

INVESTIGATIVE JOURNALISM IN CAMPUS BROADCASTING: A STUDY OF ABU FM RADIO

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Abstract

This study explored the various issues journalists working with campus broadcast stations can investigate in their communities. The study employed in-depth interview research method with five reporters of ABU FM Radio to find out how investigative journalism can help in promoting accountability at community level. The paper adopts the Social Responsibility Theory to explain how reporters can conduct and deliver investigative news reportage within ABU FM Radio audience responsibly. Findings show that all the respondents were aware of investigative journalism as a concept, its techniques and relevance to their community, but could not be able to adequately carry out investigative journalism effectively. Respondents said reporters can conduct investigative journalism by uncovering wrong doings such as students' extortion by lecturers, female students' sex for grade syndrome, tribalism and corruption at university's senate. The study concludes that although the level of awareness is adequate, reporters in ABU Samaru FM have not fully utilize the Freedom of Information Act to collect data on corrupt university staff. It recommends that media organizations should organize regular training in investigative reporting skills, ethical standards and challenges. Media managers should make investigative reporters free from other media job burdens in view of its difficulties, journalists should devise new ways of investigating corrupt practices in academic institutions and finally journalists should utilize provisions of the Freedom of Information Act (FOIA) to expose any public office holders who violates the Act.

Keywords: Investigative journalism, campus broadcasting, community broadcasting, public stations, challenges

INTRODUCTION

Campus radio is designed to serve educational institutions and their host communities with information, education and entertainment by embracing active community participation needed to foster social development at community level. Campus radio serves community residents and allow them to participate in its programmes, express their needs or discuss issues of interest to them (Dunaway,2002; Wigston,2001; Steinberg,1995).

Campus radio implies a democratic dimension, popular participation in the management of a station as well as in production of its programmes. It is neither expresses political power nor a capitalist system, rather focuses on promoting accountability at community level. It often serves as the most trusted agent of positive change. Campus radio plays a vital role in building vibrant communities, in mobilizing groups to action by informing and empowering citizens, in giving voice to the marginalized groups of society, and in bringing community needs to the attention of local and even national governments. The scope of campus radio is identifying challenges associated with the community and finding solutions to them. (Bosch, 2007).

OBJECTIVES OF THE STUDY

This paper identifies the various issues that require in-depth reportage while working with campus broadcast stations with a view to fighting wrong doings at the community level. The study has the following objectives:

1. To assess the knowledge and awareness of investigative journalism amongst ABU FM Radio journalists.
2. To identify the various issues that can be investigated by journalists of ABU FM Radio.
3. To identify the impact of investigative journalism on ABU community.

RESEARCH QUESTIONS

To achieve the objectives of this study, the researcher attempts to answer the following research questions:

1. What is the level of knowledge and awareness of investigative journalism amongst ABU FM Radio journalists?

2. What are the various issues that can be investigated by journalists of ABU FM Radio?
3. What is the impact of investigative journalism on ABU community?

LITERATURE REVIEW

The Concept of Community broadcasting

Section 9 of the Nigeria Broadcasting Code (2016) defines community broadcasting as the third tier of broadcasting, a non-profit, grassroots public broadcast service medium, through which community members can contribute and foster civic responsibilities and integration. Al-hassan, Andani and Abdul-Malik (2011) describe Community radio as a type of radio service that offers a model of radio broadcasting beyond commercial and public service. Community radio broadcasting serves geographic communities and communities' interest. Its content is largely popular and relevant to a local/specific audience but which may often be overlooked by commercial or mass-media broadcasters. Community radio stations are operated, owned, and driven by the communities they serve. Community radio is not-for profit and provides a mechanism for facilitating individuals, groups, and communities to tell their own diverse stories, to share experiences, and in a media rich world to become active creators and contributors of media.

Community radio is broadcasting for, by and about the community, whose ownership and management is representative of the community, which pursues a social development agenda, and which is non-profit (AMARC: Africa & Panos Southern Africa, 1998). Community radio broadcasting is the broadcasting that is handled by the local community, for the local community and about the place of the local community in the nation. Another name for it is Local Radio Broadcasting (Moemeka, 1981).

African Charter on Broadcasting (2001) defines the concept as broadcasting for, by and about the community, whose ownership and management is representative of the community, which pursues a social development agenda, and which is non-profit. Community radio signifies a two-way process, which entails the exchange of views from various sources and is the adaptation of media for use by communities. In an ideal world community radio allows members of a community to gain access to information, education and entertainment. In its purest sense, it is media in which the communities participate as planners, producers and performers

and it is the means of expression of the community, rather than for the community.

