The Role of the Mass Media in Sustainable Development of Education in Nigeria

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Abstract
Effective and sustainable development is the basis to assess qualitative life and indices of good governance. Education is one of the viable strategies towards sustainable development in any nation particularly in developing economies such as Nigeria. The nation has experienced slow and turbulent progress towards its educational development. Sustainable development ensures that the development experienced in the education sector is not transient, encourages both formal and informal education. One of the sacrosanct function of the mass media is that of education. It is therefore significant that the mass media play crucial roles in sustainable development in the education sector. The study capturing media engineering is hinged on the Development Communication and Social Responsibility theoretical framework employing content analysis research methodology, the study found out that the mass media have engaged in providing solicited formal and informal education to the teeming audiences of the traditional, print, electronic, new media and the ancillary media platforms. The mass media through broadcasting and the new media is blazing the trail in this metamorphosis for sustainable education and recommends support by the public and private sector to excel.

INTRODUCTION
Development according to Nwabueze (2011:35) is a process that activates the right conditions for man to better his life and his environment. Effective development encompasses the material, human realms geared towards advancing qualitative life among a people. The interest of any institution is to foster sustainable development. This is the kind that will stand the test of time and be beneficial to the citizenry. Education and its ancillary sector is one of the viable strategies towards truly sustainable development in any nation.

The mass media play crucial roles in the development of any nation. Onwuka (1988) defines education as the continual process by which learners acquire knowledge, skills, habits, sentiments and values which enable them live usefully and happily in their society. In this case, education involves knowledge and skill acquisition with its diverse principles and application templates.

1.2 Sustainable Development
Agbanu (2011) considers sustainable development as a widely participatory process which creates opportunities for people to increase their skills, better their standard of living, moral and technological advancement of a people among other features.
Uduak (2005:11a) describes sustainable development as a process of instituting projects that impact on the economy positively and the projects are viable enough to stand the test of time.

The underpinning result of sustainable development is its capacity to improve the socio-economic condition of the citizenry and also be durable.

According to Commission on Environment and Development in Abdul Qadir (2005:154) it I s the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This opines that it is generational friendly, equitable and inclusive in its broad based developmental perspective. The knowledge and services so enjoyed from sustainable development is functional, applicable, and beneficial to meet the present demands and chart the course for future advances. This creates a symbiotic fusion between education and sustainable development in any nation.

Sustainable development ensures that the development being experienced in any nation today is not transient. It encourages both formal and informal education. It thrives mostly on the achievement of improving entrepreneurship education as a base and catalyst to acquire skills, reduce unemployment, reduce poverty, improve the production services and stabilize the economy.

Sustainable development is in the news everyday as the World copes with climate change, biodiversity loss, conflict and resources scarcity.

Sustainability is the foundation for today's leading global framework for international cooperation 2030 Agenda for sustainable development. Our environmental, economic and social systems are currently facing a host of challenges which if left unaddressed will have significant implications for the world in which we live. Tackling these challenges will require better informed decision making which in turn requires models that are designed and developed with sustainable development considerations and objectives in mind.

Sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystems services upon which the economy and society depend.

En.wikipedia.org 24/8/019 sustainable development.

Another definition have it that sustainable development is a systems approach to growth and development and to manage natural produced and social capital for the welfare of their own and future generation. www.rand.org – sustainable development 24/8/019.

The mostly frequently adopted definition is Brundtland report which defined sustainable development as development that meets the need of present without compromising the ability of future generation to meet their own heeds.

The term Sustainable development as used by the United Nations incorporates both issues associated with land development and broader issues of human development such as education public health and standard of living.

Sustainable development ties together concern for the carrying capacity of natural system with the social, political and economic challenges faced by humanity. There is an additional focus on the present generation's responsibility to regenerate, maintain and improve planetary resources for us by future generation.

En.m.wikipedia.org – sustainable development – 24/8/019

Sustainable development concept was earlier focuses on forest management but later developed or shifted towards focus more on economic development, social development and environmental protection for the future generation.

Sustainable development is concerned with the essential needs of the World's poor to which overriding priority should be given and limitations as those imposed by the state of technology and social organization on the environment ability to meet the present and future generation.

www.researchgate.net – sustainable development – 24/8/019

SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals are a global agenda adopted by countries in 2015 with a vision of ending poverty, protecting the planet and ensuring that all people enjoy peace and prosperity. There are seventeen in number

1. No poverty
2. Zero hunger
3. Good health and well being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace and justice strong institutions
17. Partnership to achieve the goal.

www.un.org – 24/8/019 – about the sustainable development goals

Each of the 17 SDGs has specific targets to be achieved in 2030. The goal and targets are universal meaning they apply to all countries around the World not just the poor countries. Reaching the goal requires actions on all fronts – government, business, civil society and people everywhere all have a role to play.

The key messages to achieve SDGs are:

1. The decision of public and private sector actors must incorporate sustainable development considerations. Doing so, however requires the ability to model the same considerations as well as the impacts of a particular policy or project.
2. The design and choice of these models in crucial and must bring together the various actors and interests involved.
3. These models must also be able to meet decision makers need and informed decision that contribute to sustainable development.

    www.lisd.org – Models of sustainable development – 24/8/019

EDUCATION AND SUSTAINABLE DEVELOPMENT

UNESCO (2018) on issues and trends in education for sustainable development defined education as action that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and equitable society.

