalism, Pedagogy, Attitude

Introduction

Effective communication has been a veritable tool for peaceful coexistence of people in the world as people still seek on how to effectively share information among one another. In the light of this, many scholars are of the opinion that communication is as old as humanity itself. According to Smart Learning way (2015), Koontz and O'Donnell define communication as an intercourse by words, letters, symbols or messages; and it is a way that one organization member shares meaning and understanding with another. It is also a process of exchanging information, ideas, thoughts, feelings and emotion, through speech, signals, writing or behaviour. Forms of communication can be broadly categorized into intra personal and interpersonal communication, of which Mass Communication falls under interpersonal communication. Mass communication, on the other hand is "the process by which complex organization with an aid of one or more machines produces and transmits public

messages that are directed to a large, heterogeneous, and scattered audiences" (Dominick, 2009).

Mass Communication as a subset of communication has lots of benefits such as; encouragement of peaceful coexistence among man, serves as watchdog over the governments, enlightens the people about the government's policies and programmes and how it affects them, acting as the gatekeeper between the government and the people, promotes a healthy democracy and lots more. Levi Chinaka, (2017) posits that the development and its sustenance in any country to a large extent depend on the effectiveness of communication in that country. He further buttresses this point by stating that;

"Communication and development play complementary roles. While communication facilitates understanding of and the support for

development process, development in turn leads to improved communication skills and infrastructure. Communication and development are interconnected to the extent they play complimentary role to each other.”

One of the ways used by developed countries to utilize the benefits of Mass Communication for development was to first develop its curriculum to meet their societal needs; afterwards, include it in the courses offered in their tertiary institutions.

In recent times, developing countries are beginning to understand the need to engage Mass Communication as a tool to develop their countries; Nigeria being one of them started this as far back as before independence. Odunlami (2014) observed that Mass Communication education in Nigeria started initially through uncoordinated historical phases; while the early journalists and broadcasters got their professional training on the job. Most scholars later traced the history of mass communication curriculum in Nigeria to 1961 when Nnamdi Azikiwe (the first president of Nigeria) adopted the curriculum of Jackson College of Journalism in America for the University of Nigeria, Nsukka.

Elbert 11, Ebert, & Bentley (2013) on the other hand define curriculum to be the means and materials with which students will interact for the purpose of achieving identified educational outcomes. They further explained that the experiences may not be attained within the school environment, but must be products of planning for the purposeful direction that is flexible. It therefore implies that when the Mass Communication curriculum is well-developed and periodically evaluated, it can reform and reshape any country.

The goals of tertiary educational institutions in Nigeria, including the teaching of Mass

communication courses are to:

1. Contribute to national development through high level relevant manpower training;
2. Develop and inculcate proper values for the survival of the individual and society;
3. Develop the intellectual capability of individuals to understand their local and external environments;
4. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
5. Promote and encourage scholarship and community services: Forge and cement national unity;
6. Promote national and international understanding and interaction (Federal Government of Nigeria, 1989).

As curriculum planners find programs to meet the need of beneficiaries, very low endeavour is made on evaluation of the programs. In Nigeria, irrespective of the guidelines by the National Universities Commission (NUC) for the teaching of Mass Communication courses, universities have divergent presentation of their programs. However, the following under listed are the goals stipulated for Mass Communication by The National Board for Technical Education (NBTE) and NUC

1. Producing graduates who are to meet the middle and higher-level manpower communication requirements of Nigeria;
2. Producing qualified communication/journalism teachers for the universities, polytechnics and other similar institutions;
3. Producing technically-qualified graduates who can be self-employed upon graduation;

In the same vein, the United Nations Educational, Scientific and Cultural Organisation UNESCO, (2002 Pg 13) designed a model curriculum for journalism education in a developing nation of which Nigeria is one and the objective of this model states that:

“The model curriculum proposed is designed for use in journalism and communication training institution in African countries which offer programs leading to a Bachelors Arts, Bachelor of Science, General Bachelor of Arts (Honors), Graduate Diploma, Masters of Arts and Master of Philosophy degrees in journalism, broadcasting (radio and television), public relations, advertising, book publishing, photo journalism, film and communication for development.”

