UNESCO Mass Communication Curriculum Model for Developing Countries: Level of Compliance in Nigeria, a Study of Three Private Universities

Dayo Alao

Department of Mass Communication, Babcock University, PMB 21244, Ikeja, Lagos, Nigeria
Telephone/Mobile. 234-802-3205026, 234-803-975-8657
E-mail: dayoalao2002@yahoo.co.uk

ABSTRACT The United Nations Educational Scientific and Cultural Organization, (UNESCO), recently introduced a model curriculum for journalism and mass communication training in developing nations which include courses in other disciplines. This research is an exploratory study of level of compliance in Nigeria, using three privately owned new generation Christian universities. Indices used for measurement include admission policies, total number of credit hour required for graduation, percentage of core courses, and percentage of non-core courses. With the application of the Spearman Rank Correlation Coefficient, the result revealed that all the universities selected for study shot above the UNESCO standard in core courses by a ratio of between 35 and 47 percent, while the universities fell short of UNESCO recommended non-core courses by a percentage ranging from eight to 16 percent. The research revealed that journalism and mass communication colleges in the developing countries are gradually complying with UNESCO recommended standard.

INTRODUCTION

Media scholars and professionals have over the years debated the benchmark for journalism curriculum of developing countries. The debate according to Denis (2005) was based on the assumption that the western model of democracy, liberal pluralism, a just society and free press was universal. The pre-glasnost socialist press, the increase in the level of intolerance of leaders of developing countries, and of recent, an increase in international terrorism, political extremists, and the influx of religious fundamentalists have driven home the point for the need of a realistic curriculum for the training of journalists in the developing countries.

Altschull (1991) observed that communication training in Africa like modern mass communication on the continent is an import from Europe and North America. It translates to mean that the source of knowledge of journalism teachers, curricula and textbooks are either from Western Europe or North America. That must have strengthened media scholars argument that communication training in Africa can hardly be said to be culturally relevant due to the cultural inclusion and variation in journalism and mass communication training in the continent. For example, it was observed that in the Eastern and Southern Africa with the exemption of South Africa, emphasis is mainly on skills training in print and broadcast journalism, while in the West, Central and South Africa mass media curricula combine theoretical and practical training from the certificate through diploma level to a Bachelors and the Doctor of Philosophy degree Altschull (1991).

In the UNESCO sponsored project on Communication Training in Africa: Model Curriculum, Kwame and Francis (2002), posited that a major shortcoming of communication training in Africa is the shortage of available competent and experienced teachers and trainers. Poor working conditions have resulted in loss of qualified teachers to the private or international organizations. They also argued that other problems attributed to training include shortage of teaching and training materials, like computers, standard libraries, technological driven newsrooms, and well equipped radio and television stations for practical training. Also textbooks in schools are mostly published in Europe and America with foreign authors.

Commenting on constraints of media education in the third world, the Culture Division of the 2009 Association of Educators of Journalism and Mass Communication described foreign textbooks as socially, politically, economically and culturally irrelevant to the reality of journalism practice in Africa. This led to UNESCO resolution that:

"UNESCO, other international organiza-

tions and bilateral donors should assist African governments with the revision of existing programs and curricula in African schools of Journalism and Communication training institutions, taking care to introduce training modules for professionals required to work in rural communities" (UNESCO, 1995, p. 15)

It was therefore the resolve of the Educational department of UNESCO to put in place a model curriculum that would serve as benchmark for mass communication education in Africa. A meeting of journalism education experts organized at the instance of the United Nations Educational Scientific and Cultural Organization, (UNESCO) in December, 2005, became the first positive step to a standardize mass media curriculum in Africa. Media experts were mandated to find institutions with acceptable capacity buildup that could be identified as center of excellence in Africa. Claussen (2008) observed that data were gathered on ninety six programs in thirty six of the fifty four African countries, including sixty Anglophone, thirty Francophone and six Lusophone. The four criteria developed for the project are: curriculum and instructional capacity; professional and public service; external linkage and recognition; and development plan strategy and potential.

Of the twelve centers of excellence in the continent, only the Mass Communication department of the University of Lagos was accredited in Nigeria. However, in a bid to improve on the training of journalists in Africa, a new curriculum model was introduced in June 2007, at the World Journalism Education Congress (WJEC) in Singapore. Claussen (2007) noted that the curriculum was an expanded version of the existing journalism curriculum to accommodate courses in National and International Politics, Economy, Social Institutions, Culture and Religion. The model focuses at professional and practical driven knowledge instead of theory and research driven program. This according to Singer (2009), would help in preparing future journalists for entering the participatory media environment.

