



Motivations for University of Ilorin Students to Study Mass Communication

F. I. Abubakre

Department of Mass Communication, University of Ilorin, Ilorin, Nigeria

abubakre.fi@unilorin.edu.ng

Abstract

Journalism and mass communication education play an important role in media development. However, existing studies tend to focus on curriculum and industry needs, often ignoring the views of the students who are at the centre of the learning experience, especially in non-Western contexts. Understanding student motivations is necessary for bridging the gap between academic training and professional aspirations in a changing media landscape. This study seeks to examine the motivations to study mass communication among 100 level students at the University of Ilorin, Nigeria. The study employs a qualitative research approach, using email-based surveys to collect data from 65 first-year students in the Department of Mass Communication, University of Ilorin. Data were analysed using thematic analysis, identifying key patterns in students' motivations. Findings show that students choose to pursue mass communication due to a combination of factors, including early exposure to journalistic activities and the media, admiration for media personalities, desire to use media for social change, and the recognition of mass communication as an influential and dynamic field. Also, students express a desire to have a voice, inform the public, and contribute to important discussions. Their motivation comes from the belief that media can help shape behaviour, drive social change, and aid in self-expression. The findings from this study can be used to tailor education programmes to meet the needs and ambitions of future mass communicators.

Keywords: *students' motivations, journalism, mass communication, education, University of Ilorin*

1. Introduction

This study seeks to explore the underlying motivations that drive students to pursue a degree in mass communication. It is especially relevant due to the changing state of journalism and media education, which has been an issue of much discussion between scholars in terms of its structure, purpose, and effectiveness (Joseph, 2016; Adam, 2006; Carey, 1996). The study is part of a response to the concerns noted by Ogundimu, Oyewo, & Adegoke (2007) who observed that even though there were growing



number of well-established journalism and media studies programmes in Nigeria, the communication faculties have not been showing a meaningfully active interest in publishing scholarship related to the structure and output of the training institutions. Media plays a crucial role in the sociopolitical transformation of a society. Its ability to provide information, amplify diverse voices, and shape public opinion makes the media powerful in challenging power structures. As a result of this strategic role in society and governance, there has been a significant need for skilled journalists and media practitioners in the Nigerian media industry and beyond.

While journalism education has been seen as an important cornerstone for developing capable media professionals, scholars such as Theodore Glasser (2006) believe that its value lies in its ability to not only enhance journalistic practice but also deepen our understanding of the place of journalism in society. Others, like Dates (2006), emphasize that journalism curricula should be designed in a way that strengthens professional standards and equips students with the ability to engage with the public in an honest and fair manner. However, these discussions have been predominantly institutional in character, pedagogy, and professional expectations (Emmanuel, Okoro & Ukonu, 2021; Ogunyombo, 2018; Ojomo, 2015; Odunlami, 2014; Deuze 2006), and which, has shown little concerns for listening to those at the centre of the learning experience: the students themselves. Among the most important aspects of communication and media education is the motivations and expectations of students in this field, especially because their attitudes can influence their future careers.

A number of studies (Raza, 2018; Hanusch, et al, 2014; Hovden, et al, 2009) have also been conducted to identify how the training institutions and their curriculum can be made better, but most of these studies tend to overlook the views of students, particularly in a non-western environment. Understanding the motivations for choosing mass communication as a career is important as it reveals whether the students are driven by a desire to become famous or by a genuine commitment to serving the public through the dissemination of information. In the context of this study, journalism is treated as a significant component of mass communication education even though the latter covers a range of communication disciplines beyond traditional journalism, including advertising, public relations, broadcasting, and digital media.



According to Adams (2006), journalism curriculum should develop professionals who are skilled in news identification and reporting, as well as critical analysis and meaning making. However, not many studies have examined whether students enter the field with aspirations aligned with these ideals. The present study aims to fill this void in literature by examining why students choose to study mass communication. Specifically, it asks: What are the underlying motivations of mass communication students in Nigeria today? What sparked their interest in the discipline?

It is important to understand these motivations in an era when digital technology, social media, and new storytelling formats are reshaping journalism (Simon, 2024). This is a qualitative study based on interviews with mass communication freshmen (100L) students in the Department of Mass Communication, University of Ilorin, Nigeria. As Simon notes, journalism's landscape has gotten more complex, so media professionals need more nuanced education. For journalism and mass communication education in Nigeria to remain relevant, it is important to examine what attracts students to the field and how their expectations align with reality.

