

AFRICAN JOURNAL

OF SOCIAL & BEHAVIOURAL SCIENCES



**VOLUME 9 NUMBER 2
DECEMBER, 2019**

**THE TEACHING OF MASS COMMUNICATION IN SOUTHEAST
STATE UNIVERSITIES IN NIGERIA: AN ASSESSMENT OF
METHODS**

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ABSTRACT: This study sought to examine the teaching styles adopted by lecturers in teaching mass communication courses in state owned universities in South-East, Nigeria. The study argued that different courses call for different teaching methods in order to foster proper understanding. However, it appears that most lecturers do not care to change methods in teaching different communication courses. This paper was anchored on the social cognitive theory. An in-depth interview research method was adopted for this study. The population of 65 lecturers from the state universities in South-East, Nigeria formed the population of the study. From this population, 20 lecturers were sampled using purposive sampling technique. Interview guide was used as instrument for data collection. Data obtained were analyzed qualitatively. The researchers found that the teaching styles mostly used by lecturers were the lecture method, seminars, group assignment and demonstrative practical. It was recommended that lecturers should pay attention to other available teaching methods (such as brainstorming, colloquia, module, online instructions, role playing, debate, debriefing and protocols) that can help students to understand what is being taught.

Keywords: Courses, Teaching, Lecture Styles, Mass Communication.

INTRODUCTION

No one is born an island of knowledge. Everyone was born with limited knowledge about life, environment and society at large. Overtime, one gets to know that learning is very important to individual growth and development. This is where teaching and school system comes in. Unfortunately, not all persons can teach properly or connect well with students. However, a creative teacher will use any positive and ethical means to ensure that students learn the basic knowledge required. Scholars like Gill and Stephen, (2018) have identified different teaching styles that aid teaching and learning. However, not all these teaching methods should be used in the university setting. This means that majority of these teaching styles are suitable for the university environment, because the primary aim is to ensure that students learn. Currently, teaching in any course demands basic knowledge of the various

teaching styles and their applications. Trowbridge and Bybee (1996) affirm that teaching styles are the most effective and efficient means of presenting a subject to students in any given classroom. Thus, the aura of understanding for a particular course and the values relative to a particular course is provided through the medium of teaching styles.

Gutek (2004) opined that individuals have the ability of achieving their objectives if they are given the opportunities to relate their way of thinking to the problems in the society. The perspective of theorists such as John Dewey and Jean Piaget is that classroom assessment interpretation facilitates new experience and a new way of lifelong learning (Ormrod, 2008). According to Vygotsky (1978) collaborative activities and social interaction such as classroom learning assessment interpretation are important in educating and aiding traditional and non-traditional learners. From the humanist perspective, learning should not only be addressed through classroom assessment interpretation approach, but also through individual approaches, and classroom guidance approaches (Huitt, 2009). From a constructivist perspective, it is a process in which new ideas or concepts are constructed or built based upon current and past knowledge or experience (Ormrod, 2008).

Angelo and Cross (1993) stated that classroom assessment interpretation helps college instructors to obtain useful feedback on what, how much, and how well their learners are learning. Teachers, on their own, have not agreed on the most appropriate teaching style to use. While some agree that a given teaching style should be used, others prefer the use of alternative learning. For instance, some scholars see it as a myth that certain approach is better than the other. In the notion of perceptual learning styles (that is, the idea that learners prefer to receive information either visually, auditory or kinesthetically), some teachers believe in the ‘meshing hypothesis’ (that is, the idea that catering to a learner’s favoured sensory preference, or ‘learning style’, will improve learning), while some other teachers do not (Lethaby & Mayne, 2018). This controversy explains the need for the knowledge of many teaching styles as possible.

The controversial situation currently is that most lecturers of mass communication do not have qualification in education and as such do not apply the appropriate teaching styles in the various courses assigned to them. Despite the fact that in the area of mass communication study, there are theoretical and practical courses, it will surprise one that these divisions notwithstanding, the same teaching style is applied.

This study, therefore, sought to examine the teaching styles adopted by lecturers in teaching mass communication courses in state universities in South-East, Nigeria.