Long before the introduction of the UNESCO model, the Federal Government of Nigeria has never been in doubt of what education at the tertiary level should be. Its plan is contained in the National Policy on Education that advocates the followings:

a. Respect for the worth and dignity of the individual;

b. Faith in man's ability to make rational decision;
c. Moral and spiritual principles in interpersonal and human relations;
d. Shared responsibility for the common good of society;
e. Promotion of the physical, emotional and psychological development of all children and acquisition of competences for self-reliance. (Federal Government of Nigeria 1989).

Also, the goals of tertiary educational institutions in Nigeria, including the teaching of mass communication courses are to:

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

Over the years, curriculum planners have inculcated these concepts into the curriculum of mass communication programs through General Education. As explained in the National Policy on Education, universities could contribute to national development by providing students with all-round programs and specifically by offering general study courses such as history of ideas, philosophy of knowledge and nationalism.

Despite the laid down policy of government, the Nigeria's educational system is yet to meet the desired goal of what the complete education of man should be. Ogunji (2004) observed that:
The National Policy was evolved to help take care of these national problems through the vehicle of education. Instead of tackling their problems head-on as an agent of change, Nigerian education has been deeply infested with the malaise of the society. Such ills as: examination malpractice, clandestine societies, drug abuse, mass failure in public examinations, student indiscipline and vandalism, violent trade

unionism among staff, misapplied quota system in student admission, non professional practices among teachers are now common place in our schools at all levels.

The quality of education had also attracted the attention of the World Bank. This was reflected in its 2001 Report on Nigeria that "the quality of education has declined due to enrolment increases, shortage of qualified and competent teachers, lack of current text books, ill equipped laboratories, lack of funds misappropriation of funds, unavailability of physical facilities and teaching aids" (The Guardian, Feb. 19, 2001). The observation is not unrelated with the quality and the applicability of school curricula, which has not only been faulted in their content, but in their relevance to the educational need of man, that can make him useful to God and to his environment.

A curriculum according to Enogwe (1996) is a consciously planned program of study for the education of the child, while Okafor (1984) referred to curriculum as all the experiences which are provided to the student under the direction and supervision of the school. It is observed that the experiences may not be attained within the school environment, but must be products of planning for the purposeful direction that is flexible. Curriculum is the summation of all activities experienced by a learner in an institutional environment.

The structure of educational system also has an effect on the nature of the curriculum. It includes the level of the institution, the class level, the age and type of enrolment policy, the competence and qualifications of teachers and type of instructional materials. Yisa (1998) observed that anyone or combination of the under listed approaches could be adopted for the integration of contemporary issues into a curriculum:

· A separate or monolithic subject approach.
· Units of existing or revised new courses approach.
· An integration or permeation into existing course approach.

Explaining the workings of the afore-listed approaches to curriculum planning, Obasi (2005) argued that separate subject approach stipulates that the contemporary issue is either introduced as an independent subject to be taught in the school system or a method where learners are introduced to selected topics on the contemporary issue. The course may last for a few weeks or a term or a semester or a session depending on the educational level, and its importance.

The unit approach is a bit different. It involves a series of related topics on the contemporary issues which are prepared as separate units to be added to the existing units of the selected carrier or core subject. Some of the problems identified in introducing new concepts for integration into an existing curriculum include tradition, religion, lecturers' attitude, funding, political support, overloading and timetable. As curriculum planners work out programs to meet the need of beneficiaries, not much effort is being put in place in terms of evaluation. In the Nigerian situation, despite the guidelines by the National Universities Commission (NUC) for the teaching of Mass Communication courses, universities are not united in the presentation of programs as there are areas of deficiencies in curricula of the universities selected for the purpose of this study.

MASS COMMUNICATION EDUCATION IN NIGERIA

The study of mass communication in Nigeria is as old as the Nigerian nation itself. The first institute started in 1960 (the year of Nigeria's independence) at the University of Nigeria, Nsukka, with financial grant, and logistic support from the United States of America. Ashby (1964) observed that the American Agency for International Development (AID) provided funds for the take-off of the university through Michigan State University, in U.S.A, as the first experiment of introducing American system of higher education in Africa.

