

**MOTIVATION FOR THE STUDY OF MASS COMMUNICATION AMONG  
UNDERGRADUATES IN THE UNIVERSITY OF BENIN, BENIN CITY,  
NIGERIA**

**BY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS  
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## **DECLARATION**

This project work is based on a study conducted by me, Idanwekhai Jessica Emike of the Department of Mass Communication, Faculty of Arts, University of Benin, under the supervision of Dr. F.P. Olise. All findings and analysis in the study are products of my personal research and where the views of others have been used and expressed, they were duly acknowledged.

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## CERTIFICATION

This is to certify that this project work was undertaken by Idanwekhai Jessica Emike, in the Department of Mass Communication, Faculty of Arts, University of Benin, in partial fulfillment of the requirements for the award of Bachelor of Arts Degree (BA ) in Mass Communication.

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\_\_\_\_\_  
**Date**

## **DEDICATION**

This academic work is dedicated to God Almighty, for His grace and mercy upon my life and strength to triumph through it all.

## ACKNOWLEDGEMENTS

The success of this programmer can be majorly acclaimed as the grace of God. For this, I am grateful to God Almighty for the grace, strength, favour and mercy accorded to me for the successful writing and completion of this academic work.

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## **ABSTRACT**

This study examines the factors motivating the choice of study of Mass Communication among undergraduates in the University of Benin. Evolving media technologies and innovations have significantly expanded career opportunities in mass communication. However, issues of professionalism and dwindling ethical standards have been constant threats to the prestige of the profession. Maslow's hierarchy of needs and the social responsibility theories provided theoretical justification for the study. Using the simple random sampling technique, 366 students of Mass Communication from 100- 400 level participated in a field survey. Findings revealed that personal ambition, career opportunities and prestige are some of the factors motivating the choice of mass communication as a career. The study thus concludes that there is the need for mass communication students to be taught under better conditions and promote practical of the Mass Communication discipline in order to improve the motivation of the study of Mass communication.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Mass Communication as a discipline is all encompassing and has continued to heavily influence other fields of human endeavour. The invention of new digital technology has now expanded Mass Communication as a discipline. This has therefore made Mass Communication broader in recent years. McQuail (2008) states that Mass Communication is, “only one of the processes of communication operating at the society wide level, readily identified by its institutional characteristics. This means that Mass Communication is unique for the way it functions by disseminating information simultaneously to a huge group of people.

Littlejohn and Foss define Mass Communication as the process whereby media organizations produce and transmit messages to large publics and the process by which those messages are sought, used, understood and influenced by an audience. This has therefore made it the best way to disseminate information since its discovery and implementation. The concept of Mass Communication, which Okoro and Onuoha (2013) refer it as a veritable tool for information dissemination, social mobilization and control. Okoro and Onuoha (2013) say it is a means of Public Education and sensitization on important issues affecting the lives of the people. This is a very important position held by Mass Communication professionals due to the fact that information given to the public will determine the way people of the society go about their daily activities.

At this point of evolution of the human species where information is power, everyone wants to be aware of things happening. To get this information about happenings, things like newspapers, magazines, journals, radio, television and electronic media are favoured. For one to be able to professionally disseminate information based on the codes and conducts laid down in place, one must study Mass Communication as a discipline in a certified tertiary institution. According to the research of Ochei et al (2016) the study of Mass Communication in Nigeria began in the early 1960's. There were only two tertiary institutions who offered a course in Mass Communication, University of Nigeria (Nsukka) which began in 1961 and University of Lagos in 1967 where Mass Communication and students received lectures.

In the 20<sup>th</sup> century, Mass Communication as a discipline was marked as a growing profession. The factors that brought about the trend of the increasing number of professionals in this field was the increasing organization of working journalists. The essential requirements of a Mass Communicator are; the ability to write and present information accurately and consciously, ability to differentiate between facts and fiction and most importantly must be capable of handling unforeseen scenarios effectively.

Presently, the scenario is no longer as it were. There seems to be a drop of practice in Mass Communication as a profession. The number of students studying Mass Communication has grown as almost all Tertiary institutions now offer Mass Communication as a course of study, which leads to the awarding of various degrees and certificate including National Diploma, Higher National Diploma, Bachelors, Masters

and Doctorate degrees. There may be a large number of people studying Mass Communication as a discipline which increases the number of graduates from all these institutions but it is not reflected in the professional field of the country. A close look shows that the number of graduates recently have surpassed the number of graduates in previous years but are not seen working in various media organizations scattered across the country.

This attitude is highly, no doubt reflected by the number of Mass Media organizations. It is against this background that this study investigates the Motivation for the study of Mass Communication among undergraduates in the University of Benin, Benin City, Nigeria.

## **1.2 Statement of the Problem**

This study was undertaken because of the low participation of graduates towards practicing the branches of Mass Communication as a career. A large number of Mass Communication graduates are produced from various institutions but very few practice the profession. Although Nigeria is a developing nation, it has gotten to the stage where graduates who studied Mass Communication as a discipline should be practicing in various media organizations. This study wants to tackle this problem by knowing the motivation of the study of Mass Communication among undergraduates.

## **1.3 Objective of the study**

The objectives of this study are to:

1. Find out how undergraduates perceive Mass Communication as a career choice.

2. Ascertain the factors motivating Mass Communication undergraduates' choice of study
3. Determine the challenges (if any) faced by Mass Communication undergraduates

#### **1.4 Research Questions**

1. What is the perception of undergraduates towards Mass Communication as a course of study?
2. What are the factors that motivates undergraduates to choose Mass Communication as a choice of study?
3. How do Mass Communication undergraduates asses Mass Communication as a career?

#### **1.5 Significance of the Study**

This research work would identify the reasons for the study of Mass Communication among undergraduates. It will give us deeper insight on why students want to study Mass Communication in tertiary institutions. The researcher, has therefore deemed it fit to find out the reason for such decision to be taken by Mass Communication undergraduates.

Mass Communication as the researcher has understood is a very wide profession that is tasked with disseminating information to a lot of people and there is no need to live on mere speculations. This study will also serve as an additional literature on the motivation for the study of Mass Communication students among undergraduates. It will provide empirical data on the reasons for the study of Mass Communication among undergraduates.

This study will provide an in depth study of a controversial issue of knowing the reason behind undergraduates studying Mass Communication as a discipline. What do these students see in the study of Mass Communication? Do they go into the study with the intention of taking it up as a career?

### **1.6 Scope of the Study**

The study is limited to undergraduates studying Mass Communication at the University of Benin, Benin city. It was chosen because of the large amount of Mass Communication graduates the school provides annually. For the aim of effective coordination and to reduce sampling error, the students for this study are limited to the full time students of 100 level, 200 level, 300 level and 400 level Mass Communication students of the University of Benin. This is due to the fact that the study was limited to just this school.

