



# CAMPUS BROADCASTING AND THE PROFESSIONAL PROSPECTS OF STUDENT JOURNALISTS: A STUDY OF OKOPOLY FM, NIGERIA

**Njoku Chinenye Chioma<sup>1</sup>, Igbozuruike Chigozie Jude, Ph.D<sup>2</sup>**

<sup>1</sup>Department of Mass Communication, Federal Polytechnic Nekede, Owerri, Imo State, Nigeria

<sup>2</sup>Department of Mass Communication, Federal Polytechnic Nekede, Owerri, Imo State, Nigeria

## ABSTRACT

*This study investigated the functionality of campus broadcasting and its impact on the professional prospects of student journalists in Nigeria. In this study, the researchers made use of development media theory which sees the media as a pivot for national development in developing countries. The study was anchored on survey research method and the instrument for data collection was a well structure questionnaire that was designed to elicit response from 356 respondents who got the copies of the questionnaire through a face to face approach. Data collected was presented using frequency table with analyses for proper understanding. The findings revealed among others that student journalists were not fully involved in the operation of campus broadcasting for fear of mishandling of the instruments as most of them are very expensive. The researchers concluded that campus broadcasting does not essentially inspire students to pursue a career in journalism when they graduate. The researchers therefore, recommended among other things that campus broadcasting which is student-oriented broadcast outfit should be operated fully by the students under the guidance of the studio technologists as this will help the students acquire the necessary practical knowledge in broadcasting.*

## INTRODUCTION

Campus broadcasting are those broadcast stations which operates within a higher institution and targets the entire members of the institution's community (Canfield & Moore, 1977, in Babatunde, Folorunsho & Olayinka, 2019). They emphasized that campus broadcast stations are developmental-oriented in nature, hence the need for them to ensure programmes that are development driven are aired at all times. Campus Broadcasting/radio also known as college radio, university radio, or student radio is a type of radio station that is run by the students of a college, university, or other educational institution. As a country with a vibrant media (Anyanwu et al., 2017), campus broadcast stations are operated in most Nigerian schools for the purpose of training professional radio personnel. Campus broadcast stations are generally licensed and regulated by the federal government, and have very different features from one country to the other. Campus broadcast stations also can provide airplay and promotional exposure to new and emerging local artists, (Campbell, 2004).

Many campus broadcast stations carry a variety of programmes including news (often local), sports (often relating to the campus), spoken word programmes as well as general music. Fauteux (2012) states that campus broadcast stations are recognized for their longstanding commitment to community-based broadcast programming and their showcasing of innovative and diverse musical genres and styles. Campus broadcast stations represent and reflect their campuses as well as the communities that are served by their broadcast range. Student journalism is a wonderful asset to any institution with campus broadcasting which helps the students get a high level of studio exposure and composure in preparedness for proper duty of professional journalism, (Merrill, 2002). Oko Poly Radio FM is a campus radio studio at Federal Polytechnic Oko in Anambra State, where students in the institution's Mass Communication department can receive practical experience in radio broadcasting through on-air programs on issues such as indecent attire, cultism, and so on. A fox pop show called "student community" has aided in gathering opinions from FedPolyOko students on issues impacting them in their various lodges, such as harassment, rape, and so on.

However, the rate at which graduates of the Mass Communication department gain employment in other fields of life is becoming worrisome, as they are easily found in the banking sector, trading, or entrepreneurial



establishments and do not mind the time and money spent in acquiring journalistic training. Hence, the researchers opted to ascertain through this study, the effect of campus broadcasting on enhancing the prospect of a student journalists at Federal Polytechnic, Oko, Nigeria, to practice journalism when they graduate.

## OBJECTIVES OF THE STUDY

The objectives are to:

1. Ascertain the level of involvement of the students of Mass Communication department of Federal Polytechnic Oko in the campus broadcasting.
2. Ascertain the performance level of the students of Mass Communication department of Federal Polytechnic in the Campus radio operations.
3. Find out the extent to which the campus radio inspires students to pursue a career in broadcasting when they graduate.