Community broadcasting is a social process in which members of the community associate together to design and produce programmes and air them, thus taking on the primary role of actors in their own destiny. Whatsoever community initiative, the emphasis should be on the ownership of democratic and development efforts by the members of the community themselves in relation to the use of media to achieve this. In essence, this is participatory communication which is above all a process, not a technology, nor merely a means. It is about the community speaking to each other and acting together for common goals (Fraser & Estrada, 2001; Girard, 2007). The concept community broadcasting is discussed because Campus radio is categorized under community broadcasting (Nigeria Broadcasting Code, 2016).

Campus Broadcasting in Nigeria

Campus community broadcasting in Nigeria started with the clandestine transmission of radio programmes by three students of the University of Nigeria, Nsukka (UNN) in 2002. The students' illegal transmission sent a strong signal to the Nigerian government that the time was ripe for radio stations on campuses. Scholars have argued that the incident may have partly contributed to the granting of a license to the University of Lagos the same year and for the National Broadcasting Commission's (NBC) initial revision of the Nigerian Broadcasting Code to accommodate community broadcasting in the code. Other licenses were issued to 10 other campus community radios in 2007 and 18 campus radios in 2009 (Dunu & Ugba, 2016).

Campus radio, otherwise referred to as 'college radio', 'university radio' or 'student radio' is thus, a type of radio station that is run by the students of educational institutions. Programming in campus stations is handled exclusively by students, or may include programmers from the wider community in which the radio station is based. Campus radio stations are operated for the purpose of training professional radio personnel with the aim of broadcasting educational programming, and sometimes as alternative to commercial broadcasting or government broadcasters. Campus radio stations are licensed and regulated by National Broadcasting Commission (George, 2020).

Section 9.11 of the NBC Code defines it as any station licensed principally to train students in broadcasting and to provide opportunities for practical experience as well as promoting social well-being of the campus community. Ralph Akinfeleye (2020) insists that campus radio must not be a public relations tool of the school management but must be socially responsible and should be managed by a managing board to be appointed by the Vice-Chancellor with membership from the School of Communication, one from the regulatory body - the NBC, one from the professional organisation such as Broadcasting Organisation of Nigeria (BON), Nigerian Union of Journalists (NUJ), a lawyer from the Faculty of Law, one member from the Faculty of Engineering, one member of the Office of Vice-Chancellor, one from the Office of the University Bursar, at least two from outside the university of which one must be a female (preferably from the University Alumni Association).

Opawole (2013) describes campus stations as sub-set of community radio stations designed to fill the gaps for commercial and government stations by playing more local music to promote local or campus musicians for general acceptance among the students who constitute majority of their audience. Campus radios are licensed in Nigeria as a litmus test for the establishment of community radio. The Nigeria Broadcasting Code stipulates that campus radios emerged principally to allow for training of university students especially those in broadcasting and other related fields like Engineering, Information Technology, Creative Arts, Use of English and Drama thereby providing opportunities for practical experience and social well-being of the campus' community in general (NBC 2016).

Brief History of ABU STUDIO / ABU SAMARU FM 101.1 RADIO

ABU/BBC Studio was established by the British Broadcasting Corporation, World Service Trust (BBC WST), under its VOICES Project and the UK's Department for International Development (DFID) with the dual mandates of training students of Mass Communication; Theatre and Performing Arts on the practical aspects of broadcast journalism in addition to non-linear editing, news, programmes production and presentation. The second mandate was radio broadcast, which entails informing, educating and entertaining the University community and environs especially on the latest news, scientific and technological discoveries as well as health tips, among others.

The Studio was commissioned on the 8th June, 2005 with two main components -training and transmission. The collaboration on the project with the BBC/DFID ended in December, 2006, thus ABU took over fully the management of the studio.

The training component commenced in the 2004/2005 session with students from Mass Communication; Theatre and Performing Arts who wish to specialise in Radio Broadcasting. The Radio Broadcast License for the ABU Samaru Campus Community Radio was granted to the University by the National Broadcasting Commission, (NBC), in February 2007. The Station conducted test transmission with the permission of NBC in April 2010 and commenced full transmission commenced on 21st May, 2012. Alhaji Nasiru Abdul became the first General Manager, who served from 2012 – 2019. He was succeeded by Musa Alhassan who took charge from 2019 till date. The station was transferred to the Department of Mass Communication in 2016 as part of requirements for NUC accreditation.