2. Historical antecedents of the value of journalism education

Over the years, there has been a divergence of opinion on the value of an education in journalism and media studies, which revolves around whether formal journalism education is essential for producing competent journalists or whether practical experience is more valuable. This debate extends beyond Nigeria and has its roots in the post-World War II period. America, where journalism research evolved into communication research, adding prestige and legitimacy to the field of journalism studies. However, some scholars, such as Carey (1996), as cited in Daniele (2010), argue that this shift towards theoretical frameworks has inadvertently diminished the practical relevance of journalism. Glasser (2006), echoing this sentiment, contends that journalism studies should help to make journalism better rather than just explain what it is. He believes that journalism education should be connected to real-world journalism practices rather than becoming too academic or detached from it. This debate is reflected in the changing views of Joseph Pulitzer, one of the most powerful publishers in Western society who instituted one of the most prestigious prizes in the journalism profession. He initially valued



innate talent over formal training (Boylan, 2003; Adam, 2001) but later recognized the value of journalism schools in elevating the profession. This enabled journalists to take their rightful places alongside other esteemed disciplines, such as law and medicine (King & Chapman, 2012).

While most of Nigeria's education in terms of structure, philosophy, and curricula was inherited from Britain, its colonial masters, this is not the case with the mass communication education. The early prominent Nigerian journalists, such as Ernest Ikoli, Babatunde Jose, Obafemi Awolowo, all honed their skills through hands-on training at the *Daily Times* except for Nnamdi Azikiwe, who acquired his journalism skills in the United States, where he also experienced firsthand, American racism (Azikiwe, 1970) and the efforts of radical journalists to combat it. Azikiwe, upon his return from America, initiated a new era of journalism, first in Ghana and later in Nigeria (Jenks, 2016). Aside from using the springboard of media infrastructure to promote their personal image and political identity, these journalist-nationalists were also motivated by a desire for financial stability.

In the case of Awolowo, he saw journalism mainly as a means of raising money for his legal studies (Awolowo, 1960) while in the case of Azikiwe, his incursion into newspaper business was motivated by the desire to be 'economically secure and free from want' (Azikiwe, 1970, p.286). Even though Azikiwe is widely credited with the establishment of the Department of Mass Communication, (formerly known as the Jackson College of Journalism) at the University of Nigeria in Nsukka in 1961, for the training of journalists, Babatunde Jose was the one who encouraged intellectualism in Nigerian journalism particularly because he had a penchant for recruiting trained professional journalists into the industry. From the earliest beginning, Jose's desire was to become a newspaper reporter, which was expressed in his application for a trainee job at the *Daily Times* (Oyeweso, 2013). His employer, however, chose not to offer him this position, rather offering him a position in the technical department which he did not particularly enjoy. At this time, it was generally acknowledged that the pay and remuneration in the industry were low, yet Jose's father encouraged him to take on the technical training employment and provided him with a bicycle as a motivating factor. It did not take Jose long to master the art of typesetting, and while he was engaged in this task, his written ability was noticed, and because of his



competency in this area, he was soon transferred to the section of his choice, where he was also assigned proofreading duties.

The development of formal communication and media studies training in Nigeria can be traced back to 1954, when the University College, Ibadan (then a College of the University of London), organized a two-week journalism training course for working journalists. This was followed by the Nigerian Broadcasting Corporation's establishment of a two-year programme for broadcasters in 1960. Following its acquisition by the Mirror Group of London in 1947, the *Daily Times* newspapers under the watch of Cecil Harmsworth King who mentored Babatunde Jose, established the Times Journalism Institute by 1965, which became 'a leader in in-service training of newspaper workers in Nigeria' (Azegbeni, 2006, p.2; Abubakre, 2021). The Federal Radio Corporation of Nigeria (FRCN) opened its training school in 1959, and by 1980, the Nigerian Television Authority (NTA) College was established in Jos. Initially the College offered short courses and later expanded to offering diploma programmes. Today, with the approval from the National Universities Commission, it runs a four-year degree programme in Mass Communication in affiliation with Ahmadu Bello University, Zaria.