At the inception of the university, Mass Media education was one of the earliest disciplines. The programme was supervised by Jackson Institute of Journalism, in America, and fashioned along the training and practice of media education in America. It is on record that the department of Mass Communication started with a four-year program fashioned along the North American style of journalism education. Out of the over 100 universities in Nigeria (Federal, state and privately owned) only six have no program in media related disciplines (NUC August 2007). Akinfeleye (1996) also observed that most of the universities with Mass Communication program in Nigeria patterned their curricula after that of the University of Lagos.

It is therefore of note that most of the institutions with mass media program, curriculum is

fashioned along the American style of media training, except in some areas of broadcasting that have retained some flavor of British program of journalism training. Jibril (2007) observed that:

"Apprenticeship method of training that characterized the British media training orientation and the trade school tradition still provide the easiest and the most convenient means of training new recruits into the Nigerian media establishment. However, despite the prevalence of these forms of training, university degree among Nigerian media workers, especially journalists are increasingly becoming the norm rather than the exception.

Mgbemena (1980) in Jibril (2007) noted that formal training in either trade schools (journalism institutes) or in polytechnics provided yet another important method of training journalists in Nigeria. This assertion is based on a survey conducted in the early 80s that revealed that on the job training provided an avenue through which most Nigerian journalists received their initial training. For the purpose of this research, emphasis will be placed on a comparative study of mass communication curriculum in Nigerian universities with a view to establish the level of correlation between their curricula and the model curriculum of UNESCO.

The need to investigate the level of compliance of mass communication curriculum in Nigerian Universities especially the new generation and privately owned universities with the recommended model curricula of UNESCO is therefore the main focus of this research.

RESEARCH QUESTIONS

The underlying assumption upon which this research is based was predicated on opinions of educational critics, media scholars and professionals that Mass Communication training in Africa is at the crossroad. They argued that political, social, economical and technological changes as well as changes in education and communication system call for a re-appraisal of communication training in the region.

They proffer argument that the universities curricula contain more courses outside the core of journalism courses and that method of instruction varies from one university to another (Sobowale 2007). The research attempts to investigate basis for the assumption by posing five major research questions.

RQ1: How comparable is the admission requirements of the selected universities and the model admission requirement of UNESCO?

RQ2: How adequate is the number of credit hours required for a Bachelors degree in Mass Communication of the selected universities as compared with that of UNESCO.

RQ3: What is the correlation level between core courses in Mass Communication curricula of selected universities and that of UNESCO curriculum model?

RQ4: What is the percentage range between GES courses/electives in relationship with UNESCO recommendation?

RQ5: What is the level of correlation of the curricula of the selected universities with the UNESCO model.

SAMPLING METHOD

A purposive sampling method that Dominick (1993) opined would enables the researcher to select subjects on the basis of qualities was used in this study. That is why the choice of universities is limited to three universities established by Christian churches. Course listing of the curricula used for this research were obtained from undergraduate academic prospectus of the selected universities, with Mass Communication programs that have met the criteria that the National Universities Commission listed as follows:

· Curriculum with background in conceptual knowledge of mass communication program for all levels.

· Curriculum with liberal arts courses including general education studies that form the essential prerequisites for the award of a degree in arts and social sciences.

· Curriculum with language courses that include communication skills and the use of language (NUC Manual for Accreditation 1998).

Babcock University: Babcock University is owned and operated by the Seventh-day Adventist Church in Nigeria. The University received its charter from the National Universities Commission (NUC) on May 10, 1999 with four schools and 17 programs including Mass Communication. It has trained journalists and media professionals for the Nigerian employment market (Babcock University Bulletin 2007).

Redeemer's University: The Redeemer's

University (RUN) is one of the new generation Christian universities in Nigeria. Established by the Redeem Christian Church of God (RCCG) in 2005, the University started with three colleges and 21 programs including Mass Communication (Redeemers University Bulletin 2007).

Covenant University: It is one of the private universities in Nigeria with an organized and well structured department of Mass Communication. Established by Living Faith Christian Fellowship on February 12, 2002, Covenant University was selected for this study as one of the fastest growing Christian private universities in Nigeria (Covenant University Handbook 2006).

