

**An Analysis of Newspaper Coverage of Federal Government, Academic Staff
Union of Universities Crisis in Nigeria (July -December 2013)**

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Abstract

Education is one of the most troubled sectors in Nigeria. There are series of industrial actions in the sector to draw government's attention to a range of problems that has continued to hinder meaningful progress in the sector. One of such industrial actions was the six months nationwide strike embarked upon by the Academic Staff Union of Universities (ASUU) between July and December 2013, that disrupted the University academic calendar. This industrial action was widely reported in local and international media, with spectacular public debates across the country that seemed to draw mostly upon media reports on the crisis. Given the centrality of media coverage to public understanding of the crisis, we considered it significant to examine how some of Nigeria's leading newspapers – Daily trust, Vanguard, The Nation and The Guardian reported the crisis within the categories of the demands made by ASUU. The specific objectives of this study were to determine the areas of salient emphasis and directions of coverage in the selected newspapers. An aggregate of 736 units of analysis (articles) were coded from Lexis-Nexis database and hard copies of the newspapers. Findings show that the newspapers paid little attention to the background and in-depth analyses of the crisis, thereby narrowing public understanding to straight news, which dominated the coverage genre. Specific issues in the contending FG-ASUU 2009 agreement were largely avoided in the coverage by way of casual citations, while Earned Academic Allowances and revitalization funds were presented with salient emphasis. The study concluded that the newspapers have failed to provide the adequate information required to educate and aid public understanding on the FG-ASUU educational crisis and the general problem in the higher education sector.

Keywords: Federal Government, ASUU, Crises, Nigeria

Introduction

Throughout the years, the media have become trustworthy sources of information for individuals around the world. The public searches for information about events happening around the world however, is the role of the press in society, that of the mirror, the conciliator, or the shaper of issues and events in the society? The safest answer is perhaps to say that the press performs all of these functions, and even more, from time to time, depending on the prevailing situation. The press is an important institution in every society, and whichever of these or other roles it finds itself performing at any time matters a great deal in the life of a people. One particular news story, or an editorial, or a personal commentary published in a newspaper could serve as a mirror or reflector of an aspect of the social reality, and at the same time contain some ingredients of motivation, and even of conciliation as well, all of which could combine in some way to affect the level of knowledge, attitudes, and actions of people in determining the course of any event.

In normal times when much of life's processes can be substantially observed in their regularized routines, this power and importance of the press continue to exist unhindered. In crisis situations when the routines have been disrupted and when people's nerves and tempers also are likely to have been frayed, leading to a highly charged social atmosphere, the role of the mass media can easily be very decisive in helping to escalate the crisis or to assuage the tempers and bring the crisis under control (Schramm, 1977).

Even though the press as a social institution has been around for many centuries, the question as to how the press goes about performing its function of providing information to people continues to be asked with a great deal of interest and anticipation. The question continues to be asked because despite the various constraints, the press usually has the ability to determine what to report, when to report it, how to tailor the information, and where it will be published. This is concrete evidence of the power of the press. Talking about the power of the press (media), Dennis and Merrill (1999:4) clearly assert that "the media are quite powerful." In a way, the media tell us what to think about and how to think, which constitute the theoretical issues of agenda setting and framing.

One manner in which news media shape perceptions of key events is through the act of 'Framing'. Therefore, news content analysis is essential to studying how the press covered ASUU-Government educational issues. In news media, news frames serve as journalistic tools through which journalists recount a story in a limited amount of space and place an event within its broader context (Hallahan 1999:207).

However, series of industrial actions have been taken by workers to draw the government's attention to a range of problems that has continued to hinder meaningful progress in the sector. A controversial one of such industrial actions was the one embarked upon for six consecutive months by the Academic Staff Union of Universities (ASUU) between July and December 2013. This industrial action was widely reported in local and international media, with spectacular public debates across the country that seemed to draw mostly upon media reports on the crisis.

This study through a content analysis of four newspapers is set to content analyze the coverage of ASUU-Government educational crisis in Nigeria to ascertain the nature of reports *Daily trust*, *Vanguard*, *the Nation* and *the Guardian* newspapers have given to the subject matter within the period under review.

