Scientific Research Publishing

The Role of ARIJ Investigative Foundation in Spreading the Concepts of Investigative Culture in the Arab World and Its Reflection on Professional Practice among Participants

Suhib Yousef Mohammad Bdoor, Khazeem S. Alkhaldy

Department of Radio and Television, Faculty of Media, Yarmouk University, Irbid, Jordan
Email: Suhaibbdoor20012002@gmail.com, Khazeem2010@yahoo.com

Abstract

The study aimed to investigate the role of the ARIJ Investigative Foundation (ARIJ) in promoting investigative journalism in the Arab world and its impact on the professional practice of its participants. The study used a descriptive approach and a media survey questionnaire to collect data from (100) participants, from various Arab countries who had attended training workshops and courses offered by ARIJ. The study found that there were more male participants than females, and the majority of participants were above 34 years old with a bachelor's degree. The highest percentage of participants had less than five years of work experience. The majority of participants attended courses remotely due to the difficulty of coming to the headquarters in Jordan. The main motive for attending the training courses was due to ARIJ's distinguished execution of specialized investigative courses and workshops. The majority of participants did not participate in completing any investigative report with ARIJ. The study provides insights into the characteristics and motives of individuals interested in attending training courses offered by ARIJ and highlights the need for continued training and support for investigative journalism in the Arab world.

Keywords

ARIJ Investigative Foundation, Investigative Journalism, Arab World, Professional Practice, Education, Training

1. Introduction

Investigative journalism has become one of the most important and crucial

functions of the Fourth Estate, especially with the flourishing and rapid development of the media world. While traditional media outlets transmit news, investigative journalism delves into deeper issues and investigates behind the scenes (Al-Hamdani, 2016). The main goal of investigative journalism is to search for the truth, far away from personal biases such as seeking fame, revenge or blackmailing others. It aims to uncover secrets, document facts related to corruption and violations, present them to the public, draw governments' attention to correcting corrupt individuals and punishing them, and thus reinforce the principles of the Fourth Estate (the press), and achieve the principles of justice, transparency, and accountability (Hunter et al., 2017).

Based on what we have mentioned, investigative journalism requires specific capabilities and potentials that investigative journalists should possess. Training is one of the most important methods to enable journalists in the investigative field at all stages of their work. Hence, the aim of this study is to explore the trainees' perspectives on the effectiveness of the previous and current courses and workshops provided by ARIJ Investigative Institution.

ARIJ is a leading network in investigative work in the Arab world, which is a non-profit organization that seeks to create investigative journalism based on advanced methodology, provide sufficient funding for investigative reporting, as well as qualify journalists in the Arab world and train them by professionals (Al-Rabee, 2013).

2. The Study Problem and Questions

Investigative journalism requires high abilities and capabilities that the investigative journalist must possess to be able to carry out their work, such as the ability to access information from its sources and how to collect it, advanced report preparation skills, and the ability to assume roles in many cases to reach the truth, self-discipline, curiosity, patience, initiative, logical thinking, design, good research skills, flexibility, good teamwork skills, communication skills, breadth of knowledge, organization, integrity, and excellence. All of these skills require sufficient experience, training, and qualification in the field of investigative journalism. Otherwise, the investigative journalist needs continuous training at all stages, regardless of their extensive experience, to keep up with the developments that the media, in general, and investigative journalism, in particular, witness.

The results of one study revealed that there are challenges facing the development and prosperity of investigative journalism, the most important of which are training and qualification issues. The study proved a shortage among journalists in training on investigative work and the need for all institutions of society to realize the importance of this type of journalism. The study also showed weak cooperation between local institutions of society and investigative journalists (Hamam, 2019b). Hence, the study came to answer the main question: **What is the role of the ARIJ Investigative Institution in spreading the concepts of**

investigative culture in the Arab world and to what extent does it reflect on the professional practice of its participants?

The main question branches into several sub-questions:

1) What is the importance of training, empowering, and motivating journalists for investigative work?

2) What are the objectives that ARIJ Foundation seeks to achieve through the courses and workshops it holds?

3) What are the most important contents and themes of the courses and workshops held by ARIJ Foundation?

4) What are the methodologies and approaches followed by ARIJ Foundation in its training workshops and courses?

5) What feedback mechanisms does ARIJ Foundation adopt with trainees upon the completion of the courses and workshops it offers to journalists?

3. Study Concepts

1) Procedurally, the role is defined as the media and training performance of ARIJ Foundation towards trainees, introducing the importance of investigative work, training and qualifying journalists in investigative journalism (Abdul-Wahab, 2018).

2) ARIJ is procedurally defined as the first institution in Jordan and the Arab world that specializes in training and qualifying journalists for investigative work and helps them produce investigative reports (Hunter, 2009).

3) Procedurally defined, investigative journalism is the type of journalism that requires training and qualification of journalists to be able to uncover facts and reach multiple sources quickly (Ad-Dulaimi, 2015).

4) Procedurally defined, the Arab world is the region where journalists working in investigative journalism gather based on the objectives of the study (Adh-Dhaher, 2002).

4. Study Theory

This study is based on two theories: cognitive learning theory and professional practice theory, as they are closely related to the study content.

4.1. Cognitive Learning Theory

This theory is based on harmony with the questions of mental philosophy and the resulting ideas and theories, and in its foundations, it corresponds to constructivist learning theories, where it gives importance to the mental processes of thinking, remembering, contemplating, and interpreting phenomena (Smith & Ragan, 2008).