Invariably, it is expected that the various universities offering mass communication at various levels of studying has designed and streamlined their curriculums to suit the objectives of both NUC and UNESCO respectively.

It has been observed that localization is now inevitable in all disciplines, many innovations have sprouted up and media industry is not left out. The speed at which the contemporary media industry adopt and incorporate innovations like new media technologies is posing a great challenge to media educators especially in the developing world. In Nigeria, Journalism and Mass Communication educators are concerned about how to ensure an effective blend of Mass Communication curriculum with the constantly-changing needs of the media industry. A review

of literature reveals that many researches have been done on evaluation of Mass Communication curriculum for undergraduate studies which has yielded a positive result that heralds the unbundling of Mass Communication to seven programmes viz; Journalism Media Studies, Public Relations, Advertising, Broadcasting, Film & Multi-Media Studies, Development Communication Studies, Information & Media Studies. However, the evaluation of Mass Communication at post graduate level has scarcely been explored. It is against this background that this study evaluated the curriculum for Masters Programme in Mass communication for University of Lagos.

Mass Communication is a dynamic field and employers expect media personnel to adapt to changes in this dynamic field and discharge their duties effectively. Hence, students at graduate level should be able to acquire solid foundation in the principles of communication that they can rely on throughout their career.

All the same, University of Lagos' Mass Communication has the following curriculum objectives for the Masters programme:

1. Training students and media personnel to function effectively in various media professions.
2. Ability to practice journalism, Broadcasting (both radio and television), Advertising, Public relations, Book publishing, Film and cinematography professionally.

Hence, from these objectives the Evaluation Objectives were drawn and they are stated alongside research questions in the table below:

Table 1: Summary of University of Lagos' Mass Communication objectives, Evaluation objectives and research questions

Unilag Mass Communication Curriculum Objectives	Evaluation Objectives	Research Questions
I. Training students and media personnel to function effectively in various media professions.	1. To assess the training needs of students and media personnel in discharging their functions effectively 2. To assess the quality and quantity of facilities in Mass communication	1. To what extent are the following facilities available, adequate and utilized in Mass communication Masters programme <ul style="list-style-type: none"> • Computers • Standard libraries • Technological driven newsrooms • Well-equipped radio and television stations • Advertising and Public relations laboratories 2. What gaps exist between the current master's curriculum and the market need in the field of Mass Communication
II. Ability to practice journalism, Broadcasting (both radio and television), Advertising, Public relations, Book publishing, Film and cinematography professionally.	3. To assess the quality of delivery of services rendered by the personnel in Broadcasting, Advertising, Public relations, Film and cinematography 4. To assess the content and methodology in the practice of Broadcasting, Advertising, Public relations, Film and cinematography 5. To assess the lecturers' attitude to the teaching of Broadcasting, Advertising, Public relations, Film and cinematography	3. To what extent has the following enhanced the job performance of the training recipients: <ol style="list-style-type: none"> a. The pedagogy used in transmitting the content b. Lecturers' attitude towards the course 4. To what extent has the training received by the training recipients influenced their job performance?

METHODOLOGY

Research Design: Concurrent mixed method design (QUAL – quan) was used for this study.

Evaluation Model: This research work used Input- Process- Output (IPO) model of evaluation. The inputs in the programme is

material resources (input has to do with the accurate measure of the quantity and quality of available materials resources for the planning/implementation of the curriculum). The process focus on the extent to which resources are utilized and various actions and activities involved in instructional delivery

(here, the implementation procedure and processes are considered, the importance of this stage is that it helps to identify problem or bottleneck in educational programme being evaluated and lecturers' effectiveness). The output refers to the outcome or the results of the product of programme (this aspect gauges the effect or impact of the curriculum products (graduate students) on education, social,

economic, political and cultural context of the society. In other words, it is the critical consideration of the outcome of the programme which will then be compared with the goals of the programme).