### **1.7 Limitations of the study**

This study was limited in several ways. The restricted geographical location for the survey limited this study. Hence, findings of this study may not be used as a generalization for Mass Communication undergraduates in other Tertiary institutions. Another limitation to this study is the scarcity of materials for reference. There wasn't enough materials for the researcher on related topics.

Furthermore, the attitude of the respondents towards filling the questionnaire posed as a limitation. Most of the respondents were not willing to be genuine about their answers.

## **1.8 Definition of Terms**

The terms frequently used in this research work are defined operationally within the context they were used to avoid misinterpretation.

### **Career**

This is a job or series of jobs done during the work life of a person or an individual, especially if the individual in question earns money from the job.

### **Mass Communication**

The dissemination of information on a large scale to a wide range of people or heterogeneous audience.

### **Profession**

This is an occupation, trade, craft or activity in which one has a professed expertise in a particular area; a job, especially the one that involves prolong training and a qualification.

### **Study**

To acquire knowledge on a particular course in order to make sure one does not forget them in preparation for a career.

### **Undergraduate**

A student at a university who has not yet received a degree. This can also be defined as a person that has taking an academic course at a University under a degree program.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Preamble**

This chapter focuses on the review of related literature, covering the following headings:

- 2.1 Undergraduates attitude towards the study of Mass Communication.
- 2.2 Factors motivating career choice among Mass Communication students.
- 2.3 Challenges undergraduates encounter in studying Mass Communication.
- 2.4 Review of Empirical studies.
- 2.5 Theoretical framework.

### **2.1 Undergraduates Attitude towards the study of Mass Communication.**

It is believed that undergraduates studying Mass Communication no longer have the zeal to practice their course of study after graduation. This is why the researcher has made it an obligation to research into the image of Mass Communication students. Research questions will be constructed to guide the researcher in her study. Relevant related literatures will also be reviewed to show that similar research work has been carried out, and a theoretical framework has been discussed to support the study. Survey method was adopted and questionnaires were the tool of data collection. The researcher adopted a simple percentage and frequency table with a simple descriptive analysis to explain the tables. Hypothesis which are formed from the research questions are tested to enable the researcher know if certain claims she made on this work received statistical support or not.

Akinfeleye (1996) writes that “there are 552 Mass Communication training institutions in Nigeria offering various programs from Diploma to PhD degrees in Mass Communication. Some of these institutions compiled by him as at 1966 are University of

Lagos, University of Maiduguri, Nnamdi Azikiwe University, Awka, Delta state University, Abraka. Also Institutions that offer related courses with an average number of students are as follows:

- Universities with Mass Communication recorded the average of 1630 students.
- Universities with related courses having an average of 920 students.
- Polytechnic recorded an average of 1495 students.
- Monotechnic having an average of 985 students altogether.
- Other institutions recorded an average of 1085 students.

With a close look at the analysis above, it is obvious that the average number of students in various institutions are fewer compared to other disciplines.

## **2.2 Factors Motivating Career Choice among Mass Communication Undergraduates.**

### **2.2.1 Job market competitiveness.**

The field of Mass Communication is highly competitive and job opportunities may be limited. Undergraduates may worry about finding a job in their chosen field after graduation

### **2.2.2 Perceived low income**

Many undergraduates may assume that jobs in Mass Communication do not pay well, especially at the entry level, which could discourage them from pursuing it.

### **2.2.3 Lack of understanding of the field**

Students may not have a clear idea of what a career in Mass Communication entails and may not see it as a viable career option.

### **2.2.4 Perception of a non-serious academic field**

Some students may view Mass Communication as a less serious or less academic field of study, which could lead them to choose other fields they perceive as more challenging or respected.

### **2.2.5 Technological disruption**

As digital media platforms continue to disrupt traditional media, some students may perceive mass communication as a less stable career choice.

### **2.2.6 Poor job satisfaction**

Some students who pursue mass communication careers may find that the day to day reality of the job does not match their expectations or passions.

Overall, the decision to pursue Mass Communication as a career is a personal one and students should carefully consider their interests, aptitudes and long term career goals before choosing a field of study.

## **2.3 Possible Reasons Why Mass Communication undergraduates shy away from choosing a career path in Mass Communication.**

In our society today, undergraduates barely have the intention of practising their studied discipline after graduation. In the real sense, they have not been naturally shy. It

is the class which they have been placed in the society that makes them shy away or pretend not to be interested in the career. In a developing country where white collar jobs can only be gotten by referral and status, young people of little to no social standing tend to shy away from roles they can comfortably fit into. The issue here is that people who studied Mass Communication as their profession are not given the opportunity to be employed and show what stuff they are made of. Supporting this Okogie (2008) said “we have qualified, disciplined and responsible people youths who can hold top positions in the country, they should be given the opportunity to serve”.

Nigeria has a wealth of knowledgeable resources that has been wasted. Maduagwu (2008) states that empowerment will enhance the potentials of youths in education, business, political and skill acquisition. If youths can be given the opportunity to practice their studied profession to earn a living, they will forget everything about shyness and have interest in practicing the profession. Youths need to demonstrate their priceless abilities as a young generation and prove that they would do better than the older folk. Youth should see Mass Communication as a natural intelligence and sense of perfection which are the natural endowments from God himself.

The society thinks youths aren't good enough to practice Mass Communication professionally because they are seen as immature and dependent. This is why they are rarely employed to practice Mass Communication in their chosen field of study. It can also be argued that the way our society, culture and religions present youths contributes either negatively or positively to their status in the field of Mass Communication.

## **2.4 Review of Empirical Studies.**

A number of researchers have conducted empirical research on the assessment of Mass Communication as a profession by Mass Communication undergraduates. This section reviews work of scholars as they relate to this current study.

Several schools of thought and reports exist on how media practice was perceived decades ago. One of such is Lippman (n.d) cited in Kamath (2008). More than fifty years back, Lippman wrote that: “if the public required a truthful presentation – interpretation – of the world they lived in, they would have to depend on institutions other than the press”. This is a direct indictment on media practice. Interestingly, in 2011, The Pew Research Centre reported that negative opinions about the media are very high in America, implying that media audience criticism of media practice continues to grow. Ironically, this has not affected the consumption of media content as there seem to be a rise in the consumption of media content. According to Baran (2013) this is as a result a “seismic shift going on in the media and mass communication”. There is an obvious change in the rules of media consumption leading to the challenge of how to capture the mass audience now fragmented into millions of groups. In the same vein, contrary to the opinion of some that the print media are dying, Baran (2013) is of the opinion that they are only going through “disruptive transition” suggesting that the challenge to the mass media or mass communication is not on the demand side (audience needs) but on the supply side (relevance of media content to audience needs). It is believed that people are reading more news today than ever. Since someone must write it, journalism will remain a

relevant profession. This view negates the opinion some people hold that journalism is not a profession, especially considering the research report of the Bureau of Labor Statistics in the United States of America which revealed that by 2016, entry-level for journalists will increase by 2% and the need for experienced writers and editors will grow by 10%.