## LITERATURE REVIEW

### Development Journalism

The issue of Development Journalism was conceptualized in the 1960s at the Press Foundation of Asia in Manila as independent journalism that provided constructive criticism of the governor and its agencies, informed readers about how the development process was affecting them, and highlighted local self-help projects (see Aggarwala, 1978, 1980; Golding, 1977; Shah, 1992; see Ogan, 1982, for treatment of the conceptual status of developing journalism) (see Aggarwala, 1978, 1980; Golding, 1977; Shah, 1992; see Ogan, 1982, for treatment of the conceptual status of developing journalism).

Development Journalism sees development as a goal that can be achieved through the collaboration of the media with the government to achieve national consciousness and unity among the populace. The press is seen as an ally of the government in the promotion of national development. They are to function as a partner to the government of the day in the achievement of the development of the state. Tom Mboya, a quintessential Kenyan politician, for instance, stated categorically that "African journalists must join forces with the country's leaders in the cause of nation-building or face the charge of a traitor. (Barton, 1969, p.172) Mboya's contention was echoed by the late Kenyatta of Kenya (cited in Damatob and Hall, 1983, p.10) when he exhorted the press to: ...positively promote national development and growing self-respect since in Africa it can have a tremendous influence on nation-building. It may continually inspire or could set out to undermine the spirit of Harambee or national unity which every young country requires as the basis of its success.

Domatob and Hall (1983) succinctly supported the preceding assertion by stating that development journalism is difficult because it is difficult to spread the message of patriotism and national unity in the hopes of fostering new social values and a cohesive national feeling.

### Broadcasting on the Campus

Campus broadcasting (sometimes referred to as college radio, university radio, or student radio) is a form of radio station established by students at a college, university, or other educational institution. Programming may be done entirely by students or by programmers from the community in which the radio station is located. Campus radio stations are sometimes run for the goal of teaching professional radio employees, other times to transmit educational content, and still, others exist to provide an alternative to commercial or government broadcasting.

National governments license and control campus radio stations, which have quite distinct characteristics from one country to the next. Many radio stations, independent of their actual location, have a readiness to air musical selections that are not classified as commercial hits, and in certain countries, this is also a licensing requirement. As a result, campus radio has been synonymous with new musical trends, such as punk and new wave, alternative rock, indie rock, and hip hop, long before those genres were mainstream. New and developing local artists are frequently given airtime and promotional exposure by campus radio stations. In the words of Suleiman, (2014, p.34), further revealed that:

*A campus broadcast shall primarily focus on the dissemination of educational/instructional programmes on campus, in this light, a broadcast outfit shall devote at least 70% of its airtime to educational/instructional programs. The other programmes shall relate to news and current affairs, events and activities happening within the campus for the benefit of the community and the campus, broadcast outfit shall not use the medium to incite or cause disaffection within the community.*

Campus broadcasting is design to voice certain areas of the community lives and activities which the main media may not have time to discover, this act is done by the members of the community for the community and



in the community. This level of broadcasting helps to bring development to the community as well as giving exposure to the emerging talents within the community.

## METHODOLOGY

This study adopted survey method to investigate the extent of student journalist's involvement in campus broadcasting in Oko Polytechnic. The population of this study was the regular and part-time students of Mass Communication department which are 3258 according to the registry. The Taro Yamane sample size formula [ $n = N/1+N(e)^2$ ] was used to determine the sample size using the above stated population figure to arrive at the sample size of 356. The sampling technique used in this study was the simple random sampling since it allows for random selection of respondents from the entire population. Structured questionnaire copies were distributed to the students. The total number of questionnaire copies administered was 356. However, the number of questionnaire copies duly completed and returned was 350, amounting to 98% of the original size and that served as the sample size for this study while descriptive statistics involving tables, percentage distributions and frequency patterns were used to analyze the outcome of the responses.