This theory is concerned with building on thinking, planning, decision-making, and expectation, meaning that it does not consider humans as mere responders to the surrounding stimuli to act, but rather relies on the cognitive ideas that individuals have, which can be developed through education. The concept of the

theory is based on the collection and organization of cognitive information, and the use of scientific experiences that individuals can acquire through learning (Abu Zeid & Salah, 2021). This theory relies on a set of strategies, including asking questions, providing opportunities to make mistakes, enabling self-reflection, and thinking out loud (Qattami, 2003). The concepts of the theory include: beyond knowledge, and the concept of influence on cognitive thought (Al-Afoun & Jalil, 2013).

The educational applications of cognitive learning theory focus on understanding and adopting Bloom's taxonomy, which presents important criteria for measuring learners' abilities. Cognitive learning theory is characterized by enhancing the learning process, self-assertion, boosting confidence, promoting understanding, improving problem-solving skills, helping individuals to learn quickly, and enabling the teacher to form concepts (Al-Zaghloul, 2019).

4.2. Theory of Professional Practice

The theory is defined as the framework that provides the social worker with a selective theory for professional practice, which addresses the change in structure for each level of practice from the individual to the community. The professional practitioner who applies work in social institutions is defined as the person who acquires extensive knowledge and skills of professional practice without adhering to a specific theoretical framework or a specific method (Al-Hameed et al., 2008).

The importance of the theory lies in the fact that it is considered one of the most important and modern models that have imposed themselves on social service practice during the last quarter of the twentieth century. It represents a selective approach far from the traditional approach of social service (Al-Razzaq et al., 2020).

The theory is characterized by consisting of professional sciences, knowledge, skills, and values that can be employed in professional intervention to help solve the problems of individuals, groups, and communities. It relies on the ecological approach and the needs approach and has a theoretical framework with multiple dimensions that include free choice of theories and models of professional intervention (Amteir, 2011).

This theory aims to enable individuals and groups to solve their problems, satisfy their needs, and invest their capabilities. It also aims to influence existing social policies for the care of humans and attempt to develop new social requirements for the benefit of humans. It seeks to establish links and relationships between people, community resources and service providers, as well as achieve justice and equality among different population groups, and encourage the exchange of information, experience, and resources among different institutional structures. It adopts a scientific and general perspective on human issues and seeks solutions to problems (Hindawi, 2015).

5. Previous Studies

Study by Hamam (2019a), entitled "The Role of Investigative Journalism in Exposing Corruption Issues from the Perspective of Jordanian Journalists."

The study aimed to determine the role of investigative journalism in uncovering corruption issues from the perspective of Jordanian journalists. This study belongs to descriptive studies within the survey methodology, and a questionnaire was used as a tool for data collection. The study found that there are challenges facing the development of investigative journalism, including training and qualification issues, and the necessity for institutions to recognize the importance of this type of journalism. Additionally, there is weak cooperation between local institutions and journalists working in this field.

Study by Al-Raji, Mohammed, 2017, entitled "What Role for Investigative Journalism in Enhancing Democratic Practice."

The study discussed the role of investigative journalism and how it affects its political and social environment, as well as democratic practice in general, as it reveals the performance of individuals, institutions, and organizations. The study found that the awareness created by investigative journalism makes this model an epistemic authority that gains credibility in the public sphere, as a source of information revealing the performance of individuals and institutions.

Study by Sununu, Nabil Ahmad Saeed, Al-Turk, Ahmed Arabi Hussein Muhammad, 2016, entitled "The Reality of Investigative Journalism in Palestinian Electronic Sites: An Analytical and Field Study."

This study is a descriptive study and aims to identify investigative journalism in Palestinian sites using the survey methodology and content analysis method. The study found that the sites studied showed an interest in investigative journalism, with the Watan News site leading the sites with about 35 investigations.

Study by Katharine-2016, Anthony-Mills, Sarikakis, and others, entitled "Investigative Journalism and Digital Media in Southeast Europe."

The study aimed to investigate the current state of investigative journalism in Southeast Europe, with a focus on digital media. The study used a qualitative methodology that included interviews with investigative journalists and editors, as well as an analysis of relevant literature. The study found that while digital media provides opportunities for investigative journalism, there are also challenges, including a lack of funding and training, and the prevalence of online disinformation.

The study titled "Arab Investigative Journalism Practice" by Hamdy, Nailam 2013, published in the Journal of Arab & Muslim Media Research, aimed to examine the impact of political changes on the production of investigative journalism during the Arab revolutions. It also aimed to determine whether Arab journalists have the same understanding and perception of investigative journalism as their Western counterparts. The results indicated that changes in the political environment hinder the implementation of investigative journalism. Media ownership patterns were found to have no connection with the ability to

conduct such investigations. The study also noted that Arab journalists believe in their ability to bring about change.

The study titled "Investigative Journalism in Central and Eastern Europe: Autonomy, Business Models and Democratic Roles" by Stetka, Vaclav, and Örnebring, Henrik, 2013, published in The International Journal of Press/Politics, sought to compare the state of investigative journalism in Central and Eastern European countries. It evaluated the degree of autonomy of investigative journalism and the factors affecting its work and implementation. The study found that investigative journalism is weak in countries where journalism is constrained and lacks independence to carry out investigative work. In contrast, investigative journalism was stronger in countries with more stable and prosperous media outlets, particularly Estonia, Poland, and the Czech Republic. The study also found that some countries, particularly Romania and Bulgaria, use the internet to disseminate investigative journalism works.