Statement of the Problem

Mass communication entails a lot, which prompts using every style possible when teaching, to help create a mental picture of what is taught in the minds of the students. It is thought that lecturers in the state universities in South-Eastern Nigeria use more of theoretical approach to teaching than the practical approach and this constitutes a problem to exam success among students. This is meant to be balanced in tertiary institutions wherein it is not

visible; in some cases there tend to be use of more practical when teaching than theory. In other cases, it is assumed that the students are not serious with the practical approach due to how their lecturers present it; this is why most of the students fail many courses. Something seems to be wrong in the teaching styles used by their lecturers or how the styles were presented to them prompting more failure tendencies among students in what they are been taught.

Objectives of the Study

The aim of this study was to examine the teaching styles adopted by lecturers in teaching mass communication courses in state owned universities in South-East, Nigeria.

Other specific objectives include to:

1. Assess the teaching styles adopted by lecturers in teaching mass communication courses.
2. Ascertain the factors inducing mass communication lecturers' choice of teaching style.

Research Questions

Specifically, the following questions were addressed in the study:

1. What are the teaching styles adopted by lecturers in teaching mass communication courses?
2. What are the factors inducing mass communication lecturers' choice of teaching style?

REVIEW OF LITERATURE

Teaching Styles

There are several styles available for instructional purposes. Some of these styles are suitable for classroom purposes. Different scholars have mentioned different numbers of teaching styles. However, Cruikshank, Bainer and Metcalf (1999) cited by Stephen (2019) explained 41 teaching methods often used for instructional purposes. However, some of these methods can be used by lecturers in teaching their various courses. It is important to note that some of these methods were mentioned by Gill (2013), but that of Cruikshank, Bainer and Metcalf (1999) were more comprehensive. These teaching styles have been given different nomenclature by different scholars, but the central idea is the same. The teaching styles which are applicable to lecturers according to Stephen (2019) as cited in Cruikshank, Bainer and Metcalf (1999) include:

1. **Activity:** This is more like a general teaching method that involves different activities aimed at creating knowledge. The activities here include: problem solving, design

challenge, field trips and role playing. It requires planned and purposeful involvement of students.

2. **Brainstorming:** This is a creative way of teaching students. It has to do with generating creative ideas, withholding judgment or criticism, and producing very large number of ways to doing something and resolving problems. For example, learners may be asked to think of as many ways as they can for eliminating world hunger. Once a large number of ideas have been generated, they are subjected to inspection regarding their feasibility.
3. **Case study:** A detailed analysis is made of some specific, usually compelling event or series of related events so that learners will better understand its nature and what might be done about it. For example, learners in a technology lab might investigate the wear and tear of skate boarding on public works. Another class might look at cases of digital technologies and privacy.
4. **Colloquia:** A guest or guests are invited to class for the purpose of being interviewed in order to find out about the persons or activities in which they are involved. Thus, a guest musician might serve as a stimulus for arousing interest in music and musical performance.
5. **Contract:** Written agreements entered into by students and teachers which describe academic work to be accomplished at a particular level in a particular period of time such as a week or month.
6. **Controversial Issues:** This style of learning allows students to master the process of resolving complex situations. It requires the teacher to direct the focus of students on controversies.
7. **Cooperative learning:** This is a group engineered learning situation. Learners are placed in groups of four to six and asked to handle a given task. Sometimes the groups are as diverse or heterogeneous as possible. In such cases, group members are often rewarded for the group's overall success.
8. **Culture jamming:** A methods used to empower students to "speak back" to mass advertisements and media images that enforce stereotypes and select representations of individuals or groups. It empowers students to mock or "jam" images of popular culture.
9. **Debate:** This is a debate session where students are encouraged to iron out varying views. For example, students could take different positions and debate an issue: "Should rights to free speech on the internet be extended to students in schools?"
10. **Debriefing:** A method used to provide an environment or platform for the expression of feelings and transfer of knowledge following an experience. Debriefing may come at the hands of a tragic event or may be used more generally following an intentionally educational experience. Debriefing relies on the skills of the facilitator to reframe an experience or event to appropriately channel emotions and knowledge toward understanding and transformation.
11. **Demonstration:** A teaching method based predominantly on the modeling of knowledge and skills. A form of presentation whereby the teacher or learners show how something works, operates, or how something is done. For example, a teacher could demonstrate how to use a thesaurus, how to operate a power drill, how to scan an image, or what happens when oil is spilled on water as when an oil tanker leaks. Following that, students practice under teacher supervision.

