

## **ENTERTAINMENT-EDUCATION STRATEGIES IN COMBATING ACADEMIC IMPERIALISM FOR NATIONAL DEVELOPMENT**

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### **Abstract**

This study was conducted to assess the status of education in Nigeria. Survey was carried out among 97 pre-degree students using questionnaire to investigate the perceived academic imperialism in the education system induced by hegemonic ideologies and relations of power which breeds inferiority and superiority of academic courses. This was conceived in a bid to identify skill and competency gaps in education that could be addressed using entertainment-education strategies. The study found that respondents believe all fields of study to be equal in securing a job. The Findings further revealed among others that Respondents see all courses to be equal in their capacity to create future success. The study recommends the creation of programmes using any of the media (TV, Radio and most importantly social media), emphasizing high rewards for the participants; and most of the participants should be encouraged to come from the “inferior” fields in order to create a knowledge community. It further recommends among others that development media planners should control the type of information broadcasted about a topic, so as to minimise unintended effects as identified as one of the challenges of this strategy.

**Keywords:** Academic Imperialism, Entertainment, Education, National Development, Status, Self-efficacy

### **Introduction**

The nineteenth century heralded the introduction of Western education in Nigeria. Education is a way to human and national development. Formal education are of different levels in Nigeria, having tertiary as the highest followed by post-basic and then basic as the lowest, where all these levels call for attention though, this paper seeks to bother itself with a salient issue in tertiary education-course inferiority/superiority. The

National Policy on Education in 2004 posits that Tertiary education is aimed at contributing to national development through high-level relevant manpower training (Jaja, 2013). By this, education was conceived as a step towards national and individual development, as highly educated societies are likely to be more democratic (Akindele & Fasakin, 2014, p. 42). Educational historians also consider the prime objective of education to be that of

liberating the human being from ignorance through self-preservation, economic accomplishment and attainment of financial freedom (Deonanan, 1976), indeed, Aminu (1995 as cited in Boyi, 2014, p. 67) considers education a nation's greatest asset, and by implication, students serve as important catalysts for change and development in Nigeria, as these students are found to be brilliant (Jaja, 2013, p. 24)

Education encourages culture of innovativeness by allowing new discovery through individual potentials while using these creativity to improve the existing skill and technique of performing specific tasks thus, allow high efficacy of their individual societal efforts (Obasanjo 2012, p. 3 cited in Orji&Job, 2013). Having considered the meaningful roles and contributions of education to individuals, societies and nations, it is almost indisputable that its proper management, administration and investment by competent leaders would be a national concern however, the situation is hardly so.

In Nigeria, Western Education was planted as far back as 1842. An institution that spans close to two centuries can be presumed to have attained certain heights in terms of development. However, this cannot be said to be so. There is concern about the fall in the quality educational system in Nigeria, especially at the tertiary level. According to Moja (2000) studies shows that status of education in Nigerian institutions is high in the 1970s compare to quality offered by top universities around the world, unfortunate the education offered presently is deteriorating substantially. Hence, poor quality of many Nigerian university graduates. Although Jaja (2013) opines in massive developments of tertiary education, since 1960 though, it is doubtful if this development bring about equity and access to quality education at tertiary level among Nigerians. Jaja (2013) further explains reason, high investment in

university education was made by the government to the belief in education as a means to solving issues surrounding socio-economic and political problems however, university education unfortunately, has not liberated Nigerians from their view of parochialism, ethnicity, tribalism, oppression and injustice, noting that those who drum the music for tribalism and ethnicity, and are dangerously corrupt are the educated and elite class. Upon all these, however, Jaja (2013) still claims that Nigeria has a crop of well-educated graduates who compete around the world despite the popularly taunted falling standard. Looking away from the mostly identified problems of education in Nigeria such as inadequate and incompetent teachers, low financing, higher students ratio (Moja, 2000; Jaja, 2013; Akindele & Fasakin, 2014; Boyi, 2014) which have been extensively researched on, this study looks at an issue that has not been constructively researched; the lack of will by students to enrol for some courses due to academic imperialism; that is the perceived superiority of some courses over others and the implication on national development.

The consequence of this is on two levels: Firstly, there is the issue of snobbery which makes those in the perceived inferior section to be subjected to emotionally low self-efficacy and they eventually feel invisible. Secondly, and even worse, people fail to see the place of every academic field in the social, economic and consequently national development, hence, sometimes, a research or valuable contribution might be neglected because it stems from an inferior field, and the people are not encouraged to pursue developmental research. Though, this is a fundamental problem inherent in the Nigerian educational system, it remains one of the poorly researched aspect of the system as evident in the limited number of literatures available.

