

The Image of the University of Nigeria
In Nigerian Newspapers

BY



Department of Mass Communication

University of Nigeria,
Nsukka.

June, 1988

THE IMAGE OF THE

UNIVERSITY OF NIGERIA

IN NIGERIAN NEWSPAPERS

THE IMAGE OF THE UNIVERSITY OF NIGERIA
IN NIGERIAN NEWSPAPERS

A THESIS PRESENTED TO
THE DEPARTMENT OF MASS COMMUNICATION
UNIVERSITY OF NIGERIA,
NSUKKA

IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF
THE BACHELOR OF ARTS (B.A.) DEGREE
IN MASS COMMUNICATION

BY

AKPAN, UWEM UDO
(REG. NO. 84/37260)

AND

AGBAERU, PATRICK IHEANYICHUKWU
(REG. NO. 84/37263)

PROJECT SUPERVISOR: DR. CHARLES C. OKIGBO

JUNE, 1988

DEDICATION

To my beloved brothers and sisters for their care,
and for making inestimable, supreme sacrifices to turn
my mirage of university education into reality.

-

Uwemobong

To my dear parents, Mr and Mrs Ben Agbaeru, and my
brothers and sisters, for all their encouragement.

Also,

To my sponsors: Tinus Van De Kerkhof, and Neil
Verschuren - both in Holland, for their love, care and
responsibility for my education - from secondary to
university. To them, I can never convey enough thanks.

-

Patrick

CONTENTS

DEDICATION	...	...	...	...	...	i.
ACKNOWLEDGEMENT	...	...	...	...	...	iii
PREFACE	...	...	...	...	...	iv.

CHAPTER ONE

Introduction	...	...	...	...	1.
Media Pictures	...	...	...	...	6
Accurate Maps	...	...	...	...	9
Need and Significance of Study	...	...	...	...	12
Statement of Problem	...	...	...	...	13
Definition of Terms	...	...	...	...	13
Delimitations and Limitations	...	...	...	...	14

CHAPTER TWO:LITERATURE REVIEW

Review of Past Works	...	...	...	...	18
Deductions	...	...	...	...	38
Research Questions	...	...	...	...	38

<u>CHAPTER THREE:</u>	<u>METHODOLOGY</u>	42
-----------------------	--------------------	-----	-----	-----	----

<u>CHAPTER FOUR:</u>	RESULTS	52
----------------------	---------	-----	-----	-----	----

<u>CHAPTER FIVE:</u>	<u>DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS</u>	72
----------------------	--	-----	-----	-----	----

BIBLIOGRAPHY	86
--------------	-----	-----	-----	-----	----

ACKNOWLEDGEMENT

There are times when people, even the most knowledgeable, can neither rely solely on, nor trust their own knowledge and efforts. At such moments, they crave for, and even depend on, the assistance and benevolence of others, without which their knowledge and efforts may come to nought. Producing a thesis of this nature is one of such situations. It was a big challenge and that we triumphed is a credit to various people of goodwill whose intellectual and moral supports were indispensable.

In that regard, our foremost thanks go to our adviser, Dr. Charles C. Okigbo, whose dedication, tolerance and guidance formed the key to these our purposeful efforts and achievement.

We also thank Messrs C. U. Nwosu and D. O. K. Mba of the Estate Office of the Works Department, University of Nigeria, Nsukka, for providing us with background material for this project; and so do we express our appreciation to the staff of the Serials, Africana and Newspaper Sections of the Nnamdi Azikiwe Library, U.N.N., for similar assistance.

Worthy of thanks too is Mr. Ernest A.C. Etonyeaku, for his patience and efficiency in typing this rather voluminous work for us.

Then, to all our colleagues, friends and others who, by various means, contributed to this success, we show our appreciation.

PREFACE

The growing complexities and interdependence in today's world have propelled individuals, nation - states, academic and social institutions, etc. to seek the goodwill of others.

This goodwill, many believe, is a reflection of people's perceptions of such individuals, nations or institutions, impressed upon them by their different activities. And since the world is "too tumultuous" and events too many for us to personally come in contact with every occurrence, we therefore resort to what comes to our attention frame through our favourite media, to keep abreast of happening around us.

The mass media decide what should or should not come to our attention frame. In this process, they become gate-keepers and ultimate definers of reality for those who depend on them for information, education or entertainment.

This, undoubtedly, has informed the notion that the media are moulders and shapers of the images of individuals, nations or institutions that they report, so much so that whatever images media consumers have of an institution or nation would be reflective of media slant.

If this is so, then it is safe to infer that the image(s) of the University of Nigeria, Nsukka (UNN) as formed by Nigerians would come mostly from media presentations of the ivory tower. By implication, if UNN has negative images

in the minds of people, then it will readily point accusing fingers at the media.

It was the curiosity and the need to ascertain UNN's position in the Nigerian media that prompted us to delve into this study. We hope that the results of this research will be of utmost benefit to the university authorities in establishing how the institution fares in the media and what can be done to rectify and improve its image - building strategies.

Akpan, Uwem Udo

And

Agbaeru, Patrick I.

University of Nigeria
Nsukka

June, 1988

CHAPTER ONE

INTRODUCTION

"And ultimately I would build a university for the education of those who breathed the free air of God and Africa" - that was the lofty dream Nnamdi Azikiwe had as far back as 1936, of an institution - The University of Nigeria - a place which many people came to love because it had dreams and expectations like those of a person.

The dream was followed 17 years later in May 1955, with the University of Nigeria Law - passed in the Eastern Region House of Assembly, led by Zik himself. By this Bill, the Parliament had determined to fund, out of its meagre pockets, "a Temple of knowledge to give physical and spiritual poise to Nigerians (and the black race) and facilitate the development of their personality as free men and women in a free society."¹

The university, it was hoped, would "serve all of Africa as an ostensive, evocative declaration of independence from imposed educational goals and methods and as a centre for meaningful and constructive research which would bear fruit in the social and industrial revolution of all black Africa".² By establishing the university, the founding fathers also wished to harness the human and material resources to improve the economy of the region

by raising living standards and by ushering in an era of material prosperity to the people, while also developing their mental faculties for the recognition and protection of human rights.

Statistics at that time showed that the East, vis-a-vis the other regions of the country, was having massive turn outs of secondary and teacher training school products who were yearning for higher education.

And so the government's White Paper on the establishment of the university was a message of hope to the stranded thousands of students; for "the University of Nigeria (was meant) to create a glorious opportunity for ambitious men and women, young and old, who have the aptitude and the vision, to prepare themselves for greater service to their communities."³

Thus, when the government of Eastern Nigeria sent on April 19, 1954, an economic mission to Europe and the United States, top on its priorities was to make arrangements for facilitating higher vocational education in the region. And in its report on May 10, 1955, the mission recommended for urgent establishment of a full-fledged university, which should of necessity be both cultural and vocational in its objective and Nigerian in its content.

When enacting the University of Nigeria Law, the Eastern Region Government was not oblivious of the colossal finance required to start such a venture. Therefore, it had since 1955, placed upon the Eastern Region Marketing Board the responsibility for providing an annual sum of £500,000 for ten years to build enough capital for the initial investment in the university and to begin an endowment fund for its current expenses. Also, 48% of the government's budget in 1959 was for education.

In response to the Eastern Region Government's letter of August 30, 1957, both the International Co-operation Administration (ICA) of the United States, and the Inter-University Council for Higher Education in Overseas Territories of Great Britain, sent experts to carry out a feasibility study of the proposed university and advise the government.

Between April 6 and May 13, 1958, Dr. J.W. Cook, Vice-Chancellor of the University of Exeter; Dr. John A. Hannah, president of the Michigan State University, MSU and Dr. Glen L. Taggart, dean of International Programmes at MSU arrived in Nigeria and recommended that the proposed university be based on imagination and sound planning, in order to create a stable and productive institution.

In 1959, Zik appointed a provisional council, with himself as the chairman, to take the necessary steps for the take-off of the university.

In 1960, the ICA of the US State Department entered into an agreement with the MSU whereby the American government would pay for technical assistance from MSU to the University of Nigeria.

Consequently, on October 12, 1960, with Dr. George Johnson, a lawyer and American as the first Vice-Chancellor in the palm-fringed, sun-dappled shows of Nsukka, 220 students, 11 academic and 13 administrative staff converged in the savannah valley to commence an experiment of university education with three faculties: Arts, Physical Sciences and Engineering, "a dream of greatness, which many (had) called illusion of grandeur."⁴

But the dream of the founding fathers had been realised as Dr. John Hannah, president of MSU, confirmed in his speech which solemnly opened UNN that:

education is the most effective instrument for accomplishing the enormous task of weaving a sturdy social and political fabric out of ... diverse social, economic, racial and religious groups.⁵

Continuing, he said education should inviolably be

sensitive to the legitimate needs of the great masses of the people, not to those of the privileged few alone.⁶

And thus, the University of Nigeria became the first indigenous university in the country. However, the dream was punctuated in 1967, consequent upon the invasion of the university by troops during the Nigerian civil war, after a hastily improvised and precipitous graduation.

The University occupies 694.24 hectares of land in an irregular shape lying to the north-east of Nsukka town, which itself lies on latitude 06 5132 and longitude 07 2653 north west of Enugu. The campus consists principally of a dry land with grass and isolated trees lying between grass-covered hills to the north-east and south. Only the western half of the site is developed, the remaining area being devoted to agriculture and natural landscape. The valley floor slopes gently to the west and the north-west at approximate three per cent.⁷

The university also has a second campus at the Independence Layout, Enugu, where professional courses are taught. In all, the university has 14 faculties, two institutes (of African Studies and of Education), a school of post-graduate studies and a division of General studies. From 24 staff (11, academic) at its inception, the university as at October 1, 1987, had a staff strength of 2,148, of which 1,116 were academic, including 91 professors, five of whom were expatriates. And from 220, the student population

had increased to 11,508 in 1986/87 session, while the institution has so far graduated about 28,248 students, and has had 16 matriculation and 22 convocation ceremonies since its establishment.

The University of Nigeria has passed through seven Vice-Chancellors, the incumbent, Professor Chimere Ikoku, being the eighth. Also, Mr. U. O. Umeh, the registrar since 1982, is the sixth. It has had six pro-chancellors to date, with Mrs. Tejumade Alakija as the incumbent; three Chancellors: Dr. Nnamdi Azikiwe (1961-1966); Alhaji Ado Bayero (1966-75); and Sir Adetokunbo Ademola (1975 till date).

MEDIA PICTURES

In their traditional functions of educating, informing and entertaining the public, the media help greatly in painting lasting pictures in the minds of their audiences. Therefore, people's images of the environment beyond their immediate experiences often arise from those mental pictures painted by the media.

"The world outside is usually too big, too tumultuous and too fleeting for us to directly experience".⁸ Even in the university, there are so many events and activities but only a few of them are directly witnessed and by comparatively very few people, too, who are around the

institution. Thus the mass media come to the rescue by acting as filters for the public. Through their gate-keeping function, the media select ~~some~~ events to report, and ignore others.