Statement of the Problem

It has been observed in the history of tertiary education in this country that there had been an incessant strikes in our tertiary institutions to draw the government's attention to a range of problems that has continued to hinder meaningful progress in the education sector. Specifically in 2013 ASUU demanded that government should fulfill an agreement it reached with it in 2009 on how to save the nation's Universities from collapse as education is considered to be one of the basic foundations for human and societal development.

Today, scholars and elders state-men have had cause to complain bitterly on the fast falling standard in education coupled with low media coverage on critical issues which are salient to national development. To be a progressive nation, therefore, there is the need for interaction between the education sector and the media where the media are expected to be not only a watchdog but also performing their correlation duty with the intention of leveraging and salvaging the education sector by monitoring education policy implementation, publishing education news and program and by bringing to the public knowledge what goes on in the education sector.

However, scholars have written and carried out studies on the historical account of ASUU strike, causes of ASUU strike, effects of ASUU strike (see: Azamosa 2012; Eghaha 2003; Onyeomnu, ughah 2006 etc) in Nigeria but not much is done on content analyzing newspaper coverage of ASUU-Government education issues. It has been observed that there is scanty literature on the study of content analysis of education in the Nigerian media. This is because, according to Nwuneli and Idowu (2004:3) "the focus on education in any systematic manner in the Nigerian media is relatively new". This limited scope does not provide for the examination of ASUU-Gov't education issues that will help in revealing the role of the media in the selection, interpretation and communication of perceived reality--a role which Goffman (1974) termed "Framing". Hence, it is considered important to look at how the newspapers reported the crisis between July 2013 and December 2013.

Aim and Objectives of the Study

The aim of this study is to examine how the Nigerian press covered ASUU-Government Educational crisis between July and December 2013. This study is guided by the following objectives:

1. To find out the dominant story type used by the Newspapers in the reportage of ASUU-Government educational crisis.
2. To ascertain the areas of salient emphasis in the newspapers reportage of ASUU-Government educational crisis.

Research Questions

The following research questions are formulated to guide the study:

1. What is the dominant story type used by the newspapers in the reportage of ASUU-Government Educational crisis?
2. What are the areas of salient emphasis in newspaper reportage of ASUU-Federal Government during the 2013 educational crisis?

Media Coverage of Educational Crises in Nigeria

A significant amount of literature attempts to describe the historical account of ASUU strike, its causes and effects (e.g. Azamosa 2012; Eghaha 2003; Ugah 2006 etc). It is this body of literature that this article seeks to add to, specifically by generating new knowledge regarding the coverage of protracted ASUU disputes by Nigerian newspapers. Despite several useful and informative discussions of other aspects of ASUU activities, no attempt exists to understand the coverage of the recurring strikes and how they relate to the wider Nigerian higher education. This article is partly a response to a perceived need to contextualize this coverage and develop a greater understanding of its significance.

The way in which news events are covered by the media can affect how receivers of that news come to understand the events. Recipients of a news story build their opinion based on how the news story was framed and their own individual frames. Viewers interpret and process information based on the tone of the news story (Scheufele, 1999, p. 107). Reporters play an important role in the development of opinions among the public and when the focus is framed only negatively or positively toward the subject, the other aspects of the story are excluded. Framing has been explored by various scholars and has been defined in various ways. However, “Journalists may follow the rules for ‘objective’ reporting and yet convey a dominant framing of the news text that prevents most audience members from making a balanced assessment of a situation” (Entman, 1993, p. 56).

Graber (2006) points out that the media extends its role further by not only surveying and bringing the day’s events to the public and private attention, but also interprets the events’ meanings and putting them into context, and at times speculating about their consequences.

The media also tell people which issues and activities deserve particular attention to be ranked highly on the public’s agenda of political concerns. This importance is indicated through cues as banner headlines, front-page placements in newspapers Graber (2006). Frequent coverage also implies significance, of which stories placed in the front section are regarded as more salient and accessible to readers than those in other sections, such as sports or business (Ha, 2009, p. 40).”The salience of an object (the importance of an object) increases the amount of news coverage about the topic (Chyi& McCombs, 2004, p. 22). The topic could be a public figure, an issue, or any other topic the media is focused on. News media can increase the importance of a news story by the amount of time spent reporting on the issue.