12. **Direct instruction:** A term used to describe explicit, step-by-step instruction directed by the teacher. The format or regimen advocated is demonstration, guided practice, and independent practice. Thus the teacher might teach a reading, mathematics, geography or technology concept or skill. Following that, students practice under teacher supervision. Finally, independent practice is done to the point of mastery.
13. **Discussion:** This is usually a group exercise. In this case, the group assembles to communicate with one another through speaking and listening about a topic or event of mutual interest. To illustrate, a group of learners convenes to discuss what it has learned about global warming.
14. **Drill and practice:** A form of independent study whereby, after the teacher explains a task, learners practice it. For example, after students are shown how to use Ohm's Law, they are asked to make calculations of current, resistance and voltage.
15. **Feedback:** A semi-formal mode of communicating to students' constructive criticism regarding their performance during an activity.
16. **Field observation, fieldwork, field trip:** Observations made or work carried on in a natural setting. Students visit the local museum of natural history to see displays about dinosaurs, or they begin and operate a small business to learn about production and marketing.
17. **Independent study or supervised study:** This situation requires that teachers give an assignment to students to handle on their own. It is an independent study which occurs when learners are assigned a common task to be completed at their desk or as a home study assignment.
18. **Module:** A module is a self-contained and comprehensive instructional package, meaning that basically everything that the student needs is in the module. A form of individualized instruction whereby students use a self-contained package of learning activities that guides them to know or to be able to do something.
19. **Mastery learning:** As a class, students are presented with information to be learned at a predetermined level of mastery. The class is tested and individuals who do not obtain high enough scores are re-taught and retested. Those who passed undertake enrichment study while classmates catch up.
20. **On-line instruction and learning:** A self-directed and automated approach that utilizes hypermedia (internet browsers, etc.) for communication that generally provides independence from the architectural constraints of classrooms.
21. **Performance:** Here, students are required to act out through dance, drama, music or other expressive forms.
22. **Presentation and lecture (Lecture Method):** In this case, students listen to a lecturer who talks about a topic. To illustrate, the teacher, or a guest speaker, tells the class all about the invention of the transistor.
23. **Programmed and automated instruction:** A form of individualized instruction whereby information is learned in small, separate units either by way of reading programmed texts or using computer-based programs.
24. **Project:** Students work through a series of activities and problems culminating in the completion of something tangible (e.g., artifact, media, performance). This is a form of individualization whereby learners choose and work on projects and activities that facilitate and support the development of skills and knowledge.

25. **Protocols:** Learners study an original record or records of some important event, and then try to understand the event or its consequences. They might watch a film depicting actual instances of discrimination and then consider its causes and effects.
26. **Role playing:** Learners take on the role of another person or character to see what it would be like to be that person or character. Thus, a student could play the role of an imaginary student no one likes or a news reporter.
27. **Simulation game:** Students play a specially designed, competitive game that mirrors some aspects of life. For example, they might play the Ghetto Game to find out about the problems and pressures that ghetto dwellers face and to sense how difficult it is to improve one's lot in life.
28. **Tutoring:** A form of individualization whereby either a teacher, or perhaps a fellow student, provides a learner or small group of learners with special help, usually because they are not learning well enough with only conventional instruction.
29. **Values clarification:** Here, teachers help to lead student through series of moral and ethical issues, such as, birth control, abortion, gay marriage or clear-cutting forestry practices, in order to help them form clear values and moral orientation.

Empirical Review

The study by Munyaradzi (2013) entitled "Teaching Methods and Students' Academic Performance" sought to investigate the differential effectiveness of teaching methods on students' academic performance. A sample of 109 undergraduate students from the College's Department of Economic and Business Sciences was used for the study. Findings indicated significant differences on the effectiveness of the three teaching methods. The mean scores results demonstrate that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method.

Another study was done by Bidabadi,; Isfahani, Rouhollahi and Khalil (2016) entitled, "Effective Teaching Methods in Higher Education: Requirements and Barriers" revealed that the best teaching approach is the mixed method (student-cantered together with teacher-cantered) plus educational planning and previous readiness. But whenever the teachers teach using this method they are confronted with some barriers and requirements; some of these requirements are prerequisite in professors' behaviour and some of these are prerequisite in professors' outlook. Also, there are some major barriers, some of which are associated with the professors' operation and others are related to laws and regulations. Implications of these findings for teachers' preparation in education are discussed.