Such media-selected menu of news events comprising . . . natural and planned activities constitute pictures of the university as recorded by the media; and are the embryo from where the public draws its images and opinions about the institution. To a great extent, therefore, the media, through selective presentations and emphases of certain themes, create impressions among their audiences and guide their perceptions of events and individuals around them.

The media give an order of importance and structure to the world they portray, whether fictionally or as actuality. There is the trust with which media are often held as a source of impressions about the world outside direct experience.

And by its agenda-setting function⁹, the media help in establishing an order of priorities in a society about problems and objectives by publicizing according to an agreed scale of values. In one sense, the media only record the past and reflect a version of the present but, in doing so, they affect the future, hence the significance of the agenda analogy.

The key to the effects of mass media is their capacity to take over the cultivation of images, ideas and consciousness in a society.

The truly revolutionary significance of modern mass communication is the ability to form historically new bases for collectively thought and action quickly, continuously and persuasively across the previous boundaries of time, space and status.¹⁰

However, much as the media do mould images, that power is dependent, to some degree, upon the frequency and consistency of the message to the audience. The more often the message reaches the recipient, and the less it is countered with conflicting information from the same or other sources, the more it may influence image - conception. And if multiple media carry the same story, it is likely to have stronger effect than one medium.

It is also acknowledged that the status of the source is a determinant of the audience's reception of it or otherwise. Some media are more credible than others, and their abilities in image-making are so reflected in the audiences.

And in the case of the print media, the audience's level of literacy could play a major role in its reception of the message and conception of the institution's image therefrom. How much a person can read and comprehend from a primary source about the university would certainly go a

long way in influencing his opinion about the institution.

ACURATE MAPS

Both the public as a whole, individuals and even the government base their opinions and images of the university, like any other institution, from experience and what the media say about it. In Nigeria today, many of our decisions are based on the intelligence gathered from the media or their organisational surrogates. Thus many political, economic and administrative decisions on the institutions are based mostly on the information gathered about it from the media.

To the extent that journalists print accurate pictures of the university, these decisions based on media intelligence have a good chance of being judicious. But if such decisions are based on distorted information presented by biased, inexperienced or inefficient journalists, the decisions would definitely be unfair. This is because the institution's image which is a major criterion for such decisions has been distorted in the first place. The long term effects of the kinds of maps, drawn by the media about us, demand that we review media contents that concern us periodically to ascertain the nature of coverage we get in the media.

The press wields a free hand in selecting, presenting and interpreting national issues. It decides what people will learn of the day's events in both the nation and the world. It can make or break by its coverage and commentary. It can elevate objects from obscurity to prominence within a week. Publishers cannot abdicate their responsibility for news judgement. They should not stress or suppress information to suit their predilections. "The power of the media lies in their "... ability to select certain issues for discussion and decision and to ignore others or treat them as non-existent; and in their ability to analyse controvergies."¹¹

Newspapers mirror the society, its attitudes and preferences while also serving as "a guidance system for the nation, casting a neutral, impartial, balanced but observant eye on the life of the nation and the world at large and giving an inevitably selected, but honest account of what is there ..."¹² The media hold a concentration of power over national and world public opinions; they are keepers of national conscience, "standing as an arbiter above the glamour of all political and social factions and regarded as paragon of impartiality, honesty and respectability."¹³

Through explanatory writings, interpretative articles and editorials, the press fulfills its role in society. Along with reporting the surface facts, the whole story with background and foreground is needed. Apart from signalling the event - which is the major function of news - newspapers should also project the truth to bring to light the hidden facts in order to present an accurate picture of reality on which man can act. According to the US Commission on Freedom of the Press, "it is no longer enough to report the fact truthfully. It is now necessary to report the truth about the facts."¹⁴ The press should present the essential truth and literally truth and present news stories and headlines as accurately and objectively as possible so that readers can decipher the true meanings and implications of the stories.

Media objectivity should not be "false objectivity which takes everything at the face value" but one that "conveys an accurate impression of the truth as can be obtained."¹⁵ In the course of interpreting news events, newspapers often err, and to that extent accurate interpretation of the news requires ~~the~~ integrity, knowledge, understanding, balance and detachment. The importance of this derives mostly from the nature of newspaper stories as documented "facts" of history. They last beyond the present and serve for future references.

NEED AND SIGNIFICANCE OF STUDY

During the first "home-coming" of the Department of Mass Communication (Jacksonites) of the University of Nigeria hosted by the department on November 7, 1987, the Vice-Chancellor of the institution, Professor Chimere Ikoku, in his welcome address, had expressed his:

astonishment at our image in the media. No other Nigerian university can point at so many accomplished alumni journalists as the University of Nigeria... And yet, the university has often taken same beating, sometimes, out of our own making, at times in uninformed articles and editorials and at other times in apparent campaigns of calumny and degradation. Even our statutory name has sometimes been denied by some media operatives. Our premier position has not always been acknowledged.¹⁶

Without doubt, the image of the university as conceived by the public is reflective of mass media publications about the ivory tower. And the image influences the opinions and attitudes of the ruling authorities and significant members of the society towards the institution. But it is possible and does happen that these publics are misinformed about the university by inaccuracies, advertently and inadvertently, in the media contents. It has become necessary for us, therefore, to probe the media reports about UNN in order to empirically determine the kind of images these media are creating of it.

If the analysis of media contents reveals the existence of inaccuracies or the painting of wrong images, then the university authorities can embark on corrective measures that would redress the situation and give it the desired image in the media.

STATEMENT OF THE PROBLEM

Since the university authorities feel that UNN is not accurately portrayed by the media, the ultimate task facing these researchers is to assess the nature, quantity and quality of coverage given the university by the media.

DEFINITION OF TERMS

Image:

An image in this research is not a personal photograph. It is actually the institution's identity. And according to Ugboajah, every institution has its own identity, that continues throughout its existence such that it is easily identified by the public by what it does or fails to do. To him, "an institution's image ... is the sum total of the myriad of impressions that create the public opinion of it."¹⁷

The term image, according to Herbert Kelman, is the organised representation of an object (say a university) in an individual's conception of what this object is like.¹⁸

And for Daniel J. Boorstin, an image is a visible public personality as distinguished from an inward private character.¹⁹

DELIMITATIONS AND LIMITATIONS

DELIMITATIONS

This study does not in any way attempt to include the pre-October 1985 and post-December 1987 periods. So, the focus is on the period between October 1985 and December 1987.

The study is not based on materials gotten from magazines, radio and television, but on data from only the selected newspapers.

Finally, this study is in no way attempting to compare the University of Nigeria with other universities in the country in terms of media coverage.

LIMITATIONS

Due to the circumstances that led to the change in UNN administration in 1985, the media might have increased their interest in the coverage of the university's activities - especially in the early days of the new administration.

Since there is no existing academic or research foundation on the image study of any institution, the literature reviewed does not have direct reference to UNN and is, therefore, applied.

There could also be inherent imbalances in the reports of the newspapers selected because of differences in their

editorial policies and their various interpretations of the university's activities.

And lastly, the total number of students so far graduated by the university since its inception, as used in this research, should be regarded as tentative (it could be minus or plus). Its accuracy was somewhat disrupted by the Nigerian civil war.

NOTES ON CHAPTER ONE

1. University of Nigeria Progress Report: Eastern Region
Official Document No. 7 of 1960, p.2
2. Lewis and Margaret Zerby: If I should Die Before I Wake
The Nsukka Dream; A History of the University of
Nigeria (East Lansing: Michigan State University,
1971) p.31.
3. University of Nigeria Progress Report, p.3
4. Lewis and Margaret Zerby, p.1
5. Ibid, p. 23
6. Ibid,
7. University of Nigeria Master Plan
8. Charles Okigbo, "A Proposal for Communication Audit of
Images of Selected States in the National Media"
Department of Mass Communication, University of
Nigeria, Nsukka, 1988.
9. M. McCombs and D. L. Shaw, "The Agenda Setting Function
of Mass Media", Public Opinion Quarterly 36, 1972
10. Dennis McQuail "The Influence and Effects of Mass Media
in Mass Communication and Society (Eds) James
Curran, Michael Gurevitch and Jannet Wollacot
(London: Edward Arnold, 1977) p. 90
11. Tom Burns, "The Organisation of Public Opinion"
Ibid, p.60
12. Ibid, p.61
13. Ibid, p. 63
14. Hellier Knieghbaum, Facts In Perspective, (New Jersey
Printice Hall, 1956) p.6
15. Ibid, p.12

16. Speech by Prof. Chimere Ikoku, Vice-Chancellor, UNN, at the Jacksonites Home-Coming on November 7, 1987.
17. Frank Ugbojah, "Leadership and National/Foreign Image", paper presented at the Conference on Reporting in Africa (17th - 19th September, 1986) p.10
18. Herbert Kelman, "Socio-Psychological Approaches to the Study of International Relations": International Behaviour (New York: Holt, Rinehart and Winston, 1965), p.24
19. Daniel Boorstin, The Image, (London, Harber and Row Publishers, 1964), p.183.

CHAPTER TWO

LITERATURE REVIEW

Image-building is an essential element in the policy of any institution or nation, its task being the creation and reinforcement of favourable images of such institution or nation to the outside world.

Crispin Maslog must have recognised this fact when he said that:

in this age of images and image-makers, everyone, from the ordinary employee to the highest official of the land, seems conscious of his public image. This image-consciousness afflicts not only people but also nations. An important factor that helps shape these images, or stereotypes, about people and nations, is the mass media,¹

in view of their daily, abundant, access to the public.

To ascertain the validity or otherwise of this assumption, communication scholars have researched into, and written a lot on, the roles of "both the print and broadcast media (as) important arbiters of social reality and (that they) have an important effect in informing and orienting public imagery"² of an object.

In his 1959 content analysis on "Presidential News: Expanding Public Image," between 1985 and 1957, Elmer E. Cornwell (Jr) had hypothesised that "a measure of presidential news content in a representative sample of the

media can be taken as a rough measure of the relative public preoccupation with the Presidential Office".³ He selected two newspapers for the study - New York Times and Providence Journal - to reflect national and regional orientations respectively, and, more so, because they had been in daily circulation well before the 1880s.

The result indicated a marked upward trend of presidential news in contrast with the limited increase of congressional news. A comparison of the data from the two papers showed patterns that fluctuated "similarly but with an unmistakable marked upward tendency ... of presidential news, and by inference the public's image of the presidency and its relative governmental importance... more or less steadily ..."⁴

The study indicates that the public image of the American presidency has expanded in recent years because the centre of gravity of the system is being shifted toward the White House, whereby the president is perceived to have become the major policy maker. Thus, it is expected that in an institution like UNN, the image of the chief executive would expand simultaneously with the university's as he plays more decisive roles in the affairs of the institution such that he becomes symbolic of the institution.

A study by Urie Bronfenbrenner shows that ideological conflicts resulting from different politico-economic practices, philosophies, societal values and other environmental factors provide a mirror with which a country presents its image as well as perceives others.