Ogunkunle and Adekola (2016) accurately capture the current situation of higher education in Nigeria as weak and inadequate for the current challenges and future need of the country. This study therefore was carried out in order to suggest media-stimulated change using entertainment-education strategies. The study objectives are to investigate the level of academic imperialism in Nigerian education system; the effect of academic imperialism in Nigerian education system; the entertainment-education strategies that promote academic imperialism in Nigerian education system; and ways of overcoming academic imperialism in Nigerian education system to ascertain the academic superiority of some fields of study in order to stir up a mediated revolutionary pedagogy in the educational system that will provide guidance in the choice of course of study (Pitan & Adedeji, 2014), and utilisation of all recognised fields of study, by investigating the perceived academic imperialism in the education system and proposing the creation of a knowledge community among the Nigerian populace using entertainment-education strategies.

The findings of this study will help students, parents and governmental agencies, by revisiting the educational system, as it will lead to a revolution in the entire educational system of Nigeria through incorporation and attachment of importance to all courses in the university by engaging the Nigerian populace in a critical pedagogy to ensure that everybody is a functional member of the society. Finally, this study can serve as an advocacy piece to promote Entertainment-Education as a strategy for achieving development. This paper reveals the status of course equality in the educational system in the life of a richly developing country such as Nigeria, and recommends possible solutions that will foster national development through entertainment-education strategies.

## **Literature Review**

### **Structure of the Education System in Nigeria**

In the 1960s, Deonanan (1976) observes that education in Nigeria reflected a seemingly non-organised approach, during precolonial Africa, the pattern and manner of acquisition of knowledge, both teaching and learning was informal where family play the main role in the community. Though, it wasn't the responsibility of nucleus family alone rather, the larger family and community to educate the children and newer generation (Jaja, 2013). There exist no specific system to train the public for educational purpose. Individuals acquire skills and learn to speak and understand language through process of observing the practice and imitation the experts with little or no instructions (Ihejirika, 2020; Okoro, 2011; Jaja, 2013).

The National Policy on Education serves as a means to achieving government's national objectives aimed at using education as effective tool for development. These include the building of: "(i) a free and democratic society; (ii) a just and egalitarian society; (iii) a united, strong and self-reliant nation; (iv) a great and dynamic economy; (v) a land of bright and full opportunities for all citizens". However, there is fundamental issue in the system which has made it impossible to achieve the above; and it is explored in the study.

### **Educational Imperialism and Politicisation of Academics**

[Matasci, Jeronimo and Dores \(2020\) reveal that the enduring effects of Western education itself produced contradictions.](#) It was explained that early enough, the early government during colonial era had recognized that their power over Africans depended mental (psychological) rather than physical control, through the schooling

system [Matasci, Jeronimo and Dores \(2021\)](#). This is aptly captured as educational imperialism by Mayo (2014), who defines *imperialism* as the spread of some ideas, ways of living and regulation emanating from a powerful centre which colonise the reasoning of the colonial subjects.

Specific interest to this study, is a case of the university system in Nigeria where European university systems were wholly adopted with little modifications which has become both a blessing and a major drawback due to non-engagement and inequality in academic fields of study. This is considered a reflection of the ideologies and political views of the dominant social classes and the politicisation of academics. This educational imperialism seems to be a major drawback for the Nigerian economy because some courses are under-utilised and considered inferior and of no relevance and so, hampers the active participation of citizens in a democratic (Abu-Shomar, 2013).

### **Revolutionary Academic Pedagogy**

The imperialistic tendencies of the West have continued to play a significant role in the Nigerian education system (Mayo, 2014). Before the 1990s, it was becoming clear that some of the earlier proposed educational reform were either misconceived, poorly and mischievously executed or not properly planned therefore, could not translate to changing political and socio-economic climates of the world (Adamu, 2017). This situation necessitates the adoption of a more suitable approach: “revolutionary pedagogy,” aims at encouraging developmental of consciousness among learners and teachers to build working-class solidarity and opposition to global capitalism (Lynch & O’Riordan, 2014). This is especially so, as Nigerians need to be able to critically examine the world

around them and use communication to build a more equitable nation.

In the same token, Akinsanya and Ojotule (2022) opine that this revolutionary pedagogy is contemplated because it is believed that academic dominance which breeds inferiority and superiority complex is akin to “oppression” according to the scholars, Freire's work has increasingly made a standard reference when discussing teaching for critical thinking, dialogical pedagogy, or critical literacy.