Kayode (2000), points out that; “one of the tools used by the government to achieved national development is the mass media because they have such considerable power to shape opinion and benefit, to change habit of life activity, mould behavior and

impose political system even in the teeth of opposition”. Boykoff (2009) argues that the role of the journalists is not that of a repeater of occurrences or a parrot but they should be able to provide additional information, interpretation and contexts to issues being covered, especially complex issues such as ASUU crises. This is important because the agenda that is not clearly articulated by the presenters may likely not receive appropriate interpretation/discussion and action.

However, the greatest challenge in Nigeria and indeed in Africa is the inability of the media to live up to their social responsibility (Iredia 2004) quoted in Omera (2004). This is the crux of the matter, which Nigerian media professionals must frontally address by refocusing their news agenda for national development. Again, putting in place certain support systems for Nigerian media professionals is critical to leveraging the fourth estate of the realm’s catalytic role in ensuring growth and development in Nigeria.

Due to the power of Education towards the development of the society, the media are expected to sensitize people about the importance of education. Elson (1974) noting that, “by improving people ability to acquire and use information, education deeper their understanding of themselves and the world enriches their mind by breadding their expectance and improve the choice they make as consumers, producers and citizens”.

Theoretical Framework

This study is anchored on the framing theory propounded by Erving Goffman in 1974. Framing is used here to explain how the mass media promote ASUU/Government educational issues through selection, emphasis, exclusion, and elaboration of news stories.

The idea of framing stemmed from agenda-setting theorists, who viewed it as a natural way in which second level agenda setting occurs (Littlejohn & Foss, 2008). They state that media depictions frame events in ways that constraint how audiences can interpret these events. This, according to them, can happen by various textual features of the “story” such as headlines, audio-visual components, metaphors used, and the way in which the story is told, to name only a few of the ways framing functions.

Against this backdrop, the media are perceived as critical agents who report and critically, yet positively, influence public perception on ASUU-Gov’t educational issues. It is to be expected that through powerful editorials, opinion pools, investigative reporting and news coverage of ASUU-Gov’t educational issues, the media will set significant framing of a subject.

Framing is also based on the assumption of how an issue characterized in news reports can have an influence on how it is understood by audiences (Cited in Ha: 14). “Besides comparing reports on two similar events by the same media organization, frame analysis can also be made by comparing the way a certain event/issue or character is presented by two or more media organizations” (Meseret, 200, : 523). Entman (1993) points out that:

To frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem

definition, causal interpretation, moral evaluation and/or treatment recommendation for the item described (p. 52).

However, Baran and Davis (2009) outline the following as strengths and weaknesses of framing theory:

Strengths

1. Focuses attention on individuals in the mass communication process
2. Micro-level theory but is easily applicable to macro-level effects issues
3. is highly flexible and open-ended
4. is consistent with recent findings in cognitive qualitative research methods

psychology

Weaknesses

1. is highly flexible and open-ended (lacks specificity)
2. is not able to address presence or absence of effects.
3. Precludes causal explanations because of qualitative research methods
4. Assumes individuals make frequent framing errors; questions individuals'

abilities

Methodology

The research design that was used for this study is the content analysis. Content analysis According to Walizer and Wienir (1978) cited in Wimmer and Dominick (2000) define it as any "systematic procedure devised to examine the content of recorded information". It could also be a method of studying and analyzing communication in a very systematic, objective and quantitative manner for the purpose of measuring variables, (Wimmer and Dominick, 2014). According to them; content analysis can systematically and practically reveal the manifest content of a material.

Universe of the Study

Daily trust, Vanguard, the Nation and Guardian newspapers from July to December 2013 form the population of this study. Monday to Sunday constitute the editions of these papers. These papers are daily publications with wider national coverage. Hence, it is assumed that the period of six months is long enough to measure the performances of these papers in the coverage of ASUU-Government educational affair.

A census i.e a total population sampling (736 issues of the newspapers under review) was adopted. Total population sampling is a type of purposive sampling technique that involves examining the entire population. Although 2013 ASUU strike started on 1st July and ended on 17th December, the end date of December was chosen to give the researchers a precise six months' time period from which to gather data. The census was chosen reporting of ASUU-Government educational crisis was episodic and however, the crisis lasted for the period of six months consecutively and taken a sample from it would have been difficulty to get appropriate data hence, the need to study the entire population.