THEORETICAL FRAMEWORK

The paper adopts the Social Responsibility Theory developed by Siebert, Peterson, and Schramm (1956) which provides that freedom carries concomitant obligations and the press which enjoys a privileged position under government, is obliged to be responsible to society for carrying out certain essential functions of mass communication in contemporary society. Under this theory the press goes beyond objective reportage to interpretive (investigative reporting). It is no longer enough to report the fact truthfully, but it is necessary to report the truth about the fact. This study applied Social Responsibility Theory to explain the social responsibility of journalists working with campus stations.

The theory is relevant because it performs the following tasks:

- i. Safeguarding the rights of individual listeners by acting as a watchdog against institutions' management and government at large;
- ii. Improve airing and access to investigative information in educational institutions by servicing the political system and providing information, discussion, and debate on public affairs;
- iii. Enlightening the public about the government gives the public greater opportunity to hold their governments at all levels accountable in line with section 22 of the 1999 constitution.

- iv. It urges stations to maintain financial self-sufficiency so that it can be free from the pressures of special interests.
- v. This approach holds that the press has a right to criticize government and other institutions, but it also has a responsibility to preserve democracy by properly informing the public and by responding to society's needs and interests.
- vi. The press do not have the freedom to do as it pleases; it is obligated to respond to society's requirements

The theory according to Uzuegbunam (2013) holds that the press has a right not only to criticize government and other institutions, but also has a responsibility to preserve democracy by properly informing the public and by responding to society's needs and interests.

RESEARCH METHOD

The study applies in-depth interview research method to address the research questions raised for the study. Gabler (2013) describes it as a form of a semi-standard oral interview with relatively large freedom for the interviewer in terms of content and design, which increases the willingness to provide information and the spontaneity of the respondents.

The best form for documentation is the dictating machine or a camera for audio-visual documentation or digital audio recorder for radio content analysis. Roulston (2006) submits that in-depth interview accounts for almost ninety percent of the researches conducted in the social sciences. The audio recordings of the interview were played over several times to enable the researchers to capture exactly what the respondents said. The data generated was transcribed, described and narrated. Data was transcribed by typing text on the laptop and listening to recordings over and over again in order to obtain familiarity and generate their meanings.

POPULATION OF THE STUDY

The population for this study is the entire staff of ABU Samaru FM, made up of 21 staff spanning from the three Departments namely: Administrative Department which consists of three staff members, while the Programmes and Engineering departments have 18 staff members. Purposive sampling, also known as judgmental, selective or subjective sampling, in which researchers rely on their own judgment, when choosing members of the population to participate in their studies. This kind of sampling technique requires researchers to have prior knowledge about the purpose of their

studies so that they can effectively choose and approach eligible respondents for their studies (Alchemer, 2021).

The researcher applied snowballing sampling method using head of news as gatekeeper to select the five respondents that are qualified for the in-depth interview. The data for this study were collected from the interviewees schedule for the interview. There is no single sample size formula that is available for every research method (Wimmer & Dominick, 2011). Given that this study is qualitative, the researcher considered only five journalists for the in-depth interview.

INSTRUMENT FOR DATA COLLECTION

The researcher adopted interview schedule as the instrument for data collection. The schedule guides the researcher to navigate the inquiry. Interview schedule list containing a set of structured questions that have been prepared serves as a guide for interviewers, researchers and investigators in collecting information or data about a specific topic or issue. The schedule will be used by the interviewer, who will fill in the questions with the answers received during the actual interview (Luenendonk, 2019).

The researcher utilized semi-structured interview which allowed the researcher to not strictly follow a formalized list of questions. The interview questions were drawn from the study objectives, empirical and theoretical review of the work to help answer the research questions and fill the gaps identified during empirical reviews.

DATA PRESENTATION AND ANALYSIS

The data derived from in-depth interview with the respondents were transcribed into written form, analyzed and presented in narrative form for clearer understanding of data and labeling them with the research questions, theoretical framework and literature review in order to interpret data collected. Direct quotations were used to give credence to the interpretive write-ups. The in-depth interview with key respondents is used to probe the meanings, identities and contexts under which events take place. It is also used to uncover people's opinions, motivations, behaviour patterns, justifications and reactions (Warwick & Aggleton, 2001).

DEMOGRAPHIC DATA

Table 1. Years of Experience as a Reporter.