Commentary on Previous Studies

The current study is similar to previous studies in that it focuses on investigative journalism, but differs in its approach and emphasis on the training and qualification aspect of investigative journalism. This study is unique in that it examines the role of the ARIJ Institute for Investigative Journalism in training and qualifying investigative journalists in the Arab world.
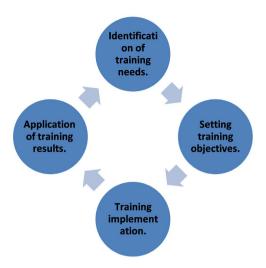
Furthermore, the current study distinguishes itself from previous research by selecting its study population, which consists of "investigative journalists in the Arab world." This choice adds to the discussion of the study's findings and opens the door for future researchers to conduct further studies in the context of investigative journalism in specific geographical locations.

6. Concepts of Training, Its Stages, and Effective Programs

6.1. Training Concepts

Training is defined as the means of rehabilitating individuals to be in a state of constant readiness and qualification for performing their current and future job duties within the institution they work for (Abu Al-Nasr, 2009). It is also the efforts that increase knowledge, skills, and capabilities among employees, making them more efficient in performing their assigned tasks (Ma'shouq, 2011). It is a planned and intentional human activity that brings about changes in selected aspects of trainees (Al-Kurdi, 2010). The principles of training can be summarized as being goal-oriented, progressive (starting from the easiest to the hardest), comprehensive and ongoing, and developing (Al-Obaidi et al., 2010a).

6.2. Training Stages

David Osborne views training stages as four, as follows (Abu Al-Nasr, 2009):

Identification of training needs.

Setting training objectives.

Training implementation.

Application of training results.

6.3. Effective Training Programs

It is the responsibility of any management to develop the skills and experience of employees. This cannot be achieved unless training programs are established that incorporate the latest experience in the work field (Al-Essawi, 1998). Training programs are planned and organized activities that involve building or developing educational or training positions based on their objectives, data, constraints, and aiming to develop the performance of trainees and equip them with various skills (Maamari, 2010). To ensure the success of training programs, the training program must be consistent with work requirements, flexible, and trainees must have a sense of the need for training (Al-Obaidi et al., 2010b).

The quality of training varies according to the objectives to be achieved and the public policy set by the institution, and the concerned party can choose a combination of these types according to the employment stage, job type, place, and time (Skarna, 2009). The effectiveness of training programs refers to the extent to which they can create a match between the current reality of the training process parties and the future requirements and specifications for them (Mimar, 2010). Thus, the effectiveness of the program is measured by its ability to create a match between the present and the future to be achieved within a certain period and limited possibilities (Fudhaili, 1995).

The training plan includes three elements: the program, trainers, and trainees. The evaluation process aims to measure the extent to which the objectives are achieved, the benefits that accrue to trainees, and the ability of trainers to convey information to trainees (Maqbileh, 2001). It also measures the effectiveness and suitability of training methods and the appropriateness of training materials used such as lectures, discussions, and role-playing (Hassani, 2011). There are criteria for evaluating the effectiveness of the training program, such as trainees' feedback, the knowledge acquired by trainees, and the behavior of trainees in the workplace (Badri, 2012). To enhance the effectiveness of training programs, we should consider providing information and data that assist in planning training according to training needs, designing programs that align with training needs,

and ensuring that trainees are ready to learn and acquire expertise (Saws & Al-lah, 2012). Additionally, attention should be given to selecting trainers with both scientific and practical experience, choosing training methods that are suitable for the quality of the topics and the level of trainees (Yaghi, 1996).

7. ARIJ Investigative Foundation

ARIJ Foundation emerged from the ideas of Arab media professionals who shared similar goals and aspirations with their Danish colleagues. They aimed to establish investigative journalism for the benefit of local communities, and the founders held a series of meetings in Copenhagen, Damascus, Beirut, and Amman before crystallizing their project with funding from the Danish Parliament through the International Media Support (IMS) program. The Danish Association for Investigative Journalism (FUJ) also provided technical and professional support. ARIJ Foundation is the first pioneering network in the Arab world to promote the concept of investigative journalism with a modern and professional methodology. It was founded in Amman, Jordan's capital, in 2005 to support independent and high-quality professional investigative journalism through advanced training workshops. It provides experienced supervision and follow-up for investigative journalists by professional media personnel, funds various investigations, and collaborates with Arab and international publishing platforms (Hunter et al., 2017).

ARIJ's mission is to lead the establishment of an integrated and interconnected vital field that supports and strengthens Arab journalists for investigative journalism. Its goal is to raise the level of investigative journalism, which is an essential element in democratic societies based on documenting facts and deepening research from multiple sources. ARIJ also provides ways to ensure transparency and accountability, and a platform for diversity of opinions and perspectives (Hamam, 2019b).

The ARIJ organization aims to provide high-quality training for some of the most important international and Arab trainers, both in the field and across the digital world. ARIJ also supports independent journalism that is characterized by high quality and professionalism by providing the necessary funding for media projects and in-depth journalistic investigations, as well as providing competent supervision to guide young journalists in the Arab world. This strengthens and enhances their work by providing them with ways and methods for development and professionalism in line with international standards. Additionally, ARIJ aims to offer and manage networking opportunities through seminars, conferences, academic institutions, research centers, and Arab and international publishing platforms (Ar-Rabee, 2013).