Kumar, Patro and Behera (2013) did another research entitled, "Teaching Methods and Its Efficacy: An Evaluation by the Students". Findings from this study revealed that 51.83% of the total respondents agreed that topics during normal lectures are interesting; 77.02% stated normal lecture as the most effective method of teaching followed by group discussion. As 67.07% were of the view that the faculty members are having good communication skill and 62.96% of them found that the faculty members are approachable. Also 82.83% of the participants agreed that black board teaching as the better mode of teaching; 55.87% agreed

that audio visual aids as a useful mode of teaching and 56.10% of the participants agreed that the number of practical (clinical) classes should be more than the theory classes.

Similar study by Dogini, (2015) entitled, “Classroom Learning Assessment Interpretation in Journalism and Mass Communication in Higher Education: A Focus on Andragogy in Radio/ Television/ Film Production” which noted that most educators work with non-traditional learners just as much as traditional learners. The findings suggest that traditional learners adapt better because of age appropriate and college environment as the key pedagogical behaviour to the classroom learning assessment. The participants in the study had mixed feeling about the difference between pedagogy and andragogy classroom learning assessment. Some believe that the difference was on the fundamental resources provided to traditional or non-traditional learners.

Martono, Tiyanto, and Surwati (2018) did a study entitled, “Teaching journalism ethics: An evaluative study on teaching model effectiveness” revealed that journalism education in Indonesia lately faces crucial and critical challenges as a result of the increase of ethical offences. As a leading institution, Mass Communication Study Program (MCSP), Universitas Sebelas Maret develops a new teaching journalism model on the basis of local wisdom to address the challenge. Having two-year implementation the model needs to be evaluated to assess its effectiveness in reaching the targeted teaching outcome. Context, Input, Process and Product (CIPP) evaluation model was chosen as the approach for the evaluation. The CIPP model provides a comprehensive framework on how to evaluate the effectiveness of the teaching model, what aspects should be considered and who should be involved. While the CIPP evaluation model provides concept and theoretical framework about components that should be involved in evaluation process, Zhang’s working paper suggests operational framework on how to use the CIPP model in educational setting. The evaluation showed that teacher’s capacity and capability have significant contribution to the effectiveness of the teaching model in achieving targeted teaching outcome.

Theoretical Framework

This study is anchored on social cognitive theory.

Social cognitive theory was propounded by Jean Piaget. This theory holds that a child develops cognitive pathways in understanding and physical response to experiences. Social cognitive/learning theory is traced to 1961 and 1963 was developed by Bandura, along with his students and colleagues. Bandura became interested in social aspects of learning at the beginning of his career. Early theories considered behaviour to be a function of the person and their environment, or a function of the interaction between the person and their environment. Bandura believed that behaviour itself influences both the person and the environment, each of which in turn affects behaviour and each other. This theory is of the view that students learn most effectively through reading text and lecture instruction.

This theory explains thinking and differing mental processes and how they are influence by internal and external factors in order to produce learning individuals (Alleydog, 2018).When

cognitive processes are working normally then acquisition and storage of knowledge works well, but when these cognitive processes are ineffective, learning delays and difficulties can be seen.

Social Cognitive theory has numerous implications in broadcast and classroom teaching and learning practices. These implications include:

1. Students learn a great deal simply by observing others;
2. Modelling provides an alternative to teaching new behaviors. To promote effective modelling, broadcasters and teachers must ensure that the four essential conditions exist: attention, retention, production, and motivation (reinforcement and punishment);
3. Instead of using shaping operant conditioning strategy, teachers will find modeling as a faster and more efficient means of teaching new knowledge, skills, and dispositions;
4. Modelling also includes modelling of interest, thinking process, attitudes, instructional materials, media (TV and advertisement), academic work achievement and progress, encouragement, emotions, etc. in the physical, mental and emotional aspects of development.
5. Self-regulation techniques provide an effective method for improving student behaviours.

This theory is relevant to this study because it helps to explain how learning occurs in a student. It reveals different ways in which students learn. The theory shows that great deal of learning takes place through observation, modelling and self regulation. Students can learn by staying close to lecturers and paying close attention, while looking at practical demonstrations as the lecture progresses. Self regulation and critical thinking are also alternative ways of teaching and learning.