CODING AND CATEGORIZATION OF COURSES

Dominick (1993) defined coding as the alignment of unit of analysis into content categories. Journalism curriculum is not an exception. It agrees with what Cooper (1987) observed in the 1954 UNESCO coding of mass communication curriculum that is classified into six categories.

· Courses in liberal arts that deal with historical, cultural, ethical, social, and religious issues.
· Introductory courses relating to journalism such as the Law of the Press and Mass Media History.
· Mass media skill courses, such as news reporting, feature and editorial writing and editing.
· Courses dealing with marketing, advertising, public relations and media management.
· Courses in electronic media such as broadcasting, film production, and cinematography.
· Courses in graphic arts, such as keyboarding, typography, engraving and printing.

According to Jubril (2007) the Gregon Report of 1985 on Journalism Programs in the US has been re-coded as "an ideal American journalism curriculum" into four categories that has been re-modified by the UNESCO Communication Curriculum Model (2002) as the four cardinal elements of professional training – Theory, Research, Production Process and Internship. The four are as follow:

· Liberal arts courses aimed at broadening the scope of knowledge of students.
· Conceptual knowledge courses related to the field of mass communication.
· Skill courses aimed at competence necessary for professional communicators.
· Professional modules aimed at acquaintance with the nuances and requirements of the specific professional fields in mass communication such as broadcasting, printing and film.

For the purpose of this study, core courses in Mass Communication undergraduate curricula of the selected universities were grouped into the following ten categories.

1. Book Publishing
2. Broadcasting
3. Internship
4. Language, Communication and Public Speaking
5. Media Theory and History
6. Philosophy, Law and Ethics
7. Photography and Cinematography
8. Print and Writing
9. Public Relations, Advertising and Marketing
10. Research

In similar classification, the General Education Studies (GES) were grouped into four areas – Civic, Citizenship and Wellness; Language and Communication Skill; Entrepreneurship; and Religion (Table 1).

Table 1: Classification of General Education Studies (GES) in the selected universities.

S. No.	Classifications	General education studies course
1	Civic, citizenship and wellness courses	Nigerian People in a Global Culture, Health Principles, Citizenship Orientation Courses, Family Life Education, Element of Government, History and Philosophy of Science, General Psychology
2	Language and Communication Skill	Communication in English, use of Library, French.
3	Entrepreneurship	Computers in Modern Society, Vocational Training, Internship, Introduction to Agriculture
4	Religion	Life and Teaching of Christ, God in Modern Society, Philosophy of Christian Education, Chapel Seminar, Bible Doctrines and Total Man Concept (TMC)

Table 2: Admission policies of the selected universities

UNESCO Recommendation	Babcock university	Redeemer's university	Covenant university
Admission into the under-graduate programs in any of the areas of speciali-zation will require that candidates meet the mini-mum entry requirements for admission into the university or its equivalent. Candidates who do not have the minimum admission requirements but have an acceptable number of years of relevant Professional experience may be admit-ted. The duration of the B.A. or B.Sc. (General) de-gree program, which is also known as Bachelor of Arts in Media Studies, Bachelor of Arts in Communication Studies, Bachelor of Arts in Comm-unication/Jour-nalism, Bachelor of Mass Comm-unication, Bachelor of Arts in Humanities (Journalism and Mass Communication), Bache-lor of Science in Journalism and Mass Communication, may be three years or four years.	i. Three satisfactory re-commendations. ii. Five High School sub-jects at credits including English Language and Literature in English. iii. Candidate must sit and pass the University Mat-riculation Examination (UME) in English and Mathematics with two other papers in Arts, Sci-ence and Social Sci-ence subjects. iv. Pass the Babcock Uni-versity test in four subject areas including English Lan-guage, Literature in English, one subject from Christian Religious Know-ledge, History and Gov-ernment and any other subject of choice. v. Pass a direct screening examination of the uni-versity.	i. Candidate must have obtained credit passes at not more than two sittings in five High School subjects including English Lang-uage, and Mathematics. ii. Candidates must take the University Matriculation Examination (UME) in English Language and any other three Art, Science or Social Science subjects. *iii. For a three year prog-ram.* In addition to the abo-ve requirements, candidates should also possess the followings: *A National Diploma in Mass Communication or *the University's Diploma in Mass Communication with a minimum of Second Class Lower Credit.	UME Admission: i. Candidates should possess a High School or their approved equivalents, with at least five credit passes, obtained in not more than two sittings, which must include English Lang-uage, Literature-in-English, one science subject and any other one or more subject(s) and at least a pass in Mathe-matics. i In addition, candidates must pass the University's Aptitude/ Attainment Test) at an accep-table level. ii. Candidates must demons-trate an obvious spiritual orie-ntation towards life.