The unit of analysis includes any article or story on ASUU-Government educational related issues such as; news stories, feature articles, editorials, interviews, captioned photo news, and cartoons. Content Categories formulated for the study are:

The dominant story type: This was determined through the type of stories published in the newspapers under study such as; news stories, feature articles, editorial, interview, photo-news and cartoons.

Areas of Salient Emphasis: were determined by the occurrence of the coverage of the following:

- i. 2009 agreement between ASUU and Federal Gov't of Nigeria which is the general embodiment of the dispute.
- ii. Funding requirement for Revitalization of the Nigerian Universities
- iii. Federal Government Assistance to State Universities
- iv. Establishment of Nigerian Universities Pension Management Commission (NUPEMCO)
- v. Progressive increase in annual Budgetary Allocation to Education to 26% between 2009 and 2020
- vi. Earned Academic Allowances
- vii. Amendment of the pension/Retirement Age of Academics on the professorial cadre from 65 to 70 years
- viii. Reinstatement of prematurely dissolved Governing Councils
- ix. Transfer of Federal Government Landed property to Universities
- x. Setting up of Research Development council and provision of Research Equipment to laboratories and classrooms in our Universities.

However, LexisNexis database was used to retrieve the newspaper articles alongside coding sheet as an instrument of data collection for this study. More so, in testing the instrument for the data collection, 10 percent of the sample size was used in testing the reliability of the instrument. Thus, the results of inter-coder reliability test across these variables are as follows:

Inter-coder reliability results

Variables	Cohen's kappa (Strength of Agreement)
Dominant story used	1.00(almost perfect)
Areas of salient emphasis	0.62 (substantial)

Results

Table 1: Dominant story type

Newspapers		News Genre						Total
		News Stories	Features	Cartoon	Editorial	Interview	Photo News	
Daily Trust	Frequency/ Percentage	1877 (60.7%)	94 (30.5%)	10 (3.2%)	3 (1.0%)	9 (2.9%)	5 (1.6%)	308 (100.0%)
Vanguard	Frequency/ Percentage	180 (76.9%)	34 (14.5%)	5 (2.1%)	3 (1.0%)	9 (3.9%)	3 (1.3%)	234 (100.0%)
The Nation	Frequency/ Percentage	204 (78.2%)	49 (18.8)	4 (1.5%)	0 (0%)	2 (0.8%)	2 (0.8%)	261 (100%)
The Guardian	Frequency/ Percentage	101 (72.7%)	28 (20.1%)	0 (0%)	3 (2.2%)	5 (3.6%)	2 (1.4%)	139 (100%)
TOTAL	Frequency/ Percentage	672 (71.3%)	205 (21.8%)	19 (2.0%)	9 (2.0%)	25 (2.7%)	12 (1.3%)	942 (100.0%)

Table 1 above shows the nature of stories on the coverage of ASUU/Gov't educational crisis under study, ranging from news stories, features, editorial, photo news, interviews, to Cartoon. The four newspaper; Daily trust, Vanguard, The Nation and Guardian reported the total of 942 items on ASUU/Gov't educational issues through different events. However, news stories recorded the highest contents of 672 signifying 71.3% of the entire stories. Feature Articles which are often written by independent writers recorded 205 items suggesting 21.8% of the whole ASUU/Gov't educational issues reported by four papers. The editorials had the lowest with 9 items i.e. 1%. More so, interviews recorded 12 items representing 1.3 % while cartoons got 19 items representing 2%.

As could be seen from the data presented above, the bulk of the news on ASUU/Government industrial dispute were reported in straight news format, paying less attention to the background of the crisis. Editorials and in-depth analyses which could have given facts and figures behind the news featured less,

This data shows that national daily newspapers use a variety of format to report ASUU/FGN educational articles.