In the coming years, ARIJ's vision will be manifested in expanding its field and digital training and becoming a leader in a connected and collaborative world to support Arab journalists in investigative journalism. The organization does this through supervision and training, as well as providing logistical, research, production, networking, and academic support with publishers and in-

ternational research and investigation centers. The ARIJ network plays a vital role in the field of investigative journalism by providing diverse training opportunities. Additionally, ARIJ has developed an academic course in response to the desires of media colleges, based on its guidance manual, and includes readings on experiences of Arab investigative journalism, as well as assigning students to conduct journalistic investigations from their environment. The course also includes tables on the most important open and closed sources and the legal nature of investigative journalism in neighboring countries (Hunter et al., 2017).

8. The Type and Methodology of the Study

The study used a descriptive approach relying on the media survey in order to complete and process its dimensions and clarify its purpose. This method is based on the descriptive presentation of the study's variables, and the use of the analytical method based on collecting data through a questionnaire to answer the study's questions (Al-Khalidi & Bdoor, 2022).

9. Study Population and Sample

The study population includes all journalists and individuals who participated in training workshops and courses held by the ARIJ Foundation. The study relied on the available sample for selecting its sample, which is the most appropriate sample according to the nature of the study (Al-Khalidi & Bdoor, 2022). The researchers distributed the questionnaire electronically to the study population to reach a reasonable number of participants. A total of 109 questionnaires were retrieved, and 100 of them were found to be valid, thus determining the study sample size.

10. Data Collection Tool

An electronic questionnaire was used as it was the most suitable for the nature and subject of the study, especially as it enables the researchers to obtain information that they cannot observe themselves. Additionally, it was difficult to access and confine the study community, and it ensured their non-interference in the self-reporting of the researchers.

11. Study Validity and Reliability Procedures

The questionnaire was presented to a group of specialized referees in the field of media to ensure its validity. The questionnaire was then modified based on their feedback. Its reliability was verified by relying on Cronbach's alpha coefficient.

Table 1. Reliability of the study tool.

Number	Axis	The value of Cronbach's coefficient
1	A scale for the objectives of the investigative workshops and courses conducted by ARIJ Foundation	0.88

Continued

2	A scale for the content and substance of the investigative workshops and courses conducted by ARIJ Foundation	0.86
3	A scale for the training methods and approaches followed by ARIJ Foundation	0.85
4	A scale for the feedback mechanism followed by ARIJ Foundation after conducting the investigative workshops and courses	0.91
	The total score of the tool as a whole	**0.88**

From Table 1 and after examining the values of Cronbach's alpha coefficient, it appears that all factors have a high correlation with the total score of the tool, where the first factor achieved a correlation value of (0.88), the second factor achieved a correlation value of (0.86), the third factor achieved a correlation value of (0.85), and the fourth factor achieved a correlation value of (0.91). The total score of the tool as a whole reached (0.88), indicating a high level of reliability for the questionnaire.

12. Analysis of Study Data

12.1. The First Axis: Personal Data of the Participants

Table 2. Gender of the participants.

Factor	Frequency	Percentage
Male	55	5%
Female	45	4%
Total	100	100%

According to Table 2, which describes the gender of the participants, it is evident that the number of male participants in the sample is (55), with a percentage of (55%), which is greater than the number of female participants, which is (45), with a percentage of (45%).

Table 3. Age of the participants.

Factor	Frequency	Percentage
Between 18 to 21	7	7%
Between 22 to 25	11	11%
Between 26 to 29	27	2%
Between 30 to 33	9	9%
34 and Above	46	4%
Total	100	100%

According to Table 3, which describes the age of the participants, it is evident that the group of participants aged above (34) years old is the most frequent, with a count of (46) individuals, and a percentage of (46%), which is the highest percentage. The age group of (26 - 29) years old follows with a count of (27) individuals, and a percentage of (27%). The results also show that the age group of (18 - 21) years old is the least frequent, with a count of (7) individuals, and a percentage of (7%), which is the lowest percentage.

Table 4. Educational Level of the participants.

Factor	Frequency	Percentage
High school diploma	6	6%
Intermediate institute	10	10%
Bachelor's degree	67	67%
Postgraduate studies	14	17%
Total	100	100%

According to Table 4, which describes the educational level of the participants, it is evident that the number of participants with a bachelor's degree is the highest, with a count of 67 individuals and a percentage of 67%. The postgraduate degree holders follow with a count of 17 individuals and a percentage of 17%. The intermediate institute holders are next in count, with a count of 10 individuals and a percentage of 10%. Lastly, there are 6 participants with a high school diploma, with a percentage of 6%, which is the lowest percentage. This can be interpreted as the interest in educational courses and workshops is related to the individual's educational level.

Table 5. Work experience level of the participants.

Factor	Frequency	Percentage
Less than 5 years	41	40%
Between 5 to 10	35	35%
Between 11 to 15	14	14%
16and Above	10	10%
Total	100	100%

Table 5 describing the work experience of the respondents shows that the highest percentage of them (41%) had work experience of less than (5) years. The second highest percentage is for those with work experience between (5 - 10 years), and their percentage is (35%). The respondents with work experience of more than (16) years had the lowest percentage of frequency. This may be due to the fact that those with long work experience believe that they do not need training courses and workshops, while those who are new to investigative journalism need them more to develop their professional skills and abilities.

Table 6. Number of workshops and training courses that the participants attended.

Factor	Frequency	Percentage
Between 1 to 3	34	34%
Between 4 to 6	25	25%
Between 7 to 9	13	13%
Between 10 to 12	16	16%
13 and Above	12	12%
Total	100	100%

Table 6 describing the number of courses and workshops in which the researchers participated shows that the highest percentage, (34%), attended (1 - 3) courses and workshops, followed by 25% who attended (4 - 6) courses and workshops. The lowest percentage, (12%), attended (more than 13) training courses and workshops. This could be because those with extensive work experience believe that they do not need training courses and workshops, while those new to investigative journalism require them more to develop their professional skills and abilities.