Sources: UNESCO Mass Communication Curriculum (2002) Babcock University Bulletin 2008-9. Redeemer's Univer-sity Academic Bulletin, 2008 and Covenant University Students Handbook 2007/2008.

Table 3: Statement of purpose/objectives of UNESCO and those of the selected universities

UNESCO	Babcock university	Redeemer's university	Covenant university
The model curriculum proposed here is desi-gned for use in journal-ism and communica-tion training institut-ions in African coun-tries which offer prog-rams leading to a Bach-elor of Arts, Bachelor of Science (General), Bachelor of Arts (Hon-ors), Graduate Diplo-ma, Master of Arts and Master of Philosophy degrees in journalism, broadcasting (radio and television), public rela-tions, advertising, book publishing, photo jour-nalism, film and com-munication for devel-opment.	The course prepares students for career in journalism, publishing, public relations, radio, television and film. The program offers courses that prepare graduates as experts in oral and written comm-unication. Graduate students of the university are able to pursue competitively careers in all asp-ects of communication and media work. Students are challenged to become analytical in their think-ing to develop adequate technical skills in their specialization, and to acquire understanding of the forces that influence and shape the attitude and opinions of the society.	The focus is to produce graduates with professional training with sound religious and ethical foundations who are able to discharge their duties to the society diligently and honestly. The objective also includes production of graduates who are conscious of their social respo-nsibilities as Communi-cators and who would strive to be em-ployers and not remain emplo-yees, and who will spare no effort to make the society worthy to live.	The program is to provide students with a balanced and broad-based training and a sound, theoretical and prac-tice-based education in the media-centered domains of mass communication. To equip students with know-ledge of media practice, the study of concepts theories and technology in informa-tion gathering and dissemi-nation through the mass media.

Sources: UNESCO Mass Communication Curriculum (2002) Babcock University Bulletin 2008-9. Redeemer's University Academic Bulletin, 2008 and Covenant University Students Handbook 2007/2008.

General education courses are compulsory courses that give the general overview of the new knowledge that a university students is expected to have. According to UNESCO Communication Curriculum model (2002), the table 1 will help in classifying subjects that fall under General Education Studies of selected universities into four categories.

Table 2 is going to assist the study to compare and contrast policies of student's admission into Mass Communication and Journalism program of selected universities. By using UNESCO's admission recommendations as benchmark as observed by Jubril (2007), the table will assist to measure the degree of compliance of selected universities.

Table 3 gives statement of purpose/objectives of UNESCO and those of the selected universities. An expression of purpose and major objectives of Mass Communication or Journalism education will be of vital importance to the study, as variance in purpose could influence the curricula formulation of selected universities.

Table 4 provides information about total number of credit hours required for graduation in the selected universities: The observation of Akinfeleye (1996) which relates the required credit hours of course work to Mass Communication and Journalism curriculum will be needed in this study to highlight the difference if any in the required credit hours that students must complete before graduation from the selected universities.

Table 4: Total number of credit hours required for graduation in selected the universities

Level	UNE-SCO curri-culum	Bab-cock unive-rsity	Rede-emer's unive-rsity	Cove-nant unive-rsity	Total
100	35	39	34	42	150
200	36	40	46	46	168
300	36	41	34	42	153
400	36	36	40	38	150
Total	143	156	154	168	621

Source: General Survey of 2009 UNESCO Model Curriculum, and the 2008/2009 Operating Curricula of Selected Universities.

Number of credit hours and percentage of core courses in the selected universities are given in table 5. UNESCO Communication curriculum model (2002) recommendation of a percentage of core courses, needed for Mass Communication or Journalism education, makes the inclusion of this table vital.