Table 2: Areas of Salient Issues Featured In the Four Newspaper

Issues Reported	Daily Trust	Vanguard	The Nation	Guardian	Total
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Funding requirements for revitalization of Nigerian Universities	181 (32.9)	146 (26.5)	139 (25.2)	85 (15.4)	551 (58.5)
Funding requirements for revitalization of Nigerian Universities	70 (31.1)	55 (24.5)	66 (29.3)	34 (15.1)	225 (23.9)
Federal Gov't assistance to State Universities	7(15.2)	11 (23.9)	22 (47.8)	6 (13.1)	46 (4.9)
NUPEMCO	0 (0)	1(100)	0(0)	0(0)	1(0.1)
Annual Budgetary Allocation to Education to 26	17(56.7)	2(6.7)	7(23.3)	4(13.3)	(3.2)
Earned Allowance	15(27.3)	12(21.8)	19(34.5)	9(16.4)	55(5.8)
Amendment of the pension/Retirement Age of Academics on the professorial cadre from 65 to 70 years	4(57.1)	1(14.3)	1(14.3)	1(14.3)	7(0.7)
Reinstatement of prematurely dissolved Governing Councils	8(66.6)	2(16.7)	2(16.7)	0(0)	12(1.3)
Transfer of Federal Government Landed property to Universities	0(0)	0(0)	0(0)	0(0)	0(0)
setting up of R D council and provision of Research Equipment to laboratories and classrooms in our Universities	6(40)	4(26.7)	5(33.3)	0(0)	15(1.6)
TOTAL	308(32.7)	234(24.8)	261(27.7)	139 (14.8)	942(100)

Table 2 above shows how each of the newspapers selected for this study treated the various subject categories. The data singled out about two subject areas that were given more attention in the newspapers. These are the 2009 Agreement between ASUU and FGN and funding requirements for revitalization of Nigeria Universities. For example on the 2009 Agreement between ASUU and FGN (Daily trust 32.9%, Vanguard 26.5%, The Nation 25.2%) and funding requirements for revitalization of Nigeria Universities (Daily trust 31.1%, Vanguard 24.5%, The Nation 29.3%), three of the four papers gave considerable coverage to those areas except for the Guardian which recorded below 20% i.e. 15.4% and 15.1 respectively. This is followed by the issue of Earned Allowance with the Daily trust having 15 amounting to 27.3%, Vanguard 12 representing 21.8%, The Nation 19 34.5%, and Guardian 9 standing at 16.4%. For the Federal Gov't

assistance to State Universities, Daily trust got 7 representing 15.2%, Vanguard 11 stood at 23.9%, The Nation 22 standing at 47.8% while Guardian recorded 6 news items representing 13.1%. On NUPEMCO, only Vanguard recorded a story (1/100%). For Annual Budgetary Allocation to education to 26%, Daily trust obtained 17 representing 56.7%, Vanguard 2 standing at 6.7%, The Nation 7 representing 23.3% while Guardian got 4 amounting to 13.3%. Amendment of the pension/Retirement Age of Academics on the professorial cadre from 65 to 70 years, Daily trust recorded 4/57.1%, Vanguard, The Nation and Guardian had 14.3% each. For the Reinstatement of prematurely dissolved Governing Councils, Daily trust obtained 8/66.6%, Vanguard, The Nation 2/16.7 each while the Guardian had 0%. More so, on the part of setting up of Research Development council and provision of Research Equipment to laboratories and classrooms in our Universities, Daily trust got 6/40%, Vanguard 4/26.7%, The Nation 5/33.3% while the Guardian had 0%.

However, the reportorial pattern of NUPEMCO and Transfer of Federal Government Landed property to Universities, across all the four papers is quite discouraging for only Vanguard recorded 1 story on it.

In many issues covered by the four newspapers, 2009 agreement between ASUU and FGN and Funding requirements for revitalization of Nigerian Universities are the most framed indicators during the period of study. More so, there was a notable small percentage difference, suggesting that while the “spin” on how they cover the issues may differ, the four newspapers ranked issues in more or less the same order of significance.

Discussion of Findings

Dominant Story Type Used by the Newspapers in the Reportage of ASUU-Government Educational Crisis

Base on the data presented on table 1, it's worth noting that the format of report presentation left much to be desired as the four newspapers concentrated more on news stories, paying less attention to facts behind the news.

The Nation rated higher among the four newspapers under study. It gave the highest frequency of reports in terms of news stories and Daily trust top the record for the feature articles. Generally, straight news format was the most used genres of reporting ASUU/Government educational issues by the newspapers while little was reported through editorials, photo news, interviews and cartoons which could have given facts and figures behind the news. This finding agrees with (Leo, 2011) who wrote that “investigative journalism is fast disappearing in journalism profession.

As observed, Boykoff (2009) argues that the role of the journalists is not that of a repeater of occurrences or a parrot but they should be able to provide additional information, interpretation and contexts to issues being covered, especially complex issues such as ASUU crises. This is important because the agenda that is not clearly articulated by the presenters may likely not receive appropriate interpretation/discussion and action.