Methodology

This study adopted in-depth interview design. In-depth interview is a form of interview that requires a thorough investigation into the rational for a given phenomena by eliciting responses to oral questions asked. Area of study in this research comprises of mass communication lecturers from the State Universities within South-Eastern Nigeria.

Mass comm. Lecturers from various state University in South-East geopolitical zone of Nigeria constituted the population of this study. The following are the strength of the lecturers: Imo State University, Owerri (12 lecturers), Enugu State University of Technology (15 lecturers), Chukwuemeka Odumegwu Ojukwu University, Igbariam (13 lecturers), Abia State University, Uturu (12 lecturers), Ebonyi state University (13 lecturers). These lecturers formed the population of the study. 20 lecturers were selected from each state to form the sample size. These four lecturers were selected per state to be the sample size.

In the aspect of interview, the researcher interviewed 4 lecturers from mass comm. Department in the South-Eastern State Universities. Onybuchu (2013) noted that the study of 10-20 persons is sufficient for a qualitative study. The cluster sampling technique was used for the sampling technique of the study. This implied that the researcher divided the study area into different stages to get to the individual respondent studied. These stages is presented in the table below:

Table 1: Showing the cluster sampling technique for the interview session of the study

Stage 1	Stage 2	Stages 3	State 4
Name of State Universities in South-Eastern Nigeria.	Department Selected from	No. of Lecturers in the department	No. of respondents studied in each Uni.
Chukwuemeka Odumegwu Ojukwu University, Igbariam Anambra	Mass Communication	13	4
Abia State University, Uturu	Mass Communication	12	4
Ebonyi State University	Mass Communication	13	4
Enugu State University of Technology	Mass Communication	15	4
Imo State University, Owerri.	Mass Communication	12	4

The interview instrument on the other hand, was drafted in simple language and designed as a semi-structured interview. Arantola (2002: 26) noted that “a semi-structured interview may have a general topic and themes, as well as specific questions with a predetermined sequence, but the interviewer is free to pursue emergent topics and change the order as the situation dictates, which is not possible in a structured interview”.

Data Analysis

This section deals with the presentation and analysis of data gotten from field work. Analysis was presented textually for proper understanding.

Table 1: Lecturers response to research question one

Question 1: What is the Most preferred teaching methods used by Mass comm. Lecturers of teaching style?	
Respondents	Responses
Lecturer 1.	I usually use the lecture method and open textbook method <i>This means that this lecturer uses two main teaching styles.</i>
Lecturer 2.	I think, i use more of the question and answer method, plus their usual lecture method this helps the student participate actively in the teaching. <i>This simply means that this lecturer uses two main teaching styles.</i>
Lecturer 3.	So far, I use the lecture method and the student centered learning which is usually the use of individual and group assignment. <i>This simply implies that this lecturer uses two main teaching styles.</i>
Lecturer 4.	I use the usual style, which is the lecture method, use of individual or group assignments and seminars which will be defended and used for tests and exams. <i>This simply means that this lecturer uses three main teaching styles.</i>
Lecturer 5.	I use the reversed classroom teaching method, and then in few occasions, I as well use the Open textbook style. <i>This means that this lecturer uses two main teaching styles.</i>
Lecturer 6.	I use the open textbook teaching style, clearer explanation of the textbook for the students to note down, plus the question and answer style to text how far they understand. <i>This means that this lecturer uses two main teaching styles.</i>
Lecturer 7.	I usually use the lecture method and use of assignments in teaching and in few occasions, “use of group seminars that would be defended individually. <i>This means that this lecturer uses three main teaching styles.</i>
Lecturer 8.	I use the lecture method, assignments and group seminars <i>This means that this lecturer uses three main teaching styles.</i>
Lecturer 9.	I often use the open textbook dictation and explanation style of teaching