After a comparative survey of the Americans' and Russians' perceptions of each other, in 1961, Urie summarised that there were serious image-distortions by both parties of realities on each side, for "each party often against its own wishes, is increasingly driven to behave (to) the expectations of the other."⁵

This ideological conflict could sometimes lead nations into presenting or emphasising only those features that give them positive images, while, on the other hand, portraying nations in the opposite camp in negative light. In the same manner, UNN has its basic policies reflective of its goals and aspirations, some of which may contradict the philosophies of some of the media. Therefore, the media projections of the university would likely be subjective based on each medium's stand-point.

A study of American news on Soviet television, which was carried out in 1970 by Burton Paulu, reveals that Americans are portrayed from crisis angles vis-a-vis the Soviets. He found out that Soviet government functionaries

are constantly shown on the screen to be always very busy on state matters. According to him, there are no speculations about government plans, no references to differences in opinions amongst government leaders, and no reporting of any disasters, except when they are very dramatic. In reference to a 30-minute film on 1958 Russia, Paulu observed "... ships and submarines being launched, smiling workers harvesting grains..."⁶

On the other hand, in its reports of United States' affairs, the Soviet TV focused on workers' strikes and how their Soviet counterparts were mobilising supports for them, describing the American strikes as just one more example of capitalist exploitation of workers. Similarly, the Soviet TV coverage of U.S. elections of 1970 showed demonstrators carrying placards and charts "showing the increase in unemployment, the high crime rate ... growing national defence expenditures (and) pictures of police making arrests,"⁷ its obvious purpose being "to demonstrate that things were falling apart in the United States, and that no matter who won the election, disaster was inevitable."⁸ American domestic affairs were also shown in the light of "Ku Klux Klan members ... abusing Negroes, slum conditions in big city ghettos, and the U.S. military in Vietnam."⁹

But Urie Bronfenbrenner, himself an American, found out in his comparative study (earlier cited) that this practice is fraught with dangers as this could cause the country to distort its own image, especially when the outside world knows the "facts". He warned America:

so long as our foreign broadcasts, diplomatic pronouncements and overt acts in the international arena give one-sided emphasis to our nuclear prowess, our readiness for massive retaliation, and our determination to defend American interests wherever they may be, we only confirm the image of aggressive intransigence in the eyes not only of the communist world - but what is perhaps more important - the non-committed nations as well ... We are being incredibly naive in the one-sided picture we present of ourselves to the outside world - naive to the point that we further the cause of our adversary and run the risk of driving the uncommitted world into the communist camp.¹⁰

Paulu concludes that every country's mass media strive to reflect the national values. Thus, since UNN's values are a subsystem of the national values, media presentations of the university would be subsumed in the portrayal of national values, irrespective of how the institution would have wished itself to be reported.

In the late 1950s, Latin Americans had alleged that the United States had ignored and was uninformed about them. To ascertain the reflection of these attitudes in Hispanic American Press, Wayne Wolfe analysed the contents of 20 daily

newspapers published during the first week of February 1959. He analysed news stories, pictures and opinions 'favourable' 'unfavourable' and 'neutral' to the U.S.

He found that emphasis was on US foreign affairs, government and economic news, which portrayed it as a world power and "one of the antagonists in the 'cold war'... an image of a U.S. ... resting its foreign policy on reactions to Soviet Union and the maintenance of unity and co-operation among its European allies,"¹¹ while Latin America occupied a minor place.

The study, published in 1964, showed differing attitudes of Latin Americans toward the United States. Thus, there were three favourable images: the democratic, the friendly and the generous American; three neutral images: the powerful, the affluent and the sportive American; while six images portrayed the US in the negative: the American looking to Europe (instead of his Latin American neighbours), the ignorant American, the imperialist American, the shallow American, the arrogant American and the American friend of dictators.

Wolfe's study bears out the hypothesis that the press can and does create or reflect multifaceted images of objects, countries or institutions, as the case may be.

The University of Nigeria as a dynamic institution engages in various activities - academic, sports, arts and culture, etc. and as the media focus on the university in the light of these activities, multi-faceted images of the institution are bound to occur.

In a 1968 analysis of Negro image in the mass media, Royal D. Colle identified two primary causes of the poor Negro image in the White-dominated American media. One is ethnocentrism, which, according to him, was spearheaded by film producers, writers and casting people, who constantly presented the Negroes in negative image. Because of this pervasive feeling among the whites, advertisers avoided "having Negroes in the programmes they sponsored", for fear of losing customers, and "discouraged a sagging film industry from alienating potential theatre audiences."¹²

The second factor is unfamiliarity. "The unfamiliar is always frightening (and) the psychological impact immediate and almost salutary"¹³ for those having contacts with people of other colours for the first time. Colle quotes British journalist Beverly Nichols, "one of the prime cases of what we call the 'colour' problem is sheer unfamiliarity; the very fact that a very large number of British people have never had a coloured man in their homes makes them scared with the idea, and the fact that they are scared sets up countless unhappy reactions."¹⁴

However, Colle found out that Negro image did change over the years, arising from a number of factors, especially, "widespread espousal by key organisations in the mass media of a non-discriminatory policy."¹⁵

Ethnocentrism and unfamiliarity play a major role in shaping images. Thus, news media which are located far away from the university may not only be unfamiliar with the goings-on in the institution but also ethnocentric towards it, sometimes induced by such unfamiliarity. This may result in a poor (quantitative and qualitative) coverage of the institution, but is likely to change as the need for a wider scope of coverage that would embrace the university environment dawns on such media.

In his investigation of America's image as presented abroad by US television, published in 1968, Don R. Browne sought to determine the impact of US TV programmes in the minds of foreign viewers. Respondents in eight countries - Argentina, Venezuela, Brazil, Japan, Britain, France, Italy and Germany - varying from 450 (Venezuela;) to 972 (Japan) were asked: "All things considered, what kind of impression of life in US have these(American) programmes given you? Do you think that (American) TV programmes generally show life in US as it really is, better than it really is or worse than it really is?"¹⁶

According to findings, "even with due allowance for possible inaccuracies, American TV programmes appear to have a generally beneficial effect on the American image".¹⁷

Thus, American TV programmes play a major role in shaping an image of America in minds of foreign viewers, especially in those countries where the domestic television service relies heavily on American programmes - as do many South American nations.

This has been mainly "through their portrayal of harmonious family life, high standard^{of} living and a general sense of freedom and equality for and among Americans."¹⁸

In Japan the survey indicated that the younger (21-44) and better educated were more likely to get favourable impressions from US TV programmes as purveyors of American life than were the older and less educated viewers. But this is not to say that there were no negative impressions, which derived from violence, immorality, rashness and excessive emphasis on sex.

Similarly, the better educated are more likely to form favourable impressions about the university from media coverage than the less educated, although unfavourable impressions are likely to be created by controversies, crises and other disruptive events in the institution.

Crispin Maslog, convinced of the mass media importance in the image-making of an institution or object, equally believed that their contributions in this process varied and were variously rated from society to society. Hence, he hypothesised that "the mass media are many things to many people". To ascertain this, he undertook a study between 1966 and 1967, among Filipino and Indian students in the United States. He had further postulated that to these students, foreign mass media were ^a more important source of information about the U.S. than the local (Philippine or Indian) media.

Fifty-two Indians and 47 Filipinos were selected because Indians and Filipinos are the most readily available foreign students in the U.S. and have the least difficulty, among Asians, with English language. Also both countries have a common colonial background but contrasting foreign policies: one is neutralist and the other pro-west. One is huge Asian power; the other a small nation,

The result showed that the single most important source of information about Asia for both groups was local newspapers. But among the Filipinos only books and TV were also fertile sources of Asian information, while they relied on foreign magazines, "together with local newspapers, as the most important sources of facts about the United States."¹⁹

To the Indians, the local newspaper was the number one source of all the information about Asia or the United States. This does not wholly support the postulation that, to these students foreign mass media are more important sources of information about the the U.S. than the local media.

"A comparison of attitudes of Filipino and Indian students in the U.S. toward the mass media (in the above study) supports the general hypothesis that the mass media are many things to many people",²⁰ hence creating and conveying various images of nations or institutions like UNN under varying cultural conditions.

Harold M Barger, in 1971, attempted to determine through content analysis, whether or not a "dominant black ideology" is reflected in the images of political authority projected by a variety of black edited and published newspapers. His hypothesis was that regardless of a variety of publication bases, black newspapers presented essentially congruent images of the American political system, such that variations that occur in the images of political authority projected in American black press would be more a matter of degree than of kind.

Four types of black newspapers were selected:

Community weeklies, Urban weeklies, organisational newspapers and militant ideological press. Barger assumed that selective perception of political phenomena in black news media is largely the result of racial identification.

The sample included 102 issues of black newspapers, six issues each of 17 different titles to reflect the four categories of newspapers mentioned above. Issues were drawn from six randomly sampled weeks from the summer of 1969 through that of 1970. Variables were police, local court, local, state and federal governments, Nixon administration, supreme court and congress.

The result showed that those variables projected most frequently - police and local courts - also had the most negative images. But the federal government, congress and supreme court commanded positive images throughout the black press, except the militant press which projected negative images of almost all the variables.

The data suggest that:

the image of political power is relative to the audience served. Newspapers published for ... local communities tend to be more concerned and negative towards local ... authority. Urban and the national militant newspapers are more negative toward national authority and institutions (indicating that) there is a black perspective (a negative one) on political authority that exists across a varied publication base; what differences exist are more a matter of degree than kind. 21

What image of the nation would an average reader have from reading Nigerian newspapers? Does the press help the people to develop favourable or unfavourable image of the nation? To answer these questions, in 1977, Uma Eleazu conducted two types of quantitative analysis: (1) to determine the adequacy or otherwise of national news coverage by the newspapers, such that would give a good picture of what is going on in the whole country, (2) to ascertain the difection of editorial comments and front-page news, "since impressions conveyed are mainly found in front-page news and editorials."²²

Eleazu sampled the contents of 376 issues of six newspapers selected on the basis of ownership and political affiliation. Three were based in Lagos, the West African Pilot (pro-NCNC, 72 issues); Daily Express (pro-Action Group, 75 issues); and Daily Times (independent, 59 issues) - all were dailies.

From the regions: Nigerian Citizen (pro-NPC, 66 issues) a bi-weekly; Nigerian Outlook (pro-NCNC, 80 issues) and Nigerian Tribune (pro-Action Group, 24 issues) - the last two were dailies. The Mid-West was left out because it was a new region. Coverage was from 1960 to 1965.

The results showed that national papers gave fairly good coverage of news about party affairs and less to national governmental activities. "Under such conditions,

what would form large to the average reader is the primacy of party politics."²³ Also, although the regional reader gets a fair picture of the federal government as well as national politics from the regional papers, he still gets less of it than a reader of the national papers.

Besides, "the man who depended on the regional newspaper as his only source for news would hardly know that anything happened in the other regions because there was so little information given to them."²⁴ Whatever image the readers form of Nigeria, Eleazu said, would be based on what comes to their attention through their favourite media. This would mean that people who depend solely on media located far away from UNN, and in whose reportage the institution is "invisible", would hardly learn of anything about the university.