The instruments used for this study were developed by the researcher and validated by research analysts in the Institute of Education, University of Ibadan and with the use of Cronbach Alpha.

Table 2: Summary of IPO Evaluation Framework by Prof. Obanya (2005) for the Evaluation of Mass Communication Curriculum for Master's Degree Programme, of the University of Lagos

Evaluation components	Variables of Interest	Data Sources	Instruments of Data Collection	RQ Add
Input Identify material resources available for teaching and learning of Mass Communication at University of Lagos	Available human and material resources.	Mass Comm Lecturers; Observation Schedule	1. Media Training Facilities Inventory (MTFI)	1
Process Examine the process of mass communication curriculum implementation at University of Lagos	Methods or strategies of Implementing the Curriculum and material utilization.	Mass comm. Students; Observation Schedule	1. Students Assessment of Mass Communication Curriculum Effectiveness Skill 2 Students' Assessment of Teaching Effectiveness Skill	2, 3
Outcome Examine the gains of Curriculum implementation.	Mass Comm Students' Job Performance	Mass comm Lecturers; Mass comm Students	1 Interview guide	4

Population

The populations of this study are all students (full time and part time) studying Mass Communication at Masters Level in University of Lagos, 15 alumni masters' graduates from Mass communication department, University of Lagos between 2006 and 2016.

Sampling Technique and Sampling

Simple random technique was used to select 200 Masters Students in department of Mass Communication in University of Lagos. Purposive sampling technique was used to select 15 media personnel in Lagos among the alumni Master's graduates from Mass Communication department, University of Lagos; because those were the ones we could reach during the time frame of this study.

Variables of the Study

Independent Variables

1. Facilitators variables:
 - i. Lecturers' pedagogy,
 - ii. Lecturers' attitude to teaching
 - iii. Lecturers' subject competence.
2. Training facilities

Dependent Variable

1. Suitability of Mass Communication curriculum for Master's Programme

Instrumentation

Four different instruments were developed to gather data for this study. These instruments are:

- a. Students' Assessment of Teaching Effectiveness Scale ($r=0.8$)
- b. Students' Assessment of Mass Communication's Curriculum Effectiveness Scale. ($r=0.97$)
- c. Inventory for Mass Communication Facilities ($r=0.65$)
- d. Interviewer's Guide

Results

Research Question One: To what extent are the following facilities (Computers, Standard libraries, Technological-driven newsrooms, Well-equipped radio and television stations and Advertising and Public relations laboratories) available, adequate and utilized in Mass communication Masters programme?

Table 3: Participants' responses on availability, adequacy and usability of identified instructional facilities in teaching Mass Communication

S/N	Facilities	Avail	Not Avail	Adeq	Not Adeq	Usable	Not Usable
1.	Computer	0%	100%	0%	100%	0%	100%
2.	Standard Library	100%	0%	100%	0%	100%	0%
3.	Technological Driven Newsroom	100%	0%	100%	0%	100%	0%
4.	Well-Equipped Radio and Television Station	100%	0%	100%	0%	100%	0%
5.	Public Relation Advertising Studio	100%	0%	100%	0%	100%	0%
6.	Printing Press	100%	0%	100%	0%	100%	0%
7.	New Studio	100%	0%	100%	0%	100%	0%
8.	Lecture Room	100%	0%	100%	0%	100%	0%

From Table 3 it was observed that all the facilities (Standard Library, Technological-Driven Newsroom, Well-Equipped Radio and Television Station, Public Relation Advertising Studio, Printing Press, New Studio and Lecture Room) for teaching and learning Mass communication are 100% available, adequate and usable, except, computer which the researcher observed that was not available and since it is not available it can neither be adequate nor usable.