Table 7. Nature of the participants' involvement in training courses and workshops.

Factor	Frequency	Percentage
In-person	18	18%
Remotely, Online	50	50%
Combination of In-person and Online/Remote	31	31%
Total	100	100%

It is evident from Table 7, which describes the nature of the participants' involvement in these training courses and workshops, that the majority of them participated remotely, with a percentage of (50%). They were followed in terms of number by those who participated in a blended format (in-person and remotely) (32), with a percentage of (32%). The least percentage were those who participated in-person with a percentage of (18%). The reason for this may be the difficulty of journalists from various Arab countries to come to the headquarters of ARIJ Foundation in Jordan.

Table 8. Motives of the participants in attending the training courses and workshops offered by ARIJ Investigative Journalism Initiative.

Factor	Frequency	Percentage
ARIJ's reputation	14	14%
Excellence in conducting specialized investigative workshops and courses	48	48%
Desire to venture into this field	30	30%
Nomination by your media institution	8	8%
Total	100	100%

Table 8 describes the motives of the participants in attending the training courses and workshops offered by ARIJ Investigative Journalism Initiative. The majority (48%) participated due to its distinguished execution of specialized investigative courses and workshops, which is the highest percentage. The second highest percentage (30%) participated out of personal interest. (14%) participated for ARIJ's reputation, and the lowest percentage (8%) were nominated by their media institutions.

Table 9. Researchers participated with ARIJ foundation in conducting an investigative journalism inquiry.

Factor	Frequency	Percentage
Yes	42	42%
No	58	58%
Total	100	100%

It is evident from Table 9, which shows the extent of the researchers' participation with ARIJ Investigative Journalism Institute in conducting investigative reports, that the vast majority did not participate in the completion of any investigative report with ARIJ, with a percentage of (58%). Meanwhile, (42%) of the researchers reported that they participated with the institute in completing an investigative report.

Table 10. The countries where the researchers work.

Country	Frequency	Percentage
Jordan	35	35%
Iraq	4	4%
Yemen	8	8%
Libya	2	2%
Lebanon	4	4%
Palestine	5	5%
Algeria	7	7%
Morocco	6	6%
Tunisia	6	6%
Syria	4	4%
Mauritania	3	3%
Sudan	4	4%
Egypt	12	12%
Total	100	100%

Table 10 shows the country where the researchers work. It reveals that the highest percentage of investigative journalists who participated are from Jordan,

with (35) journalists and a percentage of (35%). Followed by Egyptian investigative journalists, with (12) journalists and a percentage of (12%). The lowest percentage of participation came from Libyan journalists, with a percentage of (2%). It is also evident that investigative journalists from Gulf countries were absent from participating in the workshops and courses held by ARIJ Investigative Journalism Foundation.

Table 11. "Nature" of work for the researchers.

Work nature	Frequency	Percentage
Investigative journalist/editor	22	22%
Field correspondent	12	12%
Article writer	9	9%
Photojournalist/videographer	8	8%
Works for a newspaper	9	9%
Works for a television network	7	7%
Works for a radio station	5	5%
Works for a website	9	9%
Student	10	10%
Other	9	9%
Total	100	100%

It is evident from Table 11, which shows the "nature" of work for the researchers, that investigative journalists are the most interested in the workshops and training courses provided by ARIJ Investigative Journalism Foundation, with a total of (22) journalists representing (22%), which is the highest percentage. Field correspondents come next in terms of percentage with (12%), followed by university students who are still studying, representing (10%). Those working for radio institutions had the lowest percentage of participation with only (5%).

12.2. The Second Axis

Table 12. Scale of objectives for investigative courses-workshops held by ARIJ Foundation.

Factor	Mean average	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
The ARIJ Foundation sets goals and objectives that meet my professional needs in investigative journalism work	4.56	72	72%	21	21%	2	2%	1	1%	4	4%
The ARIJ Foundation carefully selects participants for its journalism courses and workshops	4.23	51	51%	31	31%	11	11%	4	4%	3	3%

Continued

The ARIJ Foundation aims to enhance and refine necessary knowledge, skills, and abilities.	4.4	68	68%	19	19%	4	4%	3	3%	6	6%
The ARIJ Foundation clarifies the expected outcomes of the courses and workshops from the beginning.	4.28	48	48%	37	37%	12	12%	1	1%	2	2%
The ARIJ Foundation sets one or more objectives for the participant to know what is required of them when they return to their media institution.	4.25	56	56%	28	28%	5	5%	7	7%	4	4%
The ARIJ Foundation formulates the course or workshop objectives distinctly to enable the trainee to apply what they have learned in emergency conditions.	4.03	58	58%	18	18%	3	3%	11	11%	10	10%

Table 12 illustrates the objectives of the investigative journalism workshops conducted by the ARIJ Foundation. The first statement in the table is "The ARIJ Foundation sets goals and objectives that fulfill my professional needs in investigative journalism" with an average score of (4.56), followed by "The ARIJ Foundation seeks to enhance and refine the necessary knowledge, skills, and abilities" with an average score of (4.40). The statement "The ARIJ Foundation clarifies the expected results of the workshops from the beginning" comes in third place with an average score of (4.28), followed by "The ARIJ Foundation sets one or more goals for the participant to know what is required of them upon returning to their media institution" with an average score of (4.25). The statement "The ARIJ Foundation carefully selects the participants in the journalism workshops" comes in fifth place with an average score of (4.23), and the last statement in the table is "The ARIJ Foundation formulates the objectives of the workshop in a distinctive way that enables the trainee to apply what they have learned in emergency situations" with an average score of (4.03). It is clear from the above that there are no significant differences between the average scores of the statements.