He concludes that "there were favourable opinions expressed towards the Federal Republic", but that these "were counteracted by sycophant attitude towards the regions, thus presenting the image of half-hearted support and no commitment to the ideals of nation-building."²⁵

Sang-Chul Lee, in 1978, analysed the contents of three US dailies to probe the American image of relations with Japan, by ascertaining how much news about Japan was made available to the American, and what types of news they were.

The New York Times, the Los Angeles Times and the Chicago Tribune were purposively chosen based on geographical location, city size, prestige and coverage of international news. Using the "constructed week" procedure, the researcher drew a sample of 35 week-days between July 1977 and January 1978 - because of the serious economic conflict between the US and Japan at that time. There were nine coding categories, ranging from economic activities to accidents and disasters, with such news coded as favourable, unfavourable or neutral to Japan.

The findings showed that when there are new achievements, there are also new images. Japan, which, before the study, had remained out of the news for the two preceding decades due to lack of crisis, now acquired a threatening image to replace the old, harmless one...

the catalyst in moving (Japan) from the back burner, where it has been simmering, to the front burner, where it is boiling, had been the nature of Japan's economic standing (the third) in the world order. The subject had been enough for the press to play up. 26

The US was threatened economically; hence, a classic dictum, "conflict and crisis make news". Because relations between the two countries have fluctuated, according to Lee, so are the images. "Conflict ... was the fundamental cause to have made these two countries be unfriendly, and likewise sour the images. (Therefore), the press can control the

the flow of international news through gate-keeping and influence its character through its interpretation."²⁷

Lee concludes that "the press cannot be decisive; it is nonetheless involved in the process of foreign policy-making. The press reportage can play an important part in establishing the attitude on a subject matter, and can sometimes change lightly held attitudes."²⁸

These are general phenomena that apply even to an academic institution. For instance, if UNN makes a discovery or acquires a new status - as centre of excellence for alternative or nuclear energy research - that would accord it a new (positive) image; likewise when it is engulfed in crises (negative image). The press would play these up by reporting and interpreting same, which influence public impression about, and attitude towards, the university.

In a UNESCO report of 1985, it was said that women around the world, with few exceptions, were portrayed in traditionally stereotyped roles, which was confirmed by studies of women's images in the media of some countries. For instance, the media in Turkey tend to portray women as mothers, wives and sex symbols; whereas in Senegal a woman is portrayed as mother, wife and agent for development.

The same survey revealed that in South Korea when the media show a working woman, she is seldom happy; Sudanese media, on their part, portray women in an image that is consistent with Sharian tenets, while in Ivory Coast and the Netherlands, women's image in advertising is described as symbolising charm, beauty, frivolity, fragility, mothers or housekeepers.

Jack B. Haskins conducted an experimental study in 1983 on "The Effects of Bad News and Good News on Newspaper and Community Images". He created five variations of simulated four-page newspaper from a hypothetical community: very bad news, bad news, neutral news, good news and very good news. Each of the five four-page newspapers had 30 stories. Bad news included items such as the rape and robbery of a crippled woman, plane crash, negative economic indicators, etc. Good news included items like a recent rape victim's invention of a device to ward off rapists, improved air safety records, positive national economic indicators, etc. While neutral news included meetings (nursing home executives, pilots, crime fighters), mixed economic indicators, etc.

He found out that "the images of both the community and the newspaper became progressively more negatively perceived by readers as the amount of bad news in the newspaper increased."³⁰

Haskins' study formed the basis of another empirical work by Mary-Lou Galician and Norris D. Vestre on the "Effects of 'Good News' and 'Bad News' on Newscast and Community Images" published in 1987. An additional objective of the research was to compare the effects of good and bad news on TV newscasts and newspapers by replicating part of Haskins' newspaper research. This study was thus an attempt to validate and extend his newspaper data.

The hypothesis was identical to Haskins' except for the medium under investigation: "The relative amounts of bad, good and neutral news in a TV newscast and have corresponding effects on the viewer's image of and attitudes towards the community of - origin and the carrying newscast."³¹

Newscasts were fitted into very bad news, bad news etc., according to Haskins' formula. Each of the study's three five-minute newscasts had 11 stories as in Haskins' experiment. The news was announced as emanating from "Crompton, Nebraska", a fictitious town represented to subjects as being real. The bad news script consisted of all bad news; good news script had all good news and neutral script had neutral news, as enumerated by Haskins. In most stories, content was comparable across the three treatments.

The result of the work overwhelmingly supported the hypothesis for community image: "bad news creates bad image for city, but good news does not produce more favourable image than neutral news."³² The data partially supported the hypothesis for newscast image and Haskins' newspaper study.

The image of the newscast as community "watch-dog" and as "kind of newscast they would watch" was higher for the good newscast than for bad news version.

Similarly, we would assume that if market-oriented media were located at UNN, bad news coming from those media would create bad image for both the media and the institution, while good news would be regarded in the same way as neutral news - reflection of normal situation.

Images can also be viewed from the 'image-gap' perspective. In that light, David K. Perry, in 1987, tested the following predictions:

1. That highly unrepresentative news will reduce the accuracy of inferences US residents form about both developing and developed countries.
2. And from such news, US residents' evaluations of their inferences concerning developing and developed countries will be more positive and less positive respectively.³³

A "2 x 2, after-only experimental design" was used. The respondents (79 undergraduate students in Mass Communication) answered questions concerning 20 randomly selected developed nations in Europe and 20 developing countries in Africa.

The results corroborated hypothesis one; however, they did not support hypothesis two. "The data suggest that unrepresentative stories will make people's evaluations of their inferences more positive if the news and the generalisations relate to developing societies."³⁴ Consequently, news about both developed and developing nations, even when equally unrepresentative:

may contribute to a gap in the accuracy of the images people in the US have about the two groups of countries. Such news may lower the accuracy about developing countries (while increasing the confidence and satisfaction judgement) more than it reduces the accuracy of inferences about developed countries.³⁵

In 1987 also, a survey was conducted in the United States about the images of some companies. Respondents in that case gave the most favourable remarks to the 'best known' companies. But the researcher, Anthony Hilton, found out that these favoured companies were in economic woes. He concluded that if the image of an organisation depends on its performance, these companies would have earned unfavourable images.³⁶

DEDUCTIONS

From the empirical works analysed above, it is evident that the images we form in our minds "may not arise directly and solely from what the media say and how they say it."³⁷

Nevertheless, the manner a country or institution is reported by the press can influence the different images formed about it. For instance, in the study of US images in the Latin-American press, the US had 12 different images formed about it, reflective of perspective of reportage accorded it by the newspapers studied.

Thus, the mass media evidently are instrumental "in determining our mental maps of the world beyond our immediate sensory experience".³⁸

Finally, our images of others depend, "among other things, on ... our knowledge level, the nation's development level, events, media coverage and its nature."³⁹

RESEARCH QUESTIONS

This research is, therefore, designed to answer the following questions:

1. How much news about the University of Nigeria was made available to the Nigerian public by the press during the period under study?
2. What types of news about the university were made available?
3. Was the news about the university favourable or unfavourable?

NOTES ON CHAPTER TWO

1. Crispin Maslog, "Images and the Mass Media", Journalism Quarterly, Vol. 48, 1971, p. 519.
2. Annabelle Sreberny-Mohammadi, "More Bad News than Good: International News Reporting" in Okigbo (ed), New Perspectives In International News Flow (UNN) p.52
3. Elmer E. Cornwell (Jr), "Presidential News: The Expanding Public Image", Journalism Quarterly, Vol. 36, 1959, p. 272.
4. Ibid. pp. 281-283.
5. Urie Bronfenbrenner, "The Mirror Image in Soviet American Relations: A Social Psychologist's Report", Journal of Social Issues, Vol. 17, 1961, p. 51.
6. Burton Paulu, "American News on the Soviet Television Screen", Journalism Quarterly, Vol. 48, 1971, p. 464.
7. Ibid.
8. Ibid.
9. Ibid. p. 465
10. Urie Bronfenbrenner, p. 55
11. Wayne Wolfe, "Images of the United States in the Latin American Press", Journalism Quarterly, Vol. 41, 1964, p. 83
12. Royal D. Colle, "Negro Image in the Mass Media: A Case Study in Social Change", Journalism Quarterly, Vol. 45, 1968, p. 57
13. Ibid. p. 60
14. Ibid.
15. Ibid. p. 57

16. Don R. Browne, "The American Image as presented Abroad by US Television", Journalism Quarterly, Vol. 45, 1968, pp. 312 - 313.
17. Ibid. p. 313
18. Ibid. pp. 315-316
19. Crispin Maslog, "Images and the Mass Media", p.523
20. Ibid. p. 519
21. Harold M. Barger, "Images of Political Authority In Four Types of Black Newspapers", Journalism Quarterly, Vol. 50, 1973, p. 672.
22. Uma Eleazu, Federalism and Nation-Building: The Nigerian Experience, 1954 - 1965 (Devon: Arthur H. Stockwell Ltd, Britain, 1977) p. 204.
23. Ibid. p. 215
24. Ibid. p. 217
25. Ibid. p. 225
26. Sang-Chul Lee, "The American Image of Relations with Japan projected in Three U.S. Dailies", Journalism Quarterly, Vol. 45, 1978, p. 37
27. Ibid. p.43
28. Ibid.
29. Communication in the Service of Women, A UNESCO Report on Action and Research Programmes (Paris: Unesco, April, 1985) pp. 30 - 50.
30. Mary-Lou Galician and Norris D. Vetere, "Effects of 'Good News' and 'Bad News' on Newscast Image and Community Image", Journalism Quarterly, Vol, 64, 1987, p. 400
31. Ibid.
32. Ibid. p. 399
33. David K. Perry, "The Image Gap: How International News Affects Perceptions of Nations", Journalism Quarterly, Vol. 64, 1987, p. 418.

34. Ibid., p. 421
35. Ibid., p. 417
36. Anthony Hilton, "How A Company wins Popularity", Marketing Journal, May 7, 1987, p. 9
37. Charles Okigbo, "News Flow and Media Effects: Some perplexing Questions On National Images", unpublished paper, Department of Mass Communication, University of Nigeria, Nsukka, 1988, p. 15
38. Ibid., p. 16
39. Ibid., p. 23.

CHAPTER THREE

METHODOLOGY

This study is meant to find out the quantity and quality of coverage that the University of Nigeria receives in the Nigerian newspapers. For this purpose, contents of four newspapers - two national and two regional-newspapers from October 1985 to December 1987, were analysed.

The newspapers chosen were: The Guardian, to represent elitist views; National Concord: private ownership; The Statesman and Daily Star to represent government ownership.

The Guardian and National Concord were also chosen to represent national orientation, while the The Statesman and Daily Star are for regional focus. The last two were further selected because of their locational proximity to the university, by virtue of which they tended to report more about the institution than did the other newspapers.

The methodology was content analysis, which refers to ~~the~~ systematic study and analysis of communication contents in an objective and qualitative manner, in order to determine underlying characteristics. The aim is to determine the nature of communication, communicators and their audiences.¹ Content analysis is applicable to all communication media (radio, television, newspapers,

magazines, books, etc) just as it is to all items of media content.