Another germane observation of the researcher

is that, despite the availability, usability and adequacy of the facilities, they are not adequately utilized for the purpose of teaching the postgraduate students because most of their curriculum contents are theoretical, only few are practical-oriented.

Research Question Two: What gap exists between the current masters' curriculum and the market needs in the field of Mass Communication in terms of contents the students were exposed to?

Table 4: Participants' responses on gaps exist between the current master's curriculum and the market needs in the field of Mass Communication in terms of contents

S/N	ITEMS	SD	D	A	SA	X	Sd
1.	The curriculum covered most of my present job tasks	9 (5%)	63 (32%)	109 (54%)	19 (9%)	2.69	0.70
2.	Students were adequately trained with latest media technologies	33 (16%)	102 (51%)	43 (21%)	22 (11%)	2.27	0.86
3.	The curriculum satisfied my yearn for more knowledge in mass communication	24 (12%)	62 (31%)	106 (53%)	8 (4%)	2.49	0.75
4.	New relevant skills were acquired during the programme	13 (7%)	53 (26%)	100 (50%)	34 (17%)	2.78	0.80
5.	No doubt, communicators can only acquire skills on the job and not in school	17 (8%)	73 (36%)	53 (26%)	57 (29%)	2.75	0.96
6.	My area of interest was adequately catered for by the curriculum	21 (10%)	94 (47%)	78 (39%)	7 (3%)	2.36	0.71
7.	Lecturers in my specialty have mastery of the field	21 (10%)	31 (16%)	115 (58%)	33 (16%)	2.80	0.83
8.	I learnt how to operate some of the facilities I now use at work from school	46 (23%)	84 (42%)	61 (30%)	9 (4%)	2.17	0.83
9.	I had enough varieties of specialization to choose from	30 (15%)	61 (30%)	90 (45%)	19 (10%)	2.49	0.86
10.	The curriculum made no provision for my area of interest that is why I chose my current area of specialization	61 (30%)	87 (44%)	36 (18%)	16 (8%)	2.04	0.89
11.	With the curriculum, trainees are better groomed to face the challenges	39 (19%)	62 (31%)	79 (40%)	20 (10%)	2.40	0.91
XX	Weighted Mean					2.47	

The result from Table 4 revealed that 5% of the respondents strongly disagreed that the curriculum covered most of their job tasks; in the same vein, 32% of the respondents disagreed that the curriculum covered most of their job tasks. However, majority (54%) agreed that the curriculum covered most of their job tasks and 9% strongly agreed that the curriculum covered their job tasks. Furthermore, majority (54%) of the curriculum recipients agreed that the curriculum satisfied their yearning for more knowledge in Mass communication, and 4% of the curriculum recipient agreed that the curriculum satisfied their thirst for more knowledge in Mass communication. But 12% of the curriculum recipients strongly disagreed that

it satisfied their yearning for more knowledge in Mass communication; also 31% of the curriculum recipients disagreed that it satisfied their yearning for more knowledge in Mass communication.

Drawing from the responses of the respondents, it can be concluded that the gaps that exist between the current masters' curriculum and the market needs in the field of Mass Communication in terms of contents the students were exposed to, is not all that wide as majority of the respondents agreed to the fact that the curriculum satisfied their yearning for more knowledge in Mass Communication.

Table 5: Participants' rating of current Mass Communication master's curriculum

S/N	ITEMS	OS	AA	A	BA	P	X	Sd
1.	In comparison to what obtain s on the field, how would you rate the mass communication curriculum at the master’s level?	14 (7%)	57 (29%)	93 (46%)	32 (16%)	4 (2%)	2.78	0.87

Note that: OS = Outstanding, AA = Above Average, A = Average, BA = Below Average, P = Poor.

Additional information from table 4 to buttress the suitability of the curriculum reveals that 7% of the participants rated the curriculum outstanding, 29% above average, 46% average, 16% below average and only 4% of the participants rated the curriculum poor. Since the number of participants that rated the curriculum

average is high compared to others, this means the curriculum averagely satisfied the yearning of students for more knowledge in mass communication.