12.3. The Thirdaxis

Table 13. The scale of content and topics covered in the investigative courses and workshops conducted by ARIJ Foundation.

Factor	Mean average	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
ARIJ Foundation presents during its investigative courses and workshops, situations similar to those faced by investigative journalists in their fieldwork in their country	3.75	32	32%	37	37%	14	14%	8	8%	9	9%

Continued

ARIJ Foundation is keen to apply practical exercises for the acquired skills and knowledge	4.08	34	34%	52	52%	7	7%	2	2%	5	5%
ARIJ Foundation provides knowledge and professional content that includes useful applications and exercises on various topics	4.41	63	63%	25	25%	4	4%	6	6%	2	2%
ARIJ Foundation provides educational content that equips trainees with the ability to improve their performance in investigative work	3.86	51	51%	12	12%	18	18%	10	10%	9	9%
ARIJ Foundation is committed to encouraging and motivating participants to practice the skills they have learned in the courses and workshops in their countries	4.27	55	55%	30	30%	7	7%	3	3%	5	5%

Table 13 shows the content and themes of the investigative courses and workshops offered by ARIJ Foundation. The phrase "ARIJ Foundation provides knowledgeable and professional content that includes useful applications and exercises on various topics" has the highest mean score (4.41), followed by "ARIJ Foundation strives to motivate and encourage participants to practice the skills they have learned in their countries" with a mean score of (4.27). The phrase "ARIJ Foundation is committed to applying and implementing practical applications for the acquired skills and knowledge" is ranked third with a mean score of (4.08). The phrase "ARIJ Foundation provides educational content that equips trainees with ways to improve their investigative work performance" is ranked fourth with a mean score of (3.86). Lastly, the phrase "During the courses and workshops, ARIJ Foundation presents situations similar to those faced by investigative journalists in their fieldwork in their own countries" has the lowest mean score (3.75). It is evident from the above that there are differences in the mean scores of the phrases, especially the fourth and fifth phrases.

12.4. The Fourthaxis

Table 14. Training Methods adopted by ARIJ Institute.

Factor	Mean average	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
The ARIJ training institute uses training resources such as videos and documents to deliver new information.	3.43	22	22%	27	27	31	31	12	12%	8	8%

Continued

The ARIJ institute provides us with outstanding professional and practical publications and guides.	4.6	71	71%	22	22	3	3	4	4%	0	0%
The ARIJ institute relies on trainers and experts who have the cognitive and professional knowledge and experience in courses and workshops.	4.08	46	46%	33	33	10	10	5	5%	6	6%
The ARIJ institute hires foreign experts who have a distinguished professional reputation and status.	3.61	36	36%	17	17	28	28	10	10%	9	9%
The ARIJ institute uses an applied method (such as conducting similar investigative procedures presented during the course or workshop) to achieve maximum benefit and ensure effective participation from trainees.	3.97	34	34%	45	45	9	9	8	8%	4	4%
The ARIJ institute is committed to providing exercises and applications directly related to the topic of the course or workshop.	4.05	51	51%	28	28	6	6	5	5%	10	10%
The ARIJ institute provides opportunities to observe and interact with the problem we are trying to solve or the skill we are trying to learn.	3.95	47	47%	25	25	12	12	8	8%	8	8%

From Table 14, which describes the training methods used by ARIJ Institute, it is evident that the statement "ARIJ Institute provides us with excellent professional and practical publications and guides" came first with an average of (4.60), followed by the statement "ARIJ Institute relies on trainers and experts who have the cognitive and professional knowledge and experience in courses and workshops" with an average of (4.08). The third statement was "ARIJ Institute is keen on giving exercises and applications related directly to the course or workshop" with an average of (4.05), followed by the statement "ARIJ Institute uses the applied method (as similar investigative measures to what was presented during the course or workshop) to achieve maximum benefit and ensure effective participation from trainees" with an average of (3.97). The statement "ARIJ Institute provides opportunities to monitor and interact with the problem

we are trying to solve or the skill we are trying to learn" followed with an average of (3.95), and the statement "ARIJ Institute relies on foreign experts who have a distinguished professional reputation and status" had an average of (3.61). Lastly, the statement "ARIJ Institute uses training aids such as videos and documents to provide new information" came last with an average of (3.43). It is clear from the above that there are differences in the average of the previous statements in general.

12.5. The Fifthaxis

Table 15. Feedback evaluation system used by ARIJ Institute after conducting training courses and workshops.

Factor	Mean average	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
ARIJ Foundation evaluates the satisfaction level of the course/workshop by asking a question about the effectiveness of that course/workshop in developing skills for journalists	3.00	12	12%	34	34%	14	14%	22	22%	18	18%
ARIJ Foundation tracks the work and investigations carried out by the participants after they return to their media institutions	3.67	37	37%	21	21%	18	18%	20	20%	4	4%
ARIJ Foundation asks trainees if there are any suggestions for courses/workshops that participants may need later on	3.10	18	18%	23	23%	20	20%	29	29%	10	10%

Table 15 describes the feedback system that ARIJ institution follows after conducting investigative workshops. The table shows that the statement "ARIJ institution tracks the work and investigations conducted by the participants after returning to their media institutions" received the highest arithmetic mean score of (3.67), followed by the statement "ARIJ institution asks trainees if there are suggestions for future courses and workshops needed by the participants" with an arithmetic mean score of (3.10). The statement "ARIJ institution evaluates the satisfaction level of the course-workshop by asking a question about the effectiveness of the course-workshop in developing the skills of journalists" received the lowest arithmetic mean score of (3.00). It is evident from the above that there are differences between the mean scores of the statements, particularly the first statement.