Drawing a line between who a professional journalist and who is not, Kamath (2008) described a professional journalist as one who is “on the payroll of a journal, reports for his paper, or may write features or editorials or edit copy”. In this context, a journalist may be said to be someone who works for a media outfit as a reporter, writes or serves as a desk editor. In the general sense, a journalist may work for a broadcast or print establishments. The duties of a journalist begin with news sourcing or what may be professionally termed as surveillance. This is an important responsibility which begins with issues arising from the audience’s environment or the reporter’s assigned beat. It is also at this stage that the reporter’s sense of determining what is news worthy or not is tested. The journalist proceeds to the next stage of writing when he or she thinks that the news is worth reporting. Journalists also play the role of an editor which primarily entails editing the news – ensuring that the message is properly arranged and delivered. Given this foreground, a journalist may be described as someone who has a unique taste for adventure, practical knowledge of life, is well educated, resourceful and properly trained in the art of news gathering, analysing and reporting. This is not to say that the discipline of mass communication is limited to journalism alone. Journalism practice cuts across all

media forms including newspapers, television, radio, magazines and most recently, the World Wide Web through the internet (Hasan, 2016). Journalism is defined as “a discipline of collecting, analysing, verifying, and presenting news regarding current events, trends, issues and people” (Hasan, 2013:174). In the words of Denis McQuail as cited in Hasan (2016), it is “paid writing for public media with reference to actual and ongoing events of public relevance. Journalism has as its main activity as the reporting of events and mainly involves practices of print journalism in general with the newspaper in particular being the career grounding” It is a profession with direct impact on the citizenry and the society at large (Adaja, 2012).

The academic study of communication in Nigeria can be traced to the University of Nsukka, Nigeria (UNN) in 1961 with the establishment of the first department of mass communication known as Jackson College of Journalism. The College was established to provide formal educational training for journalists and prospective journalists by exposing them to the nitty-gritty of journalism including information, education and entertainment. This suggests that journalism was at the forefront of mass communication professions at inception. Nwanne (2009:5) opines that the “landmark achievement in journalism education and practice may be attributed to the late sage, Dr Nnamdi Azikiwe whose journalism background enabled him to appreciate the importance of mass communication. The successful launch and growth of the pioneer sub-Saharan College of Journalism led to the creation of more mass communication departments in Nigerian public and private institutions (UNN, 2016). Almost 70% of Universities and

Polytechnics in Nigeria today have Departments of Mass Communication for the training of journalists.

## **2.5 Theoretical Framework**

This study was anchored on the tenets of Social Categories Theory.

### **Social Categories Theory**

This theory as propounded by Melvin L. Defleur in 1970 which states that individuals within broad sub group e.g.; Age, sex, social or educational class react similarly to the mass media. It provides clear explanations of realities based on objective and sustained observation"

Defleur et al (1971), says "a theory is a set of interrelated generalizations, combined in such a way that they form a logical system of explanation in which one generalization does not contradict another". In a nutshell, a theory is all about proposition about one concept relates to the other. It also entails a clear explanation regarding why a particular concept behave in a particular way.

Theoretical framework on its own is the conscious and deliberate decision that a researcher has made in terms of theory or combinations of theories, which guided his research effort. Also it is a section in research work which deals with the theoretical- bent of the work. In the course of this study, the researcher discovered that various theories of Mass Communication discusses about the freedom, importance and functions of the mass media in the society and so on. Regrettably, none of these theories have reference to this topic in study.

Based on the above, the researcher anchors her study on a theory that is relevant to her study which is Social Category Theory. It is only social categories theory that has been observed to have similar modes of orientation and behaviour which relate people in the same social category to such phenomena as Mass Communication, and media in similar ways. It was also emphasized according to Agbo et al (2000:151) -that, "Members of a particular social category. Will select more or less similar communication content and will respond to it roughly equal ways" So most mass communication students, who belong to the same social category in the society, develop same attitudes towards mass communication as a career. As most of the young communicators are negatively affected by the discriminations from the society and our families, it shows that they have responded to it.

The issue is that the way they are portrayed when they are seen practicing mass communication determine to a large extent how the- public will perceive such and individual. The nature of Mass communication tends to possess questioning challenges that influence people's construction of reality. This is why young professionals participating as Mass communicators should be an issue of grave concern to both experts in media organizations, higher institutions, and the society at large and in our individual families in other to encourage them in the practice of their profession.

### **The Cultivation Theory**

The theory was designed by George Gerbner and Larry Gross of the University of Pennsylvania in 1976. Cultivation theory was derived from several large-scale projects

concerned with the effects of career choice on the attitudes and behaviours of the American public (Miller, 2005).

The cultivation theory suggests that media exposure can shape an individual's perception of reality and influence their beliefs and attitudes. In relation to the motivation behind the choice of study among undergraduates, cultivation theory may come into play through the portrayal of certain professions or fields of study in the media.

For example, if a particular field of study is consistently portrayed positively in the media, it may lead to a higher level of interest and motivation among undergraduates to pursue that field. On the other hand, if a field is consistently portrayed negatively or underrepresented in the media, it may result in lower motivation or interest among undergraduates.

Additionally, cultivation theory also highlights the role of long-term exposure to media content in shaping perceptions. Continuous exposure to specific fields or professions portrayed in a positive light in the media can create a perceived norm and influence an individual's decision-making process regarding their choice of study.

It's important to note that while cultivation theory can provide insights into how media influences perceptions and motivations, individual factors such as personal interests, abilities, and aspirations also play a significant role in the choice of study among undergraduates.

Cultivation theory can be applied to analyze the effects of media representations on the choice of study among undergraduate students in several ways. It suggests that

repeated exposure to certain media messages, such as portrayals of certain careers or fields of study, can shape individuals' perceptions and beliefs about those areas. For example, if a certain field of study is consistently depicted as prestigious, successful, or fulfilling in the media, students may be more inclined to choose that field.

Cultivation theory also highlights the role of mainstream media in constructing social reality. Media representations can shape the perceived importance, relevance, and attractiveness of different areas of study. This can influence students' perceptions of various fields and potentially impact their decision-making process.