Nonetheless, scholars have argued that market and social forces of globalisation have had an adverse impact on schools and colleges (Wang, Lin, Spalding, Odell and Klecka, 2011; cited in Patterson-Masuka & Swartz, 2016). The creation of global communities through radio, television, and newspaper and more powerfully, the social media have helped different people communicate and relate with others with no boundary or restriction, thereby bridging knowledge gap. Globally, e-learning infrastructure allows individuals to acquire needed knowledge without difficulty. Globalisation in its real sense was with the aid of the internet. On the basis of this, educators have argued that the “pedagogy of the oppressed” remains a key manuscript for social change activists across the globe, due to its humanist approach to development.

### **Development Communication and Education Sector**

When people talk of development, it implies that existing situations are no longer conducive for human dignity hence, the need for change (Oyero, 2007). One way of achieving this development or progressive change is through communication, also known as development communication. For any real development to occur, communication must take the center stage. Kumar (2011) defines development communication as purposive communication

with a social conscience, which seeks to increase skills and knowledge, enhance the growth of a new conscious, development of the human mind, enhance human confidence, and fusion of human confidence. Ultimately, the goal of development communication is community development (Kumar, 2011). There are numerous pathways to development communication, among which include, extension and community development approach, ideological and mass mobilisation approach, centralised mass media approach, localised mass media approach and integrated approach (Kobani & Johnbull, 2022).

According to Rui and Stefanone (2016), the media does not only demonstrate performance in certain behaviours, so also bring out the outcomes relating to those behaviours. There is no surprise seeing the positive outcomes being modeled, as audiences are encouraged to engage in those behaviours, which are consistent with Albert Bandura's observation learning hypothesis (Rui & Stefanone, 2016).

Similarly, McQuail (2014) believes that the media and modern communication tools can serve as facilitators of change. Among the various media of communication, Nwanne (2013) states that radio has been regarded as an ideal medium for communication in third world countries, because it is informative and doesn't have geographic barriers. Collaboratively, Ojomo, Tejuoso, Olayinka and Oluwashola (2015) explain that radio is the only medium that reaches every corner of the country, while at the same time, acknowledging the impact of television and social media platforms in creating entertainment-induced education.

### **Entertainment-Education Strategy (E-E) As Alternative**

Communication could be used to achieve national development especially in third world countries through the use of mass media to make lives better for citizens by complementing the information resources for teaching and learning processes, through a concept that known as entertainment-education. According to Alawode, Atofojomo and Fatonji (2015), entertainment-education is the process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience knowledge about an educational issue, create favourable attitudes, and change behaviours. The scholars further argue that combining entertainment and education to produce social change can be traced to the timeless art of storytelling. They explain that in countries where a rich oral tradition still exists, folktales with moral messages are an integral part of people's informal education (Alawode et al., 2015).

Accordingly, Piotrow (1994) provides at least, nine characteristics of entertainment which make it possible for the advancement of learning to include: Perennial, pervasive, popular, personal, pleasurable, persuasive, passionate, profitable, and practical. Entertainment media programmes are personal in those messages that some issues that may not be freely discussed openly may be done through the media such as issues about family planning, emotional abuse, and certain diseases. Also, entertainment is said to be pleasurable because it gives a pleasant, delightful and satisfying experience. They are also passionate due to their ability to stir up strong emotions within the audience about an issue through sensational scenes. It cannot be ignored that programs aired on radio or TV which earned high audience ratings, could be more attractive to commercial sponsors and then profitable. Last, entertainment represents a way of conveying educational-

development messages to a diverse audience and with minimal costs. Entertainment education strategy has been found to be effective in various countries such as Peru, Mexico and South Africa, where adult literacy and female self-reliance was preached on national television shows (Lal, 2023).

Similarly, in Nigeria, the use of Entertainment-Education (E-E) is in no way lacking. The “I need to know TV (and later, radio) series being sponsored by the UN Population Fund (UNFPA) from 1997-2002, was one highly effective E-E television series on adolescent reproductive health. This series objective was to encouraging parent-child dialogue on adolescent sexual health issues. It also aimed at arming younger generation with needed information to make informed and responsible decisions. More recently in Nigeria, the “Jenifa’s Diary” series which started in 2015 has been adjudged by many of its audience who revealed in an informal interview that it is indeed an E-E platform, having testimonies that with every episode, there is a subtle message for the audience to take away such as self-reliance through hard-work, discouragement of prostitution; the zeal to travel abroad at all cost just to “make it”, and so many other lessons.