	<p>and Practical demonstrations for clarity.</p> <p><i>This means that this lecturer uses two main teaching styles.</i></p>
Lecturer 10.	<p>I use more of the open textbook discussion method, use of assignments and on rare occasions the use of the reversed class room teaching method.</p> <p><i>This simply means that this lecturer uses three main teaching styles.</i></p>
Lecturer 11	<p>I use more of the student centered learning style and discussion format.</p> <p><i>This simply means that this lecturer use one main teaching styles.</i></p>
Lecturer 12	<p>Ehmm, I use the lecture method and in rare cases the student centered learning style.</p> <p><i>This implies that this lecturer uses two main teaching styles.</i></p>
Lecturer 13	<p>I use more of dictating the textbook and discussing from the textbook.</p> <p><i>This means that this lecturer uses two main teaching styles.</i></p>
Lecturer 14	<p>I often use the open textbook dictation and explanation style and demonstrative practicals to make sure the students understand as supposed.</p> <p><i>This means that this lecturer use two main teaching styles.</i></p>
Lecturer 15	<p>I use the lecture method and open textbook style.</p> <p><i>This simply means that this lecturer uses two teaching styles.</i></p>
Lecturer 16	<p>It's the open textbook dictation and explanation format that I usually use while teaching and Demonstration practicals.</p> <p><i>This simply means that this lecturer uses two teaching styles.</i></p>
Lecturer 17	<p>I prefer using the lecture method, plus use of seminars and assignments so as to make the students participate in the learning process.</p> <p><i>This means that this lecturer uses three major teaching styles.</i></p>
Lecturer 18	<p>I usually use the open textbook style and interpretation of what's read from the textbook.</p> <p><i>This means that this lecturer use one teaching style.</i></p>
Lecturer 19	<p>It's the open textbook dictation and in some occasions the lecture method that I use so that their brains can adapt to new knowledge.</p> <p><i>This simply implies that this lecturer uses two main teaching styles.</i></p>
Lecturer 20	<p>I often use the student centered teaching style so that the student will participate in the learning process.</p> <p><i>This means that this lecturer use only one major teaching style.</i></p>

Findings gotten above imply that the most used teaching styles by mass communication lecturers are:

Lecture method, assignments and group seminars, open textbook discussion method, use of assignments, open textbook dictation and explanation style of teaching, student centered learning (individual and group assignment), Demonstrative practicals, use of individual or group assignments and seminars which will be defended and used for tests and exams. Although they confessed that on few occasions they use: the reversed class room teaching method and use of assignments in teaching.

Table 2: Lecturers response to research question two

Question 2: Factors that determine Lecturers choice of teaching style?	
Respondents	Responses
Lecturer 1.	<p>Infrastructural Deficiency: this as well is a factor that makes us choose a suitable teaching style that should aid majority of the students understand better.</p> <p><i>This means that this lecturer sees only one factor (Infrastructural Deficiency) to be main challenge determining their choice of teaching.</i></p>
Lecturer 2.	<p>Finance: this affects the public address system, good chalk board etc.</p> <p><i>This means that this lecturer sees only one factor (Finance) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 3.	<p>Large number of Students (over populated student): this is a key factor we consider before choosing the most suitable teaching style to use so as to carry everybody along.</p> <p><i>This means that this lecturer sees only one factor (Large number of Students) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 4.	<p>Mixed kind of Student/Learner: having in mind that different students have different kind of mental assimilation format. This makes some of us to adopt the cognitive learning oriented style of teaching).</p> <p><i>This means that this lecturer sees only one factor (Mixed kind of Students learner) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 5.	<p>Lack of Motivation in the University environment: this is a factor that most times makes us to usually adopt the lecture teaching style.</p> <p><i>This means that this lecturer sees only one factor (Lack of Motivation) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 6.	<p>Poor Classroom structure: this makes our lecturers to easily choose a</p>

	<p>suitable teaching style that will aid majority of the students.</p> <p><i>This means that this lecturer sees only one factor (Poor Classroom) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 7.	<p>High number of Students (over populated student): this is a factor our lecturers consider before choosing the most suitable teaching style to use so as to carry everybody along.</p> <p><i>This means that this lecturer sees only one factor (High number of Student) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 8.	<p>Mixed kind of Student/Learner: having in mind that different students have different kind of mental assimilation format. This makes some of the lecturers to adopt the cognitive learning oriented style of teaching)</p> <p><i>This means that this lecturer sees only one factor (Mixed kind of Student Learner) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 9.	<p>Different Lecturers most convenient and effective teaching style: most lecturers are good in a particular teaching style. This is what they often consider so as to speed up their teaching.</p> <p><i>This means that this lecturer sees only one factor (Most convenient style) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 10	<p>Numerous students and poor class room/learning environment.</p> <p><i>This means that this lecturer sees two factors (Numerous students and Poor class room learning) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 11	<p>Poor infrastructure and teaching equipments are the main factors hindering me from using a particular teaching style.</p> <p><i>This means that this lecturer sees two factors (Poor Infrastructure and Teaching equipments) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 12	<p>Large number of students from different background and upbringing is a factor I consider before choosing a teaching style to use.</p> <p><i>This means that this lecturer sees only one factor (Different upbringing of the students) to be the main challenge in determining their choice of teaching style.</i></p>
Lecturer 13	<p>It's the mixed kind of students that I think is a factor here.</p> <p>This means that this lecturer sees only one factor (Mixed kind of Learners) to be main teaching style challenge.</p>