Table 5: Number of credit hours and percentage of core courses in the selected universities

Level	UNESCO curriculum	Babcock university	Redeemer's university	Covenant university
100	18	26	20	22
200	15	27	25	30
300	24	37	22	28
400	27	36	25	28
Total	84/143	126/156	92/154	108/168
% of core courses on required credit hours of graduation				
	58.74%	80.76%	59.74%	64.28%
% of General Education Studies / Electives required for graduation				
	41.26%	19.24%	40.26%	35.72%

Source: General Survey of 2009 UNESCO Model Curriculum, and the 2008/2009 Operating Curricula of Selected Universities

Table 6 gives information about grouping of core courses in selected universities based on credit hours. Cooper (1987) study of categorization and grouping will help in determining the level of compliance of selected universities to the recommended UNESCO grouping of courses.

Table 6: Grouping of core courses in selected universities based on credit hours

S. No.	Core courses groupings in curricula	UNE-SCO curri-culum	Bab-cock unive-rsity	Redee-mer's unive-rsity	Cove-nant unive-rsity
1	Book and Publishing Related Courses	9	11	16	12
2	Broadcast related courses	21	22	25	22
3	Internship	6	4	4	4
4	Language Communication and Public Speaking related courses	14	5	10	9
5	Media Theory and History related courses	15	13	12	19
6	Philosophy, Law and Ethics related courses	9	14	9	12
7	Photography and Cinematography related courses	3	3	4	4
8	Print and Writing related courses	24	30	26	26
9	Public Relations, Advertising and Marketing related courses	27	21	28	26
10	Communication related research	9	9	8	9

Source: General Survey of 2009 UNESCO Model Curriculum, and the 2008/2009 Operating Curricula of Selected Universities

Table 7 represents groupings/comparison of

General Education Studies (GES) in the universities curricula. This table will contain a deeper analysis of table 1, to show the level of compliance to the General Education Studies of selected universities as recommended by UNESCO (2002).

Table 7: Groupings/comparison of General Education Studies (GES) in the universities curricula

S. No.	Classification Of GES (Compulsory) courses	UNE-SCO curri-culum	Bab-cock unive-rsity	Redee-mer's unive-rsity	Cove-nant unive-rsity
1	Civic, citizenship and wellness related courses	6	10	6	10
2	Language and Communication skill courses	8	9	8	8
3	Entrepreneurship	6	7	6	7
4	Logic, Psychology and Philosophy	6	6	8	6
5	Religion and Religion ethics	4	7	5	4

Sources: UNESCO Curriculum (2000), Babcock University Bulletin 2008-9. Redeemer's University Academic Bulletin (2008). Covenant University Students Handbook (2007/2008).

WHAT TO COMPUTE

1. Correlation between the UNESCO recommended number of credit hours for a Bachelors Degree in Mass Communication and the number of hours required in each of the selected universities.
2. Correlation between UNESCO recommended percentage for core courses and the percentage in operation in each of the selected universities.
3. Correlation between UNESCO recommended percentage for courses outside the core courses and the percentages in operation by each of the selected universities.
4. An analysis of the correlation level of the curricula of the selected universities with the overall UNESCO recommended model

The data above will be analyzed using the Spearman Rank Correlation Coefficient. This rank correlation is an alternative measure of determining the strength or degree of relationship between different values. It is a quick and easy technique to use in measuring the strength of the relationship that exists between two events and it is also useful to measure the correlation between non-numerical variables.

Spearman Rank Correlation Coefficient can be defined mathematically as:

$$R = 1 - \frac{6 \ (d^{2)}}{n \ (n^2 - 1)}$$

Where:

R = Correlation Coefficient.
d = Difference between the Ranks.
n = No of Observation.

A. *Computation of the correlation between the UNESCO recommended number of credit hours for a Bachelors Degree in Mass Communication and the number of hours required in each of the selected universities.*

Using the above data on the total number of credit hours required for graduation in selected universities, we have;

Babcock University

Let: UNESCO be X
         Babcock University be Y

Using Ascending Order Arrangement for the Correlation of X and Y

X	Y	r_x	r_y	$D(r_x . r_y)$	d^2
35	36	1	1	0	0
36	39	3	2	1	1
36	40	3	3	0	0
36	41	3	4	-1	1
Total 143	156	10	10	0	2

Therefore,

$$R = 1 - \frac{6 \ (d^2)}{n \ (n^2 - 1)}$$

$$1 - \frac{6 \ (2)}{4 \ (4^2 - 1)}$$

$$1 - \frac{12}{60}$$

$$1 - 0.2$$

$$R = 0.8$$

$$R^2 = 0.64$$

R^2 which is 0.64 (i.e. 64%). This shows the total percentage level of variation in the UNESCO recommended number of credit hours for a Bachelors Degree in Mass Communication and the number of hours in operation in Babcock University. That is 64% level of difference in what UNESCO recommended.