### **Challenges of Entertainment-Education**

It is quite clear that there are bound to be some hitches to be faced if reform on the inherent superiority and high status of some courses is to take place in the education system through the use of E-E. This, perhaps, is because its novelty and perceived cost-intensity. The issue of finance is a greater challenge and quite disturbing because according to Akindele and Fasakin (2014), nowhere in the history of Nigeria, have we any State or the Federal Government able to budget more than 13 percent to educational sector. Onuekwe (2015) identify six possible hindrances to E-E messages to include:

Social structure of communities, social conflict, organizations that control information, media environment, language, and infrastructure limitations. Meanwhile, Abiodun and Iyiola (2011) postulate the success of fast economic growth through robust funding of education is a decision in a right direction as far as it enhances quality of education in Nigeria.

### **Theoretical Framework**

In order to appropriately situate this discourse, this study employs the use of the development media theory and social learning theory. Development Media Theory was propounded by Dennis McQuail. McQuail (2014) identified the development media theoretical perspective as an alternative model to the other four traditional historical models of media and society such as authoritarian, libertarian, social responsibility, and soviet, that doesn’t accurately describe media systems in much of the Third World. According to the tenets of the theory, the primary purpose of media is for economic growth and development, nation building and social impact. The entertainment-education strategy has especially flourished in countries where media are regarded as a powerful means of development. Kumar (2011) agrees that a well-stated developed mass media and interpersonal communication infrastructure is necessary for development communication, which in turn made accessible to the people, both physically and socially. Also,

Brown and Singhal (1999) identify that as social problems are getting more sophisticated and countries keeps adopting development media theory for social control and promote social change, the top governments and private social and political organizations will have to make greater use of the power of the entertainment media in

order to meet up with community needs. Having identified that there are several approaches to development communication (such as interpersonal, mass mediated and integrated approaches), this study seeks to employ the integrated approach but with specific interest to the mass mediated approach to combating academic imperialism of perceived superiority of some courses through entertainment-education strategies.

**Social Learning Theory**

Social learning theory was propounded by Albert Bandura in 1977. It was an expansion of Miller and Dollard of 1941 social cognitive theory. It refers to how people get knowledge or imbibe a habit through behaviour observation, through observation of rewards and punishments, association, instruction and imitation (modelling).The theory posits that learning can sometimes occur without an observable change in behaviour. This behaviour may occur at a later time, or may never occur, and that cognitive process plays an important role in learning. Some of these cognitive processes include: attention, memory, rehearsals, motivations, and expectations of reinforcement or punishment. Significant to this study, is the concept of symbolic model: this is when behaviours and skills are learnt from fictional and real characters from TV,

radio, Internet or other media. These could be rewarded in the movie, and dissuade the audience from socially undesirable behaviours through punishment of movie characters. For an individual to be able to acquire knowledge and imbibe certain skills, the observer will have characteristics such as perceptual abilities, cognitive abilities, arousal and past performance. Secondly, retention; which is the ability to remember what was observed, thirdly; reproduction, that is practicing the behaviour and lastly motivation, which is the driving force for imitation.

**Method**

The study adopts a cross sectional design, using survey to collect data. It used Morgan, Shanahan, & Signorelli (2015) table to determine the sample size of 100, from the total population of 2,337 respondents, comprising students of Nnamdi Azikiwe University, University of Ilorin, and Obafemi Awolowo University, duly registered for the 2016/2017 academic session. It employs convenience sampling technique in administering 100 copies of the questionnaire, where 97 copies were returned. The data collected was analysed via frequency, percentages, correlation, and regression, using SPSS version 21.0.

**Findings**

**Table 1: Demographic profile**

Item	Frequency	
	Percentage (%)	
Gender		
Male	44.3	43
Female	55.	54
<b>Total</b>	<b>100</b>	<b>97</b>
Age		

16		2
	2.1	
17		18
	18.6	
18		36
	37.1	
19		16
	16.5	
20		13
	13.4	
21		3
	3.1	
22		2
	2.1	
23		1
	1.0	
24		2
	2.1	
25		2
	2.1	
27		1
	1.0	
28		1
	1.0	
<b>Total</b>		<b>97</b>
	<b>100</b>	
Social environment		
Rural		17
	17.5	
Urban		80
	82.5	
<b>Total</b>		<b>97</b>
	<b>100</b>	