This said, with the rapid evolution of technology in the media industry, information sharing has become more accessible to everyone. This situation is challenging for journalists, who must now face up to a landscape where news can be created and shared by anyone without professional oversight. Consequentially, this phenomenon has sparked an increased interest among stakeholders from the industry as they have become increasingly concerned with how communication and media studies are being taught and learned in the Nigerian higher education sector.

3. Literature Review

In the realm of tertiary journalism education, scholars have predominantly approached the discourse from a hierarchical perspective, neglecting the valuable insights that students possess (Hanusch et al., 2014). According to Deuze (2006), one of the central challenges confronting global journalism education is the lack of dialogue among educators from different countries and the industry, which



hinders the adaptation of journalism education to changing industry demands. It thus essential to consider students' views if one wishes to assess factors such as students' motivations and their relationship with curriculum developments, particularly under a non-western perspective.

Existing studies have primarily focused on journalism and mass communication students in individual countries, including Britain, China, Greece, Russia, Scandinavia, Spain, and the United States. While academic performance influences a student's ability to major in mass communications, in Western nations, other factors such as the First Amendment, which guarantees freedom of speech and the press in the United States, may contribute to their motivation to choose the course. Besides, there is legal protection of journalistic expression in the U.S., which promotes a culture of press freedom. This can make journalism an exciting career for those interested in investigative reporting and holding power to account. Despite the reputation of journalism in Kuwait, the study conducted by Alkazemi, Al Nashmi, and Wanta (2016) revealed that students in Kuwait hold a positive view of mass communication education and perceive it as valuable and respectable. This is especially noteworthy considering the evolving media laws and regulations in that country, which points to the fact that freedom of the press can also be an essential motivator that could impact students' desire to study mass communication in countries with limited press freedom compared to Western nations where it is more established.

The research also found that younger students and women are increasingly choosing mass communication as their field of study. This situation challenges the traditional perceptions of women's involvement in the public sphere which suggests a shifting gender role within society. Relatedly, Raza (2018) conducted a survey among female mass communication students in Lahore, Pakistan, and found that while many showed interest in journalism as a field of study, they hesitated to pursue it as a career. Some participants expressed worry about appearing on television due to shyness, while others cited safety issues and gender discrimination as some reasons that deterred them from working in the media industry. Likewise in Nigeria, female graduates of mass communication face a multitude of obstacles that hinder them from pursuing careers in journalism. Some of the challenges they face include discriminatory attitudes from senior colleagues and society, societal expectations from them as mothers



and wives, religious and cultural beliefs, as well as low wages (Ibrahim, Wagami, Al-Sadique, Gusau, & Nguru, 2021).

The exploratory study conducted by Hovden, et al (2009) among first year journalism students in Denmark, Finland, Norway and Sweden revealed that the students' motivation exhibits a multifaceted nature, which can be classified into three overarching patterns: practical idealism, a desire for prestigious positions within the field and the presence of role models and external influences. In the first consideration, students are driven by the desire for varied and lively work, job freedom, and independence as well as the aspiration to fight injustice and work on political issues. Relatedly, in the second consideration, they are motivated to work on topics such as society, politics, culture, and international conflicts. They aim to secure jobs in prestigious national newspapers and on national public service television, which points to an awareness of the status hierarchies within the field and a desire to attain high-profile roles. Furthermore, the desire to emulate successful journalists plays a significant role in shaping the motivations of journalism students in Nordic countries as the students often looked up to high-profile TV journalists and correspondents as their role models. These figures represent the pinnacle of journalistic success and influence the aspirations of students towards prestigious positions within the media industry.

In a related dimension, it has also been observed that students who actively engaged in selecting their major and gaining practical experience through internships tend to have more favourable perceptions of mass communication, highlighting its value and relevance in the digital age (Alkazemi et al., 2016). To address key debates in curriculum development and institutional frameworks, Deuze (2006) emphasizes the importance of understanding the structure and culture of journalism education programmes. Adam (2006) suggests that an ideal journalism programme is built around four core components: (1) a central focus on courses in reporting and writing, with additional training in visual communication and broadcasting; (2) media studies that cover journalism history, law, ethics, and the relationship between media and society; (3) a broad education in arts and sciences; and (4) a concentration in a related field such as politics, economics, law, science, or the arts. However, he points out that the success of this



structure relies heavily on its organization and the interpretation of what journalism and being a journalist truly mean to those designing the curriculum.