Our period of study was divided into two:

(a) from October 1985 to August 1986; and (b) from September 1986 to December 1987, with each period having one composite and one constructed week. This was to avoid the problem of "hidden periodicity" (a situation whereby a particular event of interest is either completely avoided or completely detected) so that samples would be representative of the whole period under study. The composite week for the first period was May 11 - 17, 1986 while the composite week for the second period was November 30 - December 6, 1987.

For the constructed weeks, the days randomly selected for the first period were Monday, October 28, 1985; Tuesday April 1, 1986; Wednesday, November 6, 1985; Thursday, October 5, 1985; Friday, November 8, 1985; Saturday, April 19 1986.; and Sunday, July 13 1986.

For the second period, the days were Monday, September 14, 1987; Tuesday, May 3, 1987; Wednesday, Dec 11 1986; Thursday, March 5, 1987; Friday, January 9, 1987; Saturday, November 7, 1987 and Sunday, February 8, 1987.

CONTENT CATEGORIES

For content analysis, the items were classified in line with Tony Rimmer's content categorisation.² However, modifications were made where necessary to suit the peculiarities of the university system.

The categories were further sub-divided into the following: topic, direction, length of story, placement and locality.

In the case of story topics, the contents were thus arranged:

ADMINISTRATION: Stories about the formulation (and amendment) of basic policies for the university, concerning admissions and discipline of students, examinations, holidays, development projects, provision of facilities necessary for the successful operation of the university system.

POLITICS: This covers stories on students' political campaigns, elections. into various leadership offices; including faculty and departmental elections, social club elections and trade union politics on campus.

SCIENCE AND TECHNOLOGY: This refers to stories about discoveries in both pure and applied sciences, and medicine, scientific research programmes, construction and/or equipment of laboratories, scientific installations, theories

innovations and explorations in natural sciences.

ACADEMIC FORA: Included here are stories about academic conferences, seminars, symposia, debates and public lectures.

ARTS, CULTURE AND ENTERTAINMENT: Here are stories of drama, sculpture, languages, museums, monuments, paintings, and drawings, art exhibitions, music, poetry and dance, cultural displays, gyrations, welcome and send-off parties, cultural weeks, Ofala festivals, etc.

SPORTS: This contains stories about organisation of physical and recreational activities, competitive and otherwise, training and organising of sporting groups.

CRISES, CRIMES AND CONTROVERSIES: They represent stories about confusion, destructions, and situations that upset the normalcy of the university environment. These include students' (or staff) demonstrations, riots, threats of lecture boycott, lecture boycotts, processions, protest marches, solidarity rallies, confrontations with the authorities, law suits, rampage, stealing, looting, accidents, abandoned projects, etc.

WELFARE AND HEALTH: These are stories touching on the well-being and safety of the students, staff and/or other members of the university community. They could be about feeding, accommodation, sanitation, diseases, medical problems and security.

PERSONNEL (MATTERS): These will embrace stories of both academic and non-academic staff employment, promotion, discipline, dismissal, re-deployment, transfer, reinstatement, staff exchange, salaries, training.

ALUMNI ACTIVITIES: Stories about the activities of groups of graduates of the university concerning their alma mater, directly or indirectly, and activities of the university in relation to her alumni and alumnae.

CELEBRATIONS AND CEREMONIES: Under these we record stories about anniversaries, festivities and occasions that take place in or about the university. They may be matriculations, convocations, silver jubilee, faculty and departmental weeks.

HUMAN INTEREST. Here are stories that arouse sympathy, curiosity or surprise, because of their reference to the handicapped, beggars, students discontinuing their studies for lack of funds, sponsors, or for brain disorder; or other unusual occurrences that arouse humanitarian instinct.

We note that the categorisation was not always mutually exclusive, such that some stories overlapped. For instance, a story could have some features of politics but emphasised controversy. In such situations we coded the story into the category that was more prominent.

STORY DIRECTION

The stories were also labelled favourable, unfavourable or neutral. A story was termed FAVOURABLE in this case if it contained predominantly positive reports or comments about the university. Highlights may include political stability, production of a new beverage or a new anti-snake vaccine, rapport between the authorities and the students or staff, good academic results in the institution, or stories portraying the university as progressive, strong, successful, peaceful, morally sound, lawful, unified or co-operative.

On the other hand, some other stories were classified as UNFAVOURABLE if they presented the institution in the light of conflicts, confusion, collapse of law and order, tensions, moral laxity and degeneration, leadership inefficiency and ineffectiveness, backwardness and/or environmental indecency.

Yet, some stories were treated as being NEUTRAL, which were those that contained neither favourable nor unfavourable matter, perhaps due to balanced reportage or lack of controversial materials.³

STORY LENGTH:

Stories were coded according to their wordage, and the wordage was divided into: 999 words or more, 500-998 words, 200-499 words, 100-199 words, and fewer than 100 words.

STORY PLACEMENT

Here we distinguished the stories in consideration of their positions or the 'play' accorded them in the selected newspapers. Thus, we identified respectively stories on the front page, the back page, the inside back page, and all other pages were coded according to their actual page numbers, but in the end they were jointly treated as 'inside pages'.

STORY GENRE

This guided us in identifying the individual stories and classifying them as either news stories, editorials, features, columns, supplements or letters to the editor,⁴ each of which was analysed on its own merits.

LOCALITY

Furthermore, in terms of story locality or origination, they were classified into internal and external material. INTERNAL stories were those that happened in the university, or those whose actors were within the university environment. Other stories about events or

from newsmakers outside the institution were termed EXTERNAL stories. Such matters as pronouncements by the government or its agencies, which affect UNN, belong to the latter category.

MAIN CHARACTERS

This refers to the chief actors in the stories and were classified into (a) Vice-Chancellor, his Deputies, Pro-Chancellor and Chancellors; (b) Registrar, Senate Members and members of the Governing Council; (c) Lecturers, (d) Students (e) Non-academic staff (f) Alumni members; and (g) Others.

LOCATIONAL FOCUS

This refers to the respective operational units of the university around which the stories were centred. We identified five of them, thus: Administrative offices, Academic departments, residential units, commercial operations, and 'others'.

SOURCE

This means the 'agents' that reported the stories to the newspapers studied. They were distinguished as follows: (a) Own staff without bylines; (b) Own staff with bylines; (c) News Agency of Nigeria (NAN); (d) Foreign agencies; (e) Others.

ILLUSTRATION

Here we identified stories as being accompanied 'with photographs', 'with lines', or with 'No illustrations,' at all.

RELIABILITY ESTIMATE

We randomly selected one of the stories from The Guardian and coded it independently. There was total or 100% agreement on main characters, locality, locational focus, story length, source, genre, page, medium, illustration and year.

However, we disagreed on subjecttmatter and story direction.

On the whole, there was an inter-coder reliability of 83.3%.

NOTES ON CHAPTER THREE

1. Charles Okigbo, Lecture on "Content Analysis".
(MC. 301), Department of Mass Communication,
UNN, 1987.
2. Tony Rimmer, "Foreign News On UPI's A' Wire in the
U.S.A., Gazette, Vol. 28, 1981, p. 38.
3. Rimmer, p. 40.
4. Okigbo, Lecture on "Content Analysis".

CHAPTER FOUR

RESULTS

In the 28 days studied, a total of 53 stories were coded from the 112 issues of the four newspapers as follows:

Table I: Total Number of Stories

Medium	Number of Stories (Frequency)	Percentage
National Concord	6	11.3
The Guardian	12	22.6
Daily Star	23	43.4
The Statesman	12	22.6
Total	53	99.9%

Of the 53 stories, 31 (58.5%) originated from within the university (Internal), while the remaining 22 (41.5%) originated from outside it (External), as shown in Table 2 below.

Table 2: Locality of Stories

Locality	Frequency	Percentage
Internal	31	58.5
Extenral	22	41.5
Total	53	100

In terms of locational focus, 17 stories (32.1%) had the administrative offices as their major points of reference, 30 stories (56.6%) were focused on academic departments, no story was based on the residential units of the university. There was only one story (1.9%) on the commercial or business centres, on campus, while five stories (9.4%) appeared on other matters, such as health and welfare centres, security operations etc.

(see Table 3 below):

Table 3: LOCATIONAL FOCUS OF STORIES

FOCUS	Frequency	Percentage
Administrative offices	17	32.1
Academic departments	30	56.6
Residential Units	0	0.0
Commercial Centres	1	1.9
Others	5	9.4
Total	53	100

Then, with regard to direction or favourability, 21 of the 53 stories or 39.6% were favourable; 16 stories or 30.2% were unfavourable, and another 16 (30.2%) were also neutral on the institution, as shown in Table 4 below:

Table 4: STORY DIRECTION

Direction	Frequency	Percentage
Favourable stories	21	39.6
Unfavourable stories	16	30.2
Neutral stories	16	30.2
Total	53	100

The subject categories were 12 in number, ranging from Administration with two stories (3.8%); Politics one story (1.9%); Science and Technology, five stories (9.4%); Academic fora, 12 (22.6%); Arts, Culture and Entertainment, four stories (7.5%); Sports and Recreation no story; Crises, Controversies and Crimes 14 (26.4%); Welfare and Health, three stories (5.7%); Personnel, two stories (3.8%); Alumni Association, one story (1.9%); Celebrations and Ceremonies, six stories (11.3%), to Human Interests (including deaths), three stories (5.7%). These are also represented in the next Table.

Table 5: SUBJECT MATTER

Subject Categories	Frequency	Per-centage
Crises, controversies, crimes	14	26.4
Academic Fora	12	22.6
Celebrations and Ceremonies	6	11.3
Science and Technology	5	9.4
Arts, Culture and Entertainment	4	7.5
Welfare and Health	3	5.7
Human Interest (and deaths)	3	5.7
Administration	2	3.8
Personnel	2	3.8
Politics	1	1.9
Alumni Association	1	1.9
Sports and Recreation	0	0.0
Total	53	100

In like manner, the main actors in the coded stories were classified into seven groups, comprising the sub-category of the Vice-Chancellor, his deputies, Pro-Chancellors and Chancellors, who jointly had ten stories or 18.9%; the group of registrar, deans, members of the Senate and the governing council had six stories or 11.3%; lectures dominated with 22 stories representing 41.4%, students had seven stories or 13.2%; the non-academic staff, two stories or 3.8%; the alumni as individuals had three stories or 5.7%; and 'others' also three stories or 5.7%. See Table 6 below:

Table 6: MAIN ACTORS IN THE STORIES

Main Characters	Frequency	Percentage
VC, DVC, PC, and Chancellors	10	18.9
Registrar, Deans, Senate, Council	6	11.3
Lecturers	22	41.4
Students	7	13.2
Non-Academic Staff	2	3.8
Alumni	3	5.7
Others	3	5.7
Total	53	100

In length, only one of the 53 stories was about 999 words or more; this represents 1.9%. Six stories, representing 11.3% were between 500 and 998 words; 31 were between 200 and 499 words long, taking the lion share of 58.5%. Nine other stories had between 100 and 199 words, that is 16.9%, while six others or 11.3% were fewer than 100 words long. See Table 7 below:

Table 7: LENGTHS OF STORIES

Story Length	Frequency	Percentage
999 or more words	1	1.9
500 - 998	6	11.3
200 - 499	31	58.5
100 - 199	9	17.0
fewer than 100 words	6	11.3
Total	53	100

A look at positioning showed that 14 stories (26.4%) appeared on the front pages, eight (15.1%) were on the back pages, while none appeared on the inside back pages. The largest number, being 31 stories (58.5%) were carried on the middle pages.