Research Question Three (A): To what extent has the Lecturer's attitudes towards the course used enhanced the job performance of the training recipients?

Table 6: Participants' responses on the extent at which the lecturers' attitude towards the course enhanced the job performance of the training recipients

S/N	ITEMS	E	VG	G	F	P	X	Sd
1.	Appear confident and friendly	46 (23%)	41 (20%)	78 (39%)	30 (15%)	5 (3%)	3.47	1.07
2.	Active and demonstrate when teaching	34 (17%)	56 (28%)	76 (38%)	26 (13%)	8 (4%)	3.41	1.04
3.	Smile frequently	24 (12%)	33 (16%)	92 (46%)	36 (18%)	15 (8%)	3.08	1.06
4.	Disposition in and out of the lecture room	9 (5%)	47 (23%)	88 (44%)	44 (22%)	12 (6%)	2.99	.93
5.	Time spent to explain difficult concepts in class	30 (15%)	53 (26%)	60 (30%)	34 (17%)	23 (12%)	3.17	1.21
6.	Open honest and fair in their dealing with students	21 (11%)	85 (42%)	53 (26%)	35 (18%)	6 (3%)	3.40	.99

7.	Openly solicit and accept students' comments and criticism	42 (21%)	64 (32%)	36 (18%)	44 (22%)	14 (7%)	3.38	1.23
8.	Show no favoritism in their dealings with students	33 (17%)	73 (37%)	46 (23%)	33 (16%)	15 (7%)	3.38	1.16
9.	Clearly inform students of the course objectives	53 (27%)	64 (32%)	33 (17%)	29 (14%)	21 (10%)	3.50	1.30
10.	Stimulate students' interest in the course	30 (15%)	63 (32%)	45 (22%)	40 (20%)	22 (11%)	3.20	1.23
11.	Calls all students often and equitably to respond in the class	38 (19%)	35 (17%)	54 (27%)	59 (30%)	14 (7%)	3.12	1.22
12.	Help students modify incorrect or inadequate responses	41 (20%)	51 (25%)	68 (34%)	30 (15%)	10 (5%)	3.42	1.12
13.	Optimistic, positive and cheerful	22 (11%)	63 (32%)	52 (26%)	36 (18%)	27 (13%)	3.09	1.21
14.	Good and active listeners when students are speaking	57 (28%)	65 (33%)	48 (24%)	12 (6%)	18 (9%)	3.66	1.21
XX	Weighted Mean						3.30	

Note that: E = Excellent, VG = Very Good, G = Good, F = Fair, Poor = Poor.

From Table 6 it was observed that, items 1, 2, 6, 7, 8, 9, 12, and 14 have mean scores higher or equal to the weighted mean of ($X = 3.30$) in favour of the attitudes the items measured sequentially, such attitudes that course facilitators must demonstrate to ensure students acquisition of necessary skills. While items 3, 4, 5, 10, 11, and 13 successively have mean scores below the weighted mean. Judging from items with mean above the weighted mean the result implies that Mass communication lecturers who

are taken courses in the University of Lagos mostly demonstrate required classroom attitudes which will in turn graduate into acquisition of skills on the part of their students and enhance their job performance when they get to the field. It can therefore be concluded that lecturers' attitudes towards the course enhanced the job performance of the training recipients.

Research Question Three (B): To what extent has the Pedagogy used by the Lecturers towards the course enhanced the job performance of the training recipients

Table 7: Participants' responses on the extent at which the pedagogy used in transmitting the content enhanced the job performance of the training recipients