Education is the process of facilitating or acquisition of knowledge, skills, values, beliefs and habits. En.m.wikipedia.org – definition of Education – 24/8/019.

Education for sustainable development aims to empower and equip current and future generation to meet the needs using a balanced and integrated approach to the economic, social and environment dimension of sustainable development.

UNESCO (2018), The concept of ESD was born from the need for education to address the growing and changing environmental challenges facing the planet. In order to do this, education must change to provide knowledge, skills, values and attitudes that empowers learners to contribute to sustainable development at the same time, education must strengthened in all agendas, programmes and activities that promote sustainable development.

Sustainable development must be integrated into education and education must be integrated into sustainable development (UNESCO 2019) ESD is holistic and transformational education and concerns learning content and outcomes, pedagogy and learning environment. Education must therefore address key

Issues, such as climate change, poverty and sustainable production.

ESD promotes integration of these critical sustainability issues in local and global contents into the curriculum to prepare learners to understand and respond to the changing World. ESD aims to produce learning outcomes that include core-competences such as critical and systematic thinking collaborative decision making and taking responsibility for the present and future generation. In order to deliver such diverse and evolving issues ESD uses innovative pedagogy encouraging teaching and learning in interactive, learner – centered way that enables exploratory, action oriented and transformation basis. Learners are systematically develop values and ESD applies to all level of formal non-formal and informal education as an integral part of lifelong learning.

The learning environment must adopt and apply a whole institution approach to subject the philosophy of sustainable development.

Building capacity of educators and policy support at international, regional, national and local levels helps drive changes in learning institutions.

Empowered youth and local communities interacting with education institutions become key actors in advancing sustainable development.

1.3 MASS MEDIA IN EDUCATION

One of the sacrosanct function of the media is that of education. It is therefore significant that the mass media play a crucial roles in sustainable development in the education sector. It provides, solicited, formal and informal education to the teeming audience of the traditional, print, electronic, new media and the aucillary media platforms.

In capturing the level of media engineering in the educational sector, Ndolo (2005:24) notes that

> Through books, newspapers, magazines, journals, radio,
> Television, video, cables, individuals acquire both formal
> And informal education. Many academic programmes are
> Put out in the airwaves.

The print media which is an integral part of the traditional mass media form play essential role in public education. Many Newspapers and Magazines feature regular columns that discuss educational issues. It has become a common feature in most Nigerian dailies such as the Sun Newspaper, the Guardian Newspaper, the Punch Newspaper and the Nation Newspaper among others to devote special pages to Education Review or news on education. Some also have pull outs containing lesson notes on subjects taught in formal educational institutions, comments and feedback columns on issues that thrives on educational development.

The mass media either in print or electronic such as television and Radio stations engage in personality interviews involving professionals in fields of education to inspire, actuate or motivate learning and scholarship. The regular feature of Newspaper reviews and some dwelling on education themes are also ways of the mass media playing a pivotal role in sustainable development in the critical education sector.

The Electronic Media particularly the Radio and Television are now given operational licenses to run educational broadcast stations solely for training and learning in educational institutions in Nigeria. With University of Lagos, Federal Polytechnic Oko, Rhema University of Nigeria among others blazing the trail in this media morphosis for sustainable education.

Infact, as put by Nwabueze (2011:42), most Nigerian Universities now have formal education programmes aired by radio and television houses to complement what is studied in formal

educational institutions in this respect. They are more of instructional Radio and Television Programmes. The broadcast media has indeed been supportive to sustainable education and the efforts made by the National Universities Commission (NUC), National Board for Technical Education (NBTE) and other education regulatory bodies in Nigeria.

The broadcast media have also adopted the use of serialized drama programmes which commands large viewership to address educational matters. They deal on topical educational issues presented in interesting story line and dramatization while gaining sustainable development in that direction.

The consideration of linguistic peculiarities and audience response assessment, programmes using radio and television station are aired in local dialects with local content narration to impact knowledge and skill with a familiar subject. The programmes also involve discussion, phone in programmes which are interactive in nature and even the use of Pidgin English to attract and command the interest of the audience.

The outdoor media such as billboards and posters are also involved in the integrated mass media approach of ensuring sustainable development in the education sector. They serve reminder roles in communication to further buttress educational content and why people should acquire such knowledge. This is more or less a reinforcement, promotional strategies and catalyst that provides new approaches to existing knowledge.

The broadcast media has achieved great and exceptional feats in the areas of political education, social education, cultural education, health education, technological education, environmental education, religious education among others. Every broadcast programme aired has a direct or indirect value for the broadcast audiences. It has even become so penetrating and globalized as the media with its channels have wide coverage and reach to its audience in both local and urban areas, cutting across literate and non-literate audience adopting different strategies, respecting cultural and dialectic idionsycracies and the synergy of these underscores the crucial nature of the mass media in achieving sustainable educational goals.