Table 8: STORY PLACEMENT

Story Position	Frequency	Percentage
Front pages	14	26.4
Back Pages	8	15.1
Inside Back Pages	0	0.0
Middle Pages	31	58.5
Total	53	100

About story sources, 24 (45.3%) were credited to staff of the newspapers, thus they had bylines; 25 other stories (47.2%) were reported by the staff but without bylines, while neither the News Agency of Nigeria (NAN) nor any singular agency supplied any story. But other unclassified sources turned in five reports (7.5%). Below is the Table.

Table 9: SOURCES OF STORIES

Story Source	Frequency	Percentage
Staff without bylines	25	47.2
Staff with bylines	24	45.3
NAN	0	0.0
Foreign agencies	0	0.0
Others	4	7.5
Total	53	100

In illustration, 12 stories or 22.6% had photographs, two others or 3.8% had other illustrative features (lines) while 39, or 73.6%, had no illustrations. See Table 10 below:

Table 10: ILLUSTRATION

Illustration	Frequency	Percentage
With photos	12	22.6
With lines	2	3.8
No Illustration	39	73.6
Total	53	100

By Genre categorisation, 44(83%) of the 53 stories were news, two (3.8%) were editorials, while three (5.6%) fell under features. No story appeared under "Column", but "supplement" and "letters to the editor" polled two stories (3.8%) each. (See Table 11).

Table 11: STORY GENRE

Genre	Frequency	Percentage
News	44	83.0
Editorials	2	3.8
Features	3	5.6
Columns	0	0.0
Supplements	2	3.8
Letters to Editor	2	3.8
Total	53	100

On the years of publication, seven stories representing 13.2% appeared in 1985, 1986 had 17 stories or 32.1%, while 29, representing 54.7% were published in 1987. The Table is below.

Table 12: YEAR OF PUBLICATION

Year	Frequency	Percentage
1985	7	13.2
1986	17	32.1
1987	29	54.7
Total	53	100

A separate explanation of the contents of each of the newspapers would also enhance the interpretation.

National Concord

Out of six stories from the National Concord, four stories or 66.7% were internal (originated within UNN), while two stories or 33.3% were external.

In locational focus, two of the stories (33.3%) emphasised administrative offices while four (66.7%) focused on academic departments.

As regards favourability, three of the six stories (50%) were favourable to UNN, one story (16.7%) was neutral, while two (33.3%) were unfavourable.

Under subject categories, two (33.3%) of the six stories in the National Concord were on crises, controversies and crimes; a story (16.7%) each appeared on academic fora,

science and technology, personnel matters, and health and welfare. Other subject categories had no stories.

On main characters, three (50%) of the six stories were on lecturers, and a story (16.7%) each on students; registrar, senate and governing council; vice-chancellor and other chancellors. There were no stories on the alumni, non-academic staff and "others".

In length, three stories or 50% were between 100 and 199 words, while three others, again 50%, were between 200 and 499 words. No stories fell into the 500 - 998; 999 and above, and the fewer than 100 words divisions.

Story positioning: two stories (33.3%) appeared on the 11th page, and one story (16.7%) each on front page, pages nine, five and 14.

About news sources, three stories out of the six, or 50%, were from staff but without bylines, one story or 16.7% carried a byline, while the remaining two, representing 33.3% came from "others". No stories were reported by the news agencies.

In illustration, four of the stories (66.7%) had no illustrations, two (33.3%) were accompanied with photographs and none had "lines".

Analysing the genre shows that all the six stories coded from the National Concord were news stories,

representing 100%.

Similarly, all the six stories (100%) were published in 1987.

The Guardian

Out of the 12 stories carried by The Guardian, eight, representing 66.7%, originated from within UNN (internal), while four, representing 33.3%, originated from outside the university (external).

Seven of the 12 stories (58.3%), had their locational focus on academic departments, three stories (25%) focussed on administrative offices, while two (16.7%) were on "others". Residential and Commercial units had no stories.

As regards direction (favourability), six stories (50%) were favourable on UNN, four (33.3%) were unfavourable, while two (16.7%) stories were neutral.

On subject categories, academic fora, and celebrations and ceremonies had three stories or 25% each; Crises, controversies and crimes, arts, culture and entertainment had two stories or 16.7% each, while there was one story or 8.3% each for welfare/health and alumni association.

In reference to main characters, five stories (41.7%) were on lecturers, three (25%) on the vice-chancellor and other chancellors, while students, alumni, members of

senate and governing council, registrars, and "others" sub-categories had a story (8.3%) each. Only the non-academic staff had no story.

In Length, only one (8.3%) of the 12 stories in The Guardian was about 1,000 words. One also (8.3%) was between 500 and 598 words, two stories (16.7%) were between 100 and 199 words. Six of the stories (50%) fell between 200 and 499 words while two others (16.7%) had fewer than 100 words each.

Five (41.7%) of the 12 stories were positioned on the front page, two (16.7%) on page four, and a story (8.3%) each on pages two, three, eight, ten and 13; other pages had no stories about UNN during the period under study.

Of News sources, seven of the stories, representing 58.3%, carried staff bylines while the remaining five, or 41.7%, were from staff but without bylines.

With regard to illustration, as many as ten (83.3%) of the 12 stories were not accompanied with photographs or other illustrations. Only two stories (16.7%) had "lines" accompanying them.

Under genre, nine stories or 75% were news, while editorials, features, and supplements had one story or 8.3% each. Columns, and letters to the editor, had no stories.

Seven stories or 58.3% of the 12 were published in 1987, and five, representing 41.7%, were carried in 1986.

Daily Star

The Daily Star, comparatively, carried the majority of the stories that were coded during the study: 23 out of 53.

Out of the 23, 14 stories or 60.9% were internal, while nine stories or 39.1% were external.

There were 13 stories (56.5%) with academic departments as their locational focus; seven stories (30.4%) focused on administrative offices while commercial units had a story (4.3%). "Others" had two stories (8.7%). No story was coded under residential units.

Eight of the stories, or 34.8% were favourable, while eight others, also 34.8%, were unfavourable. The remaining seven, being 30.4%, were neutral.

On subject categories, eight stories representing 34.8% were on crises, crimes and controversies. Administration, science and technology, and celebrations and ceremonies, and human interest all had two stories representing 8.7% each. The following had a story or 4.3% each: health and welfare, arts, culture and entertainment. Academic fora polled five stories or 21.7%.

For main characters, stories on lecturers were nine (39.1%), students had four (17.4%), senators, registrar, and governing council, four (17.4%). The vice-chancellor and other chancellors had two stories (8.7%); and "others" two stories (8.7%) as well. The non-academic staff and the alumni had one story (4.3%) each.

The lengths of the stories also varied. None of them was up to 999 words. Two stories (8.9%) were between 500 and 998 words; 15 (65.2%) ranged from 200 to 499 words, while three stories (13%) were between 100 and 199 words. Three stories (13%) fell below 100 words.

Five stories representing 21.7% of the 23 stories coded from the Daily Star appeared on the front pages, while eight others or 34.7% appeared on the back pages. One story or 4.3% was on page six, two stories (or 8.7%) were on page eight and one story was on page 10. There were also two stories or 8.7% on page 12.

The sources of the stories were represented thus: 13 of them (56.5%) appeared with staff reporters' bylines; eight (34.7%) were reported by own staff but without bylines, while two stories (8.7%) were turned in by sources other than the news agencies, which sent in no stories.

Of the 23 stories, seven (30.4%) were accompanied with photographs while the rest 16 (69.6%) had no illustrations.

Under the genre, 19 of the stories (82.6%) were news reports; one story (4.3%) was an editorial, another one (4.3%) was a supplement, while two (8.7%) were letters to the editor.

For year of publication, five stories or 21.7% were published in 1985, five others, also 21.7%, were carried in 1986, while 13 stories or 56.5% appeared in 1987.

The Statesman

Incidentally, like The Guardian, The Statesman carried 12 stories about the University of Nigeria during the period under study, representing 22.6% of the 53 stories coded.

Five stories or 41.7% of the 12 originated internally, while seven - representing 58.3% - had external origin.

In locational focus, five (41.7%) of the stories played up the administrative offices, six stories (50%) emphasised academic departments, while one story (8.3%) focused on "others". Commercial and residential units, were not featured.

Directionally, there were four (33.3%) favourable stories about the institution, three stories (25%) were unfavourable and five (41.7%) were neutral.

For subject categories, academic fora had three stories or 25%, science and technology got two stories or 16.7%, just as did crises, controversies and crimes. Arts, Culture and entertainment, politics, celebrations and ceremonies, personnel matters, and human interest had one story or 8.3% each. No stories appeared on administration, sports, welfare and health, and alumni association.

In terms of dominant characters, four stories or 33.3% featured the class of the vice-chancellor and other chancellors, lecturers had five stories or 41.7%, while the groups of non-academic staff, students, and alumni had a story or 8.3% each. The University Senate, registrar and governing council dominated in no stories.

Eight stories (66.7%) fell within the length of 200 and 499 words, two (16.7%) were between 100 and 199 words. One story or 8.3% fell within 500 and 998 words, and another one was fewer than 100 words. No story was as long as 999 or more words.

The stories were positioned thus: front page had three stories (25%); two stories (16.7%) on page two and pages six, seven, eight, nine, ten and 12 had a story (8.3%) each.

By way of sources, nine of The Statesman's stories (75%) had no staff bylines, while the remaining three stories (25%) carried staff bylines. The news agencies and "others"

contributed no stories.

Illustration-wise, three stories (25%) had photographs while nine others (75%) had no illustrations.

For the genre, ten stories (83.3%) were news stories, and the other two stories (16.7%) were features.

The year of 1985 had three stories (25%); 1986 had six stories (50%), while 1987 had three stories (25%).

As stated earlier, this research is aimed at answering the following questions:

1. How ~~many~~ stories about UNN were made available to the Nigerian public by the press between October, 1985, and December, 1987?
2. What types of stories about the university were presented to the public during the period?
3. Were the reports favourable or unfavourable?

In addressing the first question, we recall that a total of 112 issues (or days) of the newspapers were analysed, from which 53 stories were coded. This gives us a ratio of one story to every 2.1 days (1:2.1) for the period under study.

For the second question, crises, controversies and crimes featured most prominently in the reports with a total of 14 stories or 26.4%, followed by academic fora which had 12 stories or 22.6%. Science and technology, and arts,

culture and entertainment featured mildly with five stories (9.4%) and four stories (7.5%) respectively. Politics, and the alumni association were the least reported with one story or 1.9% each.