13. Conclusion

The ARIJ Investigative Foundation has played a significant role in promoting

the culture of investigative journalism in the Arab world. The study reveals that the majority of participants attended the workshops and training sessions remotely, which could be attributed to the difficulty of journalists from various Arab countries to come to the headquarters of ARIJ Foundation in Jordan. The study also shows that participants who are new to investigative journalism are more interested in attending workshops and training sessions, while those with extensive work experience tend to believe that they do not need them. The study further reveals that the ARIJ Foundation sets goals and objectives that fulfill the professional needs of investigative journalists, seeks to enhance and refine necessary knowledge, skills, and abilities, and clarifies the expected results of workshops from the beginning. Also shows the highest percentage of participants attended 1 - 3 courses and workshops, and the majority participated due to the distinguished execution of specialized investigative courses and workshops. The study also revealed that the majority of participants did not participate in the completion of any investigative report with ARIJ, but 42% of them reported that they participated with the institute in completing an investigative report. The highest percentage of investigative journalists who participated are from Jordan, with Egyptian investigative journalists coming in second place. However, investigative journalists from Gulf countries were absent from participating in the workshops and courses held by ARIJ Investigative Journalism Foundation. The objectives of the investigative journalism workshops conducted by the ARIJ Foundation were rated highly by participants. The first statement, "The ARIJ Foundation sets goals and objectives that fulfill my professional needs in investigative journalism," had an average score of 4.56, followed by "The ARIJ Foundation seeks to enhance and refine the necessary knowledge, skills, and abilities," with an average score of 4.40. The results also showed that the participants' educational level and work experience were related to their interest in attending training courses and workshops. Participants with higher education and less work experience were more interested in attending these courses and workshops than those with lower education and more work experience.

14. Study Contributions

The study on the role of ARIJ Investigative Foundation in spreading the concepts of investigative culture in the Arab world and its reflection on professional practice among participants has several significant contributions.

Firstly, the study provides insights into the impact of ARIJ's training courses and workshops on the professional practice of its participants. By analyzing the participants' demographics, work experience, and motivations for attending the courses, the study sheds light on how ARIJ is contributing to the development of investigative journalism skills in the Arab world.

Secondly, the study identifies the methods and approaches used by ARIJ in conducting its training sessions. By examining the content and themes covered in the workshops and the feedback methods used by ARIJ with its trainees, the study provides valuable information that can be used to enhance the effective-

ness of ARIJ's training programs.

Thirdly, the study highlights the challenges facing investigative journalism in the Arab world, such as the absence of investigative journalists from Gulf countries and the difficulty of journalists from various Arab countries to come to the headquarters of ARIJ Foundation in Jordan. This information can be used to address these challenges and improve the reach and impact of investigative journalism in the region.

Overall, the study's contributions can be used to inform policymakers, media organizations, and journalism educators on how to improve the quality and reach of investigative journalism in the Arab world.

15. Recommendations

Include a control group: Future studies should consider incorporating a control group of journalists who have not received any training from ARIJ to compare their level of investigative journalism skills with those who have attended ARIJ's training courses and workshops. This will help to assess the extent of ARIJ's impact on the participants' professional practice. Use mixed-methods approach: Future studies could employ a mixed-methods approach that combines qualitative and quantitative data collection methods to gather more comprehensive and nuanced insights into the impact of ARIJ's training programs. Assess the long-term impact: Future studies should also aim to assess the long-term impact of ARIJ's training courses and workshops on the professional practice of participants. Explore new themes and topics: Future studies could explore new themes and topics that are relevant to investigative journalism in the Arab world, such as digital security, data journalism, and multimedia storytelling. Foster collaborations and partnerships: ARIJ could establish partnerships and collaborations with other media organizations, universities, and civil society groups in the Arab world to expand the reach and impact of its training programs.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

References

Abdul-Wahab, S. N. (2018). *The Role of Businessmen in Social and Cultural Change—A Field Social Research* (p. 41). Port Said University. (In Arabic)

Abu Al-Nasr, M. (2009). *Skills of the Distinguished Trainer* (p. 16, 56, 73). Arab Group for Training and Publishing. (In Arabic)

Abu Zeid, N., & Salah, A. (2021). *Suber Thinking: Theory and Application* (p. 26). Dar Al-Khalij Publishing. (In Arabic)

Ad-Dulaimi, A. R. (2015). *Investigative Journalism* (2nd ed., pp. 41-42). Dar Al-Yazouri Publishing. (In Arabic)

Adh-Dhaher, N. I. (2002). *Geography of the Arab World* (p. 17). Dar Al-Yazouri Publishing. (In Arabic)

Al-Afoun, N. H., & Jalil, W. M. (2013). *Cognitive Learning and Information Processing Strategies* (p. 87). Dar Al-Manahij Publishing. (In Arabic)

Al-Essawi, K. (1998). *Proposed Training Program for Educational Supervisors in Light of Management Competencies* (p. 26). Unpublished Doctoral Dissertation, Al-Mustansiriya University. (In Arabic)