ROLE OF MASS MEDIA IN SUSTAINABLE DEVELOPMENT IN NIGERIA
OVERVIEW OF NIGERIA EDUCATION SYSTEM

Nigeria's education system structure encompasses three different sectors: basic education (Nine) 9 years post basic education/senior secondary education (3years) and tertiary education (four to six years) depending on the programme of study.

Academic year runs from Sept to July with 18 to 20 weaks. It is envisaged that all SSD attributes must take place in all sectors in our educational levels.

ROLE OF MEDIA

A Professor of Law at Lake University, Harold Lasswell, has enunciated the roles of Mass Media as follows:

1. Surveillance: This is the provision of constant stream of information about events in the society and about the society itself. Barran J. (2006) says "the surveillance function involves the process of combining and going from one place to another as well as observing other happenings in the society or community. Here, the journalist aims at catching the newsworthy events and informing the public about them. It involves monitoring of other broadcast station and news agencies for gathering reports of other societies in order to keep the environment informed about happenings elsewhere it suffices to say that mass media as a subsystem cut across other subsystems and transmits information among and between them. The sustainable development agenda is a global one which requires consistent becoming of its objectives by the media to enable both the governments, private sector to cue into the realization of this global agenda come 2030. The mass media can do this through creating programmes in the

mass media principal channels of radio, TV, Newspapers where experts and important members of society can be interviewed on sustainable development goals and their views published thereby providing informed analysis and comments that can guide public and private actions.

2. Information: Action plan Agenda 21 for Sustainable Development identified information, integration and participation as key building blocks to help countries achieve development that recognizes these interdependent pillars. It emphasizes that in sustainable development, everybody is a user and provider of information it stresses the need to change from old sector centered ways of doing business to new approaches that involves cross-sectional coordination and the integration of environmental and social concerns into development processes. The mass media through correlation functions interprets every information concerning sustainable development, explaining them to the audience for proper understanding and making suggestions to guide them as well. Using the channels of mass media, emphasis the basis of education which tends to modify behavior and development of personality. The media will use agenda setting function in preparing the public mind and structure their thinking towards contemporary issues in sustainable development.

3. Education: The mass media help to instruct, educate and socialize the members of the society. It provides a form of knowledge, expertise and skills that enable people to operate as effective member of the society. It also creates awareness, gives direction and opportunity to audience through positive impact of mass media. Kiran, Prasad (2009) opined that through educational function of the mass media there have been transmission of heritage, common social norms, values and collective experience from one generation to the extreme. Through the educational programmes of the mass media, there have been major transformation in both formal and informal education, agricultural production, healthcare delivery, voters, education, skill acquisition, entrepreneurial development etc.

4. Interpretation: The modern society with its growing complexity also imposes on the media the role of interpreting events, actions and developments as they concern the society. Thus the media not only survey events of the day and make them the focus of public and private attention, they also interpret their meaning, put them into context and make specifications about their outcomes.
Similarly, Nwosu (1990) noted that in addition to performing the traditional function, the media are more useful in providing better interpreted in-depth development stories that place developmental issues and facts in greater perspective.

5. Socialization: Socialization is a process across the life span through which individuals acquire and interact with values and social standard of a specific society and culture. Media is considered a powerful agent of socialization, responsible for shaping an individual's socialization process.
Effects of media on socialization processes traditionally focusses on mass media channels such as television, radio and printed (books, newspapers and magazines)

AGENTS OF CHANGE
The extensive structural outlay of the media and its diverse coverage have made it a powerful agent of change in any socio-political set up. Shehu (1990) quoted "Economic and societal development in a country involves fundamental changes of habit, change of domestic living" in economic terms, this means better hygiene and nutrition, improvement in housing and home management. Judging by this list of desirable changes in any numerous formal and informal instructional programmes.

1.4 CONCLUSION

Sustainable development is a global clarion call for development not only for the poor nations but also for developed countries to eradicate poverty, conflict, climate change, biodiversity loss and resources scarcity for the present and future generations.

Sustainable development started with presentation of natural system but later metamorphosis to issues in political, social, economic, environmental and cultural development of the wide world to create a peaceful universe.

It is widely accepted that the mass media with its capacity to create awareness and publicity of the issues in most suitable and appropriate to enlighten, educate and inform the populace of the sustainable development goal through its programmes using the radio, TV, newspaper, magazines and posters.

Education is most essential ingredients for all ages and stages of the life of an individual, society as well as the nation education can be a total panacea for all social evil when properly planned and executed in formal, non-formal and informal manner.

1.5 RECOMMENDATIONS

1. UNESCO has a major role, along with its partners in bringing about key achievements to ensure the principles of education. Sustainable development are promoted through formal, non-formal and informal education.
2. The media should be consistently used in planning and executing the media campaign magazines to elicit the responses needed by the stakeholders in public and private sector.
3. The poor countries that are already battling with poverty, corruption, wars and crisis should be supported by richer countries through aids and other financial assistance to ensure conformity.
4. Proper evaluation of the programme should be consistently carried out to determine the work ability before the duly date.

In conclusion, Sustainable education through mass media is imperative in achieving sustainable development goals as supported by the Nigerian government and other developing economies.

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