This theory acknowledges that media portrayals are not necessarily reflective of real-world experiences. Certain fields may be overrepresented or underrepresented in media depictions, leading to distorted perceptions among students. For instance, if a field of study is rarely shown in the media, students may underestimate its potential or overlook it entirely as a viable option.

Furthermore this theory recognizes the cumulative effects of media exposure on individuals' beliefs and attitudes. Continuous exposure to certain types of media content can contribute to the formation of long-term perceptions and preferences. Consequently, students' consistent engagement with media representations of different fields of study can shape their interests and motivations, ultimately influencing their choice of study.

It is important to note, however, that the choice of study among undergraduates is influenced by multiple factors beyond media representations. Personal interests, abilities, aspirations, family expectations, and educational opportunities all play crucial roles.

Therefore, while cultivation theory provides valuable insights, it should be considered alongside other individual factors when analyzing the effects of media on the choice of study among undergraduate students.

**Uses and gratifications theory:**

This theory suggests that individuals actively seek out media to fulfil their needs and desires. People choose to study mass communication because they believe it can provide them with certain gratifications, such as entertainment, information, social interaction, or personal identity formation. For example, a student may choose to study mass communication because they enjoy creating content and want to express themselves through various media platforms.

This theory suggests that individuals actively seek out media and information to fulfil their specific needs and desires. In the context of studying mass communication, undergraduates may be motivated to choose this field of study because they believe it will satisfy certain needs and gratifications.

For example, some undergraduates may be motivated to study mass communication because they have a need for entertainment and escapism. They may enjoy consuming media and want to be a part of creating it themselves. Others may be motivated by a need for social interaction and connection. They may see mass communication as a way to connect with others and have a platform to share their thoughts and opinions.

Additionally, the Uses and Gratifications Theory suggests that individuals seek out media to fulfil cognitive needs such as acquiring knowledge and understanding the world around them. Undergraduates may be motivated to study mass communication because they have a curiosity about the media industry and want to gain a deeper understanding of how it works.

Overall, the motivation of undergraduate students to study mass communication can be related to the concept of using and gratification, as they believe that pursuing this field of study will fulfil their specific needs and desires.

It also suggests that individuals are active consumers of media and they choose specific media outlets based on their needs and desires. This theory can be applied to the motivations of undergraduates choosing to study mass communication, as they may believe that this field of study will fulfil their specific needs and desires.

For example, some undergraduates may be motivated to study mass communication because they have a curiosity about the media industry and want to gain a deeper understanding of how it works. They may believe that studying mass communication will provide them with knowledge and skills that will help them pursue a career in media and satisfy their curiosity.

Others may be motivated by the desire to have a voice and make a difference in society. They may see mass communication as a platform through which they can express their opinions and influence public discourse. By studying mass communication, they

believe they can acquire the necessary skills and knowledge to effectively communicate their message to a wide audience.

Additionally, some undergraduates may be motivated by the desire for social connection and belonging. They may see mass communication as a means to connect with like-minded individuals and build relationships within the industry. By studying mass communication, they hope to become part of a community that shares their interests and values.

Overall, the motivation of undergraduate students to study mass communication can be related to the concept of using and gratification, as they believe that pursuing this field of study will fulfil their specific needs and desires.

**Agenda-setting theory:**

This theory argues that the media has the power to influence public opinion and set the agenda for what people think is important. Students studying mass communication may be motivated by the desire to understand how the media shapes public discourse and to potentially contribute to shaping the agenda themselves. They may be interested in analyzing how news organizations prioritize and present certain issues to the public.

The agenda setting theory suggests that the media plays a significant role in shaping public opinion and influencing what issues are considered important in society. In the context of undergraduate students choosing to study mass communication, the theory can be applied in several ways.

Firstly, undergraduates may be motivated to study mass communication because they recognize the power of the media in setting the agenda and want to be a part of shaping public discourse. They may believe that by studying mass communication, they can contribute to determining what issues receive attention and how they are framed.

Secondly, the agenda setting theory can also apply to students' motivations in terms of their own personal agenda. Some undergraduates may choose to study mass communication because they have specific issues or causes they are passionate about, and they believe that by studying this field, they can use the media as a platform to advocate for those issues and bring them to the public's attention.

Additionally, the agenda setting theory can also influence students' career aspirations. They may perceive that studying mass communication will provide them with the skills and knowledge needed to work in media organizations and have a direct impact on the agenda-setting process. They may see themselves as future journalists, producers, or media executives who can shape public opinion through their work.

In summary, the agenda setting theory applies to the motivations of undergraduates choosing to study mass communication by recognizing the role of the media in shaping public opinion, providing a platform for personal agendas, and influencing career aspirations within the field.

### **Social learning theory:**

This theory suggests that individuals learn from observing others and imitating their behaviours. Students studying mass communication may be motivated by the

opportunity to observe and learn from professionals in the field. They may also be interested in understanding how media can shape social norms and behaviours, and how they can use this knowledge to create positive changes in society.

The Social learning theory can help explain the motivations of undergraduates choosing to study Mass communication. According to this theory, individuals learn by observing and imitating others' behaviours, as well as through the reinforcement or punishment they receive for these behaviours. In the context of Mass communication, undergraduates may be influenced by the media portrayals of successful individuals in the field, such as journalists or media professionals. By observing these role models and their achievements, students may develop aspirations and motivations to pursue a career in Mass communication. Additionally, the theory suggests that individuals are more likely to engage in a behaviour if they perceive positive outcomes or rewards associated with it. In the case of studying Mass communication, undergraduates may perceive benefits such as personal fulfilment, societal impact, or potential career opportunities, which can further motivate them to choose this field of study.

The Social Learning Theory can impact the career choices of undergraduates studying Mass communication in several ways. Firstly, this theory suggests that individuals learn by observing and imitating others. Through exposure to successful professionals in the field of Mass communication, undergraduates may be motivated to pursue careers in this field.

Additionally, the theory emphasizes the importance of role models and social reinforcement. If undergraduates see others being rewarded and recognized for their work in Mass communication, they are more likely to view it as a desirable career choice.

Moreover, the Social Learning Theory also emphasizes the impact of vicarious experiences. Undergraduates studying Mass communication may gain insights into different career paths within the field through observing the experiences of others. This exposure can influence their career choices and help them identify specific areas of interest.

