Title of Article: Role of the Media in Education in Nigeria and the Perception of Nigerian Higher Education by Other Countries.

Author(s): Ekeanyanwu, N.T. & Iruonagbe, T.C.

Outlet: Fayetteville State University, Fayetteville, North Carolina, USA.

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Abstract: The paper focuses on the enormous problems facing the education system in Nigeria. Over the years, education in Nigeria has suffered much neglect manifested in the form of inadequate funding, inconsistent policy change; lack of infrastructure and disruption of the school system. These problems in the education system have been very disturbing. Infact, budgetary allocations to education in Nigeria have been grossly inadequate leading to agitations by Lectures and Students about obsolete equipment, old and outdated textbooks and journals including poor remuneration for lecturers especially at the tertiary level, which have also heightened the level of brain drain in the country as many of them moved to different parts of the world in search of greener pastures. There have been complaints by employers of labour within and outside the country that most of the graduates from Nigerian Universities are not properly trained to fit into the world of work in terms of desirable knowledge and skill. In the developed countries, especially in Europe and America most Nigerian graduates are seen as half-baked graduates due to such issues as constant strikes, conflicts, disruption of academic calendar and cultism which has destroyed the quality of education in Nigeria including the dearth of qualified and experienced lectures. All of these issues have often been highlighted by the media bearing in mind the fact that education is the engine that drives the growth and development of a Nation. Some developing countries, especially in Asia have been able to transform their economies and their people. Countries such as Japan, Korea, India and China did not necessarily wait for transfer of technology as observed from most African countries like Nigeria but were committed to a system were they copied, adapted and fabricated foreign technology through an inward looking strategy to suit their own cultures, environment and needs. This paper asserts that the country failed to understand that education must be pragmatic in nature if it is to create any meaningful impact in the life and living conditions of the people.