The surge of demand for professionally trained media practitioners has led to a significant expansion of journalism and communications training institutions and programmes throughout the West African region, as noted by Ogundimu, Oyewo, & Adegoke (2007). In the absence of meaningful data that supports the evaluation of the programme effectiveness and industry relevance, questions persist regarding the quality and rigour of communication and media education across the region. As Deuze notes, very few journalism educators are willing to represent the lofty ideals relating to motivation for 'critical reflection or debate' (2006, p.24). Hence, in responding to such challenges, he developed a 10-point framework for rethinking journalism education research based on scholarly literature, trade journals, national and regional audits, and reports. These questions are:

1. Motivation: Why journalism education?
2. Paradigm: What (set of) ideas guide journalism education?
3. Mission: What is the position of journalism education vis-à-vis the profession and its public?
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. Contextualisation: In what social context is journalism education grounded?
7. Education: Is journalism education a socialising or an individualising 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 Organisation: How is journalism education organised?

On the basis of the useful framework provided by Deuze (2006, p. 23), it has been found that numerous scholarly studies often focused largely on issues relating to the curriculum- the eighth category, which examines the balance between contextual and practical knowledge, and less about students' motivations for studying journalism and mass communication. Ojomo (2015), for instance, pointed out that one of



the primary concerns in journalism education in Nigeria is that the curriculum needs to be aligned with the changing demands of the media industries. Odunlami (2014) also supports this assertion by stating that journalism education needs to undergo a pedagogical overhaul to bridge the gap between traditional teaching methods and evolving industry demands. Emmanuel, et'al (2021) also note that citizen journalism is challenging the credibility and integrity of the field, underscoring the need for enhanced professional training to bridge the gap between theoretical foundations and industry demands. Since the media industry is evolving rapidly, educators are challenged to keep up with the latest trends and incorporate them into their curriculum.

Much of the literature on journalism education and career motivations relies on quantitative approaches. Other studies (Chioma et al., 2015; Ojomo, 2015b; Ogunyombo, 2018; Emmanuel et al., 2021) have mainly used surveys, which were useful but may not capture the personal experiences or evolving motivations of students. To fill this gap, the present study employs a qualitative approach to analyse the motivations of first-year mass communication students at the University of Ilorin, Nigeria.

4. Method

The study employs a qualitative approach because it acknowledges the transient nature of human connections in the sense that the dynamics and intricacies of connections revealed at any one moment may or may not exist in another moment in time, which reflects the fluid nature of human experience. The goal here, using a qualitative email survey, is to learn more about students' motivations and think differently about the issue than what can be gleaned from most numerical quantitative studies. One of the hallmarks of qualitative research is the importance of context (Pauly, 1991), which is highly significant to the study outcomes and interpretations and which makes the qualitative research credible, analysable, transparent, and useful (Roller & Lavrakas, 2015).

The Department of Mass Communication at the University of Ilorin, established in 2004 and located in North Central Nigeria, serves as the study site for this research. Its inception was marked by the appointment of Mr. Doyin Nureni Mahmoud, an esteemed veteran journalist, who was appointed as a



Senior Research Fellow, entrusted with the responsibility of pioneering the programme. For the programme to take off, extensive and intensive groundwork and consultations regarding an appropriate and standard curriculum were conducted before the University Senate approved it. Professor Mike Egbon, a technical expert on the National Universities Commission (NUC) accreditation team, reviewed the curriculum with which the Department started with 28 students in the 2005/2006 academic year (Departmental Handbook, 2015). Over the years, the students of the Department who undertake internship programmes at various media houses have been highly commended for their professionalism.

For the current study, the present researcher, who is also a level adviser, contacted all the target population- which is 162 registered 100L students in the Mass Communication Department (retrieved from University Ilorin Level Adviser portal) during the 2022/2023 academic session. All students received an email containing the interview questions during the mid-session break. The students have had some foundational knowledge about the field after about 12 weeks of lectures. The use of email surveys aligns with Roller & Lavrakas (2015) that online technologies empower participants by offering flexibility and convenience in responding to research inquiries. As they put it:

These technologies have shifted the balance of power from the researcher to the online or mobile participant who is given greater control of the research process by way of increased flexibility, convenience, and varied ways to respond in greater detail and depth to the researcher's inquiries (Roller & Lavrakas, 2015, p.8).