Overall, the Social Learning Theory suggests that the career choices of undergraduates studying Mass communication can be influenced by observing successful individuals, receiving social reinforcement, and gaining insights through vicarious experiences in the field.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Preamble**

This chapter presents the methodology adapted in conducting this research. The chapter is presented under the following headings;

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sampling size of the study
- 3.4 Sampling techniques
- 3.5 Instrument for data collection
- 3.6 Method of Administration of research instrument
- 3.7 Validity of Instrument
- 3.8 Method of Data Collection
- 3.9 Method of Data Analysis

### **3.1 Research Design**

The research design adopted for this study was the survey design. The descriptive survey design is that research design in which a group of people or items are being studied by collecting and analysing data from only a few people or items considered to be representative of the entire population. Survey research methods are useful in validating a hypothesis (e.g. Motivation for the study of Mass Communication among undergraduates in the University of Benin) and in determining relative prevalence of knowledge, belief or practices. The method is strong in examining relationships (e.g. between a belief, utilization, of a product, practice or knowledge level) with background characteristics, such as age, level of education, socio-economic status, locality or exposure to communication messages.

Sample surveys use questionnaires with close-ended questions that can be coded for computer-based analysis. This research technique was considered appropriate for this research work as only a proportion of the entire population of the Mass Communication undergraduates in the University of Benin will be studied. In addition, this survey design would help this study to have a comprehensive basis for efficient and accurate collection and description of data on Motivation for the study of Mass Communication Undergraduates in the University of Benin, Benin City, Nigeria.

### **3.2 Population of the Study**

The population of the study was 915 Mass Communication students which consists of all Male and Female Undergraduate students in the full time programme of the University of Benin, which includes 100 level, 200 level, 300 level and 400 level, which was estimated at 915 Mass Communication students. The population of study which was 915 was accessed from class representatives of the various levels of the Mass Communication Undergraduate full time program.

All figures give were thereafter collated and added together to derive the population of study, which was 909. For instance, the total number of 100 level students was 180, 200 level was 250, while 300 level was 229 and 400 level was 256. The figures from all levels of the Mass Communication full time undergraduates, of the University of Benin was added together to derive the population of study as 915 Mass Communication students.

### **3.3 Sample of the Study**

The sample size of this study was 366. A sample size is a subset of a population which was usually representative of the entire population. The main aim of sample size is to allow the researcher conduct the study of individuals from the population so that the results of the study can be used to derive conclusions that will apply to the entire population. The researcher used 40% of the entire population of the study. Also, the sample size represented all the 4 levels of study of Mass Communication students in the University of Benin. The 40% employed in the sample determination propounded 1981 in Okoro (2001) which states if a population is in a few hundreds 40% or more sample will do; if many hundreds, a 20% will do, if a few thousands, a 10% sample will do, if several thousands 5% or less sample will do. Therefore, 40% of each population of Mass Communication students in various levels featured in this study, the total was 366 sample selected in this study.

### **3.4 Sampling Techniques**

The sampling techniques employed in the collection of data were the simple random sampling technique. The simple random sampling technique was adopted to give all respondents in the defined population equal chance of being selected for the sample. The 366 copies of questionnaire that was randomly distributed to 366 students. The ultimate purpose of simple random sampling is to ensure that a set of elements is drawn from the study population in such a way that the statistics from the sample data will accurately portray the population from which the elements were selected.

<b>Level of Study</b>	<b>Total No. of Mass Communication</b>	<b>Total No. of Mass Communication</b>
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	students per level of study in UNIBEN(Population)	students per level of study in UNIBEN(Sample Selected)
100	180	72
200	250	100
300	259	91.6
400	256	102.4
Total	915	366

### 3.5 Instrument of Data Collection

The data for this study was collected through the use of an 8- item questionnaire consisting of four sections, A-D. Section “A” was elicited on information about the demographics of the respondents, section “B” ascertained the Assessment of the Mass Communication students attitude towards Mass Communication as a choice of study, while section “C” sought answers to Factors motivating Mass Communication students choice of Mass Communication as a choice of study, section “D” ascertained challenges militating against Female Mass Communication Students in the choice of the study of Mass Communication.

The instrument was presented in multi-choice format as well as 5- point like scale format which are Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D) and Neutral (N). While the items in section “A” were in close ended format since it focused on the respondents Bio-data, while the likert scale which is the most commonly used scale in Mass Media was used in section “B” to section “D” because it is good in showing strength of the responses in the questionnaire. Besides, the liker scale help tap into the cognition and affective component of the respondent’s attitude. The

questionnaire was structured to provide options for respondents for easy response since some students do not like to fill questionnaire and in order to aid the quick filling of the instrument by the respondents who most times are too busy to write in detail, moreover those formats aided the coding of responses and analysis.

### **3.6 Method of Administration of Research Instrument**

The instrument of this study was administered to two hundred and Seventy eight (278) Mass Communication students of the University of Benin. Which constituted of the 4 levels in the full time undergraduate programme. The levels are 100 level, 200 level, 300 level and 400 level. Therefore, to reach the students, approximately seventy (70) copies of the questionnaire were distributed among the four levels of the Mass Communication undergraduate full time program.

### **3.7 Validity of Research Instrument**

The research instrument was validated by the project supervisor to ensure that the instrument is well focused. In addition, this ensured that the items contained in the instrument are coherent, sequential, comprehensive and therefore capable of testing what the study was set out to test. The supervisor examined the question for clarity, relevance to the purpose, appropriateness of the language including the accuracy on the instruments to the respondents. The supervisor also examined the method adopted in the research as regarding the purpose and research question. This in turn helped to ensure the majority of the items in the questionnaire successfully measured the theoretical constructs of this study.

### **3.8 Method of Data Collection**

The method employed for data collection for this study was the questionnaire. The researcher administered the instruments to the Mass Communication undergraduate of the University of Benin. In essence, the total number of questionnaire administered was 278 and the same was retrieved. This method also afforded the researcher the opportunity to be on ground to attend to the respondents as well as clarify issues bothering on the study within the ethics research.

### **3.9 Method of Data Analysis**

The data generated in this study were presented on frequency tables for pictorial representation and clarity. The data were also analysed with the aid of simple percentages and mean deviation and understandable mathematics.

The frequency tables were used to enhance easy and comprehensive interpretation of the data collected and collated so as to show the findings in simplified form. The simple percentage and mean deviation on the other hand were to analyse the data in a simple mathematical order. This in turn enabled the researcher to fully explore and explain the data he collected and collected from the questionnaire in a non- complex mathematical way.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **Preamble**

This chapter focuses on the presentation, analysis of data gathered from copies of questionnaire distributed to respondents as well as discussion of findings. Data gathered were analysed using frequency tables and simple percentage. This chapter is presented in three sections; the first section highlights the demographics of respondents, the second section dwelt on presentation and analysis of data based on items in the questionnaire, while the third section was on discussing findings(answers to research questions). Three hundred and sixty six (366)copies of questionnaire were distributed to Mass Communication students in the University of Benin, same number were retrieved and hence serve as a template for data analysis.