To answer question three - whether or not the stories about the UNN were favourable - our research revealed that 21 stories or 39.6% of the 53 coded were favourable as against 16 stories or 30.1% each for unfavourable and neutral angles. Thus, most of the stories published about UNN in Nigerian newspapers (as represented by the selected four) painted a generally positive image of the institution during the period studied.

This seems to temper the allegation of the university authorities (cited on page 12 of this work) that in spite of the many UNN alumni journalists in the media:

the university has often taken some beating sometimes, out of our own making, in uninformed articles and editorials and at other times in apparent campaigns of calumny and degradation. Even our statutory name has sometimes been denied by some media operatives. Our premier position has not always been acknowledged.

Thus, the image of UNN, according to these findings, was favourable; more so if we accept a research finding by Galician and Vestre, that "... good news does not produce more favourable image than neutral news". It follows

logically, also, that neutral news is as good as favourable news in the creation of (positive) images.

The next chapter will proffer explanations on the patterns of coverage, and will examine in details what types of images of UNN were reflected in Nigerian newspapers through the stories.

TABLE 13: A COMPOSITE TABLE

		National Concord	The Guardian	Daily Star	The Statesman
Main Character	VC, DVC, etc.	1	3	2	4
	Registrar, Senate, Council	1	1	4	0
	Lecturers	3	5	9	5
	Students	1	1	4	1
	Non-academic staff	0	0	1	1
	Alumni (as individuals)	0	1	1	1
	Others	0	1	2	0
Locality	Internal	4	8	14	5
	External	2	4	9	7
Locational focus	Administrative offices	2	3	7	5
	Academic depts	0	7	13	6
	Residential units	0	0	0	0
	Commercial centres	0	0	1	0
	Others	0	2	2	1

TABLE 13: A COMPOSITE TABLE

		National Concord	The Guardian	Daily Star	The Statesman
Direction	Favourable	3	6	8	4
	Unfavourable	2	4	8	3
	Neutral	1	2	7	5
Source	Staff without bylines	3	5	8	9
	Staff with bylines	1	7	13	3
	NAN; foreign agencies	0	0	0	0
	Others	2	0	2	0
Genre	News stories	6	9	19	10
	Editorials	0	1	1	0
	Features	0	1	0	2
	Columns	0	0	0	0
	Supplements	0	1	1	0
	Letters to Editors	0	0	2	0
Year of Publication	1985	0	0	5	3
	1986	0	5	5	6
	1987	6	7	13	3
Illustration	With photos	2	0	7	3
	With Lines	0	2	0	0
	No illustration	4	10	16	9

TABLE 13: A COMPOSITE TABLE

		National Concord	The Guardian	Daily Star	The Statesman
Subject Categories	Administration	0	0	2	0
	Politics	0	0	0	1
	Science & Technology	1	0	2	2
	Academic Fora	1	3	5	3
	Arts, Culture and Entertainment	0	2	1	1
	Sports/Recreation	0	0	0	0
	Crises, Controversies, Crimes	2	2	8	2
	Welfare and Health	1	1	1	0
	Personnel	1	0	0	1
	Alumni Association	0	1	0	0
	Ceremonies/ Celebrations	0	3	2	1
	Human Interests	0	0	2	1

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

With the interpretation of the data, which we have just done in the preceeding chapter, it is ideal that we go further by pointing out possible reasons for the kind of coverage UNN had during the period.

First, it is interesting that in the 112 days studied, only 53 stories or a ratio of one story is to every two point one days (1:2.1) were carried about the institution by a total of four newspapers.

This could, however, be attributed to the university's remote location from a city like Enugu where the press is. Thus, UNN is not covered as a regular beat by reporters; they consult the institution for news only when the exceptions happen or when special reports are sought. This exemplifies Mort Rosenblum's observation that " a crisis (or any other major event) draws correspondents in droves, while the rest of the continent is neglected, Today, wide areas ... are rarely visited; for example, the small island nations ... are all but completely forgotten".¹

Again, that up to 22 of the 53 stories originated from outside the university needs some explanation. It could have been because reporters relied much on government

pronouncements, seminars, conferences and other fora in which UNN featured, but which were held mainly in the cities. The reporters were not stationed in Nsukka, a mere university town, where, it is thought, big and news events are few. Besides, until July 1987, the university had no effective public relations unit to keep the press abreast of activities on campus; thus, newsmen had no permanent and efficient official source of information. And this could have contributed to the high incidence of negative reports about the university, because, as Rosenblum again said on international reporting, "when newsmen cannot get into a country, they must write about it from the outside, often relying on questionable, dissident sources with little chance to balance their reports with remarks from authorized spokesmen, and the result is likely to cause even more bitterness from the leaders of that country."²

Crises and controversial news dominated, partly because our study covered the period when UNN had been the secretariat of the National Association of Nigerian Students (NANS), and as such had been in the forefront of students' agitations with the government, apart from internal crises. Thus, where UNN would have passed

unnoticed, it had rather led the confrontations.

Furthermore with government's withdrawal of subsidies to students, irregular and marginal subventions to universities, UNN has been suffering rapid depletion in its facilities and services, which in turn has often resulted ~~in~~ tension between the students and staff and authorities of the institution.

Indeed, the frequency of controversial news in the report is not surprising since the general note is that "disruptive events make the news..."³, especially considered vis-avis the limited scope of coverage the institution got during the period, for, as Atwood says, "the less coverage a country gets, the more likely the coverage it does receive will be about violence."⁴

An example in this research is that of the 23 stories the Daily Star had on UNN during the period, eight (34.8%) were on controversies; the National Concord had only six stories, yet two of them (33.3%) were on crises.

After crises and controversies, academic fora took the second position in frequency of occurrence, with 12 stories or 22.6%. This is easy to understand: the university is basically an academic environment, which should normally be dominated by academic discussions and research.

Celebrations and ceremonies, which include convocations, matriculations, faculty and departmental weeks, anniversaries and others, had six stories or 11.3%. These are annual events and the years studied have had their fair share of these events, in addition to UNN¹ Silver Jubilee in 1986.

With five stories or 9.4% of the entire reports, science and technology ranked fourth on the list. This could have been a response to the national drive for research into local sourcing of raw materials, technological devices, preventive medicaments and more, which are the brainchild of the university's intellectuals, whose urge to probe the problems of society is persistent. They explore the ivory tower as a centre of excellence, where solutions to human problems are sought by empirical method.

Only two stories (3.8%) were coded on personnel, which could be interpreted as a reflection of the near total embargo on employment during the period. The university was not left out in this national experience, which resulted from the economic depression.

Even less than that, politics had only one story (1.9%). It does not mean that politics did not take place in UNN during the period; rather, most of it degenerated into controversies and crises, such that gave the stories

more crisis angles, and were coded crises too. Instead of plain politics, students and staff concentrated more on "fighting" for their "rights" and basic facilities they required for meaningful academic activities.

The poor number of political stories also reflected the ban on NANS and the dissolution of students' unions by the federal military government, after the nation-wide student crisis of May 1986, which was generated by the Ahmadu Bello University (ABU) students massacre.

Also faintly portrayed in the press was the alumni association of the university, which, like politics, had only one story (1.9%); an indication of nearly a non-participatory, indifferent alumni body in relation to the activities of, and in, UNN during the period studied.

Separate explanations can also be proffered for the manners the University of Nigeria was projected by the individual newspapers analysed. That the Daily Star had a whopping 23 reports or 43.4% of the 53 stories coded must have stemmed from its proximity to the university - with the advantage of getting the university news when it is still current. The Daily Star and UNN seem to share some sentimental relationship for the fact that they are both located in Anambra State. Besides, the Daily Star, unlike the other newspapers in the study, has a permanent correspondent

in Nsukka, who covers the institution as part of his regular beat.

Results of several earlier studies have lent credence to the fact that the news media generally display regional focus in their reportage. Robert Stevenson, in his qualitative analysis of news from alternative news agencies, emphasized that "geographic regionalism and nationalism are the overwhelming criteria of news worthiness among the alternative news agencies, as well as the media of all countries."⁵

Similarly, in her report of a 29-nation study by UNESCO, Annabelle Sreberny - Mohammadi noted that the study "reveals a strong, consistent and simple pattern. Regional news is emphasized in the media of all countries."⁶

Conversely, the comparatively fewer stories in The Statesman (12 stories or 22.6%) could also be attributed to the fact that UNN is outside the medium's primary area of coverage which is Imo State. Although it also carries major news of the nation and other states, the paper's orientation is to cater for the localities in Imo State where it is based. Therefore, since Nsukka is outside the immediate focus of that newspaper, it did not carry much of UNN news during the period studied.

The Guardian also published 12 stories (22.6%) about the university during the 27 months under review. Comparatively, this could be described as fair coverage, considering the medium's distant location from the institution. This fair effort might have resulted from the newspapers orientation; elitist. It tends to pick interest in what happens in elitist institutions, of which UNN is one.

On the other hand, the National Concord reported only a half of that number during the same period and from the same distance or operational base as The Guardian. ^{The National} Concord had just six stories (11.3%) about UNN for the period, which tends to explain the newspaper's orientation towards a more general audience; it has no special sympathy for elitist institutions, especially the academic ones.

However, the focus of all the media tend to converge on matters of crisis and academic fora, which incidentally had the highest number of stories - 14 and 12, respectively.

As regards locational focus, academic departments and administrative offices had 30 and 17 stories (56.6% and 32.1%) respectively. This was to be expected of an academic institution, where administrative tasks and academic excellence are the issues at stake.

"... leaders are more newsworthy than ordinary citizens ...", says Stevenson. In that line, the study shows that characters in the sub-categories of the vice-chancellor and other chancellors, registrar and senate and lecturers, were the most prominent news makers in the university. Lecturers were prominent in 22 (41.4%) of the 53 stories, thus reflecting the dominance of academic fora, and science and technology, of which they remain the prime movers. Actors in the chancellors' and senators' sub-categories combined were top in 16 stories (30.2%), part of the reason possibly being that these authorities were the policy makers and were strongly connected in scheduling of academic calendar, capital projects, celebrations and ceremonies, and were reported in one course of these duties.

Also, since there was a high incidence of controversy news during the period under study, it was not unexpected that the university authorities were often out in reaction to the controversies and as such were portrayed in the media. This corroborates Stevenson's findings that "the second aspect of news in all parts of the world --- is the dominance of public officials, mostly members of the executive branch, as news makers."⁸

Students were the third most prominent actors in the stories, with seven stories or 13.2%. This could be as a result of their position as the subjects of most of the policies in the university, forcing them, where they felt threatened, to react negatively - a situation that further resulted in the students' active participation in most controversy and crisis news.

In story positioning, the front and back pages had 14 and eight stories respectively - together having 22 stories or 41.5%. Incidentally, ten (73.4%) of the 14 crisis stories coded in the survey appeared in either of the two pages. All the other stories, 31 (58.5%) only of which were on crises and controversies, appeared on the inside pages. However, the inside back page had no story. This situation lends credence to Annabelle's observation that most front and back pages of newspapers are filled with "crisp reportage and dramatic headlines", while there is a different kind of focus "in the soft belly of the middle pages, the space for features and editorials..."⁹

A look at the sources showed that 25 of the stories (47.2%) were staff-written without bylines and 24 others (45.3%) with staff bylines (a total of 49 stories or 92.5%), which indicates that reporters, as gate-keepers

in the information flow, are the definers of the kinds of images UNN has in the press.