The email survey questions were designed to align with the study's research objectives. Specifically, they sought to understand (1) whether mass communication was students' initial choice of study and (2) what factors sparked their interest in the field—both of which directly address the research question on the underlying motivations of students to study mass communication. Both of these questions seek to understand the deep-seated interests as well as the initial triggers that led them to pursue mass communication. Also, questions about familiarity with departmental specialisations and preferences helped us to understand their evolving expectations and career aspirations. There were no material or non-material benefits to be gained by participating in the study. Out of the 162 students contacted, 65



responded, representing a 40% response rate. It is important to note, however, that this response rate may also present a limitation, as a higher participation rate could provide a wider range of perspectives.

Study participants were first-year mass communication students aged 18 to 24 years old. 21 males and 44 females participated in the study, which shows a higher number of female respondents. Future studies may consider in-person interviews or focus groups for data collection. Analysis of obtained data was carried out through qualitative thematic analysis, following an inductive approach to identify recurring patterns in student motivations. This analysis yielded several recurrent themes on why students wanted to study mass communication. These themes, along with their representative descriptions, are presented in Table 1. In this study, saturation was determined when new responses consistently aligned with existing themes instead of introducing fundamentally new motivations.

5. Findings and Discussion

Table 1: Thematic Categories of Student Motivations for Studying Mass Communication

<i>Motivations</i>	<i>Core position</i>
Early exposure and influential experiences	Acting as a journalist during school events; watching news with parents
Aspirations for prestigious positions	Desire to become an On-Air Personality (OAP); aspiration to work as a newscaster for a television station
Impact-driven motivations	The goal of bringing about positive change through quality and developmental journalism
Appeal of the dynamic field	Diverse career opportunities; prospects for travel and acquiring new knowledge



Personal traits and intrinsic motivation	Talkativeness and love for communication; passion for storytelling and creating awareness
Recognition of media power and respect	Understanding the influence and respect commanded by the media
Family influence and support	Parental encouragement based on reading habits; belief in the profitability of the field.

Many students did not initially select mass communication as their primary area of study. Their enrolment often stemmed from reassignments, evolving career interests, or a growing appreciation for the subject after admission. Several students mentioned that they had initially intended to pursue disciplines such as law or social sciences but later developed an interest in journalism and media studies due to their exposure to the course content. Although students were familiar with all three specialisations in the Department, a preference was found for the broadcast media specialisation. An examination of the responses provided by the 100L students shows a variety of motivations for choosing Mass Communication. The predominant patterns that emerge from the data are as follows:

Motivations for Pursuing Mass Communication

Mass communication has become a magnet for many aspiring individuals, and the reason for this attraction stems from a myriad of factors. The findings reveal a strong enthusiasm among students, particularly for fields such as news broadcasting. For many, the dream is to be in the spotlight, to become the broadcaster informing the masses, the journalist holding the powerful accountable, or the on-air personality captivating audiences. The desire to inform the public, shape opinion, and contribute to societal discourse were identified as key motivators. As one respondent put it, *'I have always wanted my voice to be heard...gathering news and making my voice heard.'* Another echoes this sentiment, *'Watching television broadcasters and want to also become one'* illustrate this yearning for a platform.



This quest is driven by the belief in the transforming potential of communication and media. *‘I have always been fascinated by the power of media to shape opinions, influence behaviour, and bring about change,’* said one participant, which underscores the profound impact that mass media has on individuals as well as on society. This recognition of media's influence is coupled with a desire to actively engage in the communication process, to be a conduit for information and ideas. *"I love talking and passing information... and I see people on screen communicating, this made me have interest in Mass communication,"* another student remarked, echoing the sentiments of many drawn to the field by a passion for dialogue and discourse.