VARIABLES	YEARS OF EXPERIENCE	PERCENTAGE %
MADIHA ZARRUK	16	29.62
LAWAL AHMAD	13	24.07
FARUQ NANOH	11	20.37
AHMAD WAZIRI	10	18.51
BILYAMINU BELLO	4	7.40
TOTAL	54	100

Source: Field Survey, 2021

From the Table 1 above, Madiha Zarruk has the highest years of experience with a percentage of 29.62% and 16 years working as a journalist, while the second highest with 13 years of working experience was Lawal Ahmad with a percentage of 24.07, Faruq Nanoh is the third highest reporter with 11 years' worth of experience as a reporter with 20.37% and Ahmed Waziri with 10 years working experience as a reporter with 18.51%. The reporter with the least reporting experience is Bilyaminu Bello who has only 4 years of experience as reporter with 7.40%.

Table 2. Level of Education

EDUCATIONAL BACKGROUND	FREQUENCY	PERCENTAGE %
HND	2	40
MSc.	1	20
BSc.	1	20
DIPLOMA	1	20
TOTAL	5	100

Source: Field Survey, 2021

From Table 2, only one respondent, Madiha Zarruk possesses a Higher National Diploma which makes up 20% of the study. Faruq Nanoh holds a Master's Degree in Development Communication with 20%. Ahmed Waziri and Bilyaminu Bello hold a Bachelor of Science degree in Mass Communication with 40% while Lawal Ahmed possesses the least qualification in the group with a Diploma in Mass Communication making 20%.

DISCUSSION OF FINDINGS

Q1. What is the level of knowledge and awareness of investigative journalism amongst ABU FM Radio journalists?

When the respondents were asked on the knowledge and awareness of investigative journalism, all the respondents said they were aware of the concept, its techniques and relevance to their work as community broadcasters. On the knowledge of investigative journalism, the five respondents said they are aware and have knowledge of the concept:

My level of awareness of the Freedom of Information Act by reporters of ABU Samaru FM is high. However, the utilization of the Act to conduct investigative reportage is very low because most public office holders do not avail information sought by reporters

Although, all the reporters at the station were aware of investigative journalism, a respondent declared that he has never carried out any serious investigation.

I have never carried out investigative reporting, but admitted that he has attempted several times to access information and expose community development contracts awarded in order to find out funds allocated to the projects and the quality of projects seen in the community but my requests were rejected on several occasions.

A respondent said the concept is used by journalists to balance their stories and is what separates a quack from professional journalists. The respondent adds that the media managers should organize more training on the techniques of investigative journalism.

Q2. What are the various issues that can be investigated by journalists of ABU FM Radio?

Three respondents said reporters of ABU FM Radio can conduct investigative journalism through the following ways: uncovering wrong doings only. Reporters of campus stations can conduct investigative reporting by uncovering scandals and also assessing developmental issues

of community importance. A typical example is ‘sex for grade syndrome’ in Nigerian tertiary institutions. A respondent has this to say:

There are media reports on male lecturers who harass female students or even demand sex to enable them pass their courses. It should be noted that in the past, cases of sexual harassment, sexual pressure or sex for grades were very rare. But of recent the cases have multiplied. There is need to investigate why it is now so frequent and why are male lecturers attracted to their female students? A typical example is the 13-minute viral video on sex exploitation involving the BBC reporter, Kiki Mordi, (who camouflaged as a 17-year-old admission seeker) and a senior lecturer, Boniface Igbeneghu on the campus of University of Lagos.

Three respondents are of the opinion that journalists working with campus stations can conduct investigative reporting through uncovering scandals such as detecting violations of laws, rules or norms of decency by lecturers and management of universities as declared by this respondent:

Common examples of corruption in the education sector include the embezzlement and diversion of funds, equipment and school supplies; procurement fraud which leads to poor teaching and learning facilities in Nigerian universities. When funds intended for building schools, purchasing supplies, or training and paying staff are diverted into private pockets, the quality and availability of education is negatively affected

The respondents identified another important issue that needs urgent investigation which is examination malpractice. A respondent lamented the increase in examination malpractice in the following ways:

Students of tertiary institutions are caught every year while trying to cheat during exams contrary to the rules of examinations to get an undue advantage or to make good grades by cutting corners. This can also be investigated.