Lecturer 14	Over populated students with insufficient number of lecturers. <i>This means that this lecturer sees only one factor (Over populated students) to be the main challenge in determining their choice of teaching style.</i>
Lecturer 15	More number of students with less number of Lecturers to teach them. <i>This means that this lecturer sees only one factor (More number of students) to be the main challenge in determining their choice of teaching style.</i>
Lecturer 16	Finance, considering the state of the school equipment and structure. <i>This means that this lecturer sees only one factor (Finance) to be the main challenge in determining their choice of teaching style.</i>
Lecturer 17	Lack of motivation from the government and the school management <i>This means that this lecturer sees only one factor (Lack of Motivation from government) to be the main challenge in determining their choice of teaching style.</i>
Lecturer 18	High number of students is a big factor here. <i>This means that this lecturer sees only one factor (High number of Students) to be the main challenge in determining their choice of teaching style.</i>
Lecturer 19	Lack of a lot in the school environment is a big factor to consider <i>This means that this lecturer sees only one factor (Lack of a lot in the school environment) to be the main challenge in determining their choice of teaching style.</i>
Lecturer 20	I think high number of students with different learning quotient is a factor I consider before choosing a particular teaching style. <i>This means that this lecturer sees only one factor (High number of Students) to be the main challenge in determining their choice of teaching style.</i>

Findings from the above table implies that: Finance, infrastructural deficiency, large number of students, mixed kind of student learner, poor teaching and learning environment, lack of motivation are factors that determine/Underpin Lecturers choice of teaching method.

Discussion of Findings

Preferred Teaching Methods Used By Mass Comm. Lecturers

Findings from the interview sessions showed that lecturers prefer teaching with the lecture method, assignments and group seminars, open textbook discussion method, use of assignments, open textbook dictation and explanation style of teaching, student centered learning (individual and group assignment), use of individual or group assignments and seminars which will be defended and used for tests and exams. Although they confessed that on few occasions they use: the reversed class room teaching method and use of assignments in teaching. This is in-line with Munyaradzi (2013) and Kumar Patro and Behera (2013) studies which found that: teacher-student interactive method was the most effective teaching method, followed by student-cantered method while the teacher-cantered approach was the least effective teaching method: their findings went further to reveal that 77.02% of their respondents agreed that normal lecture is the most effective method of teaching used, followed by group discussion 68.02%. 67.07% are of the view that the faculty members are having good communication skill

Factors that determine/Underpin lecturer's choice of teaching style

Findings revealed that: Finance, infrastructural deficiency, large number of students, mixed kind of student learner, poor teaching and learning environment, lack of motivation are factors that determine/Underpin Lecturers choice of teaching style. This is not in-line with Bidabadi, Isfahani, Rouhollahi and Khalil, R.(2016) study which found that some of these requirements are prerequisite in professors' behaviour and some of these are prerequisite in professors' outlook. Also, there are some major barriers, some of which are associated with the professors' operation and others are related to laws and regulations. Although Kumar Patro, Behera, (2013) found that 56.10% of the participants agreed that the number of practical (clinical) classes should be more than the theory classes.

Conclusion

Teaching methods used by lecturers help in clearer understanding or in confusing the student the more, which is why lecturers should employ the right teaching style considering their school environment, the number of students they teach and how much time they have before covering their outline for the semester. The more teaching methods adopted, the better the delivery.

Recommendations

Given the findings from this study, it is recommended that lecturers should look beyond themselves and think towards the different students at their disposal to teach. This will help them to choose and use different teaching styles that best soothe the students and aid learning.

As mass communication lecturers mainly employ theory teaching, we therefore recommend that these lecturers should do more of demonstrative practical than using mainly theoretical styles of teaching. This will allow the students to participate in the learning and knowing process and yield more results.

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