Al-Hamdani, B. (2016). Obstacles of Iraqi Investigative Journalism from the Perspective of Iraqi Journalists, University of Iraq/College of Media. In *The Third Scientific Conference "Towards a Future Vision for Building Responsible Media"* (p. 10). (In Arabic)

Al-Hameed, A., Sulaiman, H. S., Hassan, H., & Gomaa, A.-B. M. (2008). *Introduction to General Practice in Social Work with Individuals and Families* (p. 17). Dar Al-Maseera for Publishing. (In Arabic)

Al-Khalidi, K. S., & Bdoor, S. Y. (2022). *The Implications of Satirical Comedy Drama on the Values, Behavior, and Habits of Jordanian Youth: A Case Study of the Watan A' Watar 2021 Program* (p. 13). Unpublished Research Paper, Yarmouk University. (In Arabic)

Al-Kurdi, A. (2010). *Principles of Effective Training in Business Organizations. Electronic Version* (p. 5). (In Arabic)

Al-Obaidi, M. J., Al-Obaidi, A. M., & Jasim, B. M. (2010a). *Teaching Methods and Psychology of Individualized Education and Training* (pp. 71-72). DeBono Center for Teaching Thinking. (In Arabic)

Al-Obaidi, M. J., Al-Obaidi, A. M., & Jasim, B. M. (2010b). *Teaching Methods and the Psychology of Individualized Education and Training* (pp. 86-87). Dibono Center for Teaching Thinking. (In Arabic)

Al-Rabee, H. M. (2013). *Investigative Journalism as a New Model in Arab Journalism: A Study of the Reality and Issues, with Monitoring of the Professional and Academic Elite's Trends for the Future of this Model in Egyptian Journalism* (p. 119). Minia University. (In Arabic)

Al-Razzaq, A., Rabih, A. M. A., & Saad, M. (2020). *Introduction to General Social Work Practice* (p. 42). Dar Al-Kutub Wal-Dirasat Al-Arabiya. (In Arabic)

Al-Zaghloul, E. A. (2019). *Theories of Learning* (p. 23). Dar Al-Shorouk for Publishing.

Amteir, A. S. (2011). *Handwritten Lectures on General Practice in Social Work* (p. 4). Tripoli University, Graduate Studies, Department of Social Work. (In Arabic)

Ar-Rabee, H. M. (2013). *Investigative Journalism as an Emerging Pattern in Arab Journalism: A Study of Reality and Problematics with Monitoring the Professional and Academic Elite's Trends for the Future of this Pattern in Egyptian Journalism* (pp. 117-118). Minia University. (In Arabic)

Badri, A. (2012). *The Modern Trainer: A Guide for Every Trainer* (p. 226). Arab Board for Training Publications. (In Arabic)

Fudhaili, F. (1995). The Actual Feasibility of Training and Administrative Development Programs in the Government Sector in Kuwait. *Al-Idariya Magazine, No. 62,* 645. (In Arabic)

Hamam, R. E. (2019a). *The Role of Investigative Journalism in Revealing Corruption Issues from the Perspective of Jordanian Journalists* (p. 59). Middle East University. (In Arabic)

Hamam, R. E. (2019b). *The Role of Investigative Journalism in Uncovering Corruption Issues from the Perspective of Jordanian Journalists* (p. 17). Middle East University. (In Arabic)

Hassani, I. A. S. (2011). *Cooperative Training and Improving Work Efficiency* (p. 21).

Dibono Center for Teaching Thinking. (In Arabic)

Hindawi, H. A. L. (2015). *Professional Practice in Working with Groups-Operations-Models-Theories* (p. 73). Dar Al-Maseera for Publishing. (In Arabic)

Hunter, M. (2009). *On the Path of Truth: ARIJ Guide for Arab Investigative Journalism* (p. 1, 37). Arab Reporters for Investigative Journalism ARIJ. (In Arabic)

Hunter, M. et al. (2017). *On the Path of Truth: ARIJ Guide for Arab Investigative Journalism* (p. 8). Arab Reporters for Investigative Journalism ARIJ. (In Arabic)

Maamari, S. (2010). *Training Principles and Fundamentals* (p. 16). Dibono Center for Teaching Thinking. (In Arabic)

Maqbileh, M. Q. (2001). *Educational Training and Modern Leadership Methods and Their Educational Applications* (pp. 28-30). Dar Al-Shorouk Publishing. (In Arabic)

Ma'shouq, M. A. A. (2011). *The Professional Introduction to Exemplary Human Resource Management—Concept, Mission, and Usage Relationships* (p. 251). Institute of Public Administration, Office of Prince Fahd. (In Arabic)

Mimar, S. (2010). *Training Foundations and Principles* (p. 131). DeBono Center for Teaching Thinking. (In Arabic)

Qattami, Y. (2013). *Cognitive Theory in Education* (p. 61). Dar Al-Maseera Publishing. (In Arabic)

Saws, A.-J., & Allah, D. M. (2012). *Educational Supervision: Its Nature, Evolution, Types, and Methods* (pp. 423-424). Dar Al-Khalij. (In Arabic)

Skarna, B. (2009). *Administrative Training* (p. 128). Wael Publishing House. (In Arabic)

Smith, P., & Ragan, T. (2008). *Instructional Design* (p. 56). Al-Obikan for Publishing. (In Arabic)

Yaghi, M. A. F. (1996). *Administrative Training between Theory and Practice* (pp. 135-137). Graduates' House for Publishing. (In Arabic)