Three respondents identified another important issue that can be investigated like the review of educational policies that are obsolete. A reporter can investigate the disadvantages of an educational policy and call

for its review. A typical example is public ownership of educational institutions and the need to privatise education for effective service delivery:

In view of the current decay in Nigerian educational sector, there is need for the private sector to assist government particularly, in the establishment and management of educational institutions

Five respondents identified another important issue like describing social, commercial, political and cultural trends to detect changes in society. In order to achieve success, the respondents agreed that media managers should not over burden investigative reporters with other reportorial duties. Example of such can be drug addiction among women on educational institutions.

A reporter can investigate drug addiction among women in tertiary institutions, which is now gaining a foothold in the Northern part of Nigeria. Another respondent said journalists can investigate other social problems, including poverty and destitution amongst the community to find out the cause and their effect on socio-economic development of the community.

All the respondents believe that the FOI Act could be a veritable tool that can be used for gathering and disseminating news if it is properly harnessed by journalists. They insist that if the Act is properly implemented by the government, it will serve as an indispensable tool for news gathering and dissemination as confirmed by this respondent:

The Act guarantees the right of access to information held by public institutions, irrespective of the form in which it is kept and how they utilize public funds, perform public functions or provide public services

Two respondents however argued that since the station by virtue of its licence is banned from any form of political content, reporters should avoid issues that can have political interpretations. The station is therefore apolitical and does not air political stories or programmes, rather discuss non-political issues that have direct bearing on the immediate community.

Q3. What is the impact of investigative journalism on ABU FM community?

All the five respondents are of the view that investigative journalists should take advantage of the Freedom of Information Act (FOIA) to apply for information from government Ministries, Departments and Agencies of government which still hoard information from journalists. They argued that few of such requests by journalists are treated by the MDAs.

Ministries, Departments and Agencies of government still hoard relevant information demanded by journalists. Some reports indicated that only 30 per cent of such requests are effectively treated and the information requested disclosed. The remaining requests were either ignored or acknowledged with no information provided.

Three respondents believe that exposing abuses of power and betrayals of the public trust by government, business, and other institutions, using the moral force of investigative journalism can spur reform through the sustained spotlighting of wrongdoings as observed by this respondent.

Reporters can investigate and reveal abuses of power, corruption, and betrayal of trust by powerful public and private institutions; that are rarely covered by conventional media.

Two reporters are of the view that investigative journalism help in sanitizing the society and bringing about a morally conscious society; bringing about accountability in government and public institutions; it ridicules the evils of the society; helping citizens make informed opinion about public and social institutions in the society; bringing about social justice and enforcing discipline in public institutions; enhancing media credibility; fulfilling the watchdog function of the media; acting as the conscience of the society; attracting readers and fostering social change; bringing consciousness and order into the public life and finally promoting professionalism in media practices as observed by a respondent.

Reporters are important institution in the fight against public corruption in any democratic system because of their watchdog function of monitoring the actions and inactions of those in power. Watching,

reviewing and criticizing the activities of public office holders would go a long way in promoting accountability in governance and national security.

Other respondents said revealing matters of community interest such as unfair treatment of the weak or the marginalized in society; revealing the truth to root out facts many people often want to keep hidden to re-establish fairness; shining light in dark places; exposing illegal practices that are harmful to individuals or society; creating a system of monitoring powerful interests that may check abuses of power with such outcomes; drawing attention to passive shortcomings in public policy that affect the public; serving as a check and balance against power-hungry corporations and government, and acting as a watchdog in the public interest.

The very consciousness among the public office holders that there exists a vibrant press that is ever watching to report corruption could be a deterrent to corruption inclined officials and individuals. This implies that the presence of a ‘vibrant press’ that is up and doing, with qualified and dedicated journalists who can investigate and report corruption is enough deterrent to corrupt public officeholders.

CONCLUSION

Findings from data generated shows that reporters of campus stations can conduct investigative reporting through uncovering wrong doings such as sex for grade, exam malpractices, diversion of funds meant for teaching and learning facilities as well as detecting negative social trends in the community. The study concludes that investigative journalism will go a long way in boosting accountability in educational institutions and their host communities.

RECOMMENDATIONS

The following recommendations are made based on the study findings:

1. Campus stations should organize regular training for reporters in investigative reporting skills and ethical standards as well as challenges confronting the concept.
2. Managers of campus stations should make investigative reporters free from other media job burdens in view of its difficulties.
3. Journalists should utilize provisions of the Freedom of Information Act (FOIA) to investigate any public office holder in educational institutions who violates Public Procurement Act.

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