S/N	ITEMS	E	VG	G	F	P	X	Sd
1.	Treat the subject seriously and with passion	34 (17%)	55 (28%)	63 (31%)	30 (15%)	18 (9%)	3.29	1.17
2.	Come to class regularly and promptly	27 (13%)	50 (25%)	53 (27%)	40 (20%)	30 (15%)	3.02	1.26
3.	Maintain a professional image (appearance, comportment and mannerisms)	37 (19%)	58 (29%)	65 (32%)	26 (13%)	14 (7%)	3.39	1.13
4.	Always fair but firm	42 (21%)	54 (27%)	84 (42%)	14 (7%)	6 (3%)	3.56	.99
5.	Flexible in course activities when the need arises	35 (18%)	59 (29%)	64 (32%)	28 (14%)	14 (7%)	3.37	1.13
6.	Have good mastery of what they teach	39 (19%)	70 (35%)	60 (30%)	22 (11%)	9 (5%)	3.54	1.06
7.	Recommends relevant reading materials for the course and advises students on how to access them	41 (21%)	73 (36%)	51 (26%)	25 (12%)	10 (5%)	3.55	1.10

8.	Lecturers answer correctly questions by the students in their lectures	47 (23%)	62 (31%)	46 (23%)	31 (16%)	14 (7%)	3.49	1.20
9.	Use various instructional approaches (enhanced lecture, group questions and answer, discussion, e.t.c)	37 (19%)	32 (16%)	63 (32%)	47 (23%)	21 (10%)	3,09	1.24
10.	Employ jokes and other creative means in lesson delivery	39 (19%)	58 (29%)	62 (31%)	35 (18%)	6 (3%)	3.45	1.08
11.	Employ instructional resources in lesson delivery (Multimedia, real objects, technologies, e.t.c.	36 (18%)	43 (21%)	49 (25%)	54 (27%)	18 (9%)	3.13	1.24
12.	Give regular assignments/tests	36 (18%)	55 (28%)	63 (31%)	32 (16%)	14 (7%)	3.34	1.15
13.	Provide feedback on assignments/tests	17 (9%)	46 (23%)	47 (23%)	52 (26%)	38 (19%)	2.76	1.24
14.	Encourage students to successfully complete task	28 (14%)	61 (31%)	54 (27%)	35 (17%)	22 (11%)	3.19	1.20
XX	Weighted Mean						3.31	

Note that: E = Excellent, VG = Very Good, G = Good, F = Fair, Poor = Poor.

From Table 7 it was observed that, items 3, 4, 5, 6, 7, 8, 10 and 12 have mean scores higher or equal to the weighted mean of ($X = 3.31$) which is in favour of the pedagogy traits the items measured' that is the pedagogy traits that course facilitators must demonstrate to ensure student's acquisition of necessary skills. While items 1, 2, 9, 11, 13 and 14 successively have mean scores below the weighted mean. Judging from items with mean above the weighted mean, the result implies that Mass communication lecturers who are taking courses in the University of Lagos always demonstrated majority of the classroom pedagogical skills mentioned in the instrument. This will in turn metamorphose into acquisition of skills on the part of their students and enhance their job performance when they get to the field. It can therefore be concluded that the pedagogy used in transmitting the content in a way, enhanced the job performance of the training recipients.

Discussion of Findings

The result of the study on Table 3 answers the research question one (To what extent are the following facilities (Computers, Standard libraries, Technological-driven newsrooms, Well-equipped radio and television stations and Advertising and Public relations laboratories) available, adequate and utilized in Mass communication Masters programme?) as it reveals that all the facilities for teaching and

learning mass communication are sufficiently available, adequate and usable; except computers which the researcher observed were not available. This result buttresses the assertion by Hofstein (2004) that meaningful learning is possible in the laboratory if the students are given opportunities to manipulate equipment and materials in an environment suitable for them to construct their knowledge of phenomena and related scientific concepts. Unfortunately, computers are not available for learning in the school. The result of inadequate computer for teaching mass communication supports the assertion of Liverpool (2001) that while ICTs has invaded and dominated higher institution in the developed world, its inclusion into higher institutions in Africa and Nigeria in particular has been painfully slow.