#### 4.1 Presentation and Analysis of Questionnaire based on respondents Bio-Data

**Table 1: Gender Distribution of Respondents**

<b>Gender of Respondents</b>	<b>Frequency</b>	<b>Percentage of response</b>
Male	85	<b>23</b>
Female	281	<b>77</b>
<b>Total</b>	366	<b>100</b>

*Source: Field Survey 2023*

Table 1 indicates that 85 (23%) respondents were males and 281 (77%) respondents were females.

**Table 2: Age Distribution of respondents**

<b>Age Range of Respondents</b>	<b>Frequency of Response</b>	<b>Percentage of Response</b>
18- 29 years	352	96.2%
30-39 years	14	3.8%
40- 49 years	-	-

50 years and above	-	-
<b>Total</b>	<b>366</b>	<b>100%</b>

*Source: Field survey, 2023*

Table 2 indicates that 352 (96.2%) respondents were within the age bracket of 18-29 years, 14 (3.8%) respondents were within the age bracket of 30-39 years, while there were no respondents within the age bracket of 40-49 years and 50 and above. This means the majority of the respondents are relatively very young and fall within the age range of 18-29 years (96.2%).

**Table 3: Marital Status Distribution of Respondents**

<b>Marital status</b>	<b>Frequency of Respondents</b>	<b>Percentage of response</b>
Single	364	99.5%
Married	2	0.5%
Divorced	-	-
Separated	-	-
<b>Total</b>	<b>366</b>	<b>100%</b>

*Source: Field Survey, 2023*

Table 3 shows the distribution of respondents based on their marital status. Out of 366 respondents, 364 (99.5%) are single, 2 (0.5%) are married and none are divorced or separated. It may therefore be implied that the high rate of single respondents may be as a result of the fact that many of the respondents fell within the age range of 18-29 years.

**Table 4: Religion Distribution of respondents**

<b>Religion</b>	<b>Frequency of response</b>	<b>Percentage of response</b>
Christianity	339	92.6%
Islam	22	6%

Traditional	-	-
Non believer	5	1.4%
<b>Total</b>	<b>366</b>	<b>100%</b>

*Source: Field Survey, 2023*

As shown in Table 4, majority of the respondents are Christian and they represent 339 (92.6%) of the respondents, 22 (6%) are Muslims, there are no traditional worshippers and there are 5 (1.4%) nonbelievers. It can be implied that there are more Christian Mass Communication undergraduates.

**Table 5: Level of study of Respondents**

<b>Level of study</b>	<b>Frequency of response</b>	<b>Percentage of response</b>
100 level	72	19.7%
200 level	100	27.3%
300 level	92	25.1%
400 level	102	27.9%
<b>Total</b>	<b>366</b>	<b>100%</b>

*Source: Field Survey, 2023*

Table 5 presents 72 (19.7%) respondents as 100 level students, 100 (27.3%) respondents as 200 level students, 92 (25.1%) respondents as 300 level students and 102 (27.9%) as 400 level students. Drawing from the table above, it can be deduced that 400 level and 200 level have a higher number of students and 100 level and 300 level have a lower number of students.

## **4.2 Presentation and Analysis of Data based on the other items in the Questionnaire**

**Table 6: Assessment of the perception of Mass Communication as a choice of study among undergraduates.**

Value	5		4		3		2		1					
Assessment	Strongly Agree		Agree		Disagree		Strongly Disagree		Neutral		Total		Mean X	Decision
	No	%	No	%	No	%	No	%	No	%	No	%		
Very Satisfactory	51	14	205	56	40	11	59	16	11	3	366	100	3.6	Accepted
Satisfactory	88	24	183	50	44	12	37	10	15	4	366	100	3.8	Accepted
Fairly satisfactory	183	50	150	41	22	6	7	2	4	1	366	100	4.4	Accepted
Unsatisfactory	18.3	5	40.3	11	131.8	36	168.4	46	7.3	2	366	100	2.7	Accepted
Very Unsatisfactory	15	4	37	10	176	48	120	33	18	5	366	100	2.7	Accepted

*Source: Field survey, 2023*

**Criterion mean = 2.50**

Table 7 indicates in the assessment of the perception of Mass Communication as a choice of study among undergraduates. It was revealed that 51(14%) respondents strongly agree that Mass Communication as a course of study is very satisfactory, 205(56%) agree, 40 (11%) disagree, 59 (16%) strongly disagree and 11 (3%) of Mass Communication undergraduates are neutral on the choice of Mass Communication as a course of study. 88(24%) strongly agree that their choice of Mass Communication as a course of study is satisfactory, 183(50%) agree, 44(12%) disagree, 37(10%) strongly disagree and 15 (4%) are neutral on the assessment of Mass Communication as a course of study. 183 (50%) agree that Mass Communication as a course of study is fairly satisfactory, 150(41%) agree, 22(6%) disagree, 7 (2%) strongly disagree and 4 (1%) are neutral on their choice of Mass Communication as a course of study. 19 (5%) agree that

Mass Communication as a course of study is Unsatisfactory, 40(11%) agree, 132 (36%) disagree, 169 (46%) strongly disagree and 73 (2%) are neutral on their choice of Mass Communication as a choice of study. 15(4%) agree that Mass Communication as a course of study is Very unsatisfactory, 37(10%) agree, 176(48%) disagree, 120 (33%) strongly disagree and 18 (5%) are neutral on their choice of Mass Communication as a course of study to be very unsatisfactory.

**Table 7: Factors motivating undergraduates choice of Mass Communication as a course of study**

Value	5		4		3		2		1				Mean X	Decision
	Strongly Agree		Agree		Disagree		Strongly Disagree		Neutral		Total			
Factor	No	%	No	%	No	%	No	%	No	%	No	%		
Your good writing skills	103	28	139	38	51	14	55	15	18	5	366	100	3.6	Accepted
The desire to improve your writing skills	88	24	103	28	77	21	72	20	26	7	366	100	3.4	Accepted
Your passion towards reading	139	38	117	32	44	12	29	8	37	10	366	100	3.8	Accepted
Your zeal to attain top management positions	150	41	179	49	15	4	11	3	11	3	366	100	4.0	Accepted
High remunerations/ salaries	26	7	113	3	154	42	142	39	33	9	366	100	4.0	Accepted

*Source: Field survey, 2023*

**Criterion mean: 2.50**

Results from Table 8 indicates that 103 (28%) strongly agree that their good writing skills motivates their choice of Mass Communication as a course of study, 139 (38%) agree, 51 (14%) 55(15%) strongly disagree and 18 (5%) are neutral. 88 (24%)

strongly agree the desire to improve their writing skills motivates their choice of Mass Communication as a course of study, 103 (28%) agree, 77 (21%), 72 (20%) strongly disagree and 26 (7%) are neutral. 150 (41%) strongly agree that their zeal to attain top management positions motivates their choice of Mass Communication as a course of study, 179 (49%) agree, 15 (4%) disagree, 11 (3%) strongly disagree and 11 (3%) are neutral. 88 (24%) strongly agree that their desire to improve their writing skills motivates their choice of Mass Communication as a course of study, 103 (28%) agree, 77 (21%) disagree 72(20%) strongly disagree, 26 (7%) are neutral. 150 (41%) strongly agree that their zeal to attain top management positions motivates their choice of Mass Communication as a course of study, 179 (49%) agree, 15(4%) disagree 11(3%) strongly disagree, 11(3%) are neutral. 26 (7%) strongly agree that high remuneration and salaries motivates their choice of Mass Communication as a course of study, 11 (3%) agree, 154 (42%) disagree 142(39%) strongly disagree, 33 (9%) are neutral.