Redeemer's University

Let: UNESCO be X
         Redeemer's University be Y

Using Ascending Order Arrangement for the Correlation of X and Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
35	34	1	1.5	-0.5	0.25
36	34	3	1.5	1.5	2.25
36	40	3	3	0	0
36	46	3	4	-1	1
Total					
143	154	10	10	0	3.5

Therefore,

$$R = 1 - \frac{6 (d^2)}{n (n^2 - 1)}$$
$$1 - \frac{6 (3.5)}{4 (4^2 - 1)}$$
$$1 - \frac{21}{60}$$
$$1 - 0.35$$
$$R = 0.65$$
$$R^2 = 0.42$$

R^2 which is 0.42 (i.e. 42%). This shows the total percentage level of variation in the UNESCO recommended number of credit hours for a Bachelors Degree in Mass Communication and the number of hours in operation in Redeemer's university. That is 42% level of difference in what UNESCO recommended.

Covenant University
Let: UNESCO be X
              Covenant University be Y
     Using Ascending Order Arrangement for the Correlation of X and Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
35	38	1	1	0	0
36	42	3	2.5	0.5	0.25
36	42	3	2.5	0.5	0.25
36	46	3	4	-1	1
Total					
143	168	10	10	0	1.5

Therefore,

$$R = 1 - \frac{6 (d^2)}{n (n^2 - 1)}$$
$$1 - \frac{6 (1.5)}{4 (4^2 - 1)}$$
$$1 - \frac{9}{60}$$
$$1 - 0.15$$
$$R = 0.85$$
$$R^2 = 0.72$$

R^2 which is 0.72 (i.e. 72%). This shows the total percentage level of variation in the UNESCO recommended number of credit hours for a Bachelors Degree in Mass Communication and the number of hours in operation in Redeemer's university.

That is 72% level of difference in what UNESCO recommended.

A.   *Correlation between UNESCO recommended percentage for core courses and the percentage in operation in each of the selected universities.*

Babcock University
Let: UNESCO be X
              Babcock University be Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
58.74	80.76	1	1	0	0

From the table above, the total percentage level of variation in the UNESCO recommended percentage for core courses and the number of hours in operation in Babcock University is 58.74 and 80.76 respectively. This shows that Babcock University operates at approximately 81% above what UNESCO recommended which is approximately 59% in respect to the percentage for core courses.

Redeemer's University
Let: UNESCO be X
              Redeemer's University be Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
58.74	59.74	1	1	0	0

The table above also shows that the total percentage level of variation in the UNESCO recommended percentage for core courses and the number of hours in operation in Redeemer's University is 58.74 and 59.74 respectively. This shows that Redeemer's University operates at approximately 60% a bit above what UNESCO recommended (which is approximately 59%) in respect to the percentage for core courses.

Covenant University
Let: UNESCO be X
              Covenant University be Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
58.74	64.28	1	1	0	0

The table above shows that the total percentage level of variation in the UNESCO recommended percentage for core courses and the number of hours in operation in Covenant University is 58.74 and 64.28 respectively. This shows that Covenant University operates at approximately 64% above what UNESCO recommended (which is approximately 59%) in respect to the percentage for core courses.

A. *Correlation between UNESCO recomm-
ended percentage for courses outside the
core courses and the percentages in
operation by the each of the selected
universities.*

Babcock University
Let: UNESCO be X
               Babcock University be Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
41.26	19.24	1	1	0	0

From the table above, the percentage level of
variation in the UNESCO recommended percent-
age for courses outside the core courses and the
percentages in operation in Babcock University
is 41.26 and 19.24 respectively. This shows that
Babcock University operates at approximately
19% below what UNESCO recommended
(which is approximately 41%) in respect to
courses outside the core courses.

Redeemer's University
Let: UNESCO be X
               Redeemer's University be Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
41.26	40.26	1	1	0	0

The above table shows that the percentage
level of variation in the UNESCO recommended
percentage for courses outside the core courses
and the percentage in operation in Redeemer's
University is 41.26 and 40.26 respectively. This
shows that Redeemer's University operates at
approximately 40% which is a bit closer to
UNESCO recommendation (which is approxi-
mately 41%) in respect to courses outside the
core courses.