Furthermore, the findings on Table 4 as regards research question 2 (What gaps exist between the current masters' curriculum and the market needs in the field of Mass Communication in terms of contents the students were exposed to), revealed that the students were not exposed to how to operate the new media technologies available in their places of work while in school. This is a serious gap between the existing master's curriculum and the market needs in the field of Mass Communication. The researcher believes that this gap explains the reason why the recipient rated the Mater's curriculum average in meeting their needs for more knowledge in Mass Communication. This

finding is in relation with Bugaje (2013) who was of the view that practical skill acquired provides learners with opportunities to use scientific equipment to develop basic manipulative skills practice investigative or inquire activities and develop problem-solving attitude needed for future work in any profession

Research question 3a (To what extent has Lecturers' attitude towards the course enhanced the job performance of the training recipients?) answered by Table 6 is in favour of the lecturers as having the right attitude to lecturing; since they had respondents good rating on majority of the items. The participants agreement to the fact that lecturers' attitude towards the course enhanced the job performance of the training recipients supports the opinion of Afolabi (2011) who reported that a teacher is said to be competent if he is well informed and shows positive attitude in the area in which he or she is teaching the students if their academic attainment has to be achieved. In the study of Igwe (2010), he reported that in terms of the special contributions of the predictor variables, teachers' area of specialization was significant in predicting students' academic performance in. However, it is interesting that the few items where they were rated low are necessary attitudes a good lecturer should possess. For instance, a teacher should stimulate students' interest in the course and take time to explain difficult concepts in class. These shortcomings noticed agree with Kwame and Francis (2002) who opined that a vital deficiency of communication training in Africa is the dearth of qualified and skilled teachers and trainers. They observed that bad modalities of work have caused the exit of competent trainers to other fields of work.

Likewise, research question 3b (To what extent has the pedagogy used in transmitting the content enhanced the job performance of the training recipients?) reported in table 7 shows that Mass communication lecturers who are taking courses in the University of Lagos most times, demonstrate required classroom pedagogical skills; which in turn would enhance the job performance of students when they get to the field. The result buttresses the assertion of Magala (2011) who was of the view that "teacher subject competence represents a

dynamic combination of knowledge, understanding, skills, abilities and values in handling the subject matter. Joe (2002) corroborates with the national policy on education when he stated that "the successes of all educational programmes depend very largely on the quality of the teachers in the schools and the recruitment and training of teachers deserve high priority in education planning. On the other hand, it is interesting that some of the items on Table 4 highlighted by majority of the respondents as the pedagogical skills the lecturers lack; are germane to the students' acquisition of required skills. For example; item 2 (comes to class regularly and promptly), a good lecturer should be punctual to class. Item 9 (uses various instructional approaches such as enhanced lectures, group questions and answers, discussions, etc.), this is confirming what the researcher observed in the interview with some of the alumni of the department, that their classes were not participatory. Item 11 (employs instructional resources in lesson delivery e.g. multimedia, real objects, technologies, e.t.c.), this is still emphasizing the need for computer facility in the department as discovered in the result of research question one. Item 13 (provides feedback on assignments/tests.), a good lecturer is supposed to give the students feedback on their tests and assignment.

Conclusion and Recommendation

From the findings of the study, it was observed that the curriculum averagely satisfied the students yearning for more knowledge in mass communication and the participants agreed to the fact that pedagogy used in transmitting the content enhanced the job performance of the training recipients. In addition, students are not taught how to operate the new media technologies in school; lecturers do not use instructional resources and various instructional approaches in lecture delivery consequently, creating the gaps existing between the current master's curriculum and the market needs in the field of mass communication. Therefore, the researcher submitted that it is not enough for schools to have the necessary facilities; but they should be exposed to the usage of the facilities. Sequel to this, Mass Communication courses should be more practical than theoretical; these will enhance students' acquisition of skills and demonstration of desirable job performance.

In summary, Mass Communication Curriculum planner should make it a point of duty to periodically review the existing curriculum in order to bridge the existing gaps between the current curriculum and the market needs.

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