**Table 9: The challenges faced by Mass Communication undergraduates in their choice of Mass Communication as a course of study**

<b>Values</b>	<b>5</b>		<b>4</b>		<b>3</b>		<b>2</b>		<b>1</b>					
<b>Challenges</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Neutral</b>		<b>Total</b>		Mean X	<b>Decision</b>
	No	%	No	%	No	%	No	%	No	%	No	%		

Expensive tuition	212	58	125	34	18	5	–	–	11	3	366	100	4.4	Accepted
Long study hours	40	11	18	5	172	47	114	31	22	6	366	100	2.8	Accepted
Lack of practical assignments	212	58	110	30	22	6	4	1	18	5	366	100	4.3	Accepted
Religious practice	15	4	26	7	84	23	234	64	7	2	366	100	2.4	Accepted
Poor study conditions	55	15	73	20	81	22	146	40	11	3	366	100	3.0	Accepted

*Source: Field survey, 2023*

### **Criterion mean: 2.0**

Table 9 shows the result of the responses to the challenges faced by Undergraduates in their choice of Mass Communication as a course of study. Item (i) indicates that 212 (58%) strongly agree that expensive tuition is one of the challenges faced by undergraduates in their choice of Mass Communication as a course of study, 125 (34%) agree, 18 (5%) disagree, none strongly disagreed, 11(3%) are neutral. Item (ii) indicates that 40 (11%) strongly agree that long study hours are one of the challenges faced by undergraduates in their choice of Mass Communication as a course of study, 18 (5%) agree, 172 (47%) disagree, 114(31%) strongly disagreed, 22(6%) are neutral. Item (iii) indicates that 212 (58%) strongly agree that lack of practical assignment are one of the challenges faced by undergraduates in their choice of Mass Communication as a course of study, 110 (30%) agree, 22 (6%) disagree, 4(1%) strongly disagreed, 18(5%) are neutral.

Also, item (iv) indicates that 15(4%) strongly agree that their religious practice are one of the challenges faced by undergraduates in their choice of Mass Communication as a course of study, 26(7%) agree, 84 (23%) disagree, 234(64%)

strongly disagreed, 7 (2%) are neutral. . Item (v) indicates that 55 (15%) strongly agree that poor study conditions are one of the challenges faced by undergraduates in their choice of Mass Communication as a course of study, 73 (20%) agree, 81 (22%) disagree, 116(40%) strongly disagreed, 11(3%) are neutral.

#### **4:3 Discussions of Findings (Answers to research questions)**

In order to provide reliable data to answer the research questions, the three research questions posed for this study were answered with the aid of data generated from the questionnaire items distributed to Mass Communication undergraduates in the University of Benin. This discussion of findings provided answers to the research questions posed for this study items distributed to respondents.

##### **Research Question 1: What is the Assessment of the perception of Mass Communication as a course of study among undergraduates?**

The assessment of the perception of Mass Communication as a course of study among undergraduates shows that Mass Communication undergraduates in the University of Benin would assess Mass Communication as a career choice of Profession to a very large extent. The study found out that 205 (56%) respondents with which rates above average of the sample size agreed that their choice of Mass Communication as a career profession is very satisfactory and also having it that the mean deviation of 2.50 and also subscribing of Patricia et al (2015) who claimed that most Mass Communication students would positively consider a career in Mass Communication.

##### **Research Question 2: What are the factors motivating your choice of Mass Communication as a course of study?**

The factors motivating the choice of study of Mass Communication as a course of study includes: their zeal to attain top management positions ( $\bar{x}$ = 4.0) with 329 (90%) respondents agreed to it, their passion towards reading ( $\bar{x}$ = 3.8) with 255 (70%) respondents agreed to it. In the same vein, their good writing skills ( $\bar{x}$ = 3.6) with 242 (66%), the desire to improve their writing skills ( $\bar{X}$ = 3.4) with 191 (52%) respondents who agreed that they are all major factors motivating undergraduates choice of the study of Mass Communication as a course their Career Choice of Profession and lastly high remunerations / allowances for Mass Communication graduates which may be regarded as factor but not a major factor because it was revealed from the table that 154( 42%) disagreed and 142 (39%) strongly disagreed but met the mean deviation of 2.50. Augmenting this finding, Okogie (2008) opined that we have qualified, professionals, disciplined and responsible people who can hold top positions in this country, they should be given the opportunity to serve.

**Research Question 3: What are the Challenges faced by Undergraduate’s choice of Mass Communication as a course of study?**

The challenges faced by Undergraduate’s choice of Mass Communication as a course of study include: (i) expensive tuition ( $\bar{x}$ = 4.4), (ii) long study hours ( $\bar{x}$ = 2.8), (iii) lack of practical assignment ( $\bar{x}$ = 4.3), (v) poor study conditions ( $\bar{x}$ = 2.7), except item (iv) Mass communication not being compatible their religion( $\bar{x}$ = 2.4) which did not measure up to

the criterion of the study mean and is disqualified as a Challenge militating against undergraduate's choice of Mass communication as a course of study.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Preamble**

The highlight of this research is presented by way of summary from which a conclusion was drawn. In addition a preferential package of recommendations was given based on the findings revealed in the study as well as suggestion for further studies

## 5.1 Summary

This study was directed at undergraduates Assessment of Mass communication as a course of study in the University of Benin Related literatures were reviewed, and a theoretical frame work was adopted based on the deduction from the theory, Social Categories Theory as propounded by Melvin L. Defleur in 1970 which states that individuals within broad sub group e.g; Age, sex, social or educational class react similarly to the mass media. It provides clear explanations of realities based on objective and sustained observation. It is only social categories theory that has been observed to have similar modes of orientation and behavior which relate people in the same social category to such phenomena as Mass Communication, and media in similar ways. It was also emphasized according to Agbo et al (2000) -that, "members of a particular social category will select more or less similar communication content and will respond to it roughly equal ways'.