Covenant University
Let: UNESCO be X
               Covenant University be Y

X	Y	r_x	r_y	$d(r_x - r_y)$	d^2
41.26	35.72	1	1	0	0

From the table above, the total percentage
level of variation in the UNESCO recommended
percentage for courses outside the core courses
and the percentages in operation in Covenant
University is 41.26 and 35.72 respectively. This
shows that Covenant University operates at ap-
proximately 36% below UNESCO recommen-
dation of 41% approximately, in respect to
courses outside the core courses

A. *An analysis of the correlation level of the
curricula of the selected universities with
the overall UNESCO recommended model*

FINDINGS

The finding is revealing. The above result
shows the correlation level of UNESCO recom-
mended model of universities' curricular for a
Bachelors Degree in Mass Communication and
the selected universities. As a result of the above
correlation, the following were noted;

·   That the level of correlation between the
total percentages level of variation in the
UNESCO recommended number of credit
hours for a Bachelors Degree in Mass
Communication and the number of hours in
operation in Babcock University is 64%.

·   That the same level of correlation between
the total percentages level of variation in
the UNESCO recommended number of
credit hours for a Bachelors Degree in Mass
Communication and the number of hours in
operation in Redeemer's University is 42%.

·   That the level of correlation between the
total percentages level of variation in the
UNESCO recommended number of credit
hours for a Bachelors Degree in Mass
Communication and the number of hours in
operation in Covenant University is 72%.

·   That from the above result; the selected
universities complied with the UNESCO
recommended number of credit hours for a
Bachelors Degree in Mass Communication
and even exceeded the recommendations.

·   That the disparities in the recommended
number of credit hours of UNESCO and the
selected universities in the result show that
Babcock University is averagely deviated
when compared with Redeemer's University
which is minimally deviated from the
recommended standard and Covenant
University which is highly deviated from
UNESCO recommended number of credit
hours for a Bachelors Degree in Mass
Communication.

·   That the result shows that the selected
universities (Babcock University,
Redeemer's University and Covenant
University) operate above UNESCO
recommendation in respect to the
recommended percentage for core courses
and the percentage in operation in the
university.

· That the level of variation in percentage for core courses in Babcock University is 81% which is above UNESCO recommendation of 59% of the recommended percentage for core courses.

· That the variation in percentage for core courses in Redeemer's is 60% which is a bit above UNESCO recommendation of 59% of the recommended percentage for core courses.

· That the variation in the level of percentage for core courses in Covenant University is 64% above UNESCO recommendation of 59% percentage for core courses. The result shows that Covenant University, compared with the other selected university is highly deviated from UNESCO recommended percentage for core courses.

· That Babcock University operates at 19% below UNESCO recommendation of 41% in respect to the recommended percentage for courses outside the core courses. This also shows that Babcock University compared with the other selected university is far below UNESCO recommendation.

· That Redeemer's University operates at 40% which is a bit closer to UNESCO recommendation of 41% in respect to the recommended percentage for courses outside the core courses.

That Covenant University operates at 36% below UNESCO recommendation of 41%, in respect to the recommended percentage for courses outside the core courses.

LIMITATION

While the findings will help educators of Journalism and Mass Communication to improve on the content of the curricula required for a degree program in the developing countries, to meet up with UNESCO model, this study has some limitations. The researcher derived the figures used for UNESCO model curriculum credit hours from the UNESCO course guidelines and its Coding and Categorization of courses, which may be subjected to minimal variation. Also the author relied on the use of the Spearman Rank Correlation Coefficient method to compute its data that might be criticized by some Social Science researchers. Also very little comment is made by the author in respect of Research Question 1, since the classification on tables 2 and 3 – Admission Policies and Statement of Purpose/

Objectives are self explanatory. However, the limitations notwithstanding, the study will serve as a guide to other researchers who may want to embark on similar study.

CONCLUSION

There is undoubtedly the need to standardize the curricula for journalism and Mass Communication training in the underdeveloped countries of the world especially those of the African continent. This is because the media job market is not only competitive but highly demanding with the rate of technological development. That is why the study of correlation between curricula will not only serve as a guide to universities with Journalism and Mass Communication programs in the underdeveloped world, but will go a long way in achieving the projected UNESCO standard for the would be media practitioners.

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