Role models as a source of motivation

The influence of role models and media personalities emerges as another significant motivation among participants. They mention figures like television personalities, actors, and newscasters as initial sparks for their aspirations. The admiration for the charisma, communication style, and public persona that these figures project is evident in comments such as, *‘I was only interested in the people I see on the TV (I admired them a lot and wanted to be one). I believe that was the only reason I held unto as a major reason’*, *‘I admire television broadcasters and want to also become one’* *‘Watching newscasters on TV’*. As one respondent put it:

I guess it is the aspect of you being outspoken; reason being that I am a reserved person. fortunately, the department of mass communication is the best medium to get rid of that shyness hopefully. Also, the discipline is broad and allows for range of options as per career.

What this suggests is that the desire to emulate the ability to freely express oneself is seen as an attractive quality in pursuing similar paths. Addressing the influence of family support and societal perceptions on career choices can aid in fostering a supportive environment for students pursuing mass communication. In the words of another participant: *‘Well, I would say my dad contributed to my sparkling interest in Mass communication. "Mercy, you love reading novels; Mass comm is a good course to study", my dad would say.*

‘Watching the news with my father, as a little girl, sparked my interest in mass communication’ stated another respondent.



Furthermore, participants express a desire to make a positive difference through their work in the media industry, whether by advocating for social change, supporting marginalised voices or promoting accountability. The emphasis on using journalism as a tool for societal transformation also points to a shared commitment to public interest.

6. Conclusion and Recommendations

On the whole, there is a combination of factors that help us to understand the reasons why students choose to pursue a degree in mass communication, and these include: early exposure to journalistic activities and the media, admiration for the charisma and communication styles of media personalities, aspirations to use media to achieve social impact, and the recognition of mass communication as a dynamic and influential field. It emphasizes the appeal of the field, not just as job but as a way to express themselves, engage with society, and make a positive difference, all of which, points to the fact that personal goals, family influences and the recognition of the media role in society play a part in this decision.

However, unlike in Western contexts where freedom of the press (such as First Amendment protections) often plays a motivational role, Nigerian students' interests are more closely tied to role models, personal storytelling ability, and the perceived ability of the media to drive societal change. Students' different motivations can help higher institutions to tailor their programmes to better meet the needs and aspirations of budding mass communicators. Furthermore, incorporating practical experiences and early exposure to journalism-related activities can enhance students' engagement and interest in the field.

Based on the findings of this study, the following recommendations are proposed:

1. To make their programmes better, Nigerian universities should add more practical media skills, teach students how to tell stories using digital tools and social media engagement strategies.
2. Often, students enter mass communication without understanding its various specializations; universities should provide career orientation sessions for freshmen, which would allow them to discover journalism, broadcast, and advertising paths.



3. Media personalities strongly influence students' motivations, so institutions should strengthen mentorship programmes by featuring practicing journalists, broadcasters, and media entrepreneurs. This is also important because some students may not fully anticipate the financial, ethical, and structural challenges that come with media practice in Nigeria.
4. It would be beneficial for future studies to also explore student motivations at multiple universities and compare trends between public and private universities.

References

- Abubakre, F. (2021) Nigerian Newsrooms Under COVID-19 Lockdown. *The Political Economy of Communication*,9(1) 41-62
- Adam, G. (2006) Educating Reporters, Writers, and Critics, *Journalism Studies*, 7 (February 2006): 153-156
- Adam, G. (2001) The education of journalists. *Journalism* 2(3) 315-339
- Alkazemi, M., Nashmi, E. & Wanta, W. (2016) Mass Communication Students' Motivations: The Case of Kuwait. *Journalism & Mass Communication Educator*, 72(1) 96-112
- Awolowo, O. (1960) *Awo: The Autobiography of Chief Obafemi Awolowo*, Cambridge: Cambridge University Press
- Azegbeni, O.C. (2006) Problems of Government Owned Newspapers: Analytical Study of the *Daily Times* and the Observer. *International Journal of Communication*, No.5.
- Azikiwe, N. (1970) *My Odyssey: An Autobiography*. London: C. Hurst & Co.
- Boylan, J. (2003) *Pulitzer's School: Columbia University's School of Journalism, 1903-2003*. New York, Columbia University's School of Journalism
- Carey, J. (1996) Where journalism education went wrong. Retrieved from <https://lindadaniele.wordpress.com/2010/08/11/carey-where-journalism-education-went-wrong/>
- Chioma, P. , Okere, S., Alao, O., Atakiti, I., & Jegede, O. (2015). Career considerations in journalism among female mass communication students of Redeemers University. *Research on Humanities and Social Sciences*, 5(14), 2225-0484.