## FINDINGS AND DISCUSSION

**Table 1: The involvement of the students of Mass Communication department of Federal Polytechnic Oko in the campus broadcasting**

VARIABLES	FREQUENCY	PERCENTAGE
YES	124	35
NO	213	61
NOT SURE	13	4
<b>TOTAL</b>	<b>350</b>	<b>100</b>

Result from the analyzed data above in Table 1 shows that almost one-third of the entire respondents or 35% accepted that the student journalists are fully involved in the operation of the campus broadcasting while two-third of the respondents comprising 61% oppose the view, an insignificant number of respondents amounting to 4% were mute on the issue posed to them. It means that those who held a positive answer were less than those with negative response with a wide margin of 26%. It implies that more respondents believe that the student journalists are not allowed to operate the broadcast tools as required, the broadcasting tools on the campus studio help to grow their knowledge in broadcasting and this result opposed the aim of establishing campus broadcasting as pointed out by Akintayo (2013), who maintained that campus radio is a station run largely with student input, for the students, and by the students. Oftentimes campus radio stations are operated for the purpose of training professional radio personnel, sometimes to broadcast educational programming.

**Table 2: The performance level of the students of Mass Communication department of Federal Polytechnic in the Campus radio operations**

VARIABLES	FREQUENCY	PERCENTAGE
Excellent	47	13
Very Good	153	44
Good	137	39
Poor	13	4
Very Poor	0	0
<b>TOTAL</b>	<b>350</b>	<b>100</b>

The table 2 above shows performance level of the students' journalists who given opportunity to operate the broadcast tools such as news presentations, commercials, musical and other events that happen within the locality. A good number of the student perform excellently when given the opportunity and this represents 13% while as many as 153(44%) were very good in the job of broadcasting, 39% which represent 137 from the total number of respondents believe that the student journalists are good in handling the campus media when allowed though as little as 4% opposed these positive views. This implies that the students in the campus do acquire enough theoretical knowledge in broadcasting and are equally ready to apply the acquired knowledge into practice in the studio when given the opportunity.

**Table 3: Campus Radio inspires career in journalism**

VARIABLES	FREQUENCY	PERCENTAGE
TRUE	39	11
FALSE	302	86
UNDECIDED	9	3
<b>TOTAL</b>	<b>350</b>	<b>100</b>

The obtained result from table 3 above shows that as many as 86% indicated that the campus broadcasting in the institution does not essentially inspires students to pursue a career in journalism. While less than one-tenth 11% of the respondents believed that the institution's broadcast outfit plays a role in students' professional prospects as journalists. This lacuna, as it is evident from the researcher's observation justifies why Suleiman, (2014) believe that campus broadcast should dedication the greater percentage of its airtime to programmes that inspire students, promote education and general development of the members of the community. That goes to show the importance of regular airing of campus broadcast contents or messages to get more students involved and inspired to begin to enjoy journalism, and eventually start practicing when they graduate.

### SUMMARY

The survey research method was used in this study to determine how the students of Mass Communication department of Federal Polytechnic, Oko reacted to the level of campus broadcasting in the institution and the prospects of student journalists in the department. A total of 350 valid respondents were used to provide answers to the four posed research questions in the study, using a well-structured questionnaire for the qualitative study and analyses. The summaries of the study were made as follows:

1. The researchers discovered in this study, that the students of Mass Communication whom this study referred to as the student journalists were not fully involved in the operation of the broadcast outfit which is on the contrary for which the media out was established. It is revealed that the students only visit the media outfit occasionally during practical exposure but the daily running of the broadcasting especially, programme presentations and other activities that take place in the studio are done by the staff of the institution who serve as the studio technologists.
2. Majority of the students have good performances in broadcasting whenever they are given the opportunity to operate the broadcast gadgets, this include news writing and presentation, the use of studio equipment like cameras, interviews and so on.
4. Campus broadcasting in the institution does not essentially inspires students to pursue a career in journalism.

### CONCLUSION

Campus broadcasting is here to stay in Nigeria as a useful developmental mechanism of the media for her community; this is evident on the purpose and functions for which it was established to serve as a practical training section for students, as well as an extension to the host community where such institution is situated. This study has carefully identified the strength of campus broadcast outfits as well as the need to improve on its momentum, especially in the need for it to be student oriented at all times and also become present on the air regularly which is in line with the views of Akintayo (2013), who stated that campus broadcasting is a station run largely with student input, for the students, and by the students.