The profile of the respondents shown in table 1, shows that there is no much gap difference between the male and the female respondents, 55.7% of the respondents are female while 44.3% are male. Respondents with the age between 17 to 19 years had the highest percentage of 72.2%, those with age between 20 to 28 have 24.7% and respondents with 16 years of age have 2.1%. The mean age of the students is between 17 and 19 years. Respondents within 20 and 28

years are seen to have very low response due to the fact that the age to which most people applied and join the University for Undergraduate Course are mostly between 16 to 19 years. The social environment was considered important for this study. The table indicates that respondents who live in the urban areas are found to have the highest percentage with 82.5% and those who live in the rural area had 17.5 percent.



**Table 2: Course equality: Job, Success and Status**

Item	Frequency	Percentage
<b>EQ-JOB</b>		
Yes	62	63.9
No	35	36.1
<b>Total</b>	<b>97</b>	<b>100.0</b>
<b>EQ-SUCCESS</b>		
Yes	82	84.5
No	15	15.5
<b>Total</b>	<b>97</b>	<b>100.0</b>
<b>EQ-STATUS</b>		
Yes	36	37.1
No	61	62.9
<b>Total</b>	<b>97</b>	<b>100.0</b>

The students were asked if they perceived equality of course towards having a good job. High number of respondents (63.9%) answered “Yes” and 36.1% of the respondents answered “No.” Also, when asked about the perceived equality of course towards being successful in future, high number of respondents (84.5%) answered “Yes” and 15.5% of the respondents

answered “No.” Higher number of respondents (62.9%) believes there is no equality in courses learned, while 37.1% of the respondents react to courses being equal in status. This implied that respondents see equality of course towards having a good job; towards being successful in future, while also implying that there is no equality in the courses taken by respondents.

**Table 3: Career Information and Motivation for Choice of Course**

Item	Frequency	Percentage
<b>CAREER INFO</b>		
SS G&C	31	32.0
Friends	6	6.2
Siblings	14	14.4
Parents and Guardians	43	44.3
No Access	3	3.1
<b>Total</b>	<b>97</b>	<b>100.0</b>
<b>C-MOTIVATION</b>		
Parents Wish	85	87.6
Passion and Ability	3	3.1
Status	7	7.2
Any Course	<b>97</b>	<b>100.0</b>
<b>Total</b>		

The study inquired about the means by which students get information regarding choice of careers. Parents and guardians as the most consulted source had 44.3% as the highest,

followed by Secondary School Guardian and Counselor with 32%. The responses show that siblings also play a significant role in career information of students having 14% followed

by friends having 6.2% and 3.1% of the respondents indicated having no access to career information. Motivation towards choosing a course was considered very important in this study as this will reveal some reasons why students choose some courses to study. Passion and ability was found to have 87.6%. 7.2% respondents seemed not to have any choice as they indicated that they will take any course given to them by the university. Motivation based

on the status attached to a course had 3.1% while respondents who choose course based on parents wishes was 2.1%. This implies that their role in career information could not be neglected as most of the parents would prepare their children for a career choice towards having a successful life in future. The result implied that parents, guardians, siblings as well as respondents' passion and ability towards a course, play a significant role in their career information.

**Table 3: Academic Dominance**

<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
<b>ACA-DOM1</b>		
Not at all	8	8.2
A little bit	11	11.3
Somewhat	10	10.3
Very much	35	36.1
Extremely	1	1.0
<b>Total</b>	<b>97</b>	<b>100.0</b>
<b>ACA-DOM2</b>		
Not at all	5	5.2
A little bit	14	14.4
Somewhat	17	17.5
Very much	27	27.8
Extremely	34	35.1
<b>Total</b>	<b>97</b>	<b>100.0</b>
<b>ACA-DOM3</b>		
Not at all	16	16.5
A little bit	16	16.5
Somewhat	18	18.6
Very much	23	23.7
Extremely	24	24.7
<b>Total</b>	<b>97</b>	<b>100.0</b>

Respondents who perceived their chosen course to be relevant in the labour market (ACA-DOM1) had 69.1%, and those who are not sure having 21.6%. Those that believed their course is not relevant had 8.2%. Respondents who perceived their chosen course to be very competitive (ACA-DOM2) constitute more than half of the respondents (62.9%), and those who are not sure having 31.9%. Those that feel their course is not competitive are having 5.2%. Again,

respondents who perceived some course to be more important than others (ACA-DOM3) had 48.4%, while those who were not sure had 35.1% and those that believe their course is not more important than others are having 16.5%. This result, therefore, implied that some respondents see their chosen course to be relevant in the labour market, others see theirs as competitive, while others perceived their chosen course to be more important than those chosen by others.