Areas of Salient Emphasis in Newspaper Reportage of ASUU-Federal Government during the 2013 Educational Crisis

As shown in the table 2, out of the 10 (100%) categories used for determining the areas of salient emphasis in the coverage of the ASUU/Gov't educational crises by the four Nigerian newspapers, 2 were prevalent (i.e., common) in the coverage by the newspapers. These areas of most salient emphasis included: (1) the 2009 Agreement between ASUU and FGN and (2) funding requirements for revitalization of Nigeria Universities.

Those that were not prevalent include: Transfer of Federal Government Landed property to Universities and NUPEMCO while Federal Gov't assistance to State Universities, Annual Budgetary Allocation to Education to 26%, Earned Allowance, Amendment of the pension/Retirement Age of Academics on the professorial cadre from 65 to 70 years, Reinstatement of prematurely dissolved Governing Councils, and setting up of Research Development council and provision of Research Equipment to laboratories and classrooms in our Universities were not given much attention being the issues ASUU had with federal Gov't. They were not prevalent because not all the newspapers used them in their coverage. For instance, the four newspapers except Vanguard which recorded only one story did not use the NUPEMCO. In the same vein, all the four newspapers did not use the Transfer of Federal Government Landed property to Universities, while the Guardian newspaper, did not use the Reinstatement of prematurely dissolved Governing Councils, and setting up of Research Development council and provision of Research Equipment to laboratories and classrooms in our Universities.

Further, the results showed that the top two issues that captivated the attention of four newspapers in the ASUU/Government educational crisis were identical-- suggesting that the 2009 Agreement between ASUU and FGN and funding requirements for revitalization of Nigeria Universities were framed in the coverage as central issues of concern for the ordinary Nigerians and gave little report on the specific issues surrounding the contending 2009 agreement. This unfair attitude of the newspaper gate keepers again buttress the framing theory of the media where issues considered less important are technically silenced.

To this end, facts alone have no meaning of their own, it is only through being placed in some context through emphasis or focus as part of a frame that facts take on relevance (Gamson, 1989). These findings are in line with the tenets of framing theory which stipulates that, to frame a story is to, "select some aspects of a perceived reality and makes them more salient in a communicating text, causal interpretation, moral evaluation, and/or treatment recommendation for the item described" (Entman, 1993, p. 52).

Lippmann (1993) quoted in Papacharissi and Oliveira (2008: 52) notes that news is responsible for providing the "pseudo-environment" upon which people rely to experience and understand events they cannot observe directly and that news frames are

important in how these events are reported since they reflect a process of recurring selection and emphasis in communicating perceived reality. They concluded that, frames in media are key components in the study of selection and interpretation of news.

(Oso, 2006) has noted in this regard that, the way the journalist do their work in selecting and processing what becomes news is not a neutral activities as proponents of the objectivity often believes. The journalist bring to their work certain knowledge or cultural maps which, in some way influence the way in which they conceptualize events and issues. The journalist, like all individuals interpret the world by calling on knowledge structures or mental maps.

The journalists employ these frames not only to comprehend events and issues for themselves but also to construct stories for their audience (Dunwoody and Griffin, 1993 Quoted in Oso, 2006:68).

However, in many issues covered by the four newspapers, there was a notable small percentage difference, suggesting that while the “spin” on how they cover the issues may differ, the four newspapers ranked issues in more or less the same order of significance.

Conclusion

As the findings from this study show, newspapers coverage of the FG-ASUU educational crisis between July and December 2013 was quantitatively impressive, but lacked sufficient detail and analyses on the crisis background. Although most of the reports recognized the Federal Government’s failure to honor its agreement with the Union, the inattentiveness of most of the reports to details of specific components of the 2009 agreement such as Federal Government assistance to state Universities; Establishment of Nigerian Universities Pension Management Commission (NUPEMCO); Progressive increase in annual Budgetary Allocation to Education to 26% between 2009 and 2020; Reinstatement of prematurely dissolved Governing Councils; and transfer of Federal Government landed property to Universities and setting up of Research Development Council and provision of research equipment to Universities laboratories and classrooms has left the coverage rather unable to educate the public on the actual character and dimension of the crisis.

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