The sampling technique adopted for the study was the purposive sample technique which allows for equal opportunity among selected respondents. It also allows researchers to select their sample based on the population of a given unit so that the more you have, the more you get. To this extent 40% of the total population of Mass Communication undergraduates in the University of Benin formed the sample of the study. The simple random sampling technique was used so as to ensure that each Mass Communication undergraduate on the population had the chance to participate in the study in the same proportion as they existed in the population. 366 copies of administered

questionnaire were distributed to Mass Communication undergraduates in the University of Benin and same number were retrieved. Data collected were allotted and analyzed with the aid of simple percentage, frequency tables and mean scores, and the criterion mean for this study was placed at 2.50. Three research questions were answered in this study which formed the basis of the findings of the study.

## **5.2 Summary of Findings**

The findings of this study includes but not limited to:

1. That undergraduates perceive Mass Communication as a course of study to a very large extent.
2. That the factors motivating undergraduates' choice of Mass communication as a career profession includes: their good writing skills, their desire to improve your writing skill, their passion towards reading, their zeal to attain top management positions and partially high remunerations/allowances for Journalists which only met the criterion mean but had most of response to disagree and strongly disagree to this factor.
3. That there are challenges militating against undergraduates' Choice of Mass communication as a study choice the University of Benin such as Expensive tuition, long study hours, lack of practical assignments, religious practice , poor study conditions.

## **Conclusion**

Based on the findings of this study which focused on the motivation of study of Mass communication among undergraduates in the University of Benin, the researcher concludes that undergraduates assess Mass Communication as a course of study to a large extent. Noting that there are possible factors motivating their choice of Mass communication as a course of study but does not dispute the fact that there are challenges militating against the undergraduates' Choice of Mass communication as a course of study which includes: expensive tuition, long study hours ,lack of practical assignments, religious practice and poor study conditions. The study therefore, concluded that Mass Communication as a course of study would continue to serve the interest of Mass communication undergraduates.

#### **5.4 Recommendations**

This research no doubt, involves an investigation geared towards increasing knowledge and providing ideas to solving problems. Based on this fact and coupled with an enthusiastic desire to ensure confirmatory evidence on this study, the researcher therefore deems it fit and necessary to make some useful recommendations. Government can address these challenges by implementing various solutions.

1. **Affordable Tuition:** The government can work towards reducing the cost of tuition for mass communication undergraduates by providing subsidies or scholarships. This would make education more accessible and affordable for students who may otherwise struggle to afford higher education.

2. **Flexible Study Hours:** The government can encourage universities to offer flexible study hours for mass communication undergraduates. This would allow students to balance their academic commitments with other responsibilities such as part-time jobs, internships, or family obligations.
3. **Practical Assignments:** The government can collaborate with universities to ensure that practical assignments are an integral part of the curriculum for mass communication undergraduates. This can include real-world projects, internships, or industry collaborations, giving students hands-on experience that prepares them for the job market.
4. **Support for Religious Practices:** The government can ensure that universities have provisions in place to accommodate religious practices of mass communication undergraduates. This can involve providing dedicated spaces for prayer or worship, arranging alternative exam schedules during religious festivities, or accommodating dietary requirements.
5. **Improved Study Conditions:** The government can invest in improving the study conditions for mass communication undergraduates. This can include upgrading infrastructure, providing better equipment and resources, and creating conducive learning environments such as libraries, study spaces, and multimedia labs.

Overall, the government's focus should be on promoting accessibility, practicality, inclusivity, and quality education for mass communication undergraduates to address the mentioned challenges effectively.

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## **APPENDIX**

Department of Mass Communication,  
Faculty of Arts,

University of Benin,  
Benin city,  
Nigeria.

Dear Respondent,

**REQUEST FOR THE COMPLETION OF ITEMS IN QUESTIONNAIRE**

I am Idanwekhai Jessica Emike. An undergraduate of the aforementioned department/institution conducting a research on **Motivation for the study of Mass Communication among undergraduates in the University of Benin, Benin, Nigeria.**

This research work is in partial fulfilment of the requirements for the award of Bachelor in Arts Degree (BA) in Mass Communication.

To this end, therefore, you have been carefully selected to provide reliable data/information for the successful completion of this study by attending to the items in this questionnaire as you deem fit appropriate. Please, be assured that the information you provide would be used for this study only and would be accorded strict confidentiality in adherence with research ethics.

Thank you in anticipation for your time, understanding and corporation.

Yours sincerely

**Idanwekhai Jessica Emike.**  
Researcher

**INSTRUCTIONS:** Please tick the item beside the box that best explains your description

**SECTION A: BIO DATA OF RESPONDENTS**

1. **Gender:** Female ( ) Male ( )

2. **Age Bracket:** 18- 29 years ( ) 30-39 years ( ) 40-49 years ( ) 50 years and above ( )
3. **Marital Status:** Married ( ) Single ( ) Divorced ( ) Separated ( )
4. **Religion:** Christianity ( ) Islam ( ) Traditional ( ) Non- believer ( )
5. **Level of study:** 100 level ( ) 200 level ( ) 300 level ( ) 400 level ( )

**KEY:**

- SA** - Strongly Agree  
**A** - Agree  
**D** - Disagree  
**SD** - Strongly Disagree  
**N** - Neutral

**SECTION B:**

Perception of Mass Communication Students towards Mass Communication as a choice of study

6. Your perception of Mass Communication as a choice of Profession is:

S/N	Perception	SA	A	D	SD	N
i	Very satisfactory					
ii	Satisfactory					
iii	Fairly Satisfactory					
iv	Unsatisfactory					
v	Very Unsatisfactory					

**SECTION C:**

Factors Motivating Mass Communication undergraduates choice of Mass Communication as a choice of study

**KEY: SA- Strongly Agree, A- Agree, D-Disagree, SD- Strongly Disagree, N- Neutral.**

7. The factor(s) motivating your love for Mass Communication as a choice of study

S/N	Factor	SA	A	D	SD	N
i	Your good writing skills					
ii	The desire to improve your writing skill					
iii	Your passion towards reading					
iv	Your zeal to attain top management positions					
V	High remunerations / salaries					

**SECTION D:**

Challenges faced by Mass Communication undergraduates in their choice of Mass Communication as a choice of study.

**KEY: SA-Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree, N- Neutral.**

The following are challenges militating against your choice of Mass Communication as a choice of study.

S/N	Challenges	SA	A	D	SD	N
i	Expensive tuition					
ii	Long study hours					
iii	Lack of Practical assignments					
iv	Religious practice					
v	Poor study conditions					