Daniele, L. (2010) Carey: Where journalism education went wrong, Retrieved from <https://lindadaniele.wordpress.com/2010/08/11/carey-where-journalism-education-went-wrong/>

Dates, J. (2006) Does Journalism Education Matter? *Journalism Studies*, 7 (February 2006): 144-146

Department of Mass Communication, Faculty of Communication and Information Sciences, University of Ilorin, *Departmental Handbook*, 2015

Deuze, M. (2006) Global Journalism Education, *Journalism Studies* 7(1) 19-34

Emmanuel, N., Okoro, N. & Ukonu, M. (2021) Beyond classroom-newsroom gap: why do Nigerian students study journalism in the age of convergence? *Media Practice and Education* 22(2) 104-123

Glasser, T. (2006) Journalism Studies and the Education of Journalists, *Journalism Studies*, 7 (February 2006): 146-149

Hanusch, F., Mellado, C., Boshoff, P., Humanes, M., de Leon, S., Pereira, F., ... Yez, L. (2014) Journalism Students Motivations and Expectations of Their Work in Comparative Perspective. *Journalism & Mass Communication Educator*, 70(2), 141-160.

Hovden, J., Bjornsen, G., Ottosen, R., Willig, I., Zilliacus-Tikkanen, H. (2009) The Nordic Journalists of Tomorrow. *Nordicom Review* 30(1) 149-165

Ibrahim, A., Wagami, M., Al-Sadique, A., Gusau, A., Nguru M. (2021) Journalism Education, Practice and Gender Issues in Nigeria: Factors Determining Journalism Career Consideration by Female Graduates of Mass Communication. *New Media and Mass Communication*. Vol. 98, 2224-3275

Jenks, J. (2016) The scramble for African Media: The British Government, Reuters, and Thomson in the 1960s. *American Journalism* 33(1): 2-19.

Joseph, B. (2016, July 07). Journalism Education. *Oxford Research Encyclopedia of Communication*. Retrieved from <https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-92>.

King, E. and Chapman, J. (2012). (eds.) *Key Readings in Journalism*. Introduction: What we Should Know, 1-2. Routledge: New York



- Odunlami, D. (2014) Journalism and Mass Communication Education in Nigeria: in Search of the Right Pedagogy, *Journal of Literature, Languages and Linguistics*, Vol. 3, 45-49
- Ogundimu, F., Oyewo, O. & Adegoke, L. (2007) West African journalism education and the quest for professional standards, *Ecquid Novi: African Journalism Studies*, 28(1) 191-197
- Ogunyombo, O. (2018) Exploring editors assessment of the knowledge, skills and attitudes of journalism trainees in newspaper organizations in Nigeria. *The Nigerian Journal of Communication*. 15(1) 243-266
- Ojomo, O. (2015) Journalism and Mass Communication Training in Nigeria: Some Critical Thoughts. *Estudos em Comunicacao* n 20, 87-104
- Ojomo, O. (2015 b) Journalism Trainers and Newspaper Editors Score Nigerian Journalism Graduates Low on Job Readiness. *Researchjournali's Journal of Media Studies*. 1(2) 1-20.
- Oyeweso, S. (2013) Alhaji Ismail Babatunde Jose, OFR (1925-2008) *In Torch Bearers of Islam in Lagos State*, Lagos: Matrixcy Books Limited.
- Pauly, J. (1991) A Beginner's Guide to Doing Qualitative Research in Mass Communication. *Journalism Monographs*, No.125. Colombia: Association for Education in Journalism and Mass Communication
- Raza, A. (2018). Attitude of Female Mass Communication Students Pursuing Journalism as a Career in Pakistan: A Case Study of Lahore. *Global Digital & Print Media Review*, I(I), 1-14. [https://doi.org/10.31703/gdpmr.2018\(I-I\).01](https://doi.org/10.31703/gdpmr.2018(I-I).01)
- Roller, M. & Lavrakas, P. (2015). *Applied Qualitative Research Design: A Total Quality Framework Approach*. New York: The Guilford Press
- Simon, F. (2024). *Artificial intelligence in the news: How AI retools, rationalizes, and reshapes journalism and the public arena*. Tow Center for Digital Journalism, Columbia University.