Of the 53 stories, 44 representing 83%, were news. This is not surprising in view of the fact that most of the reporters were not resident in Nsukka, but far away in cities like Enugu, from where they visited the university only when there were major news breaks. Such did not give them adequate information that could crystallize into detailed writings like features, editorials, columns, and supplements. Features had only three stories, while editorials, supplements and letters appeared only twice each.

Illustrations seemed to have followed the trend of genre. There were 12 photographs and two lines, both representing 26.4%. The high frequency of "no illustrations" (39 times or 73.6%) might have stemmed from the fact that there were few features and supplements, which are often the main carriers of illustrations, as part of details.

Seven stories only (13.2%) were published in 1985. This should not be surprising since this study started from October 1985. And that 1986 had 17 stories (52.1%) could have been due to high occurrence of crisis news (six out of 17), vibrant student leadership on campus and the presence of NANS secretariat in the university.

Most of the stories occurred in 1987 (29 stories or 54.7%) This could have been the fruits of the reorganisation of the university's public relations unit in July of that year.

The above analyses point to the types of images the University of Nigeria had in Nigerian newspapers. A careful comparison shows that an image of academic excellence was portrayed of UNN by the media during the period. It was thus presented as an institution that seeks to broaden and exchange knowledge through academic conferences, seminars, symposia, debates and public lectures.

Similarly, the institution was presented as a centre of research into, and discoveries in science, geared towards finding solutions to the nation's problems in the fields of medicine, alternative sources of energy, local sourcing raw materials and technology.

The University of Nigeria also received the image of one that recognises and rewards hardwork and excellence. Hence, it was featured in award of degrees and honours, as epitomized in anniversaries such as silver jubilee, convocation, matriculation, and other ceremonies.

Also, UNN was portrayed as an ivory tower that encourages arts, promotes and maintains the nation's cultural heritage, as well as recognises the importance

of entertainment for the relaxation of serious academic atmosphere. This was depicted in stories about drama, art exhibitions, poetry and musical displays.

However, the university was also reported as a non-sportive institution. Surprisingly there was no story on its organisation of, or participation in sporting activities.

The institution also got a poor image in relation with its alumni association, which was presented as indifferent to the affairs of its alma mater.

As earlier indicated, crises and conflicts formed the most prominent single image of the university, which manifested through stories of students demonstrations, boycott of lectures, forced closures, legal tussles, rioting and crimes.

On the whole, there appear seven distinct images of ✓ the University of Nigeria from this study. Four are favourable - academic excellence; scientific progress; appreciation of hardwork; and promotion of arts and culture. Three others are unfavourable. They are: a crisis-infested UNN, non sportive institution; and a university without an effective alumni association.

The UNN also has four neutral images in the areas of human interest, personnel matters, administration, and

welfare and health.

It is our view that although the university did not receive an adequate coverage during the period studied, it also did not get an overall poor image, contrary to the university authorities' postulations. But what is not clear "is whether continual yet low-keyed coverage (in the soft belly of middle pages), or more dramatic, immediate and lengthy attention (in front and back pages) has the greater impact."¹⁰

This implies that both quantitative and qualitative analyses are necessary for an institution's true image in the press to emerge, for, an "explanation limited to only one kind of data could produce a quite false impression of news contents."¹¹

We recognise that this study is obviously not all embracing and exhaustive. Therefore, we call for studies that will compare the performance of the university (UNN) in the press vis-a-vis other universities in the country.

Finally, we urge the university's public relations department to pursue a more vigorous and aggressive campaign towards courting more positive images for the university in the media.

NOTES ON CHAPTER FIVE

1. Mort Rosenblum, "Reporting From the Third World", in National Sovereignty and International Communication (edited) by Kaarle Nordenstreng and Herbert I. Schiller. (Norwood, New Jersey: Ablex Publishing Corporation, 1979), p. 248.
2. Ibid. p. 250
3. Robert L. Stevenson, "New News for the New World Information Order" in New Perspectives In International News Flow (ed) by Charles Okigbo, University of Nigeria, Nsukka, p. 202.
4. L. Erwin Atwood, "Old Colonial Ties and News Coverage of Africa", Ibid. p. 98.
5. Robert R. Stevenson, in Okigbo, p. 195.
6. Charles Okigbo, "World News in the Nigerian Media" (quoting Annabelle Sreberny Mohammadi) Ibid. p.128
7. Robert L. Stevenson, Ibid. p. 197.
8. Ibid. p. 196.
9. Annabelle Sreberny - Mohammadi, "More Bad News Than Good: International News Reporting", Ibid., p. 51
10. Ibid. p. 49
11. Ibid.

BIBLIOGRAPHY

BOOKS

- Arimah, Mike O and Agwo, Austin O., Television News Coverage of International Affairs: The Nigerian Perspective, unpublished B.A. Thesis, Department of Mass Communication, UNN, June, 1985.
- Boorstin, Daniel, The Image
London: Harber and Row Publishers, 1964.
- Curran, James; Michael, Gurevitch and Woollacat, Janet, Mass Communication and Society, London: Edward Arnold (Publishers) Ltd., 1979
- Eleazu, Uma, Federalism and Nation-Building: The Nigerian Experience, 1954-1965, Devon: Authur H. Stockwell Ltd., 1977
- Kelman, Herbert, International Behaviour: New York: Holt, Rinehart and Winston, 1965
- Kneighbaum, Hellier, Facts In Perspective, New Jersey: Prentice Hall, 1956.
- Macbride, Sean (ed) Many Voices, One World, Paris: The UNESCO Press, 1980.
- Okigbo, Charles, New Perspectives In International News Flow (unpublished) UNN
- University of Nigeria Progress Report:
Eastern Region Official Document, No. 7 of 1960.
- University of Nigeria Master Plan,
Zerby, Lewis and Margaret, If I should Die Before I Wake: The Nsukka Dream: A History of the University of Nigeria, East Lansing: Michigan State University, 1971
- Nordenstreny. Kaarle and Schiller, Herbert I. National Sovereignty & International Communication. Norwood, New Jersey: Ablex Publishing Corporation, 1979.

PAPERS

- Ikoku, Chimere, Speech at Jacksonites Home-Coming on November 7, 1987.
- Okigbo, Charles. Lecture on Content Analysis, MC 301 (1987) Department of Mass Communication, UNN
- Okigbo, Charles, A Proposal for Communication Audit of Images of Selected States in the National Media (1988).
- Okigbo, Charles, News Flow and Media Effects: Some Perplexing Questions on National Images (1988)
- Ugboajah, Frank, Leadership and National/Foreign Image - Paper presented at the Conference on Reporting in Africa held in Lagos (17th - 19th September, 1986)

JOURNALS

- Barger, Harold M., "Images of Political Authority In Four Types of Black Newspapers" Journalism Quarterly, Vol. 50, 1973.
- Bronfenbrenner, Urie, "The Mirror Image in Soviet-American Relations: A Social Psychologist's Report" Journal of Social Issues, Vol. 17, 1961
- Brown, Don R., "The American Image as presented Abroad by US Television" Journalism Quarterly, Vol. 45, 1968.
- Celle, Royal D., "Negro Image in the Mass Media: A Case Study in Social Changes" Journalism Quarterly, Vol. 45, 1968.
- Cornwell, Jr. Elmer E., "Presidential News: The Expanding Public Image", Journalism Quarterly, Vol. 36, 1959
- Galician, Mary-Lou and Vetere, Norris D., "Effects of 'Good News' and 'Bad News' on Newscast Image and Community Image", Journalism Quarterly, Vol. 64, 1987.

- Hilton, Anthony, "How A Company Wins Popularity"
Marketing Journal, May 7, 1987
- Lee, Sang-Chul, "The American Image of Relations with
Japan projected in Three US Dailies, Journalism
Quarterly, Vol. 45, 1978
- Maslog, Crispin, "Images and the Mass Media" Journalism
Quarterly, Vol. 48, 1971
- Paulu, Burton, "American News on the Soviet Television
Screen" Journalism Quarterly, Vol. 48, 1971
- Perry, David K., "The Image Gap: How International News
Affects Perceptions of Nations, Journalism
Quarterly, Vol. 64, 1987
- UNESCO: Communication in the Service of Women - A Report
on Action and Research Programmes, April, 1985.
- Wolfe, Wayne, "Images of the United States in the Latin
American Press", Journalism Quarterly, Vol. 41,
1964.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The author emphasizes the need for researchers to be sensitive to these differences and to adapt their methods accordingly.

The second part of the paper focuses on the challenges of conducting research in a multicultural environment. It discusses the difficulties of finding a common ground between different cultural perspectives and the potential for bias in the research process. The author suggests that researchers should strive for transparency and openness in their work, acknowledging the limitations of their study and the influence of their own cultural background.

The third part of the paper explores the role of the researcher in the research process. It discusses the importance of the researcher's position and the impact of their choices on the results of the study. The author argues that researchers should be aware of their own biases and the potential for their presence to influence the data. They should also be open to the possibility of being influenced by the participants and the context of the study.

The fourth part of the paper discusses the importance of ethical considerations in research. It highlights the need for researchers to be aware of the potential for harm to participants and to take steps to minimize this risk. The author suggests that researchers should follow established ethical guidelines and be open to discussion and critique of their work.

The fifth part of the paper discusses the importance of communication in research. It highlights the need for researchers to be able to communicate their findings effectively to a wide range of audiences. The author suggests that researchers should use clear and concise language and provide context for their findings. They should also be open to feedback and discussion of their work.

The sixth part of the paper discusses the importance of reflection in research. It highlights the need for researchers to reflect on their own work and the impact of their choices. The author suggests that researchers should keep a journal or diary to record their thoughts and feelings throughout the research process. They should also be open to discussion and critique of their work.

The seventh part of the paper discusses the importance of collaboration in research. It highlights the need for researchers to work together and share their knowledge and resources. The author suggests that researchers should seek out colleagues who have expertise in the area of their study and be open to learning from them. They should also be open to the possibility of being influenced by their colleagues and the context of the study.

The eighth part of the paper discusses the importance of the research process. It highlights the need for researchers to be systematic and organized in their work. The author suggests that researchers should develop a clear research plan and follow it closely. They should also be open to the possibility of revising their plan as they learn more about the study.

The ninth part of the paper discusses the importance of the research results. It highlights the need for researchers to be able to interpret their findings correctly and to communicate them effectively. The author suggests that researchers should be aware of the limitations of their study and the potential for bias in their results. They should also be open to discussion and critique of their work.

The tenth part of the paper discusses the importance of the research community. It highlights the need for researchers to be part of a community of scholars who share their knowledge and resources. The author suggests that researchers should attend conferences and workshops and be open to discussion and critique of their work. They should also be open to the possibility of being influenced by their colleagues and the context of the study.