### **Discussion of Findings**

The study set out to ascertain the academic superiority of some fields of study in order to stir up a mediated revolutionary pedagogy in the educational system. From the demographic variable, it was gathered that well over half of the respondents are teenagers between 17 and 19, hence, considered appropriate for this study, due to their inability sometimes to make independent decisions, and so, are easily influenced by certain factors. This is consistent with the findings of Schunk and Pajares (2002) who believe that a key time of influence children is roughly between ages 12 and 16, a time during which parental involvement is crucial. The data also shows still very high percentage of the respondents coming from the urban area. This is a popular trend as the respondents who live in the urban area tend to have most institutions close to their vicinity, and are assumed to be enlightened about universities through social influence and academic activities or programmes which will inspire them to aspire for the university. The study found that over half of the respondents believed all fields of study to be equal in securing a job. Respondents also believe that all courses are equal in their capacity to create future success. It must be noted however, that more than half of the respondents believe that all fields of study are not equal in commanding respect and status. Heffetz & Frank (2008) share this approach when they state that person of high status expects to be treated favourably by other individuals with whom he might engage in social and economic interactions.

Furthermore, the findings of the study revealed that the most consulted source of information for pursuing career is parents and guardians, followed by secondary school guidance and counsellors. Motivation towards choosing a course was considered

very important in this study. A negligible number (3%) opted for a course based on its status while majority claimed it is due to their passion and abilities. This situation can however be related to the one discussed previously where even though students do not recognise the status and societal relevance of a course, their major sources of information, parents/guardians and guidance and counsellors do, and so sway them towards that, subtly.

On the perceived marketability of the chosen course of study, over half of the respondents believed their chosen course was marketable. Surprisingly however, some students opted for some courses even though they perceived the course to be market irrelevant or out-rightly not sure of where the field stands in the market. However, over half of the respondents said their course is very competitive, and thus, the need to study the course and attain high grade. This finding is in line with Schunk and Pajares' (2002) assertion which explains self-efficacy as the belief about one's capabilities to learn or perform behaviours at designated levels. Meanwhile, a little below half of the students indicated that their course of study is more important than other courses and hence shows some sign of imperialism among students. Anderson and Hildreth (2016) believe that status inequality and social stratification cause much social ill.

### **Conclusion**

The study undertook a survey to assess the perceived academic dominance that is inherent in the education system, evident in the fact that some courses are given more superior status than others in Nigeria, which constitutes a major development problem where the "inferior" courses are not effectively incorporated in fostering national development. Owing to this fact, this study proposed a revolutionary pedagogy that underscores the active participation of

stakeholders in the educational sector in their own self-education, which is championed through the instrumentality of the mass media such as radio, TV and social media, an approach known as entertainment-education strategy. Development communication is a high powered approach towards improving the overall life of a human being; this social change however cannot be achieved without the involvement of the key stakeholders in the education system who must think for themselves and realise that there is a fundamental problem in the education system and there are political economic factors who seek to ensure it remains so.

### **Recommendations**

In line with findings of this research, the study recommends as follows: Entertainment-Education strategy should be sponsorship from all angles, including both adult and children programmes.

1. Government alone cannot provide the resources needed to power this approach hence, the study advocates for other sources of income in accomplishing this development.
2. Participants of E-E strategy programmes on TV, Radio and social media, with high rewards for the participants, should be

encouraged and incorporate participants from the “inferior” fields.

3. To be successful, development media planners should control the type of information broadcasted about a topic so as to minimise unintended effects as outlined as one of the challenges of this strategy.
4. Government, educational institutions, development partners and other stakeholders in the education sector should put in place measures that will ensure graduates are produced based on the human capital needs of the economy, so that people do not leave school and go about the streets wondering where to fit in on the economic ladder.
5. It is also more important to support and encourage press freedom which has seriously faced a lot of hitches in Nigeria. This is so that the media will be able to create programmes that reach all Nigerians regardless of their education level, economic status, religion, or values, and have equal and unfettered access to the world of information and knowledge necessary for social change and improvement of the human condition.
6. Lastly, there is need to follow up media strategy with face-to-face interaction and community mobilization in pursuance of efficiency and effectiveness in combating academic imperialism.

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