### RECOMMENDATIONS

For campus broadcast outfit to achieve the goals and objectives for which it was established, the researchers of the study consider the following under listed recommendations as very crucial:

- The Institutions that operate campus broadcasting should ensure that the media outfit is student oriented, in other words, the programmes should be produced, presented and operated by the students. It should reflect it's through meaning as the media practical training arm of the students.
- Authorities in charge of campus broadcast outfits in the situated Institutions should provide an enabling environment for the stations to operate without necessarily interfering in their activities, operations and smooth running.
- National Broadcasting Commission (NBC) and other regulatory bodies need to provide further regulations on campus broadcast outfit to ensure their programme contents reflect local views and interests of their host communities as well as making license easily available to the qualified Institutions without favouritisms.



## REFERENCES

1. Adeyanju, M.A. (2005). *Development related theories and their relevance to development communication and the operation of mass media in Nigeria*.
2. Akintayo, J.B. (2013). *Managing a radio station in an academic community: Experiences and lessons for upcoming community radios*. Unpublished paper presented at the National Seminar on Building Community Radio in Nigeria, Organized by Institute for Media and Society held from 28<sup>th</sup> – 29<sup>th</sup> November, 2013 in Kogi State, Nigeria
3. Anyanwu, B. J. C., Ejem, A. A. & Nwoga, C. (2017). *An empirical study of problems/challenges of a contemporary newspaper and magazine management in Nigeria and the solutions*. *Journal of Linguistics, Languages and Literary Studies*.1(2):175-186. Available at <https://jolls.com.ng/wp-content/uploads/2018/05/complete-2017.pdf>
4. Aspinall, R. (1976). *Radio programme production – A Manual for Training Paris: UNESCO*
5. Babatunde, V.O, Folorunsho, O.M, and Olayinka, S.O (2019). *Appraising the contributions of campus broadcasting to community development in Nigeria*. *Idia: Journal of Mass Communication, Igbinedion University, Okada*. Volume 4, 2019
6. Baran, S. & Davis, D (2003). *Mass Communication Theory: Foundations, Ferment, and Future*.
7. Best, C. (2005). *Development communication and empowerment in Nigeria: The Case of the Press 1999-2002*. Unpublished doctoral dissertation, Department of English and Drama, Ahmadu Bello University, Zaria.
8. Campbell, V. (2004). *Information Age Journalism: Journalism in an International Context*. New York: Oxford University Press.
9. Centre.Jimoh, I. (2007). *The press and the challenge of rural development: A comparative study of Weekly Trust and Gaskiya University of Kano*.
10. Cohen, B. (1963). *The press and Nigeria issues*. Princeton: Princeton University Press.
11. Domatob, J & Hall, S. (1983). *Development journalism in Black Africa*. *International communication gazette*, 31, 9-33.
12. Dare, O. (2000). *Development Journalism: The Role of the Broadcast Media in development and Social Change*.
13. Fauteux, B. (2012). *Canadian Campus Radio and the Shaping of sounds and scenes*.
14. Jegede, O.O., Akintayo, J.B., Chioma, P.E. & Okechukwu, M.E. (2015). *Students' perception of the use of Campus Radio for educational purposes*, Babcock University: Ilishan-Remo
15. Merrill, J. (2002). *Media Debates: Great Issues for the Digital Age*. USA: Wadsworth/Thomson Learning.
16. Egbon, M. (1989). *Mass Media Development in a Developing Country: The Nigerian Experience*. *CAEJAC Journal*, 2: 48-60
17. Inayatullah, I. (1967). *Towards a Non-Western Model of Development*. In W. Schramm & D. Lerner (Eds.), *Communication and Change in Developing Countries* (pp. 32-46). Honolulu: East-West
18. Onabajo, O. (2000). *Foundation of broadcast journalism*, Lagos: Gabi Concept Limited
19. Suleiman, P.R (2014). *The challenges and prospects of a campus radio (fm) station: what it should be and what it is; a case study of 98.9 BUK FM*
20. U.S.A: Wadsworth/Thomson Learning. Barton, F. (1969). *The press of Africa*. London: The Macmillan Press Ltd.